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WOMEN IN MANAGEMENT:  
CAREER STAGES AND JOB SATISFACTION

by



ROXANNE KIM NELSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
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OF MASTER OF ARTS

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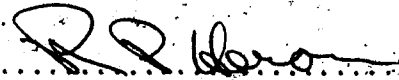
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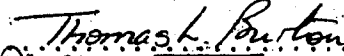


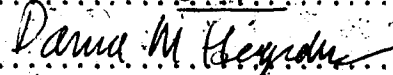
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## ABSTRACT

The purpose of this study was to examine the relationships between job satisfaction and career stages for managerial women in the public service. Job satisfaction was considered to be a positive emotional reaction associated with factors in the work setting. This reaction was measured by the Cornell Job Descriptive Index. Career stage was defined by the respondents' answers to the Career Stage Inventory, an instrument developed for this study.

The research data for the study were collected by means of a self-administered data collecting schedule that was distributed to the potential respondents. Responses were received from thirty-two women who were employees of selected leisure service delivery departments of the Alberta provincial government and the Edmonton municipal government.

Data that were collected were analyzed to address the following problems:

- Problem 1. Are there discernible career stages evident for managerial women employed in the public service?
- Problem 2. Do managerial women vary in the identification of sources of job satisfaction as a function of career stage?
- Problem 3. Do managerial women vary in the importance that they place upon the sources of job satisfaction as a function of career stage?
- Problem 4. Are there significant relationships between the sources of job satisfaction and the importance of the sources for women classified by career stage?

These data were analyzed using the Student's t test, the Pearson

product-moment correlation, and the analysis of variance. A significance level of .10 was accepted as evidence of a meaningful relationship, and relationships found to be significant at the .05 and .01 levels of confidence were also reported.

Problem 1 was tested by the use of a discriminant analysis and the results were supportive of the theoretical concept and foundations of career stages. The only discriminating source of job satisfaction for the career stage groups was found to be Pay, with differences between the Middle and Early, and Middle and Late Establishment Career Stage groups. In terms of importance variables, significant differences between the Early and Middle Establishment Career Stage groups for the variables Promotional Policy and Coworkers were discovered.

The Promotional Policy, as a source of job satisfaction, was found to be a major contributor to Overall job satisfaction, regardless of career stage.

The major theoretical preoccupation of each career stage group was determined, and the assumptions were supported by the correlations disclosing the major components of Overall job satisfaction. The major contributors to Overall job satisfaction for each career stage group were: (a) for the Early Establishment - Coworkers, (b) for the Middle Establishment - Promotional Policy, and (c) for the Late Establishment - Supervision.

None of the source or importance of source variables were found to discriminate across all groups. Only comparisons between groups of two provided any significant results.

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## CHAPTER I

### INTRODUCTION

This study examined the relationships between the variables job satisfaction and career stage for managerial women, employed in selected public leisure service agencies. Primarily, this study focussed on four major areas of interest. First, it was concerned with the development and the applicability of an instrument by which career stages could be ascertained. Second, the study was an application of an established instrument to measure the degree of satisfaction associated with five aspects (sources) of the work situation. Third, the intensity of the importance that was placed upon the five sources of job satisfaction was determined. Fourth, the relationships between the sources of job satisfaction, the importance of those sources and career stage were described and discussed.

#### Need for the Study

One of the significant aspects of this study was its consideration of women employed in managerial positions and how they perceived their work environment. Reif, Newstrom and Moncza (1975:269) remarked:

studies have found it more convenient to ask men, such as a group of personnel directors, what they think women's attitudes are, or to use a sample of women from the general population most of whom are not managers and have no aspirations to become managers.

A general assumption in the study of vocational behavior has been the notion that research utilizing male samples would prove to be equally applicable for female samples (Prescott, 1978:899). However,

this assumption requires examination. Thus, not only will this study examine only females, but also a further study, using the methodology of this study could consider variations between males and females in the identification of sources of job satisfaction and characteristics of career stages.

The theoretical bases of career stage recognize that there may be subtle differences, attributable to sex, for particular events in each stage, but that common goals, interests and central preoccupations will still be present (Rapoport and Rapoport, 1975:193; Levinson et al., 1978:9). In discussing the relevancy of career stages for women, Levinson et al. (1978:8-9) commented:

The challenge of development is at least as great for women as for men. They go through the same developmental periods as men, I believe, but in partially different ways that reflect the differences in biology and social circumstances. The periods themselves may be different in some respects for women.

The initial problem that was addressed concerned the viability of identifying career stages for women. To examine the nature of career stages, the constructs proposed by Rapoport and Rapoport (1975), Sheehy (1976), Dalton, Thompson and Price (1977) and Levinson et al. (1978) have been compiled into a single instrument, the Career Stage Inventory. Thus, a second reason for embarking upon this study was to develop and apply an instrument by which career stages could be determined.

The third reason for undertaking the study was to discover which aspects of the work environment were satisfying for women and how important these aspects were to the respondents. A number of researchers have suggested that there are few or no sex differences in

the experience of job satisfaction if variables such as salary levels are held constant or partialled out (Weaver, 1978:265). Other research has found sex to be a poor predictor of job satisfaction, but that sex differences do exist (Alderfer and Guzzo, 1979:351,358; Ferratt and Short, 1979:235).

Many studies have found that job satisfaction varies with the age of the respondents (Otis and Saleh, 1964; Glenn; Taylor and Weaver, 1977; Schwab and Heneman, 1977; Gould, 1979). An examination of the relationships between job satisfaction and age for managerial women, particularly in the context of career stages, has not been readily undertaken by researchers. This study considered this area of research to be an important reason for its relevancy. As Osipow (1973:264) observed:

The most apt way to summarize current understanding about career development of women is to make several assertions. First, the study of women's careers is a highly timely endeavor. Second, there are data which indicate that women's careers are not substantially different from men's, and at the same time, data do exist suggesting just the opposite conclusion.

Thus, an important result of this study was the identification of implications for the study of managerial women.

The final need for this study is couched in terms of the impact of work circumstances on the enjoyment of the total quality of life, that is, an appreciation of non-work activities such as family and recreation. The quality of the work environment has been found to be critical in the overall experience of leisure. Murphy (1974:182) supported the notion that satisfaction with life is a result of both a satisfying work life and leisure time. Furthermore, Murphy



(1974:182) cites Parker as stating:

People who are minimally involved in their work are similarly uninvolved in their leisure, and that frustration in one area accompanies frustration in another...Fulfillment in both work and leisure seemingly will require a coordinated program to realize human potential.

However, it must be noted that this comment refers to only one of the three models proposed by Parker with the other models suggesting that the work-leisure relationship may reflect separate facets of an individual's life, or may represent a contrast with deficits in one area being compensated for in the other (Murphy, 1974:186). As such, the quality of working life, which may be expressed in terms of satisfaction with the job may have important implications for other facets of an individual's life.

#### The Case Study Approach

A case study method of inquiry was employed in this study. The justification for this methodology has been discussed by Salter (1967:71). He suggests that a case, as an acting unit, may test relations that are relevant only in the context of that case study. A second condition concerns the use of a case as evidential material that may have suggestive usefulness for other cases. Furthermore, the case study has been described as the best method of obtaining a great deal of information about a subject through the intensive examination of the specific factors relevant to the study (Doby, 1967:241).

The subject for the case study was that group of managerial women employed in selected leisure service agencies. The relationships between job satisfaction and career stage, as identified in this study,

were considered to be pertinent to the members of the case, and to have the potential for extrapolation to other cases as implications for future research.

### Statement of the Problems

The purpose of the study was to examine, describe and discuss the relationships between the dependent variable job satisfaction in terms of various sources of job satisfaction (Work Itself, Pay, Promotional Policy, Supervision and Coworkers) and the importance placed upon those sources, and the independent variable of career stage for the managerial women employed in leisure service delivery departments of the Government of Alberta and the City of Edmonton. The problems addressed by the study were as follows:

- Problem 1. Are there discernible career stages evident for managerial women employed in the public service?
- Problem 2. Do managerial women vary in the identification of sources of job satisfaction as a function of career stage?
- Problem 3. Do managerial women vary in the importance that they place upon the sources of job satisfaction as a function of career stage?
- Problem 4. Are there significant relationships between the sources of job satisfaction and the importance of the sources for women classified by career stage?

These problems are statistically examined in Chapter 6, with the exception of Problem 1, which is explored in Chapter 3 as part of the development and explanation of the Career Stage Inventory.

### Definition of Terms

The following series of definitions has been included to provide a semantic base for interpreting the major terms employed in this study. Both the conceptual and the operational definitions have been provided.

Job Satisfaction - refers conceptually to the emotional/attitudinal reaction to the psychological, physiological and environmental circumstances of the work setting (Hoppock, 1977). Job satisfaction was determined from the responses to the five sources as operationally identified by the Job Descriptive Index. These sources are:

1. Work Itself - descriptive of aspects of the work activity.
2. Supervision - descriptive of the relations with the supervisor.
3. Pay - descriptive of the adequacy of the pay.
4. Promotional Policy - descriptive of the opportunities for advancement.
5. Coworkers - descriptive of the relations with coworkers. (Smith, Kendall and Hulin, 1969:29, 83)

Overall Job Satisfaction - is defined conceptually as the general attitude towards the circumstances of the work setting without consideration for specific elements (e.g. the five sources previously mentioned). Overall Job Satisfaction was defined operationally as the grand total of the sums of the values assigned to the five sources of job satisfaction.

Importance of Sources of Job Satisfaction - considers that individuals place different values of importance upon elements of the work setting (Locke, 1969:328-9). The Importance of Sources of Job Satisfaction was

measured operationally by the scores reported on the data collecting schedule that asked respondents to indicate how important was each of the five sources.

Career Stages - refers conceptually to a series of periods in an individual's career progression. The periods (career stages) were found to have unique characteristics with regard to the specific goals, interests and central preoccupations of the individual. Career stages were determined operationally by the summated scores on the Career Stage Inventory.

Managerial Women - were defined conceptually as women who were employed in positions of authority that included both administrative and supervisory responsibilities. Operationally, managerial women were selected on the basis of their responses to the following six statements describing managerial functions (adapted from Koontz and O'Donnell, 1959:35-8):

1. I provide planning input into some of the programs, policies and procedures implemented in my division.
2. I organize and assign tasks to my subordinates.
3. I make staff appraisals.
4. I have input into the selection of candidates for staff positions.
5. I provide direction for subordinates through supervision and guidance of their tasks.
6. I provide input into the division through budgets, staffing hours records, inventory control, etc.

The respondents were considered to be managers if they indicated that they spent at least some of their work time in a minimum of three of the above listed activities. This requirement insures that the respondent

had either/or supervisory and administrative aspects to her job.

Leisure Service Delivery Departments - refer to specific departments of the Government of Alberta and the City of Edmonton that "provide services relating to each of five broad categories of leisure activity: outdoor activities; sports and physical recreation activities; cultural, artistic and heritage pursuits; social activities; and travel and tourism" (Burton and Kyllö, 1974:2).

#### Delimitations

The study consisted of managerial women employed in public leisure service agencies in departments having one or more of the categories of leisure activity as outlined in the preceding definitions. The government agencies that were approached for the study were the Government of Alberta and the City of Edmonton. The three provincial departments were Recreation and Parks, Culture, and Tourism and Small Business. The civic department was Parks and Recreation. A reason for selecting public agencies was the apparent consistency between departments for such factors as pay scale and promotional policy, factors which could not be kept consistent if private agencies were included.

The approach taken by this study was a description of a case, a group of managerial women (referred to as the sample in this study). There was no attempt to make inferences or extrapolations to a larger population. However, due to the potential methodology that this study has implied through the reporting of probability statements represented by levels of confidence and significance, possible utilization of the results and procedures are discussed in terms of possible implications

in Chapter 7.

The levels of confidence that are reported reflect significant results at the .10, .05 and .01 levels.

An additional delimitation of this study is the employment of the previously mentioned definitions, including both the conceptual and operational aspects.

### Limitations

The major limitation of the study was its reliance upon the Executive Assistants of the departments contacted in the provincial government and the Personnel Officers of the civic Parks and Recreation department for the identification of potential respondents. Only two of the potential respondents declined participation in the study.

Another limitation of the study was the size of the sample. It is important to note that the respondents participating in this study reflect a near total population of all possible respondents fulfilling the managerial definition expressed on page 7.

### Nature of the Study

The objective of the study was to determine if any relationships between the dimensions of job satisfaction and career stage existed. The study is classified as descriptive following the criterion provided by Selltitz, Jahoda, Deutsch and Cook (1959:50):

Since studies with these second and third purposes [to portray accurately the characteristics of a particular individual, situation, or group (with or without specific initial hypothesis about the nature of these characteristics); to determine the frequency with which something occurs or with which it is associated with

something else (usually, but not always, with a specific initial hypothesis)] present similar requirements for research design, we can treat them together; we shall call them descriptive studies.

The approach of this study was to treat essentially qualitative data quantitatively. As Locke (1969:331) has remarked on the measurement of job satisfaction, a qualitative phenomenon:

Intensity of satisfaction and value importance cannot be measured in terms of any known physical (or psychological) units. It would be an error to conclude from this that these concepts are not meaningful, however. By introspection it can be observed that men experience different degrees of satisfaction and dissatisfaction and do value things to different degrees. (It should be possible to rate these factors on an ordinal scale.)

McClintock, Brannen and Maynard-Moody (1979:612-628) suggest that the strategies of qualitative and quantitative research designs can be integrated in a single study. The method that they outlined consisted of three procedures:

(1) the definition, enumeration and sampling of units of analysis within the case study that are theoretically meaningful and represent the phenomenology of informants; (2) stratified sampling of data sources based on theoretical grounds and on features of the case, crossed with a stratified sampling of the units of analysis; (3) the optional creation of a quantitative data set consisting of standardized codes for variables pertaining to each unit of analysis (p. 613).

Procedure 1 has been followed in Chapters 4 and 5 in terms of describing the frequencies, central tendencies and ranges of responses to the data collecting schedule. The second procedure is exemplified in Chapter 5 when the total sample has been stratified into groups on the basis of career stage. The final procedure is described in Chapter 3, in the development of the Career Stage Inventory; in Chapter 4, in the examination of relationships between dependent and independent variables for the total sample; and in Chapter 5 in the consideration of inter-

and intra- group relationships.

### Outline of the Study

The primary review of the related research is presented in Chapter 2. Additional pertinent literature and research is included in Chapter 3 with regard to the validity and development of the instruments that have been employed. Chapter 3 elaborates upon the instrumentation and methodology that has been used in the study.

The sample, in its entirety, will be described and discussed using descriptive statistics (frequency, central tendency and range) and an inferential statistical test (Pearson product-moment correlation). The stratified groups are also described by descriptive and inferential statistics in order to portray the nature of the inter- and intra- group relationships. These descriptions are presented in Chapters 4 and 5, respectively.

The problems that have been addressed in this study (see p. 5) are statistically considered in Chapter 6. Three statistical tests, the Pearson product-moment correlation, the analysis of variance and the Student's t test are used in determining relationships.

The final chapter is a presentation of a discussion of the results of the study. This discussion takes the form of suggestive implications for future applicability and research.



## CHAPTER 2

### REVIEW OF THE RELATED RESEARCH

#### Introduction

The review of the related research focuses upon two central themes, career stages and the experience of job satisfaction. The relationships between need fulfillment and job satisfaction and career stages are fundamental in the review of literature.

Gould and Hawkins (1978:435) supported the notion that "individuals progress through distinctive stages in their organizational career, and each stage has distinctive developmental needs for the individual". This chapter identifies the theoretical approaches used in determining career stages and how developmental needs are related to sources of job satisfaction.

Job satisfaction has been described and discussed as an emotional response to aspects of the work environment and to the work activity itself (See p. 6). Minuk (1980:14), remarking on the relationship between the work circumstances and job satisfaction, found:

the interaction between one's work situation and the needs of the individual may therefore be reflected in the levels of job satisfaction of the individuals involved. Thus, job satisfaction might be considered as a dependent variable while various demographic characteristics might be considered as independent variables.

In the context of this study, job satisfaction, a dependent variable, is considered in relation to the independent variable of career stage.

In order to more fully appreciate the nature of the relationships between the dependent and independent variables, the review of

the research relates to job satisfaction in terms of: (a) need fulfillment, (b) the Canadian context, and (c) career stages.

### Need Fulfillment and Job Satisfaction

#### Defining Job Satisfaction

Traditionally, job satisfaction has been defined as the total feelings that a person has about his/her job. This includes the nature of the work itself, the pay, the promotional policy, and the relationships with coworkers and supervisors (Smith, Kendall and Hulin, 1969; Gruneberg, 1976). Hoppock (1977) defined job satisfaction as any combination of psychological and environmental circumstances that cause a person to be able to say that they are satisfied with their job. The concept of job satisfaction has been suggested by Locke (1976:1300) to mean a pleasurable or positive emotional state resulting from the appraisal of one's job.

#### Defining Need Fulfillment

Job satisfaction has been investigated from a perspective that assumed relationships between needs, values, expectations and perceptions of the work situation (Locke, 1976:1302). Locke (1976) concluded that job satisfaction results from the perception that one's job fulfills or allows fulfillment of important job values (e.g. challenge) providing those values are congruent with the individual's needs (e.g. self-esteem). The concept of need fulfillment is reviewed through a presentation of the theories proposed by Maslow, Herzberg and Alderfer. Needs, in the context of this study are defined as

"an individual's preference for particular conditions or outcomes of work" (Pinto and Davis, 1974:339).

### Maslow's Need Hierarchy

Maslow's Need Hierarchy is presented in the review of related research because of its place as "one of the classic theories in the field of motivation" (Wieland and Ullrich, 1976:138). Furthermore, Murphy (1975:184) remarks:

Maslow's theory of human needs relates to the importance of integrating our need-satisfying efforts into balanced lives and a fused work-leisure relationship. As human beings, we have important needs that extend beyond the satisfaction of lower-level security and material wants, and truly fulfilling work and leisure must integrate all our needs in a way which gives our lives balance, completeness, and purpose.

The basic principle of Maslow's Need Hierarchy is that people are motivated to fulfill specific needs in a hierarchial manner. The progression of needs comprising the hierarchy are displayed in Figure 1 on page 15. Referring to Figure 1, the hierarchy progresses from "physiological needs" as the lowest need to "self actualization" as the highest. The desired outcome or condition for each category of need is listed directly below the need type. Below the desired outcome is a list of possible tools or methods by which to achieve the outcome. For example, a "self actualization need" means that an individual seeks "fulfillment of potential" through the "maximum use of skills and abilities".

The Need Hierarchy has been discussed in terms of two assumptions. Hall and Nougaim (1968:13) remarked:

First, Maslow predicts a process of successive prepotency among the five levels. For a given individual at a given point in time, one class of needs will be more salient than any other. Then, as those needs become satisfied, needs at the next higher level will become stronger (i.e., more salient). The important characteristic of the hierarchy is its prediction of a decrease in the strength of a given need following its satisfaction.

FIGURE 1

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Schematic Representation of Maslow's Need Hierarchy

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SELF ACTUALIZATION NEEDS

Fulfillment of individual potential  
(maximum use of skills and ability)

ESTEEM NEEDS

Self respect and worth  
(achievement, status and power)

SOCIAL and BELONGINGNESS NEEDS

Interaction with and acceptance by others  
(affection, affiliation, friendship and love)

SAFETY NEEDS

Protection of individual  
(shelter, protection from environment)

PHYSIOLOGICAL NEEDS

Basic survival  
(drink, food, air and sex)

---

Source: adapted from Middlemist and Hitt (1981:137)

The progressive, five level hierarchy has not received support from all researchers (Schneider and Alderfer, 1973; Wahba and Bridwell, 1976). Schneider and Alderfer (1973:502) found that "the scales for assessing the Maslow constructs did not emerge with consistent clarity in any of the studies". Wahba and Bridwell (1976:234) concluded that the most problematic aspect of Maslow's theory was in the conceptual definition

of needs. In this light, they formulated a number of questions:

Does need have a psychological and/or physiological base? Does a need come to existence because of a deficiency only or does need always exist even if it is gratified? How can we identify, isolate and measure different needs?

It has been suggested that changes in need strength may be a function of career stage characteristics and not related to a "universal" need hierarchy (Hall and Nougaim, 1968:26). Although these and other questions have been raised concerning the validity of the hierarchy, Wahba and Bridwell (1976:235) commented that:

Maslow's need hierarchy theory has proven to be a useful theory in generating ideas, and as an a priori logical framework to explain diverse research findings...A number of writers have attempted to reformulate Maslow's need hierarchy...Most notable of these reformulations is that of Alderfer who proposed a theory based upon three related needs in the organizational setting: existence, relatedness and growth.

#### Alderfer's ERG Theory

The idea of a need hierarchy occurring during the career years has been suggested by Alderfer in terms of three categories of needs: Existence, Relatedness and Growth (ERG). Alderfer (1969:145) suggested that an individual's needs included:

obtaining his material existence needs, maintaining his interpersonal relatedness with significant other people, and seeking opportunities for his unique personal development and growth.

Each of these needs has two components - a process and a target. Alderfer and Guzzo (1979:352) explored dimensions of job satisfaction using the ERG theory. The relationships between the levels of needs and the sources of job satisfaction are displayed in Figure 2 on page 17.

FIGURE 2

## Relationships Between ERG and Sources of Job Satisfaction

Need Level (ERG)	Source of Job Satisfaction	Causes of Satisfaction	Causes of Dissatisfaction
Existence	Pay	Fair Pay	Inadequate for luxuries
Relatedness	Coworkers	Positive interactions	Negative interactions
	Supervisor	Open attitude	Withholds key information
Growth	Work Itself	Challenging	Restricts use of abilities
	Promotional Policy	Fair chance for advancement	Unfair and infrequent

Source: adapted from Alderfer and Guzzo (1979:352)

Figure 2 suggests that job satisfaction and dissatisfaction are influenced by the context of the source. For example, pay may be a source of job satisfaction if it is perceived to be fair and equitable, but if pay does not provide for a few luxuries in life, it may become a source of dissatisfaction, despite Herzberg's Two Factor Theory (See page 19).

Alderfer and Guzzo (1979:347) found that the ERG categories produced "meaningful patterns of relationships between each measure of enduring desires and life cycle". The ERG categories appear to have particular relevance for inclusion in this study because of their compatibility with the sources of job satisfaction comprising the Job Descriptive Index, the instrument employed in this study to measure job satisfaction. To this end, Schneider and Alderfer (1973:502)

observed that:

correlations between Maslow, ERG and JDI revealed that the two measures derived from need satisfaction theories correlated as highly with JDI as they did with each other. Furthermore, on intuitive grounds, the ERG scales seem to be more meaningfully related to the JDI scales than the Maslow scales are.

The ERG theory has also been applied to the study of career stages. Alderfer and Guzzo (1979:349) utilized the age-defined developmental periods outlined by Levinson et al. in a study of the enduring desires and needs of individuals. Alderfer and Guzzo (1979) concluded that Existence need was not related to any life stage period. They suggested that the pay received from working is not perceived as either a satisfying or dissatisfying element. The Relatedness need indicated that the supervisor was considered to be an important need until approximately age forty-six. The Relatedness need with regard to the coworkers seemed to be unrelated to any career stage group although the highest desire for association with others was found to be for the age group thirty-six to thirty-nine years. Growth needs (i.e., promotions and challenging work) appeared to decline in importance as the age of the respondents increased.

Alderfer and Guzzo (1979:335) also found two significant differences between males and females in the relative strength of needs. The first significant finding was that females placed a lower desire for Existence (i.e., pay) than did males, and second, females expressed a greater desire for Relatedness with the supervisor than did males.

The Alderfer and Guzzo (1979) and the Schneider and Alderfer (1973) studies have supported the purposes of this study.

### Herzberg's Two Factor Theory

Another major theory that has had significant impact on the study of job satisfaction, particularly with regard to the identification of numerous intrinsic and extrinsic components is Herzberg's Two Factor Theory (Minuk, 1980:48). The underlying assumption of the Two Factor Theory is that there are essentially two classes of variables - one set can satisfy, but not contribute to dissatisfaction; the other set can cause dissatisfaction but can not contribute to satisfaction.

As Herzberg (1959:111) remarked:

It was noted in the review of the literature that different results were achieved when the study design was concerned with what made people happy with their jobs as opposed to job dissatisfaction. The factors in our study that make people happy with their jobs turned out to be different from the factors that made people unhappy with their jobs.

The conclusions generated by Herzberg et al. have been summarized as follows:

1. Every individual has a set of needs. One set, labeled hygiene needs relates the physical and psychological environment in which the work is done. These needs would be met by co-workers, supervisor, working conditions, and company policies. The second set of needs, labeled motivator needs, relates to the nature and challenge of the work itself. These needs are met by the stimulation provided by the job duties and responsibility.
2. When hygiene needs are not met, the individual is dissatisfied. When the hygiene needs are met, the individual is no longer dissatisfied (but is not satisfied either).
3. When motivator needs are not met, the individual is not satisfied (but not dissatisfied either). When motivator needs are met, the individual is satisfied (Landy and Trumbo, 1980:399).

A major criticism of the Two Factor Theory is the assumption that individuals have the ability and desire to "report accurately on the conditions which make them satisfied or dissatisfied with their



jobs" (Blum and Naylor, 1969:378). Furthermore, Blum and Naylor (1969:378) have suggested that:

When a person is asked to tell about something good, he is apt to attribute the causes of these to his own accomplishments and achievements (motivator items)...When someone is asked to tell about an unpleasant or dissatisfying work experience, he is more apt to blame others for this (hygiene items).

Although the Two Factor Theory has been subject to criticism by researchers, particularly in terms of its simplification of factors involved in the measurement of job satisfaction, it has been suggested that Herzberg's theory has value as a base from which implications about organizational behavior may be formulated (Middlemist and Hitt, 1981:144).

#### Job Satisfaction in the Canadian Context

One of the major studies of job satisfaction in Canada is the Canadian Work Values... project of the federal department of Manpower and Immigration. The study was undertaken in 1974 with more than one thousand employed Canadians comprising the sample. The results of that study relevant to this study are presented in the following three Tables.

The first of the Tables, appearing on the next page, shows the relative ranking of various sources of job satisfaction for the sample as a whole. The five sources of job satisfaction that will be employed in this study have been indicated in the Tables. As evidenced in Table 1, the greatest source of job satisfaction for the sample is the availability of the resources and tools to be able to do the job. Conversely, the greatest source of dissatisfaction identified by the

TABLE 1

## Sources Ranked by Average Satisfaction Scores (N=929)

Rank	Source	Average Satisfaction Score*
1	Non-human resources to do job.....	3.16
2	Personal relations (Coworkers).....	3.15
3	Human resources to do job.....	3.10
4	Supervisors (Supervision).....	3.02
5	Financial considerations (Pay).....	2.92
6	Comfort and convenience of work (Work Itself)..	2.91
7	Challenge and growth.....	2.86
8	Promotional opportunities (Promotional Policy).	2.60
OVERALL AVERAGE (Overall Job Satisfaction).....		2.97

\*Maximum score is 4.00.

Note: Sources enclosed in parentheses refer to the sources identified in this study.

Source: adapted from M. Burstein et al., Canadian Work Values..., Manpower and Immigration, 1975:32.

sample is the opportunity for promotions. Burstein et al., (1975:32)

noted that:

promotional opportunities are singled out as the most dissatisfying element in the Canadian work scene. The factor score of 2.60 is considerably lower than that accorded other scales and signals relative unhappiness with the chances of promotion, with their fairness and with the concern of the employer about giving every one a chance to get ahead.

Table 2 refers to the relative importance that is placed upon the sources of job satisfaction. It is necessary to recognize that there are differences in the ranked order of sources of satisfaction and the importance of those sources for the sample. As Table 2 exemplifies, the supervisor is the second most important source of job satisfaction, and the working conditions are considered to be the least important. Burstein et al. observed that "personal relations

TABLE 2

## Sources Ranked by Average Importance Scores (N=929)

Rank	Source	Average Importance Score*
1	Non-human resources to do job.....	3.59
2	Supervisors (Supervision).....	3.37
3	Human resources to do job.....	3.36
4	Promotional opportunities (Promotional Policy)..	3.31
5	Challenge and growth.....	3.31
6	Financial considerations (Pay).....	3.30
7	Personal relations (Coworkers).....	3.17
8	Comfort and convenience of work (Work Itself)..	2.90

\*Maximum score is 4.00

Note: Sources enclosed in parentheses refer to the sources identified in this study.

Source: adapted from Burstein et al., Canadian Work Values..., Manpower and Immigration, 1975:32.

such as being given the chance to make friends as well as the comfort and convenience of working conditions are ranked considerably lower than the other factors" (1975:31). The data presented in Tables 1 and 2 suggest that Canadians responding to the survey value the resources to do their work, and that the presence of those resources is critical for job satisfaction.

Table 3 refers to the scores and relative ranking of both the sources of satisfaction and the importance of those sources for women in the sample. The scores provided by the total sample have been included in the Table for comparison purposes. In terms of the ranking of sources of satisfaction, the only difference between the groups is in the placement of the "Comfort and convenience of work" and the "Financial considerations" sources, with the female group ranking "Financial considerations" below "Comfort and convenience of work", a

TABLE 3

Comparison of Sources Ranked by Average Satisfaction and Importance Scores for Female Respondents (N=327)

Rank <sup>+</sup>	Sources of Satisfaction		Importance of Sources	
	Source	Average Score*	Rank <sup>+</sup>	Source
1(1)	Non-human resources to do job.....	3.21	1(1)	Non-human resources to do job.....
2(2)	Personal relations (Coworkers).....	3.19	2(2)	Supervisors (Supervision).....
3(3)	Human resources to do job.....	3.13	3(3)	Human resources to do job.....
4(4)	Supervisors (Supervision).....	3.12	4(5)	Challenge and growth.....
5(6)	Comfort and convenience of work (Work Itself).....	2.95	5(7)	Personal relations (Coworkers).....
6(5)	Financial considerations (Pay).....	2.86	6(4)	Promotional opportunities (Promotional Policy)...
7(7)	Challenge and growth.....	2.85	7(6)	Financial considerations (Pay).....
8(8)	Promotional opportunities (Promotional Policy)....	2.56	8(8)	Comfort and convenience of work (Work Itself).....

\*Maximum score is 4.00.

+The rank score of the source for the total sample is included in parentheses.

Note: Sources enclosed in parentheses refer to the sources identified in this study.

Source: adapted from Burstein et al., Canadian Work Values..., Manpower and Immigration, 1975:56-7.

reversal of the sample rankings. A possible reason for this difference may be that women receive a lower rate of pay than men which would reduce the satisfaction associated with pay.

The comparison of rankings of the importance placed upon the sources of job satisfaction revealed a number of differences. Of particular note is the ranking of "Promotional opportunities". While the opportunity for promotions is ranked as fourth in importance by the general sample, it is considered by the female group to be only sixth in importance. This result may be a consequence of a perception by women that the potential for advancement in organizations is limited. If the opportunity is limited, and there is recognition of this limitation, then promotions would diminish in importance relative to other factors which are obtainable, such as relationships with others in the organization.

The results of this study will be discussed in terms of implications in association with the findings generated by the Canadian Work Values... in Chapter 7.

#### Career Stages

In discussing the concept of life stages, Levinson et al. (1978:6) make the distinction between life course and life cycle. The life course is "the flow of the individual life over time - the patterning of specific events, relationships, achievements, failures and aspirations that are the stuff of life". Life cycle, on the other hand, "suggests that the life course had a particular character and follows a basic sequence". Furthermore, the life cycle is character-

ized by having a beginning and an end, and is a series of stages with distinctive identities. Dalton, Thompson and Price (1977:139), in an investigation of career development, found that distinctive stages emerged. They described these stages in the following manner:

Each stage differs from the others in the tasks an individual is expected to perform well in that stage, in the types of relationships he engages in, and in the psychological adjustments he must make (Dalton, Thompson and Price, 1977:139).

The notion of distinctive developmental stages through which individuals progress during their career has been suggested by Gould and Hawkins (1978) and Sheehy (1976).

In the area of career stage research, there appears to be considerable overlap between theories with regard to the general content of the various stages. For example, what one theory calls the Establishment period (Rapoport and Rapoport, 1975:186) another refers to as the Adulthood period (Levinson et al., 1978:56-63). This dilemma is exemplified by Hall and Hall (1976:3):

Stage one, the teens and early twenties, is a period of exploring different careers (Super and Bohn, 1970); a time of getting into the adult world or GIAW (Levinson et al., 1974); and a time for establishing an identity (Erikson, 1963). The second stage, the late twenties and thirties, is a period of trial jobs and getting established (Super and Bohn, 1970); settling down, or "SD" (Levinson et al., 1974); and intimacy or forming commitments (Erikson, 1963). In the forties, the third stage, the person cuts any remaining ties with mentors, becoming one's own man or "BOOM" (Levinson et al., 1974), and enters midcareer. This can be a period of either growth, decline or plateau depending on personal factors. It is a time when the person is concerned with producing something of lasting value...In the final stage, late career, a period of decline is hypothesized (Super and Bohn, 1970), and the person comes to terms with realization of the "one and only" life cycle.

The stages that were employed in this study have been referred to as the Early, Middle and Late Establishment Career Stages. These

stages have been termed "establishment" because of the connotation associated with it: it means "to be on a firm or stable basis, to install or settle in a position, place or business, and to cause to be accepted or recognized" (Random House Dictionary, 1978). A complete description of the characteristics of each of the career stages is undertaken in Chapter 3 as part of the development of the Career Stage Inventory.

According to Van Dusen and Sheldon (1976), life (career) stages may be viewed as cohort movements. This perspective suggests that age groups move through determined phases. Most specifically, they identified three components of change associated with career stages:

1. those related to the aging process;
2. those related to the external (work) environment; and
3. those related to the replacement of one group of people with another (Van Dusen and Sheldon, 1976:106).

It has been proposed that the career stage of an individual is an important moderator in the relationship between performance and job satisfaction. Gould and Hawkins (1978:448) employed the Job Descriptive Index as a means to measure job satisfaction through a number of sources, and found that career stage (as defined by tenure in the organization) influenced the performance and reported satisfaction with the five Job Descriptive Index items. The results of the Gould and Hawkins (1978) study provide an example of the importance of considering such variables as career stage in the examination of job satisfaction.

### Summary

Job satisfaction has been defined as a positive emotional reaction to the psychological, physiological and environmental circumstances of the work setting. The experience of job satisfaction has been determined to be a result of the fulfillment of certain needs. A need, in the context of this study, has been defined as the preference for particular outcomes or conditions, and was discussed in terms of the Maslow Need Hierarchy, Herzberg's Two Factor Theory and Alderfer's ERG Theory.

The review of the related research on job satisfaction, through the discussion of the need theories, revealed that there is not a consensus in the field with regard to the sources of satisfaction as opposed to the sources of dissatisfaction (motivators versus hygienes) and whether or not satisfaction is a result of the fulfillment of needs that are hierarchically determined.

Job satisfaction, in the Canadian setting, was reviewed in terms of the results of the Canadian Work Values Findings of a Work Ethic and a Job Satisfaction Survey, a study undertaken in 1974 by the federal department of Manpower and Immigration. This study found that the most satisfying element in the work setting was the availability of adequate non-human resources to do the job, followed closely by satisfaction with personal relationships. The least satisfying aspect for the total sample and for women as a separate group was the opportunity for promotions and advancement in the organization. The least important work factor for the two groups



was the comfort and convenience of the work itself, and the most important was the availability of non-human resources to do the job. The second most important factor for the two groups was the relationship with the supervisor.

The research regarding career stages was found to produce considerable overlap between theories in terms of the basic characteristics of each stage. The detailed descriptions of the characteristics of each career stage identified by this study (Early, Middle and Late Establishment) will be presented in Chapter 3 as part of the development of the Career Stage Inventory. The brief description of the relevant career stages included in this chapter suggests that there are discernible differences between stages in terms of interests, goals and needs.

## CHAPTER 3

### METHODOLOGY

To explore the problems presented in Chapter 1 (page 5), data were collected from female managers employed in leisure service delivery departments of the Alberta provincial government and the Edmonton municipal government. The three departments chosen from the provincial government were Tourism and Small Business, Culture, and Recreation and Parks. The department from the municipal government was Parks and Recreation. These departments were selected under the guideline provided on page 7.

The three instruments employed in this study, the Job Descriptive Index (JDI), the Importance of Sources of Job Satisfaction (ISJS) and the Career Stage Inventory (CSI) will be described and discussed in terms of the rationales underlying each instrument and how each instrument has been applied. The methods of administering the instruments and the procedures followed in treating the data are also described in this chapter.

The data that were collected using the CSI are presented in this chapter to further explicate the development of the CSI. The data collected by the JDI and the ISJS will be introduced in both Chapters 4 and 5.

#### Instruments Used

The instruments have been designed to obtain data concerning:

(a) the sources of job satisfaction, (b) the importance placed upon those sources, and (c) the career stage of each respondent. The instruments are displayed in Appendix A, in the body of the Data Collecting Schedule.

### Career Stage Inventory (CSI)

The CSI was developed for this study from the theoretical assumptions made in the career stage research of Rapoport and Rapoport (1975), Sheehy (1976), Dalton, Thompson and Price (1977), Hennig and Jardim (1978), Levinson et al., (1978), and Alderfer and Guzzo (1979). Essentially, these theories contend that individuals can be grouped together on the basis of commonly shared attitudes about their career development.

The technique for determining career stages that has been most widely employed is that of biographical-recall interviews (Rapoport and Rapoport, 1975:14; Sheehy, 1976:23; Dalton, Thompson and Price, 1977:139; and Levinson et al., 1978:14). However there have been attempts made to consolidate the primary points presented by these researchers into a single descriptor of career stage. Of particular note is the effort of Gould and Hawkins (1978) in the assignment of respondents to career stage groups on the basis of length of tenure in an organization. They have conceded that they "recognize the arbitrariness involved in assigning tenure cutoff points to each career stage but (we) have attempted to establish these points through a review of previous research" (Gould and Hawkins, 1978:348). This study followed the Gould and Hawkins precedent of consulting existing research in order

to formulate theoretical foundations for determining membership in a career stage group. However, rather than selecting a single indicator of any one career stage, the CSI is designed to define career stages for the respondents on the basis of their responses to statements reflecting the major theoretical assumptions. (See pp. 32-6).

The reasons for developing the CSI were first, to transform a series of attitudinal and perceptual responses into a form that could be quantitatively interpreted. By quantifying the responses, numerical comparisons and operations with other instruments such as the JDI and ISJS could be undertaken. Second, the CSI was developed as an instrument that would operationally define career stage. The results of the CSI have been used to place respondents into groups so that Problems 2, 3 and 4 (See page 5) can be addressed.

The results have allowed the preliminary problem, "Are there discernible career stages evident for managerial women employed in the public service?", to be considered and discussed.

#### Development

The CSI arose from a detailed examination of the basic characteristics of career stages. Tables 4, 5 and 6 display the twenty-one CSI statements plus the underlying theoretical foundations that served as the basis for the CSI. The researchers associated with each of the theoretical foundations are also acknowledged. These three Tables reflect the final product of the consideration of the characteristics of career stages that were used for this study. The first draft of the CSI appears in Appendix C as part of the initial pilot study. The

statements presented in Tables 4, 5 and 6 reflect the revisions made for clarity of presentation. Although the statements were randomly placed within the final version of the CSI, for ease of discussion, the statements have been grouped under each of the theoretically appropriate career stages.

Table 4 is a presentation of the theoretical characteristics that have been identified with the Early Establishment Career Stage. The Table outlines five general theoretical foundations and the corresponding CSI statements. The theorists responsible for the description of the foundation are acknowledged accordingly.

The Early Establishment Career Stage may be characterized as a period of transition from adolescence to adulthood. It is an exploratory time when impressions are formed, ideas are exercised and occupational patterns are beginning to develop (Hall and Nougaim, 1968:45; Sheehy, 1976:123 and Levinson et al., 1978:78). There is a great need to be accepted by the group of associates and coworkers (Hall and Nougaim, 1968:45; Hennig and Jardim, 1978:61). At the end of the Early Establishment Career Stage, the individual is seen as a striver for both stability and achievements in the career sector of their lives (Rapoport and Rapoport, 1975:191).

Table 5 is a continuation of the presentation of the basic characteristics associated with career stages, in this case, the Middle Establishment Career Stage. The theoretical assumptions are again identified with the CSI statements and with the theorists associated with the concept.

After the exploratory phase of the Early Establishment Career

TABLE 4

Theoretical Foundations of the CSI Statement Variables for the Early Establishment Career Stage

Theoretical Foundation	Theorists	CSI Statements
1. Exploration of self and personal worth.	Levinson et al., 1978 Hall and Nougaim, 1968 Hennig and Jardim, 1978	1. I am in the process of developing beginning competencies.
2. Increasing/Making commitments.	Levinson et al., 1978 Hall and Nougaim, 1968	2. It is important to me to make a commitment to my career.
3. Making and testing choices.	Sheehy, 1976	3. I have NOT yet firmly determined my career goals.
4. Building a stable structure.	Levinson et al., 1978 Hall and Nougaim, 1968 Sheehy, 1976	4. It is important to me that I have stability in my career.
5. Acceptance by peers.	Hall and Nougaim, 1968 Hennig and Jardim, 1978	5. I feel a strong need to be accepted by my coworkers.

TABLE 5

Theoretical Foundations of the CSI Statement Variables for the Middle Establishment Career Stage

Theoretical Foundations	Theorists	CSI Statements
1. Concern for advancement.	Levinson et al., 1978 Hall and Nougaim, 1968 Sheehy, 1976	1. Promotions are foremost in my mind. 2. Advancement in my career is a current consideration. 3. One of my major goals is to advance through levels of the organization.
2. Establishment of a niche.	Levinson et al., 1978 Gould and Hawkins, 1978 Rapoport and Rapoport, 1975	4. I have a strong need to establish non-career responsibilities such as marriage or home ownership.
3. Strong sense of career direction.	Levinson et al., 1978 Rapoport and Rapoport, 1975	5. My career goals are clearly set.
4. Failure or decline in career path.	Levinson et al., 1978	6. I sometimes feel disappointed because there is a discrepancy between my aspirations and accomplishments.
5. Aspirations to reach beyond present abilities.	Levinson et al., 1978 Sheehy, 1976	7. To a large extent, I have not yet fully tested my capabilities and limitations.

Stage, there is a tendency for the individual to settle down, to form more substantial and definitive roots (Rapoport and Rapoport, 1975:210; Sheehy, 1976:213; Gould and Hawkins, 1978:346; Levinson et al., 1978:140). This period is also fraught with conflicts in the perception of the rate of progress that an individual views himself as making (Hall and Nougaim, 1968:328; Sheehy, 1976:213; Levinson et al., 1978:140). There is still time for changes in the career patterns, but often there is a feeling of dissatisfaction in the discrepancy between aspirations and accomplishments (Levinson et al., 1978:151).

The theoretical foundations of the Late Establishment Career Stage have been outlined in Table 6. Five major traits are identified in the corresponding nine CSI statements. The appropriate theorists have been acknowledged in the context of their assumptions.

The Late Establishment Career Stage has a concentration on the goals of maintenance of the status quo and upon preparation for future years (Hall and Nougaim, 1968:29). This period is neither as turbulent nor as conflict-ridden as the two preceding stages. There appears to be a resignation to the patterns of interdependencies that the individual and organization have established (Levinson et al., 1978:192). Although there is an increase in the amount of responsibility that is shouldered during this stage, it seems that the individual has been gradually groomed to take on the role of mentor and advisor for new and younger employees (Hall and Nougaim, 1968:28; Sheehy, 1976:405; Dalton, Thompson and Price, 1977:140). The individual usually views his/her job as a symbol of his/her accomplishments (Hennig and Jardim, 1978:174; Levinson et al., 1978:192).



TABLE 6

## Theoretical Foundations of the CSI Statement Variables for the Late Establishment Career Stage

Theoretical Foundation	Theorists	CSI Statements
1. Reappraisal of the past.	Hall and Nougaim, 1968 Sheehy, 1976 Rapoport and Rapoport, 1975	1. I derive a sense of achievement from my job. 2. I consider my career to be the major symbol of my accomplishments.
2. Shift in emphasis to present and future concerns.	Levinson et al., 1978	3. Keeping my present position is more important than seeking advancement. 4. One of my immediate concerns is to prepare for retirement.
3. Individuation process, awareness of self and limitations.	Levinson et al., 1978	5. I now have the most responsibility that I will ever have in my career. 6. I feel that I really know myself.
4. Exercising power/mentor role.	Dalton et al., 1977 Hall and Nougaim, 1968 Sheehy, 1976	7. I have a strong need to feel that I am influential in the organization. 8. One of my current sources of satisfaction is helping new employees to advance in the organization.
5. New interest in couple-orientation, less importance placed upon work.	Rapoport and Rapoport, 1975	9. Most of the time, I do not feel conflict between my career and non-career responsibilities.

The theoretical foundations that are discussed in this chapter do not acknowledge whether or not the constructs are applicable to women. However, earlier it was suggested that the theory of career stages, based on the existing research utilizing male samples, has applicability also to female samples (See page 2). Furthermore, Terborg (1977:658), in a review of research on women in management, remarked that:

It does appear that women who pursue nontraditional careers (i.e., managers) reject sex role stereotypes and that once in those positions, they have needs, motives, and values that are similar to men who are also in those positions.

#### Treatment

The first step in classifying respondents into career stage groups was to sum the values assigned to each of the respondents to the CSI. This was done to isolate and identify patterns of responses that indicate the specific concerns of those at each stage. The respondent was requested to indicate to what extent any one of the CSI statements are descriptive of her career development at the present time. The possible responses are: Strongly Agree, Agree, Disagree, Strongly Disagree and Undecided. A value range corresponding to the responses entailed assigning values 5, 4, 3, 2, and 1, respectively. The weighting procedure employed for the CSI is a departure from the generally accepted practice of assigning the "Neutral" or undecided response a value corresponding to the midpoint of the scale. The reasons for using a weighting system that considers the neutral response to be less than a strongly disagree are related to the nature of the phenomena under examination.

Leik and Matthews (1974:365) defined the study of "a sequence of stages through which an individual, an interpersonal relationship, a group, an organization or perhaps a social institution passes" as a "developmental" process. A major contention of their research is that:

as development proceeds, earlier traits are dropped and new traits are acquired. Developmental stages may thus be thought of as points in time during which certain sets of traits are present. Furthermore, the acquisition of traits and the dropping of traits occurs in the same ordered sequence.

This contention is interpreted to mean that the strong rejection of traits that are not characteristic of the career stage of the respondent is greater evidence of membership in that stage than is a neutral response. The rejection (as evidenced by the response Strongly Disagree) of a particular item may be understood to be the dropping of past traits or the failure to acquire new traits before the respondent is ready. Additional support for the weighting system that has been used in this study is provided by Sherif and Sherif (1970:300) in a study considering the strength of attitudes. Sherif and Sherif (1970:300) defined attitude as:

the person's consistent and characteristic categorizations, over a time span, of relevant objects, persons, groups, or communications into acceptable and objectionable categories..

The CSI is concerned with identifying an individual's attitudes in terms of the categorization of their perceptions regarding career stage characteristics. A major finding of the Sherif and Sherif (1970:302) study was that:

The latitude (mean frequency) of noncommitment (undecided response) is inversely related to extremity of commitment, approaching zero for persons with the most extreme commitment...there is evidence for data on ratings of personality dimensions that the person highly involved in a particular personal characteristic is likely

to give extreme ratings on that dimension.

This finding suggests that individuals who are more strongly characterized by a particular career stage would exhibit fairly decisive responses as opposed to a neutral or undecided response. The individuals responding in an undecided manner can, at best, be marginally considered to be demonstrating traits relating to a particular career stage. Therefore, an assumption of this study, based on the presented research, is that the rejection of a theoretically constructed career stage characteristic is a greater indicator of the individual's career stage than an artificially inflated score.

The responses to the CSI, after receiving a value, were then summed. Each respondent was awarded three scores, one corresponding to each of the three career stages. The highest total of the three scores was taken to indicate membership in that particular career stage group. In order to address Problem 1 (See page 5), two additional tests were performed on the data, the Pearson product-moment correlation and the discriminant analysis.

The first statistical test that was performed on the data was the Pearson product-moment correlation to test for the internal consistency of the statements contributing to each of the career stages. Popham and Sirotnik (1973:80), in discussing the use of correlation, particularly the product-moment technique, stated:

Correlation techniques provide the statistician with a procedure for quantifying the nature of relationships between two or more variables...the strength and direction of a relationship between two variables is described by the value of  $r$  which ranges from a perfect relationship of  $+1.00$  to a nonexistent relationship of zero.

This technique was chosen because of its place as "the most widely employed measure of statistical correlation" (Popham and Sirotnik, 1973:68). Correlation techniques produce statistics that measure the "goodness of fit" of the data to a regression line, and analyzes the relative strength and direction of the statistical relationship between variables (Claycamp, 1974:394). In terms of this study, the CSI statements, appearing in Tables 4, 5 and 6 and the final version of the CSI are understood to represent elements that comprise career stages. After the summation procedure, the CSI statements are considered to be variables following the guideline suggested by Nie et al., (1975:2) that defines "variable" as the result of a measurement having been performed on a case. The assignment of values to the CSI statements allows the statements to be considered as variables.

The correlations that have been presented in the following Tables are the correlations between the variables that have been identified as theoretically consistent with a given stage, and a variable designed as representative of the career stage. The variable representative of the career stage was determined to consist of the theoretically derived statements appearing in Tables 4, 5 and 6. The results of the correlation are suggestive of the internal consistency of the variables contributing to each of the career stages. A complete matrix of the correlations between the twenty-one career stage variables and the three variables representing each of the career stages is displayed in Appendix D. To support the theoretical grouping of the career stage variables, only the correlations found to be significant at the .10, .05 and .01 levels of confidence have been

reported. The .10 level of confidence has been included throughout the study because, to quote Myers (1979:48), "in research in which the variables influencing behavior are less well understood, the experimenter might be willing to take a greater risk of Type I error to avoid missing a promising lead". Relationships that have not been designated as significant at the .10 level can be assumed to be not significant for this study.

Table 7 indicates the significant correlations for the variables contributing to the Early Establishment Career Stage.

TABLE 7

Correlation Coefficients for the Early Establishment Career Stage Variables (n=32)

Career Stage Variables	Early
1. I feel a strong need to be accepted by my coworkers	.70 <sup>c</sup>
2. It is important to me that I have stability in my career.	.62 <sup>b</sup>
3. I am in the process of developing beginning competencies.	.35

<sup>a</sup> significant at .10 level of confidence.

<sup>b</sup> significant at .05 level of confidence.

<sup>c</sup> significant at .01 level of confidence.

In the case of the Early Establishment Career Stage variables, three variables were found to be significantly correlated with the variable representative of that stage. These variables reflect a concern with: (a) acceptance by coworkers, (b) a stable work environment, and (c) the development of skills that could lead to future advancement.

The greatest correlation is between the "acceptance by coworkers" variable and the Early Establishment Career Stage variable.

This strong relationship is consistent with the theoretical assumption that the major preoccupation of this stage would be on developing interpersonal relationships with coworkers (See page 32).

Table 8 is a presentation of the significant correlations between the career stage variables and the Middle Establishment Career Stage variable.

TABLE 8

Correlation Coefficients for the Middle Establishment Career Stage Variables (n=32)

Career Stage Variables	Middle
1. Promotions are foremost in my mind.	<u>.57<sup>C</sup></u>
2. Advancement in my career is a current consideration.	<u>.48<sup>C</sup></u>
3. My career goals are clearly set in my mind.	<u>.39<sup>b</sup></u>
4. I sometimes feel disappointed because there is a discrepancy between my aspirations and accomplishments.	<u>.30<sup>a</sup></u>
5. One of my major goals is to advance through levels of the organization.	<u>.75<sup>C</sup></u>

<sup>a</sup>significant at .10 level of confidence.

<sup>b</sup>significant at .05 level of confidence.

<sup>c</sup>significant at .01 level of confidence.

The major concern of individuals in the Middle Establishment Career Stage group, theoretically, is with advancement and promotions in the organization (See page 32). Three statements in Table 8 referring to promotions and advancement correlate highly with the variable Middle Establishment Career Stage. The other significant correlations suggest that the Middle Establishment Career Stage can be characterized as a time when career goals have been formulated and there is a conscious evaluation of past achievements and present

status.

The significant correlations between the career stage variables theoretically associated with the Late Establishment Career Stage and the variable representative of that stage is displayed in Table 9.

TABLE 9  
Correlation Coefficients for the Late Establishment Career Stage Variables (n=32)

Career Stage Variables	Late
1. Keeping my present position is more important than seeking advancement.	.48 <sup>c</sup>
2. I feel that I really know myself.	.33 <sup>a</sup>
3. One of my current sources of satisfaction is helping new employees to advance in the organization.	.33 <sup>a</sup>
4. I consider my career to be the major symbol of my accomplishments.	.38 <sup>b</sup>
5. I now have the most responsibility that I will ever have in my career.	.33 <sup>a</sup>
6. I have a strong need to feel that I am influential in the organization.	.43 <sup>b</sup>

<sup>a</sup>significant at .10 level of confidence.

<sup>b</sup>significant at .05 level of confidence.

<sup>c</sup>significant at .01 level of confidence.

The emphasis in the significant correlations in Table 9 are two-fold. On one hand, the individual is reflective of his/her past accomplishments (statements 1, 2, 4 and 5), and on the other, the individual is interested in maintaining position and prestige in the organization by assuming the mentor role and continuing to have an influence in the organization (statements 3 and 6). The most significant correlation was for the statement concerned with maintaining the status quo



rather than seeking advancement and promotion. This decline in concern for advancement may be the most important difference between the Late Establishment Career Stage and the other two stages.

Table 10 is a presentation of the remaining variables that were not significantly correlated with the theoretically appropriate career stages.

TABLE 10  
Non-significant Career Stage Statement Variables (n=32)

Career Stage Variables	Theoretical Stage	r
1. I have not yet firmly determined my career goals.	Early	.27
2. It is important to me to make a commitment to my career.	Early	.27
3. I have a strong need to establish non-career responsibilities such as marriage or home ownership.	Middle	.14
4. To a large extent, I have not yet fully tested my capabilities and limitations.	Middle	-.04
5. I derive a sense of achievement from my job.	Late	.10
6. Most of the time, I do not feel conflict between my career and non-career responsibilities.	Late	.03
7. One of my immediate concerns is to prepare for retirement.	Late	.06

Statements 1 and 2 are suggestive of making commitments and choices that may be seen by the individual to be irrevocable. The lack of significant correlations for this statement may indicate that, for this particular management group, career goals and commitments have been determined early in the career history. The Middle Establishment Career Stage statements, 3 and 4, refer first, to the individ-

ual's desire to establish roots unrelated to work obligations. The respondents may have already established marriages and households. Second, statement 4 suggests that there is little relationship between career stage and an individual's perception of his/her abilities and limitations.

Statements 5, 6 and 7 reflect theoretical assumptions related to the Late Establishment Career Stage. The respondents did not find their jobs to be a source of achievement, yet Table 9 indicates that this group has identified the "career as a major symbol of my accomplishments". A possible reason for this divergence could be that although "accomplishment" and "achievement" are equivalent, the "career" as a symbol may be perceived differently from a "job" in providing a direct sense of achievement.

Statement 5 was found to correlate significantly with the Early and Middle Establishment Career Stages negatively at the .10 level of confidence (See Appendix D). This result suggests that respondents in these two groups have found that their jobs do NOT provide a sense of achievement.

Statement 6 was significantly correlated with the Early Establishment Career Stage, also in a negative direction. It is not unexpected that, for individuals entering the work force, there may be a greater feeling of conflict than for those individuals who have resolved their conflicts over time.

The most surprising result is the significant correlation between statement 7 and the Late Establishment Career Stage. If retirement is considered to be a distant and/or unpleasant occurrence,

then it would not be a state for which the respondents were preparing. As shown in Table 22 (p. 81), the mean age for respondents in the Late Establishment Career Stage group is thirty-six years, and as such, the relatively young ages of the respondents in this group may reflect that they are not really near retirement age, hence, they are not making retirement preparation a priority.

The results of the correlations are supportive of the internal consistency of the career stage variables with the theoretically appropriate career stages. It appears that the theoretically grouped statements do reflect the appropriate career stages. A complete table (Table 55) of the correlations emphasizing the relative strength of the relationships between the CSI statement variables and the career stage variables is presented in Appendix D.

The second statistical test performed on the data was a discriminant analysis. Morrison (1974:442) explained:

the objective of discriminant analysis is very simple. On the basis of a set of independent variables, we wish to classify individuals...into one of two or more mutually exclusive and exhaustive categories or classes.

The discriminant analysis, as a classification technique, was employed to determine if the theoretical groupings of respondents by career stage could be empirically supported. As Klecka (1975:445) remarked:

A great deal has already been said about the analytic uses of discriminant analysis, but it is also a powerful classification technique. By classification is meant the process of identifying the likely group membership of a case when the only information known is the case's values on the discriminating variables.

The results relating to group membership are reported in this section through the presentation of the scatterplot of the respondent's group

membership, and by the contingency table for predicted and observed groups.

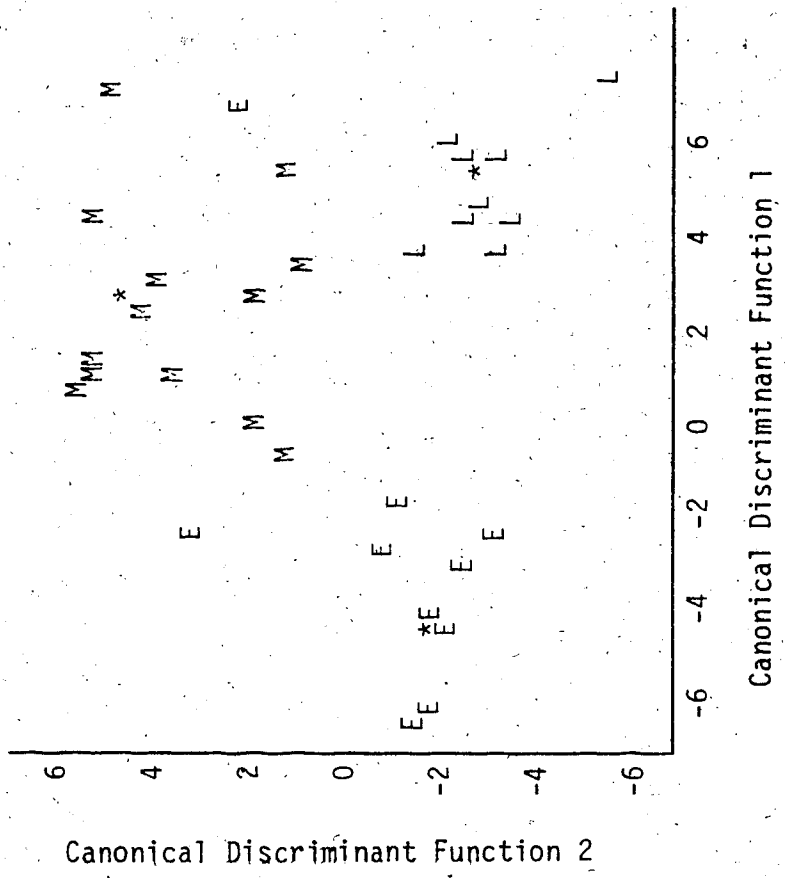
Figure 3 (See page 48) is the scatterplot of respondents in career stage groups. This graphic representation indicates that the respondents appear to cluster into distinct and theoretically appropriate groups. An exception is a respondent from the Early group who appears to actually be a member of the Middle group. The canonical discriminant functions consist of two weighted linear combinations of variables from the CSI which serve to maximally discriminate the three career stage groups (Spencer and Bowers, 1976:108).

In order to determine how successful the theoretical grouping of the respondents was, a contingency table of the predicted (theoretical) group memberships and the observed (statistical) memberships is presented in Table 11. Klecka (1975:445) commented on the comparison value of the contingency table:

By classifying the cases used to derive the functions in the first place and comparing predicted group membership with actual group membership, one can empirically measure the success in discrimination by observing the proportion of correct classifications.

Table 11 (See page 49) is a display of the predicted and actual group memberships for the respondents.

FIGURE 3  
Discriminant Analysis Scatterplot for Career Stage Groupings (n=32)



Canonical Discriminant Function 2

Canonical Discriminant Function 1

E=EARLY ESTABLISHMENT  
M=MIDDLE ESTABLISHMENT  
L=LATE ESTABLISHMENT  
\*=GROUP CENTROIDS

TABLE 11  
Discriminant Analysis Classification Results for Career Stage Groupings

		Predicted Group (n=32)		
		Early n=10	Middle n=13	Late n=9
Observed Group (n=32)	Early	9	1	0
	Middle	0	13	0
	Late	0	0	9

The results of the discriminant analysis compared to the predicted, theoretical groupings indicate that only one case was not consistently grouped. It appears that a respondent originally classified as an Early Establishment Career Stage group member is actually a member of the Middle Establishment Career Stage group. Both the Middle and Late Establishment Career Stage groups were consistent in the predicted and observed groupings. The discriminant analysis, as a measure of success in the classification of respondents into groups, supported the theoretical groupings by reporting that only a single respondent was inconsistently classified.

The results of the correlations and discriminant analysis lend support to the theoretically constructed CSI as a viable tool to determine career stages. In response to the first problem identified in this study, "Are there discernible career stages evident for managerial women employed in the public service?", the statistical tests applied to the CSI support the notion that the respondents in this study can be differentiated on the basis of

career stage.

### Job Descriptive Index (JDI)

Job satisfaction has been conceptually defined as a positive emotional reaction to the psychological, physiological and environmental circumstances of the work setting (Chapter 1, p. 6). The operational definition refers to the responses to questions which are representative of the work setting. The instrument utilized to obtain the reaction as a measure of job satisfaction was the Job Descriptive Index (JDI) as developed by Smith, Kendall and Hulin (1969). Vroom (1964:100) commenting on an earlier published version of the JDI remarked that:

(The JDI) is without a doubt the most carefully constructed measure of job satisfaction in existence today...The extensive methodological work underlying this measure as well as the available norms should insure its widespread use in both research and practice.

Further support for the JDI as an instrument to measure job satisfaction is provided by Imparto (1972:399) who remarked that the "JDI appears to be free of response set, acquiescence and scale order effects".

### Validity

The validity of the JDI has been researched by Evans (1969a) in a test of the convergent and discriminant validity of the JDI. Evans (1969a:103) compared scores on the JDI with scores on a goal-attainment questionnaire. He suggests that the scores should be related, yet not as strongly as would different measures of satisfac-

tion. Convergent validity was shown by a high correlation between the two instruments on the same variables. Discriminant validity was shown by the high correlations between the same variables of each instrument, correlations that were higher than with any other variable.

### Reliability

The reliability of the JDI has been established by Schneider and Dachler (1978) in a time-based study of the JDI. They administered the JDI twice in a period of sixteen months to a group of managers and a group of non-managers. The intercorrelations between the results of the two administrations showed that the JDI maintained stability and independence of variable scores over time (Schneider and Dachler, 1978:652).

### Description

Locke (1969:331) observed that the most widely accepted procedure for assessing job satisfaction is to have "individuals rate their satisfaction with a fixed number of elements (e.g., pay, work, supervisor, etc.,) and to sum the ratings...". The JDI follows this procedure by measuring five individual sources of job satisfaction rather than considering job satisfaction to be a single measure or entity. This has been supported by Schwab and Heneman (1977:212) who concluded that the relationships between age and job satisfaction could most readily be understood when a set of several different sources of job satisfaction rather than a single measure of overall job satisfaction is employed. The support for multiple sources of job satisfaction as a more accurate indication of satisfaction with



work is the justification for utilizing the JDI for describing and examining relationships in the context of this study.

The five sources of job satisfaction identified by the JDI are: (a) Work Itself, (b) Supervision, (c) Pay, (d) Promotional Policy, and (e) Coworkers.

The JDI was developed from a triadic survey that asked respondents to indicate if the questionnaire items described: (a) their best job, (b) their worst job, and (c) their present job. Items which had been consistently identified with the best and worst jobs were retained for the final form of the JDI, which addresses the respondent's perception of his/her present job.

Respondents were required to designate "Yes" or "No" if an item describes a particular aspect of work. A third possible response is "Undecided". To determine satisfaction scores, all items were assigned values then summed. A sixth category, consisting of the grand total of all the items in the index was added and has been labelled "Overall Job Satisfaction". In assigning values to the responses to each item, the scoring sheet provided by Smith, Kendall and Hulin (1969:83) has been used (See Appendix B). For this study, the direct scoring method (Table 12) utilized the traditional as opposed to the revised weighting system. The employment of the traditional weight is a departure from the method used in the Smith, Kendall and Hulin (1969) version of the JDI. The first reason for undertaking this change is that the revised weighting system makes the assumption that the "Undecided" response is more a reflection of dissatisfaction than neutrality (Smith, Kendall and Hulin, 1969:79). This study makes

the assumption that an "Undecided" response is a neutral response and should not be weighted in either direction.

The second reason for using the traditional system is that it represents a more easily interpreted scale. The use of "0" as a value may lead to difficulties in data interpretation when those data are subjected to bivariate analysis.

Thirdly, by using the traditional method, the JDI has been made comparable to the ISJS in scoring systems. This means that a score of 3 on each scale indicates that the individual is highly satisfied and finds the source to be very important. Conversely, a score of 1 would suggest that the individual is dissatisfied and places no importance upon the source. A score of 2 reflects a neutral position in terms of satisfaction and a somewhat important value.

TABLE 12

Traditional and Revised Weights for Direct Scoring of JDI Items

Response	Traditional Weight	Revised Weight
Yes to a Positive Item	3	3
No to a Negative Item	3	3
? to any Item	2	1
Yes to a Negative Item	1	0
No to a Positive Item	1	0

A weakness in the reporting of the administration and development of the JDI was the failure of the researchers to address the problem of missing responses. In this study, missing values were treated by the method of proportional assignment as described by Babbie (1979:407). The formula that has been used to calculate miss-

ing value is:

$$\frac{\text{ACTUAL RESPONSE SCORE}}{\text{MAXIMUM SCORE POSSIBLE}} \times \frac{\text{MAXIMUM SCORE POSSIBLE FOR ALL ITEMS IN INDEX}}{\text{MAXIMUM SCORE POSSIBLE}} = \text{SCORE FOR INDEX}$$

For example: an index might consist of nine items with a maximum summed value of 27 (responses are scored 1, 2 or 3). A respondent provides answers to five items resulting in a score of 10. The maximum value for the five items is 15. When these values are inserted into the formula:

$$\frac{10}{15} \times 27 = 18$$

The value that would be assigned to the respondent for that index would be 18.

The JDI has been used in this study as an instrument to measure the degree of job satisfaction that respondents have experienced in the five areas of work. In addition, the Overall Job Satisfaction has been calculated with the results appearing in Chapters 4 and 5.

#### Importance of Sources of Job Satisfaction (ISJS)

The ISJS has been included in this study to provide an independent measure of the importance that respondents place upon the sources of job satisfaction. The use of such an instrument, independ-

ent of the actual measure of job satisfaction has been supported in such studies as the Canadian Work Values...(Burstein et al., 1975). A reason for determining the importance of sources of job satisfaction is that by identifying the criteria of values that are associated with a job, the conditions perceived as desirable in a job may be determined. (Burstein et al., 1975:29). Furthermore, the differences between elements identified as sources of job satisfaction, and those considered in terms of importance to the individual has been exemplified previously in Chapter 2 (See pp. 21-24). For this reason, the ISJS has been presented as an instrument unique from, yet complimentary to, the scoring and itemization of the JDI.

Evans (1969b:100) identified, as a drawback in measuring the importance of sources of job satisfaction, the "tendency...for every respondent to report that every goal or facet of the job is of equal importance to him, with a consequent restriction of the range of variation in the measures". The assumption underlying this statement is that there is little variability in the responses to questions addressing the degree of importance placed upon sources of job satisfaction. However, Locke (1969:328-9) remarked that "Individuals hold their values in a hierarchy; they value some things more than others...Furthermore, men differ from each other in the degree to which they value things". This study considers the question of variation in the assignment of importance to sources of job satisfaction in Problems 3 and 4 (See page 5).

### Description

The ISJS is similar to the JDI in terms of the sources that are identified and the weighting of scores. Like the JDI, the ISJS defines the five areas of satisfaction associated with the work setting as (a) Work Itself, (b) Supervision, (c) Pay, (d) Promotional Policy, and (e) Coworkers. However, the ISJS asks the respondent to indicate what degree of importance that she places on the five sources. A three point scale was devised with the possible responses being: (a) Very Important, (b) Somewhat Important, and (c) Not at all Important. The weighting for the responses was 3, 2, and 1, respectively. This method of direct scoring allows for direct comparisons to be made with the JDI following the guideline provided on page 53.

The ISJS has been included in this study as a means for determining the importance of sources of job satisfaction. The results of the ISJS were used to examine possible relationships between career stage and the importance of sources of job satisfaction. In addition, the ISJS and the JDI were employed to consider potential relationships between satisfaction with and importance of the five sources.

### Data Collection

The following section describes the procedures that were undertaken in the administration of the Data Collecting Schedule. The first step involved the pre-testing of the schedule by administering it to a sample group (who would not be participating in the final study). The results were considered and the appropriate revisions were made. The second step was to administer the schedule to the tar-

get group.

#### Pre-testing the Data Collecting Schedule (See Appendix C)

A preliminary draft of the Data Collecting Schedule was administered to a sample of respondents in order to ascertain the clarity of questions and format. The pre-test also permitted the determination of the effectiveness of the self-administered schedule response rates and completion of questions.

The pre-test respondents were female employees at the Alberta Vocational Centre, Calgary, Alberta, a division of the provincial Department of Manpower and Advanced Education. This group was selected because of ease of accessibility and because they are also members of a public service agency. The number of respondents approached was twelve and each completed and returned the schedule. The data collecting procedure consisted of leaving the schedule with the respondents at the beginning of the working day and collecting it at the end of the day.

The respondents were informed that the schedule was a pre-test for another study so that in addition to their own responses to the questions, comments concerning the clarity of questions and presentation were encouraged. The results of the pre-test were then tabulated and discussed with two outside experts. In particular, the items comprising the CSI were reviewed and revised to create statements which were more discriminating than those in the pre-test. The JDI and ISJS were only altered slightly in terms of format of presentation as can be observed from referring to the appropriate

sections of Appendix A and C. The content of these two instruments was not changed.

#### Final Data Collection

Permission was obtained from the City of Edmonton Parks and Recreation department and from the provincial departments of Tourism and Small Business, Culture, and Recreation and Parks to collect data from female managers. The respondents were selected on the basis of the scope of their managerial functions as outlined in Chapter 1 (See page 7). The final data collection was undertaken in July, 1981.

Each potential respondent received a copy of the Data Collecting Schedule which consisted of a section on demographic data and the three instruments (See Appendix A). In addition, a fifth section was provided where respondents could make additional remarks regarding their experience of job satisfaction. Only nine respondents completed this portion of the schedule, rendering too few responses to be considered representative of the sample. The comments have been included in Appendix E.

Accompanying the schedule was a letter of introduction explaining the purpose of the study and the format of the schedule. The schedules were coded to identify level of government, department and respondent. The schedules were left with the respondents and were collected seven days later. Each respondent was contacted on the day before the scheduled collection. This contact was made to remind respondents to complete the schedule. The method of distribution was successful given the unanimous response in returning the schedule.

The total number of schedules distributed and returned was thirty-two. Each schedule had sufficient responses to be considered useable for the study. In each case, the responses appeared to be clear and unambiguous.

### Summary

Chapter 3 has provided a description of the instruments that were utilized in this study to gather data on the sources of satisfaction in the work place, the importance placed upon those sources, and the classification of respondents into career stage groups. The rationales for using the particular instruments, a description of the methodology of each, and in the case of the CSI, the theoretical foundations have been discussed.

The data that have been collected will be presented in Chapter 4 as part of the description of the sample. Chapter 5 will show the results of the JDI and ISJS in terms of respondents grouped according to career stage.

It was discovered that the CSI is internally consistent when the Pearson product-moment correlations were examined. The CSI was also found to be suitable for the classification of respondents into groups by discriminant analysis.

A pre-test of the Data Collecting Schedule was administered to a group of female employees of a public service agency to test for clarity of presentation and format. The results were considered and the appropriate changes were made to the final schedule.



## CHAPTER 4

### DESCRIPTION OF THE RESPONDENTS

In the previous chapter, the instruments employed in the Data Collecting Schedule were described and discussed. Chapter 4 is a presentation of the results obtained. The responses to the questions relating to demographic variables, the JDI and the ISJS are reported in this chapter. The distributional characteristics of the data are presented in terms of the frequency distributions for the demographic data and in terms of measures of variability and central tendency for the JDI and ISJS data. In addition, the findings will be described as relationships derived through the Pearson product-moment correlation. The descriptions included in this chapter refer to the sample as a total group of respondents. Chapter 5 will consider the description of the sample after the respondents have been classified by career stage.

The rationale for using statistics descriptively in research has been provided by Sellitz et al., (1959:410-14):

1. To characterize what is "typical" in the group...to get some indication of central tendency.
2. To indicate how widely individuals in the group vary.
3. To show other aspects of how the individuals are distributed with respect to the variable being measured.
4. To show the relation of the different variables in the data to one another.
5. To describe differences between two or more groups of individuals.

The first four rationales will be exemplified in this chapter, while the fifth rationale will be considered in Chapter 5 with respect to the groups created by assigning individuals on the basis of career stage.

Demographic Data

The first section of the data collecting schedule was concerned with identifying a number of demographic variables. The responses to the demographic questions will be displayed in this chapter in both tabular and written form.

Age

The distribution of responses to the question of age are presented in Table 13.

TABLE 13  
Frequency Distribution of Respondents by Age (n=31)

Age	Frequency	Percentage
22	1	3
25	2	6
26	1	3
27	3	9
28	1	3
29	2	6
30	1	3
31	2	6
33	3	9
34	2	6
35	4	13
36	1	3
38	1	3
42	1	3
43	1	3
46	1	3
47	1	3
53	1	3
54	1	3
Mean = 34.2	Standard Deviation = 8.0	

As the preceding Table shows, there is a range of thirty-two years between the youngest and oldest respondent (22 to 54 years). This range corresponds closely to the guideline suggested by Rapoport and Rapoport (1975:186) which defined the Establishment phases of career development as spanning the ages of approximately 25 to 55 years. The mean age for respondents is 34.2 years and the standard deviation is 8 years. Only two respondents were over the age of 50, while ten were under the age of 30. The remaining respondents ranged in age from 30 to 47 years. One respondent did not disclose her age.

#### Level of Education

The range of the levels of education that have been achieved by the respondents is displayed in Table 14.

TABLE 14  
Frequency Distribution of Respondents by Level of Education  
(n=32)

Highest Level of Education Achieved	Frequency	Percentage
Junior High School (grade 9)	-	-
High School (grade 12)	8	25
Diploma (post-secondary, non-university)	8	25
Degree (university)	11	34
Post-graduate Degree (university)	5	16

The above Table indicates that the most frequently designated category is "Degree (university)". Seventy-five per cent of the respondents have received some post-secondary education, and fifty per cent have at least one university degree. It can be concluded that, overall, the respondents are well educated.

### Salary Range

The responses of the subjects for salary range categories is shown in Table 15. The respondents were asked to designate the salary range category that best reflected their total annual income.

TABLE 15

Frequency Distribution of Respondents by Salary Range (n=32)

Salary Range Category (per year)	Frequency	Percentage
Under \$20,000	3	9
\$20,000 to \$24,999	13	41
\$25,000 to \$29,999	7	22
\$30,000 to \$34,999	7	6
\$35,000 to \$39,999	2	6
Over \$40,000	-	-

The salary categories were defined by increments of \$4,999. The range of salaries was from under \$20,000 to the category of \$35,000 to \$39,999 per year. The most frequently indicated category was \$20,000 to \$24,999. Fifty per cent of the respondents earned less than \$25,000 while the remaining fifty per cent had salaries ranging between \$25,000 and \$39,000.

### Supervision of Staff

Respondents were requested to disclose their supervisory responsibilities with regard to the number of temporary and permanent staff that they supervised. Table 16 is a display of the distribution of the responses in terms of the number of temporary and permanent staff supervised.

TABLE 16

Frequency Distribution of Respondents by Number Individuals Supervised  
(n=32)

Number of Individuals Supervised	Frequency		Percentage	
	Permanent	Temporary	Permanent	Temporary
None	8	13	25	41
1 to 5	16	14	50	44
6 to 10	5	1	16	3
11 to 15	2	2	6	3
More than 15	1	2	3	6

Considering first the number of permanent staff supervised, Table 16 shows that seventy-five per cent of the respondents supervised at least one permanent staff member. Twenty-five per cent had no supervisory responsibility for any permanent staff. The modal response was for the category of supervising 1 to 5 individuals.

In the case of supervision of temporary staff, only fifty-nine per cent had any such supervisory responsibility. The category of supervision of 1 to 5 individuals was the most frequently indicated category. It can be concluded that there appears to be two general patterns of supervisory responsibility. One pattern suggests that the responsibilities of some of the respondents entail the supervision of a relatively large staff (e.g., more than 5 individuals). The other pattern may be suggestive of an administrative orientation, with the number of staff supervised kept to a minimum.

#### Absence From Work Force

One of the demographic variables under consideration was the

length of absence that the subjects may have taken in the course of their employment history. Absence from work refers to a substantial, continuous leave or departure from full and part time employment. This item has been included in order to determine if the age-related career stages may be subject to the influence of non-continuous employment. That is, a significant absence may effect the progression from one career stage to another. Table 17 shows the distribution of respondents on the basis of the length of absence from the work force.

TABLE 17

Frequency Distribution of Respondents by Length of Absence From Work (n=32)

Length of Absence	Frequency	Percentage
No Absence	25	78
Less than 1 year	4	13
1 to 5 years	2	6
6 to 10 years	1	3

The modal response was for the category of No Absence from the work force. Seventy-eight per cent of the respondents had not left the work force since beginning a full-time career. Of those respondents who have left the work force, 4 individuals were absent for less than 1 year, 2 were absent for 1 to 5 years, and only one individual has left the work force for a period exceeding five years. These observations suggest that factors such as skill re-development, associated with re-entry into the work force need not be included in

this study. The relatively small number of women who had left the work force is consistent with other studies. Hennig and Jardim (1978:21), in a study of managerial women, described their sample of respondents as follows:

We interviewed forty-five of the company's (a public utility company) most senior women managers...The ages of the women interviewed ranged from twenty-seven to fifty-eight, and with one exception they had worked continuously since leaving school.

The reasons that were cited for leaving the work force were:

To raise a family - three respondents; To continue my education - four respondents.

#### Job Descriptive Index Data

The results of the JDI data are presented in this section. The statistics that are reported are the measures of central tendency, variability and ranges for the respondents as a single group.

Table 18 refers to the levels of satisfaction that were associated with each of the five sources of job satisfaction and the Overall level of job satisfaction. Considering first the level of satisfaction with "Work Itself", the Table displayed on the following page shows that the mean response was 43.3, with a range in scores of 29 to 50. The second source of job satisfaction "Pay" had a mean value of 21.8. Satisfaction with "Promotional Policy", the third source, had a mean score for the sample of 17.6. The fourth source, satisfaction with "Supervision", had a mean value of

TABLE 18  
Descriptive Statistics for Respondents for Sources of  
Job Satisfaction (n=32)

Source	Mean	Standard Deviation	Range (possible)
Work Itself	43.3	4.9	29 - 50 (18 - 54)
Pay	21.8	4.0	12 - 27 (9 - 27)
Promotional Policy	17.6	5.0	9 - 27 (9 - 27)
Supervision	47.5	8.2	20 - 54 (18 - 54)
Coworkers	49.1	5.6	33 - 54 (18 - 54)
Overall	177.3	18.0	130 - 205 (72 - 216)

47.5. The final source of job satisfaction, "Coworkers", had a mean value of 49.1.

In addition, the overall mean for the total scores of all sources has been included as an expression of "Overall" job satisfaction. The mean response for "Overall" job satisfaction was 177.3.

The mean values that are associated with the five sources and "Overall" job satisfaction reflect a tendency for the respondents to be toward the satisfied end of the scale (this conclusion is reached by considering the possible midpoint in the range of responses, values greater than the midpoint are more reflective of satisfaction than dissatisfaction). An exception was the mean value associated with "Promotional Policy". The mean value, 17.6, occurred at the midpoint of the possible range, suggesting that there was a greater



sense of dissatisfaction with this source than any of the others. "Promotional Policy" also received the lowest possible score in the range of actual responses.

This result is consistent with the findings of the Canadian Work Values... (Burstein et al., 1975) study. Referring to Table 1 (See page 21), opportunities for promotions were indicated to be the lowest source of job satisfaction for the total sample, and Table 3 shows that this ranking was consistent for their all-female sample (See page 23).

#### Importance of Sources of Job Satisfaction Data

The response rate of the respondents according to the degree of importance associated with the sources of job satisfaction, is displayed in Table 19.

TABLE 19

Descriptive Statistics for Respondents for the Importance of Sources of Job Satisfaction (n=32)

Source	Mean	Standard Deviation	Range*
Work Itself	3.0	.1	2 - 3
Pay	2.4	.5	2 - 3
Promotional Policy	2.4	.5	2 - 3
Supervision	2.6	.7	1 - 3
Coworkers	2.6	.7	1 - 3

\*The possible range of responses for each source is 1-3.

An interesting finding was the importance placed upon "Work Itself". Almost all the respondents indicated that the "Work Itself" was very

important to them. The sources "Pay" and "Promotional Policy" both had a mean value of 2.4, with the response range showing that the minimum degree of importance was the category "Somewhat Important". None of the respondents found these two sources to be unimportant. "Supervision" and "Coworkers" also had equal mean values of 2.6 and the range indicated that some respondents placed no importance upon the relationships in the work setting.

The highest level of importance was placed upon the "Work Itself", followed by "Supervision" and "Coworkers". The least importance was placed upon "Pay" and "Promotional Policy".

With reference to the Canadian Work Values... (Burstein et al., 1975), an interesting difference is in evidence. In terms of the importance placed upon sources of job satisfaction, the Canadian study revealed that the least important source was the "Work Itself" for both the total and the female samples (See Tables 2 and 3, pp. 22 and 23). A possible explanation for this divergence may be that the Canadian study did not differentiate between occupational status in the reporting of Tables 2 and 3, a factor that may influence the perception of the desirability of the work activity. Even if the challenge and growth offered by the job (a variable suggested by the Burstein study) was compared to the study at hand, the Canadian study still reveals that this is only rated fifth in importance for the total sample and fourth for the female sample.

In terms of the rankings of the other four sources, Table 3 reveals that the respondents of this study have rated these sources

in a manner similar to the respondents of the Burstein (1975) study. The major difference lies in the inclusion of the variables relating to the availability of resources to do the job. These two sources were considered to be more important than the remaining four sources. However, it is important to note that, in both studies, the respondents considered the relationships with others (Supervisor and Coworkers) to be of greater importance than opportunities for advancement and financial considerations.

#### Relationships Between Variables

Referring to the Schultz et al., (1959) rationales (See p. 60) number three and four, the variables that have been presented through the descriptive statistics in the preceding section are now examined for intercorrelations, expressed in terms of the Pearson product-moment correlations. The results of this test have been used to describe how variables relate to one another.

#### Correlations Among and Between Demographic Data and JDI and ISJS Data

The first series of relationships described are the intercorrelations among the demographic variables, followed by a description of the relationships between the demographic data and the JDI and ISJS data.

Table 20, on the following page, shows the Pearson correlations for the seventeen variables under consideration. Referring first to the intercorrelations for the six demographic variables, only three significant relationships were discovered. "Supervision

TABLE 20

Pearson Correlation Coefficients for Demographic Variables  
by JDI and ISJS Variables (n=32)

Variables	1	2	3	4	5	6	
Demographic Variables	1. Supervision of Permanent Staff	-					
	2. Supervision of Temporary Staff	.50 <sup>c</sup>	-				
	3. Salary Range	.12	.06	-			
	4. Absence From Work Force	-.09	-.10	-.26	-		
	5. Level of Education	-.21	.02	.45 <sup>c</sup>	-.09	-	
	6. Age	.04	-.19	.10	-.05	-.30 <sup>a</sup>	-
ISJS Variables	7. Work Itself	.02	.15	.12	-.10	-.10	.04
	8. Pay	.17	.05	.10	.07	-.41 <sup>b</sup>	.23
	9. Promotional Policy	.32 <sup>a</sup>	-.01	.01	.02	-.29	.34 <sup>a</sup>
	10. Supervision	.13	.05 <sup>b</sup>	.03	.13	-.22	.08
	11. Coworkers	.47 <sup>c</sup>	.41 <sup>b</sup>	.20	.09	-.34 <sup>a</sup>	.19
JDI Variables	12. Work Itself	.21	.18	.34 <sup>a</sup>	-.15	-.06	.16
	13. Pay	.10	.05	.17	.29	-.17	.37 <sup>b</sup>
	14. Promotional Policy	.05	-.06	-.15	.09	-.21	-.09 <sup>b</sup>
	15. Supervision	.05	.06	-.28	.04	-.11	-.39 <sup>b</sup>
	16. Coworkers	.02	.18	.23	.02	-.08	.13
17. Overall	.13	.17	.12	-.02	-.13	-.20	

<sup>a</sup>significant at .10 level of confidence.

<sup>b</sup>significant at .05 level of confidence.

<sup>c</sup>significant at .01 level of confidence.

of Temporary Staff" was positively correlated with "Supervision of Permanent Staff" at the .01 level of confidence. This finding suggests that there is not a division in the sample on the basis of the employment status of subordinate staff. Those respondents who supervise temporary staff also have responsibility for permanent staff.

Two other variables that were significantly related were "Level of Education" and "Salary Range". The relationship was positive at the .01 level of confidence and can be interpreted to mean that there is a tendency for high salaries to be associated with high levels of education. This relationship may be a result of the job classification procedure of government that defines salary ranges in terms of level of education and years of experience.

The third relationship that was significantly correlated was between "Age" and "Level of Education", a negative relationship that was significant at the .10 level of confidence. This result would suggest that there is a tendency for the younger members of the sample to have a higher level of education than the older respondents.

Considering the correlations between the five ISJS variables and the demographic variables, it was found that there are six significant correlations. The importance of "Coworkers" was associated positively with both "Supervision of Permanent Staff" and "Supervision of Temporary Staff" at the .01 and .05 levels of confidence, respectively. This result suggests that those respondents with supervisory responsibilities place great importance upon the relationships with coworkers and/or those without supervisory responsibility place less

value on it. The importance of "Coworkers" was also significantly correlated with "Level of Education", but in a negative direction, at the .10 level. It can be suggested from this that the respondents with the higher levels of education place less importance upon the relationships with their coworkers. This may be explained by noting that although the relationship between educational levels and supervisory responsibility did not prove to be significant, it may be that individuals with high levels of education tend to be more administratively and/or technically oriented.

The ISJS variable "Promotional Policy" was significantly and positively related to the "Supervision of Permanent Staff". The correlation, only minimally significant, suggests that respondents who supervise permanent staff place a good deal of importance upon promotional opportunities.

The importance of the "Promotional Policy" was also related to "Age". As the age of the respondents increase, so does the importance of promotions. The younger respondents may be more interested in establishing themselves in the organization than in immediately making advances in their career positions, while the older respondents may view promotions as evidence that they are valued by the organization and are making progress in their careers.

Finally, the ISJS variable "Pay" was found to relate negatively to the "Level of Education" at the .05 level of confidence. The reason for this relationship may be that the respondents who have a high level of education (and high salary) would not find "Pay" to be

of great importance because it was a fulfilled need. Conversely, those with lower levels of education find "Pay" to be very important.

Only two demographic variables were found to be significantly related to JDI variables. Satisfaction with "Work Itself" correlated positively with "Salary Range". This relationship suggests that as the salary increases, the activity of work becomes more satisfying for the individual. This may be explained in terms of increased autonomy, challenge and growth that may accompany more senior positions (the higher the position, the greater the salary). "Age" was related negatively with the satisfaction with both "Pay" and "Supervision", at the .05 level of confidence. The younger respondents may find the pay to be satisfying because they may not have many scales to compare their pay to. Conversely, the older respondents may have found that the pay they receive for their work is unsatisfying when compared with other groups. The supervisor may be a great source of satisfaction for the younger respondents because they perceive the supervisor as the key individual to help them become integrated in the organization.

#### Correlations for ISJS and JDI Data

The variables comprising the JDI and ISJS will be examined in terms of first, within instrument correlations, and second, between instrument correlations in Table 21, on page 75.

Focussing on the JDI variables, satisfaction with "Pay" was correlated positively with the "Promotional Policy" and "Supervision" at the .05 and .01 levels of confidence, respectively. These rela-

TABLE 21

Pearson Correlation Coefficients for Importance of Sources of Job Satisfaction and Job Descriptive Index Variables (n=32)

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Work Itself	-										
2. Pay	-.16	-									
3. Promotional Policy	-.16	.55 <sup>c</sup>	-								
4. Supervision	-.11	.55 <sup>c</sup>	.24	-							
5. Coworkers	.16	.50 <sup>c</sup>	.32 <sup>a</sup>	.54 <sup>c</sup>	-						
6. Work Itself	-.06	.22	.31 <sup>a</sup>	.03	-.14	-					
7. Pay	.11	-.29	-.18	-.06	.13	.17	-				
8. Promotional Policy	-.10	.09	.14	-.03	.02	.07	.35 <sup>b</sup>	-			
9. Supervision	.04	.07	.05	.06	.12	.20	.67 <sup>c</sup>	.55 <sup>c</sup>	-		
10. Coworkers	.29	-.09	.01	-.16	.17	.20	-.02	.04	-.15 <sup>c</sup>	-	
11. Overall	.13	.06	.19	-.08	.15	.65 <sup>c</sup>	.20	.67 <sup>c</sup>	.55 <sup>c</sup>	.48 <sup>c</sup>	-

<sup>a</sup> significant at .10 level of confidence.

<sup>b</sup> significant at .05 level of confidence.

<sup>c</sup> significant at .01 level of confidence.



tionships can be interpreted to mean that as satisfaction with pay structure increases, so does the satisfaction with the opportunities for advancement and satisfaction with the supervisor(s), two factors that may directly contribute to an increase in pay. Not surprisingly, satisfaction with "Supervision" was positively and significantly related to "Promotional Policy" as a source of satisfaction, at the .01 level of confidence. Satisfaction with promotional opportunities may be a result of the responsibility of the supervisors to make promotions. Conversely, the lack of promotions may be "blamed" on the supervisor.

The "Overall" level of job satisfaction appears to be related to all of the sources of satisfaction at the .01 level of confidence, with the exception of "Pay" which was not significantly correlated. This suggests that "Overall" satisfaction can be attributed to interpersonal relationships, promotions as an indication of success, and the activity of work itself. Pay, an existence and safety need (See pp. 15-16), does not seem to make a contribution to the total satisfaction associated with work. Herzberg's Two Factor Theory (See page 19) considers the pay to be a hygiene factor, and as such, if not met, will result in dissatisfaction. When a hygiene need is met, the individual is no longer dissatisfied, but is not satisfied either. Alderfer (See page 18) suggested that pay was not related to satisfaction or dissatisfaction.

Considering the intercorrelations within the ISJS, Table 21 shows that the importance of "Pay" was positively correlated with

the importance of "Promotional Policy", "Supervision" and "Coworkers", all significant at the .01 level of confidence. This suggests that the importance placed upon the pay is intimately related to the importance of other hygiene factors (Herzberg, 1966:119) such as "company policy and administration, interpersonal relationships..., supervision". "Work Itself", a motivator (Herzberg, 1966:115), was not significantly related to any JDI or ISJS variable, suggesting that factors perceived as motivators, in this case, "Work Itself", are independent from hygienes ("Promotional Policy", "Pay", "Supervision" and "Coworkers").

Only one pair of ISJS and JDI variables was significantly correlated, the relationship between "Work Itself", as a [REDACTED] of job satisfaction, and the importance of "Promotional Policy". The lack of relationships between the two instruments lends support to the rationale for employing two instruments, one to measure satisfaction, one to measure importance.

#### Summary

Chapter 4 was a presentation of the results of the Data Collecting Schedule. The responses to the questions relating to demographic variables, the JDI and the ISJS for the total sample have been described and discussed in this chapter.

The first series of variables under consideration was the demographic variables. The respondents could be described as ranging in age from twenty-two to fifty-four years, as being well educated,

and having a salary averaging in the category of \$20,000 to \$24,999 per year. Their supervisory responsibilities in terms of permanent and temporary staff reflected an average staff of one to five individuals in each of the two categories.

An unexpected finding was that seventy-eight per cent of the respondents have NOT left the work force since beginning their full-time careers. Only three respondents had an absence in excess of one year. Of those who had left the work force, three indicated the reason as being "To raise a family", and four stated that they left "To continue my education".

In terms of JDI variables, the respondents indicated that they were satisfied with all the sources of job satisfaction with the exception of "Promotional Policy" which was perceived to be more dissatisfying than satisfying.

The most important source of job satisfaction was the "Work Itself" and the least important were "Pay" and "Promotional Policy".

The relationships between the demographic variables as determined by the Pearson product-moment correlation revealed that the individuals who supervise permanent staff also have responsibility for temporary staff. There was a high positive correlation between "Level of Education" and the "Level of Salary" suggesting that there is a tendency for high salaries to be associated with high levels of education.

With regard to the relationships between the demographic variables and the importance of sources of job satisfaction variables, it

was found that the importance of "Coworkers" was highly correlated with the levels of supervision for both temporary and permanent staff in a positive direction, and negatively with "Level of Education".

The only significant relationship between demographic variables and the sources of job satisfaction was for the source "Work Itself" with "Salary Range".

Considering the within-instrument correlations for the JDI, seven significant relationships were found. Satisfaction with "Pay" was correlated with "Promotional Policy" and "Supervision". The satisfaction with "Promotional Policy" and "Supervision" were also significantly correlated. "Overall" job satisfaction was highly correlated with all the sources of satisfaction with the exception of satisfaction with "Pay".

In terms of the correlations for the ISJS variables, the importance of "Pay" was positively associated with the importance of "Promotional Policy", "Supervision" and "Coworkers". The importance of "Promotional Policy" and the importance of "Supervision" were positively related to the "Coworkers" as an important source of job satisfaction.

## CHAPTER 5

### DESCRIPTIONS OF EACH CAREER STAGE GROUP

Chapter 5 is a presentation of the description of the respondents when they have been grouped by career stage characteristics. The responses relating to demographic data, the JDI and the ISJS are discussed in terms of the sub-groups created by assigning the respondents to groups by career stage.

Referring to the rationales for using statistics descriptively, as outlined on page 60, the fifth rationale, "To describe the differences between two or more groups of individuals", will be undertaken by considering the distributional characteristics of the groups. In this regard, the range, central tendency and variability of responses will be reported.

The career stage groups will be treated as independent groups, and will be discussed in terms of characteristics pertinent to the given group and through comparisons between the groups.

#### Demographic Data

Statistics descriptive of the respondents grouped by career stages in the manner described in Chapter 3 (See pp. 39-49) are presented in the following tables. The numerical codings have been included where appropriate, and the indicated categories have been reported for ease of interpretation.

Age

Table 22, displayed below, is a presentation of the distribution of the age of respondents grouped by career stage.

TABLE 22

Age of Career Stage Groups Describing the Mean, Standard Deviation, and Range (n=31)

Career Stage Group	Mean	Standard Deviation	Range
Early Establishment (n=10)	32.0	5.7	25 - 33
Middle Establishment (n=12)	34.8	16.3	22 - 47
Late Establishment (n=9)	36.0	10.9	25 - 54

The mean age for respondents in career stage groups increases by increments of approximately two years. The mean ages for the groups were 32 years for the Early Establishment Career Stage group, 34.8 years for the Middle Establishment Career Stage group, and 36 years for the Late Establishment Career Stage group. The upper age parameters are consistent with the theoretical age span for career stages. Levinson et al (1978:56-63) identified the Age Thirty Transistion (end of Early Establishment) as ending at approximately age 33, the Mid-Life Transistion (end of Middle Establishment) as ending by the late forties, and the Age Fifty Transistion (end of Late Establishment) as drawing to a close by the mid-fifties. The lower age parameters suggest that entry into a particular career stage is not influenced by age, but rather by exit from the previous stage. A further conclusion that can be drawn is that the length of occupancy in a career stage does not appear to be regulated by set

number of years:

### Level of Education

The level of education that has been achieved by the respondents in career stage groups is reported in Table 23.

TABLE 23

Levels of Education of Career Stage Groups Describing the Averages and Ranges (n=32)

Career Stage Group	Average Educational Level	Range
Early Establishment (n=10)	Diploma (post-secondary)	High School to Post-graduate Degree
Middle Establishment (n=13)	Diploma (post-secondary)	High School to Post-graduate Degree
Late Establishment (n=9)	Diploma (post-secondary)	High School to Post-graduate Degree

For each of the three career stage groups, there was no difference in the average level of education of the respondents. The average response was for the category "Diploma (post-secondary)". This finding suggests that career stage membership can not be differentiated on the basis of average educational levels or by the range of educational achievement.

### Salary Range

The average salary ranges, in addition to the minimum and maximum salary ranges for the career stage groups are presented in Table

24. As the Table indicates, there are differences in both the average salary ranges and in the minimum and maximum ranges.

TABLE 24

Levels of Salaries of Career Stage Groups Describing the Averages and Ranges (n=32)

Career Stage Group	Average Salary Category	Range
Early Establishment (n=10)	\$20,000 - \$24,999	\$20,000 - \$24,999 to \$35,000 - \$39,999
Middle Establishment (n=13)	\$20,000 - \$24,999	Under \$20,000 to \$30,000 - \$34,999
Late Establishment (n=9)	\$25,000 - \$29,999	Under \$20,000 to \$35,000 - \$39,999

The lowest average salary category was for the Early and Middle Establishment Career Stage groups with a range of \$20,000 to \$24,999. The Late Establishment Career Stage group had a slightly higher average, \$25,000 to \$29,999. The lowest salary ranges were for the Middle and Late Establishment Career Stage groups, and the highest were the Early and Late Establishment Career Stage groups.

The largest range of salaries was for the Late Establishment Career Stage group. This range may be attributed to the fact that the group is composed of older respondents who may have the combinations of experience and education that warrant a relatively high salary, and of some younger respondents who do not have the experience and/or education that would qualify them for more substantial salaries.



### Supervision of Staff

Table 25 is a display of the number of staff that the respondents, grouped by career stage, supervise on a permanent and temporary basis. The average categorical responses are indicated in addition to the range of responses.

TABLE 25A

Number of Permanent Staff Supervised by Career Stage Groups Describing the Average and Ranges (n=32)

Career Stage Group	Average Number of Permanent Staff Supervised	Range
Early Establishment (n=10)	1 - 5 individuals	None to 6 - 10 individuals
Middle Establishment (n=13)	1 - 5 individuals	None to 11 - 15 individuals
Late Establishment (n=9)	1 - 5 individuals	None to More than 15

For each of the career stage groups, the average number of permanent staff that they supervised was in the category of "1 - 5 individuals". Each group had some respondents who had no supervisory responsibility for permanent staff. The maximum number of individuals supervised increased for the Early to Late Establishment Career Stage groups, with some respondents supervising more than 15 permanent staff members. This result suggests that although the average number of supervised staff remains the same, there are more respondents in the Late Establishment Career Stage group that have responsibility for relatively large numbers of permanent staff than in the other two groups.

TABLE 25B

Number of Temporary Staff Supervised by Career Stage Groups Describing the Averages and Ranges (n=32)

Career Stage Group	Average Number of Temporary Staff Supervised	Range
Early Establishment (n=10)	1 - 5 individuals	None to More than 15
Middle Establishment (n=13)	None	None to 1 - 5 individuals
Late Establishment (n=9)	1 - 5 individuals	None to More than 15

The average response for the Early and Late Establishment Career Stage groups was in the category of supervising "1 - 5 individuals". Both of these groups also had ranges from "None" to "More than 15". The Middle Establishment Career Stage group had an average response of supervising "None" and a range of "None to 1 - 5 individuals". This distribution suggests that the supervision of temporary staff is not a characteristic of the Middle Establishment Career Stage group, but is for the other two groups.

#### Absence From Work Force

Table 26 refers to the length of absence that the respondents have taken in the course of their employment history. No respondents in the Early Establishment Career Stage group have experienced an absence from the work force. Both the Middle and Late Establishment Career Stage Groups had an average response of "Less than 1 year". The respondents in the Early Establishment Career Stage group may not have left the work force because they are still in the formative

TABLE 26

Length of Absence From Work Force of Career Stage Groups  
Describing the Averages and Ranges (n=32)

Career Stage Group	Average Length of Absence	Range
Early Establishment (n=10)	No Absence	-
Middle Establishment (n=13)	Less than 1 year	Less than 1 year to 1 - 5 years
Late Establishment (n=9)	Less than 1 year	Less than 1 year to 6 - 10 years

stage when gaining a foothold in the organization is important. The respondents in the other two groups may have left the work force to continue their education and to raise a family (See page 66).

#### Job Descriptive Index Data

The following section is concerned with presenting the distribution of group responses to the variables comprising the JDI. The six variables that are considered are: (a) Work Itself, (b) Pay, (c) Promotional Policy, (d) Supervision, (e) Coworkers and (f) Overall. Tables 27 to 32 present the statistics descriptive of the variables of the JDI by career stage groups.

#### Work Itself

The results for the JDI variable satisfaction with the "Work Itself" are displayed in Table 27.

There do not appear to be any large differences in the mean responses for each career stage group with the greatest difference

TABLE 27

Satisfaction with Work Itself by Career Stage Groups  
Expressed By Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	43.4	3.9	37 - 50 (18 - 54)
Middle Establishment (n=13)	43.5	2.3	42 - 50 (18 - 54)
Late Establishment (n=9)	42.9	3.5	38 - 50 (18 - 54)

being a margin of only .6. The possible range of responses for this variable was from a minimum of 18 and a maximum of 54. The actual ranges spanned a low of 37 and a high of 50. This distribution suggests that the respondents in each of the three groups are satisfied with the activity of work, since all respondents provided a score greater than the mid-point of the possible range.

#### Pay

The mean, standard deviation and range for the variable "Pay" as a source of job satisfaction are presented in Table 28. Table 28 reveals that the average value placed upon the variable "Pay" as a source of job satisfaction does differ among the career stage groups. The respondents grouped by the Early Establishment Career Stage found "Pay" gave them more satisfaction than did respondents in the other two groups. The least satisfied group seems to be the Middle Establishment Career Stage group having a mean response of 19.1. This was exemplified by the span of responses from 12 to 25 for the

TABLE 28

Satisfaction with Pay by Career Stage Groups Expressed by  
Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	24.4	1.7	23 - 27 ( 9 - 27)
Middle Establishment (n=13)	19.1	3.5	12 - 25 ( 9 - 27)
Late Establishment (n=9)	23.2	2.2	20 - 27 ( 9 - 27)

Middle group, and 23 to 27 for the Early group. The Early Establishment Career Stage Group may have found "Pay" to be a source of satisfaction because their limited experience in the work force has not given them a great "measuring stick" by which to compare pay and responsibilities. The Middle Establishment Career Stage group may be the least satisfied with "Pay" because they equate financial remuneration with tangible measures of advancement and promotion. A lack of satisfaction with the "Pay", for this group, may be interpreted to mean that the individual perceives herself as not advancing in the organization, a major concern for the Middle Establishment Career Stage group. This stage is also characterized as a time of making personal commitments such as home ownership and starting families. If the pay is perceived as insufficient to contribute to these goals, it would then be considered to be a source of dissatisfaction.

#### Promotional Policy

The descriptive statistics for the satisfaction with the

"Promotional Policy" are displayed in Table 29. •

TABLE 29

Satisfaction with Promotional Policy by Career Stage Groups,  
Expressed by Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	17.2	2.8	12 - 26 ( 9 - 27)
Middle Establishment (n=13)	16.8	3.5	12 - 27 ( 9 - 27)
Late Establishment (n=9)	19.3	2.7	13 - 27 ( 9 - 27)

Table 29 indicates that there is a discernible difference among the career stage groups in the mean values associated with "Promotional Policy" as a source of satisfaction. The largest mean was for the Late Establishment Career Stage group (19.3), and the lowest for the Middle Establishment Career Stage group (16.8). This result suggests that the respondents of the Middle group are not as satisfied with the opportunity for advancement as the other groups, although the ranges of responses for the three groups are comparable. Overall, it appears that at least a few respondents in each of the groups are highly satisfied with the "Promotional Policy" and conversely, a few are highly dissatisfied. The mid-point in the range of possible scores is 18. The means reported for the three groups show that the Middle and Early groups, on the average, are more dissatisfied than satisfied. The Late Establishment Career Stage group was slightly more satisfied than dissatisfied.

### Supervision

The responses to the variable satisfaction with the "Supervision" are presented in Table 30.

TABLE 30

Satisfaction with Supervision by Career Stage Groups  
Expressed by Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	47.7	4.9	40 - 54 (18 - 54)
Middle Establishment (n=13)	47.4	4.7	37 - 54 (18 - 54)
Late Establishment (n=9)	47.4	3.9	43 - 54 (18 - 54)

The mean response scores for the satisfaction with the "Supervision" show no difference across the career stage groups. The possible range of responses is from a minimum of 18 to a maximum of 54. The actual ranges indicate that for each group, most respondents have found the relationship with the supervisor to be satisfying. Even the minimum response (37) shows that the "Supervision" is a satisfying aspect of the work setting.

### Coworkers

The following table reports the mean, standard deviation and range for the "Coworkers" as a source of job satisfaction.

TABLE 31

Satisfaction with Coworkers by Career Stage Groups  
Expressed by Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	49.1	5.0	40 - 54 (18 - 54)
Middle Establishment (n=13)	47.6	4.0	37 - 54 (18 - 54)
Late Establishment (n=9)	51.1	1.5	50 - 54 (18 - 54)

The highest mean response was indicated by the Late Establishment Career Stage group (51.1). Referring to Table 25 (pp. 84-85), respondents in the Late group were found to have the largest maximum range of supervisory responsibility for permanent and temporary staff. The satisfaction they appear to derive for "Coworkers" may be related to the fact that this group has more interpersonal contact with subordinates than do the other groups. The term "Coworkers" does not recognize differences between subordinates and equals, in terms of employment status, and for this reason it may be assumed that for this group "Coworkers" includes subordinate staff. This assumption is supported by the observation that the least satisfied group, the Middle Establishment, also had the least supervisory responsibility. In each group, some respondents gave the "Coworkers" the highest possible rating (54) and the minimum score reported (37) reflected satisfaction with work associates.



Overall

The "Overall" level of job satisfaction is presented in Table 32. The "Overall" score consists of the grand total of all the scores of each of the preceding five sources. The "Overall" score is taken to reflect how satisfied the individual is with the work circumstances.

TABLE 32

Overall Level of Job Satisfaction by Career Stage Groups  
Expressed by Descriptive Statistics

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	192.0	11.6	168 - 207 ( 72 - 216)
Middle Establishment (n=13)	189.5	8.3	177 - 207 ( 72 - 216)
Late Establishment (n=9)	195.1	9.0	176 - 206 ( 72 - 216)

Each career stage group has indicated a mean response for "Overall" job satisfaction in the upper quartile of possible responses. In addition, the range of responses also fell in the highest quartile for each of the career stage groups. This distribution implies that the "Overall" level of satisfaction with the job is very high for the entire sample of respondents, regardless of career stage, and that there are few differences between the groups for this variable.

Importance of Sources of Job Satisfaction Data

The following section is concerned with discussing the

statistics describing the responses to the five ISJS variables.

The mean, standard deviation and ranges of the responses for each of the three career stage groups are presented in Tables 33 to 37.

### Work Itself

The responses to the importance of "Work Itself" are displayed in Table 33.

TABLE 33

Importance of Work Itself by Career Stage Groups  
Expressed by Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	3.0	.0	- (1 - 3)
Middle Establishment (n=13)	2.9	.3	2 - 3 (1 - 3)
Late Establishment (n=9)	3.0	.0	- (1 - 3)

Both the Early and Late Establishment Career Stage groups had a mean response of 3.0 for the importance placed upon "Work Itself". This means that all the respondents in these groups found the work activity to be very important. In the case of the Middle Establishment Career Stage group, only one individual indicated that the "Work Itself" was somewhat important, while the remainder found it to be very important. In terms of the importance placed upon "Work Itself", there do not appear to be discernible differences.

Pay

The importance that has been placed upon "Pay", as a source of job satisfaction, is reported in Table 34.

TABLE 34

Importance of Pay by Career Stage Groups Expressed by Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	2.5	.5	2 - 3 (1 - 3)
Middle Establishment (n=13)	2.5	.7	1 - 3 (1 - 3)
Late Establishment (n=9)	2.4	.5	2 - 3 (1 - 3)

The mean responses reported in Table 34 differ only for the Late Establishment Career Stage group in relation to the other two groups with scores of 2.4 and 2.5, respectively. Another variation is reflected in the range of responses, with only respondents in the Middle Establishment Career Stage indicating the "Pay" is not at all important to them.

Promotional Policy

The descriptive statistics for the variable "Promotional Policy" as an important source of job satisfaction is displayed in Table 35.

TABLE 35

Importance of Promotional Policy by Career Stage Groups  
Expressed by Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	2.1	.7	1 - 3 (1 - 3)
Middle Establishment (n=13)	2.6	.7	1 - 3 (1 - 3)
Late Establishment (n=9)	2.4	.5	1 - 3 (1 - 3)

Table 35 reveals a noticeable difference in the mean responses to the importance placed upon the "Promotional Policy". The highest importance was placed by respondents in the Middle Establishment Career Stage group, a result that is compatible with the theoretical foundations that find promotions and advancement to be the major concerns of respondents characterized by this stage (See page 42). The least amount of concern is expressed by respondents in the Early Establishment Career Stage group. This can be explained by the theoretical basis of this stage that suggests that the major interest of the group would be in developing relationships, not in seeking advancement.

### Supervision

Table 36 displays the responses to the importance placed upon the "Supervision" as a source of job satisfaction.

The mean responses for the importance of the "Supervision" suggest that there is a slight difference among the career stage

TABLE 36

Importance of Supervision by Career Stage Groups  
Expressed by Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	2.8	.4	2 - 3 (1 - 3)
Middle Establishment (n=13)	2.5	.8	1 - 3 (1 - 3)
Late Establishment (n=9)	2.6	.7	1 - 3 (1 - 3)

groups. The most importance has been given by respondents in the Early Establishment Career Stage group (mean value of 2.8). The least importance has been given by the Middle Establishment Career Stage group (2.5). In both the Middle and Late Establishment Career groups, some respondents have indicated that the "Supervision" is not at all important. However, the minimum response for the Early Establishment Career Stage group is somewhat important. The Early Establishment Career Stage group may identify the supervisor as the key individual in their desire to improve their skills and abilities (See, page 40).

#### Coworkers

The mean, standard deviation and range of responses for the importance of "Coworkers" as a source of job satisfaction are presented in Table 37, on the following page.

TABLE 37

Importance of Coworkers by Career Stage Groups  
Expressed by Descriptive Statistics (n=32)

Career Stage Group	Mean	Standard Deviation	Range (possible)
Early Establishment (n=10)	2.8	.4	2 - 3 (1 - 3)
Middle Establishment (n=13)	2.3	.6	1 - 3 (1 - 3)
Late Establishment (n=9)	2.6	.7	1 - 3 (1 - 3)

The results in Table 37 indicate that there is a difference among the career stages in the mean responses to the importance of the "Coworkers". The least importance is placed by respondents in the Middle Establishment Career Stage group (2.3), and the most by respondents in the Early Establishment Career Stage group. The high importance placed by this group on the relationships with coworkers is consistent with the theoretical foundations that suggest that the most pressing concern for this group is to be accepted by peers and coworkers (See page 40).

#### SUMMARY

Chapter 5 has been a presentation of a description of the career stage groups in terms of three variable groups: demographic, JDI and ISJS.

A key finding in the discussion of the demographic variables was that the career stage groups could be differentiated on the basis of the incumbent's age at the time of departure from a

particular stage, but that entry into a particular stage does not appear to be related to age. A conclusion arising from this finding is that length of occupancy in a career stage is not regulated by a set age or by number of years.

The career stage groups could not be differentiated on the basis of educational credentials since the mean response for all groups was the completion of a post-secondary diploma. The largest salary range (\$25,000 to \$29,999) was for the Late Establishment Career Stage group. This fact may be because a combination of experience and education provides for a higher salary.

Although the average number of permanent staff supervised was the same for each of the groups, the maximum range increased from the Early to the Late Establishment Career Stage group. A difference was in evidence in the supervision of temporary staff with respondents in the Middle Establishment Career Stage group having an average response of supervising "No One".

Only a slight difference was apparent with regard to the length of absence taken from the work force. Respondents in the Early Establishment Career Stage group had experienced no absence. The maximum range of length of absence increased from the Middle to Late Establishment Career Stage group.

Table 38 is a summary of the mean responses for the JDI and ISJS variables, by career stage groups.

TABLE 38  
Summary of Mean Responses for JDI and ISJS Variables  
by Career Stage Groups (n=32)

Variables		Career Stage Groups		
		Early	Middle	Late
JDI Variables	Work Itself	43.4	43.5	42.9
	Pay	24.4	19.1	23.2
	Promotional Policy	17.2	16.8	19.3
	Supervision	47.7	47.4	47.4
	Coworkers	49.1	47.6	51.1
	Overall	192.0	189.5	195.1
ISJS Variables	Work Itself	3.0	2.9	3.0
	Pay	2.5	2.5	2.4
	Promotional Policy	2.1	2.6	2.4
	Supervision	2.8	2.5	2.6
	Coworkers	2.8	2.3	2.6

The results of the JDI revealed that there were differences and similarities, depending upon the JDI variable under consideration. Satisfaction with "Supervision" and "Work Itself" did not differentiate between the career stage groups. The level of satisfaction with both of these variables was in the upper quartile of possible responses, suggesting a high degree of satisfaction.

Satisfaction with "Pay" did differentiate across the groups, with the Middle Establishment group being the least satisfied, possibly because they may equate the pay as a tangible measure of advancement. In general, the mean responses for this variable reflected dissatisfaction for the Early and Middle groups, and only minimum satisfaction for the Late Establishment Career Stage group.



Small differences were apparent in the average level of satisfaction with the "Coworkers". The least satisfied group was the Middle Establishment, and the most was the Late Establishment group. The term "Coworkers" did not differentiate between subordinates and peers, therefore, it is not unexpected that the Late Establishment Career Stage group, having the greatest supervisory responsibility, would find interpersonal relationships to be a source of satisfaction.

The "Overall" level of job satisfaction was in the upper quartile for each of the three groups. This suggests that the respondents were quite satisfied with their jobs, and that career stage does not influence the total satisfaction experienced with the job.

The variable, importance of "Work Itself", was designated by each group to be very important and is not effected by career stage.

The importance of "Pay" did not differentiate between the career stage groups in terms of mean responses. However, only respondents in the Middle Establishment Career Stage group indicated that the pay was not all important.

With regard to the importance of the "Promotional Policy", the Middle group found it to be of greater importance than did the Early group. This result is consistent with the theoretical foundations that suggest the Middle stage would be preoccupied with advancement, and the Early with establishing relationships and learning skills.

The importance of "Coworkers" revealed that the Early Establishment Career Stage group placed a great deal of importance upon personal relationships, a result consistent with the theoretical foundations.

It is important to note that the comparisons that have been presented in this chapter reflect descriptive differences between the career stage groups. The following chapter will consider the differences between the groups in terms of statistical significance.

## CHAPTER 6

### ANALYSIS OF THE PROBLEMS

The purpose of this study is to analyze the relationships between job satisfaction and the independent variable of career stage. Chapter 6 is a presentation of the problems outlined in Chapter 1 (See page 5) in terms of statistical analysis.

Referring to the Selltitz et al. rationales as expressed on page 60, the fifth rationale, "To describe differences between two or more groups of individuals", is fundamental in considering the major problems addressed by this study. The comparison of groups has been undertaken through the Student's t test, as a test of the difference between group means, and the analysis of variance, as a test of the difference between group variance.

Problems 2 and 3 are considered through the use of these two tests, while the final problem, the examination of the relationship between the JDI and ISJS variables is addressed by the Pearson product-moment correlation. The preliminary problem, the viability of an instrument to indicate career stages, has already been considered in Chapter 3. Only the results of the discriminant analysis will be presented in this chapter.

#### Problem 1. Discernible Career Stages

"Are there discernible career stages evident for managerial women employed in the public service?"

Problem 1 has been examined in the context of the CSI as presented in Chapter 3 (see pp. 46-49). The statistical test used in supporting the construction of the CSI, the discriminant analysis, has also provided support for Problem 1. The discriminant analysis, as a tool with which group classification accuracy can be ascertained, indicated that the respondents to this study could be grouped by career stage characteristics into unique clusters. Figure 3 (page 48), the scatterplot for the discriminant analysis, graphically portrayed the groupings of the respondents by career stage characteristics. The contingency table (Table 11, p. 49) revealed that the predicted group (theoretically based) and the observed group (empirically based) were consistent with the exception of a single respondent. This result reflects a ninety-six per cent consistency between the two groups.

The question of the credibility of grouping respondents by career stage has been supported both in the review of the theoretical foundations of the CSI and by the statistical results produced in Chapter 3. In response to the first problem addressed by this study, the statistical tests applied to the CSI support the notion that respondents in this study can be differentiated on the basis of career stage.

#### Problem 2. Relationships Between Sources of Job Satisfaction and Career Stage

"Do managerial women vary in the identification of sources of job satisfaction as a function of career stage?"

Problem 2 is addressed by considering the differences in the means and variances between career stage groups. The first test, the t test, was employed in order to determine if significant differences existed between career stage groups on the basis of mean scores for the JDI. For the purposes of this study, only comparisons which were discovered to have significant values at the .10, .05 and .01 level of confidence have been reported. In addition, only the superscript appearing in the table will be defined in the notes following the table. Tables 39, 40 and 41 report the comparison results of the t tests.

The first comparison, displayed in Table 39, is between the Early and Middle Establishment Career Stage groups on the mean scores for variables comprising the JDI and "Overall" job satisfaction.

TABLE 39

T test Comparisons for Early and Middle Establishment Career Stage Groups for the Scores on the JDI Variables (n=23)

Variables	Mean Scores		t
	Early	Middle	
Work Itself	43.3	43.5	-.06
Pay	24.2	19.1	<u>3.51</u> <sup>c</sup>
Promotional Policy	17.2	16.8	.20
Supervision	47.7	47.4	.08
Coworkers	49.1	47.6	.54
Overall	176.4	174.5	.28

<sup>c</sup>significant at .01 level of confidence for two-tailed test.

Referring to Table 39, the only significant relationship was for the satisfaction with "Pay", having a t value of 3.51, signifi-

cant at the .01 level of confidence for two-tailed test. Because directional hypotheses were not employed in this study, the two-tail test for significant has been used. The significant value in Table 39 suggests that the respondents in the Early Establishment Career Stage group were significantly more satisfied with the pay than were members of the Middle group. This may be a result of the Early Establishment Career Stage group's preoccupation with developing skills and relationships, and because they, in general, have not been in the work force as long as members of other groups, and may not have many standards, in terms of salaries, against which to compare their own. In addition, they may be pleased to be earning a salary after years of schooling, with little or no pay.

The second comparison, presented in Table 40, is between the Early and Late Establishment Career Stage groups.

TABLE 40

T test Comparisons for Early and Late Establishment Career Stage Groups for the Scores on the JDI Variables (n=19)

Variables	Mean Scores		t
	Early	Late	
Work Itself	43.3	42.9	.19
Pay	24.2	23.2	.72
Promotional Policy	17.2	19.3	-.97
Supervision	47.7	47.4	.07
Coworkers	49.1	51.1	-.89
Overall	176.4	183.0	-.72

Note: There were no significant differences revealed.

No significant differences were found in the comparison be-

tween the Early and Late Establishment Career Stage groups for the satisfaction variables. A possible reason for the similarity between the two groups may be that both stages are basically concerned with maintaining the status quo. The Early group is satisfied if they are learning new skills and developing relationships and the Late group is satisfied if they are helping younger employees in the organization. The satisfaction experienced with these sources may have produced a "halo" effect to the other sources, with the satisfaction level for the other sources remaining similar.

The third comparison is between the Middle and Late Establishment Career Stage groups and is presented below in Table 41.

TABLE 41

T test Comparisons for Middle and Late Establishment Career Stage Groups for the Scores on the JDI Variables (n=22)

Variables	Mean Scores		t
	Middle	Late	
Work Itself	43.5	42.9	.35 <sup>b</sup>
Pay	19.1	23.2	-2.79 <sup>b</sup>
Promotional Policy	16.8	19.3	-1.14
Supervision	47.4	47.4	-.02
Coworkers	47.6	51.1	-1.54
Overall	174.1	183.0	-1.31

<sup>b</sup> significant at .05 level of confidence for two-tailed test.

Table 41 identifies a single significant difference between the two career stage groups, that of satisfaction associated with "Pay". The t value is -2.79, significant at the .05 level of confidence for two-tailed tests. This finding is interpreted to mean

that the subjects in the Late Establishment group are significantly more satisfied than are members of the Middle group with the JDI variable "Pay". A possible reason for this may be that there is a tendency for subjects to begin to establish homes and families during the Middle Establishment Career Stage, and as such, may be under more financial pressure than the members of the other groups who have not yet begun these commitments, or have already established them.

The second statistical test that was applied to the results of the JDI scores was the analysis of variance. The F ratio that has been reported in the Tables in this chapter is a reflection of the comparison between the variability due to the independent variable (between group source of variance) and the variability due to other unaccounted for factors (within group source of variance). As the F ratio increases in size for a given amount of data, significant results may be discovered.\* The significant F ratio identifies the independent variables that influence the dependent variables (Popham and Sirotnik, 1973:159-60). The results of the analysis of variance is presented in Table 42, on the following page.

The analysis of variance shows that there is a significant difference between career stage groups for the JDI variable "Pay". The F value is 4.70, significant at the .05 level of confidence for two-tailed tests. The analysis of variance does not indicate which groups are significantly different from one another, but the inclusion of the LSD procedure allows the differing pairs to be identified.

The LSD (Least-Significant-Difference Test) is a procedure



TABLE 42

Analysis of Variance for Career Stage Groups by Satisfaction with  
Pay (n=32)

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F
Between Groups	2	67.92	33.96	<u>4.70</u> <sup>b</sup>
Within Groups	29	209.55	7.23	
Total	31	277.47		

<sup>b</sup>significant at .05 level of confidence for two-tailed test. LSD procedure identified Middle and Late, and Middle and Early as significantly different at the .05 level of confidence.

that determines the smallest difference between two sample means such that they are still significantly different. The LSD procedure has been used in order to ascertain which groups differ significantly as a result of the independent variable (Smith and Williams, 1976:494). Kim and Kahout (1975:427) defined the LSD as the "most powerful of the posteriori contrast tests" with the advantage of "exactness for unequal group size".

The groups that were found to differ significantly were the Middle and Late groups, and the Early and Middle groups. The reasons for these relationships may be found in the theoretical foundations relating to each of the stages. First, the Early Establishment Career Stage group is characterized as a period of uncertainty with regard to the individual's "belongingness" in the organization and with the peer group. Because they are generally the youngest, and most recent entrants into the work force, the salary that they are presently earning may be the first financial remuneration since

leaving school. This inexperience may not give them a good basis upon which to compare their salary to other professions and individuals.

Second, the Middle Establishment Career Stage has been typified as a period of establishing one's self in the organization and in terms of personal commitment. The personal commitment may entail marriage, home ownership, starting a family, etc. Each of these commitments may place a financial burden on the individual, one that can only be alleviated by the pay structure of the organization. The presence of these burdens, coupled with pay as a symbol of advancement may produce a dissatisfied reaction for individuals in this group.

Third, the individuals who are characterized by the Late Establishment Career Stage are generally older and more established financially and occupationally than are the members of the other two career stage groups. When the financial obligations such as home ownership and raising a family are fulfilled, the need for pay may become less pressing than for the individual just embarking in these ventures.

### Problem 3. Relationships Between Importance of Sources of Job Satisfaction and Career Stage

"Do managerial women vary in the importance that they place upon the sources of job satisfaction as a function of career stage?"

The results of the t test comparisons are presented in Tables

43, 44 and 45. These Tables refer to the comparisons between the three career stage groups on the basis of scores on the ISJS variables.

The first comparison, between the Early and Middle Establishment Career Stage groups, is displayed below.

TABLE 43

T test Comparisons for Early and Middle Establishment Career Stage Groups for the Scores on the ISJS Variables (n=23)

Variables	Mean Scores		t
	Early	Middle	
Work Itself	3.0	2.9	.87
Pay	2.5	2.5	-.15
Promotional Policy	2.1	2.6	-1.78 <sup>b</sup>
Supervision	2.8	2.5	1.24
Coworkers	2.8	2.3	2.13 <sup>b</sup>

<sup>b</sup>significant at .05 level of confidence for two-tailed test.

The first significant t value reported in Table 43 is for the importance of the "Promotional Policy". The t value is -1.78, significant at the .05 level of confidence. This result suggests that respondents in the Middle Establishment Career Stage group place greater importance upon the opportunity for advancement than do respondents in the Early Establishment Career Stage group. This is consistent with the theoretical foundations that suggest the central preoccupation of the Middle Establishment Career Stage group is to advance through levels of the organization and that the major concern for the Early Establishment Career Stage group is to make

commitments and gain stability, not to seek mobility.

The second significant difference was for the variable "Coworkers". The t value is 2.13, significant at the .05 level of confidence. The relationships with work associates were found to be more important for the Early Establishment Career Stage group than for the Middle group. This finding supports that theoretical foundation that considers the relationships with peers and coworkers to be a major consideration for respondents in the Early stage.

The second t test comparison is between the Early and Late Establishment Career Stage groups. This comparison is presented in Table 44.

TABLE 44

T test Comparisons for Early and Late Establishment Career Stage Groups for the Scores on the ISJS Variables (n=19)

Variables	Mean Scores		t
	Early	Late	
Work Itself	3.0	3.0	.00
Pay	2.5	2.4	.23
Promotional Policy	2.1	2.4	-1.16
Supervision	2.8	2.6	.91
Coworkers	2.8	2.6	.91

Note: There were no significant differences revealed.

As Table 44 reveals, there are no significant differences between the two career stage groups on the ISJS variables. This result suggests that these two groups can not be differentiated on the basis of the importance placed upon facets of the work setting. A

possible explanation for this similarity may be that both stages are characterized as times when maintaining the status quo is important and that many of the turbulent aspects of the Middle Establishment Career Stage have either not yet occurred or have been already weathered. For both of these groups, interpersonal relationships have been suggested to be very important, and given the relatively high scores assigned to "Coworkers" and "Supervision", this assumption appears to have merit.

The third comparison, between the Middle and Late Establishment Career Stage groups is presented in Table 45. As in the case of the preceding comparison, there were no significant differences revealed in the comparison between these two groups.

TABLE 45

T test Comparisons for Middle and Late Establishment Career Stage Groups for Scores on the ISJS Variables (n=22)

Variables	Mean Scores		t
	Middle	Late	
Work Itself	2.9	3.0	-.83
Pay	2.5	2.4	.36
Promotional Policy	2.6	2.4	.65
Supervision	2.5	2.6	-.29
Coworkers	2.3	2.6	-.85

Note: There were no significant differences revealed.

The results of the t test displayed in Table 45 show that there are no significant differences between the Middle and Late groups on the responses to the ISJS. As in the comparison between

the Early and Late Establishment Career Stage groups, the ISJS variables did not discriminate between the Middle and Late Establishment Career Stage groups.

This result suggests that the importance of various aspects of the work setting varies only between the Early and Middle groups. Considering the mean scores for each group on the ISJS variables, it appears that the Late Establishment Career Stage group has mean scores that reflect a moderate position between the other two groups. The Late Establishment Career Stage group appears to be less polarized on the importance attributed to the sources than do the other two groups.

The analysis of variance performed on the career stage groups provided two significant findings. The first of these is shown in Table 46.

TABLE 46

Analysis of Variance for Career Stage Groups by Importance of Promotional Policy (n=32)

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F
Between Groups	2	1.52	.76	1.81 <sup>a</sup>
Within Groups	29	12.20	.42	
Total	31	13.72		

<sup>a</sup> significant at .10 level of confidence for two-tailed test. LSD procedure identified Early and Middle as significantly different at the .10 level of confidence.

As revealed in Table 46, the F value is 1.81, significant at the .10 level of confidence. The LSD procedure identified the significantly different pair of groups as the Early and Middle Establishment.

In addition to the importance of "Promotional Policy", the ISJS variable "Coworkers" was found to be significantly different between the career stage groups. Table 47, below, indicates the results of the analysis of variance for the "Coworkers" as an important source of job satisfaction.

TABLE 47  
Analysis of Variance for Career Stage Groups by Importance  
of Coworkers (n=32)

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F
Between Groups	2	1.38	.69	<u>1.89<sup>a</sup></u>
Within Groups	29	10.59	.37	
Total	31	11.97		

<sup>a</sup>significant at .10 level of confidence for two-tailed test. LSD procedure identified Early and Middle as significantly different at the .10 level of confidence.

Table 47 shows that there was a significant difference between the Early and Middle Establishment Career Stage groups for the importance of the "Coworkers". This result is consistent with the theoretical foundations that identified the coworker as the most important aspect of the work setting for the Early group.

The findings presented in the analyses of variance are consistent with the results of the t test.

Problem 4. Relationships Between Importance of  
Sources of Job Satisfaction and the Sources  
of Job Satisfaction by Career Stage

"Are there significant relationships between the sources of job satisfaction and the importance of the sources for women classified by career stage?"

The Pearson product-moment correlation was used to determine if significant relationships exist between the variables of the JDI and the ISJS. The correlations will consider the relationships within each of the three career stage groups rather than comparing differences between the career stage groups. Between group comparisons for the JDI and ISJS have been discussed in Chapter 5.

The correlation coefficients for each of the five ISJS variables and the six JDI variables are presented in Tables 48, 49 and 50. The significant relationships at the .10, .05 and .01 level of confidence are reported.

Table 48, on page 116, presents the correlation coefficients for the ISJS and JDI variables for the Early Establishment Career Stage group.

"Pay" as a source of satisfaction, showed a minimally significant positive correlation with the importance of "Supervision". This suggests that financial remuneration becomes a greater of satisfaction as the supervisor increases in importance, and conversely, if the pay does not satisfy, then the supervisor may be responsible for pay increases, may be valued less by employees.

"Promotional Policy" (JDI) correlated positively with the



TABLE 48

Correlation Coefficients for Importance and Sources Variables for Respondents Grouped by Early Establishment Career Stage (n=10)

Variables	1	2	3	4	5	6	7	8	9	10	11
ISJS Variables											
1. Work Itself	*										
2. Pay	*	.43									
3. Promotional Policy	*	.00	.07								
4. Supervision	*	.00	.43	.38							
5. Coworkers	*										
JDI Variables											
6. Work Itself	*	.16	.43	-.17 <sup>a</sup>	.43						
7. Pay	*	-.35	.09	.56 <sup>a</sup>	.03	-.32 <sup>b</sup>					
8. Promotional Policy	*	.18	.60 <sup>a</sup>	-.31	.25	.73	-.48				
9. Supervision	*	.40	-.01	.37	-.14	-.13	-.04	.12			
10. Coworkers	*	.38	.39	-.03	.62 <sup>a</sup>	.62 <sup>a</sup>	-.14	.27	-.24		
11. Overall	*	.53	.56 <sup>a</sup>	-.03	.46	.74 <sup>b</sup>	-.25	.63 <sup>a</sup>	.19	.82 <sup>c</sup>	

\*Coefficient cannot be computed.

<sup>a</sup>significant at .10 level of confidence.

<sup>b</sup>significant at .05 level of confidence.

<sup>c</sup>significant at .01 level of confidence.

importance of "Promotional Policy". This relationship suggests that as the opportunity to advance becomes more readily available, that is, a potential source of satisfaction, it also becomes more important to the individual. If promotions are unfair and infrequent, then the individual may place less value on promotion.

Satisfaction with and importance of "Coworkers" were correlated positively at the .10 level of confidence. It appears that the respondents who value their relationships with coworkers also find them to be a great source of satisfaction.

"Work Itself", a source of satisfaction, was found to correlate positively with satisfaction with "Promotional Policy" and "Coworkers". This result suggests that the activity of work becomes satisfying if the environment, in terms of work associates is satisfying, and if there is recognition of work well done through the granting of promotions. "Overall" job satisfaction was found to correlate positively with satisfaction and importance of "Promotional Policy" and satisfaction with "Coworkers".

The correlations suggest that, for respondents in the Early Establishment Career Stage group, as "Coworkers" become important, they also become a source of satisfaction. This relationship is repeated for the variable "Promotional Policy": greater importance is related to greater satisfaction. The major contributors to "Overall" job satisfaction were satisfaction with "Work Itself", "Promotional Policy" and "Coworkers" and importance of "Promotional Policy". These correlations suggest that the total experience of job satisfac-

TABLE 49

Correlation Coefficients for Importance and Sources Variables for Respondents Grouped by Middle Establishment Career Stage (n=13)

Variables	-1	2	3	4	5	6	7	8	9	10	11
ISJS Variables											
1. Work Itself	-	-									
2. Pay	-.21	-									
3. Promotional Policy	-.18	.72 <sup>c</sup>	-								
4. Supervision	-.21	.78 <sup>c</sup>	.38	-							
5. Coworkers	.15	.77 <sup>c</sup>	.52 <sup>a</sup>	.71 <sup>c</sup>	-						
JDI Variables											
6. Work Itself	-.12	.01	-.08	.23	.14	-					
7. Pay	.09	-.42	-.36	-.47	-.33	.00 <sup>b</sup>	-				
8. Promotional Policy	-.18	-.15	-.29	-.17	-.15	.58 <sup>b</sup>	.38	-			
9. Supervision	.05	-.30	-.19	-.30	-.26	-.17	.43	.51 <sup>a</sup>	-		
10. Coworkers	.35	-.45	-.31	-.42	-.11	-.22	-.23 <sup>b</sup>	-.21 <sup>c</sup>	-.15 <sup>c</sup>	-	
11. Overall	.10	-.53 <sup>a</sup>	-.46	-.49 <sup>a</sup>	-.32	.27	.57	.80 <sup>c</sup>	.76 <sup>c</sup>	.14	-

<sup>a</sup> significant at .10 level of confidence.

<sup>b</sup> significant at .05 level of confidence.

<sup>c</sup> significant at .01 level of confidence.

tion is intimately related to satisfaction with the work activity, the opportunity for advancement and the relationships with associates. The availability of promotional opportunities is also part of the total experience of job satisfaction.

Table 49, on page 118, refers to the correlation coefficients for the ISJS and JDI variables for the Middle Establishment Career Stage group.

The importance of "Pay" correlated positively with three other importance variables, "Promotional Policy", "Supervision" and "Coworkers". However, "Pay" was negatively related to "Overall" job satisfaction. This result suggests that the importance of "Pay" is inversely related to "Overall" job satisfaction, that as greater value is placed upon pay, the overall experience of job satisfaction may decrease. This relationship may be due to pressing financial concerns characteristic of this stage such as establishing a home and family. The salary may also be perceived by the individual to be a tangible measure of progress in the organization. If the salary expectations have not been met, this may also mean that personal advancement goals have not been fulfilled.

The "Promotional Policy", as a source of satisfaction, was positively correlated with the "Work Itself" and "Supervision", also sources of job satisfaction.

The significant positive correlations with "Overall" job satisfaction were the importance variables "Supervision" and "Pay". The JDI variables that correlated positively with "Overall" job sat-

isfaction were "Pay", "Promotional Policy" and "Supervision".

It can be concluded that these correlations reflect, for respondents in the Middle Establishment Career Stage group, a concern with advancement, symbols of advancement, and the potential key to gaining advancement. As the total job satisfaction increases, the importance placed upon advancement and the supervisor appears to decrease. Alternatively, as the importance of promotions and the relationship with the supervisor increases, the total level of job satisfaction decreases.

The correlation coefficients for the ISJS and JDI variables for respondents in the Late Establishment Career Stage group are presented in Table 50. "Pay", as a source of satisfaction, was significantly and positively related to satisfaction with "Work Itself" and "Promotional Policy". The satisfaction with "Supervision" was related to the importance of "Supervision" at the .10 level of confidence.

The significant positive correlations with "Overall" satisfaction were the JDI variables "Work Itself", "Pay", "Promotional Policy" and "Supervision". The only ISJS variable that was significantly related to "Overall" satisfaction was "Promotional Policy", also positively.

The only source of job satisfaction that did not contribute significantly to the total job satisfaction for the respondents in this group was the relationship with "Coworkers". The greater number of variables contributing to "Overall" job satisfaction for this

TABLE 50

Correlation Coefficients for Importance and Sources Variables for Respondents Grouped by  
Late Establishment Career Stage (n=9)

Variables	1	2	3	4	5	6	7	8	9	10	11
ISJS Variables											
1. Work Itself	*										
2. Pay	*	-									
3. Promotional Policy	*	.55	-								
4. Supervision	*	.58	.58	-							
5. Coworkers	*	.58	.58	.29	-						
JDI Variables											
6. Work Itself	*	.11	.07	-.39	.15						
7. Pay	*	-.32	.26	-.31	-.13	-.61 <sup>a</sup>					
8. Promotional Pay	*	.23	.53	.05	.01	.32	-.68 <sup>b</sup>				
9. Supervision	*	.54	.64 <sup>a</sup>	.40	.28	.40	.21	.45			
10. Coworkers	*	.53	.42	.46	.29	.10	.02	.05	.28		
11. Overall	*	.39	.62 <sup>a</sup>	.15	.18	.68 <sup>b</sup>	.69 <sup>b</sup>	.78 <sup>b</sup>	.80 <sup>c</sup>	.28	

\* Coefficient cannot be computed

<sup>a</sup> significant at .10 level of confidence

<sup>b</sup> significant at .05 level of confidence

<sup>c</sup> significant at .01 level of confidence

group is interpreted to mean that these respondents are more satisfied with the various aspects in the work setting and have not placed particular emphasis upon any source of job satisfaction as providing outstanding influence on overall job satisfaction.

Following the outline prepared by Claycamp (1974:398):

Although the simple correlation coefficient is the most widely cited measure of association between two variables,  $r^2$ , the coefficient of simple determination, is more easily interpreted. It measures the proportion of the variance in the dependent variable that is associated with or "explained by", the independent variable.

Table 51 has been developed in order to show the major contributors to "Overall" job satisfaction for each of the career stage groups.

TABLE 51

Largest Correlation Coefficient Between Overall Job Satisfaction and Sources of Job Satisfaction for Career Stage Groups (n=32)

Career Stage Group	Source (JDI)	Overall	
		r	$R^2 \times 100$
Early Establishment	Coworkers	$.82^C$	67.24%
Middle Establishment	Promotion		
	Policy	$.80^C$	64.00%
Late Establishment	Supervision	$.80^C$	64.00%

<sup>C</sup>significant at the .01 level of confidence.

The coefficient of simple determination has been multiplied by 100 so that a percentage can be reported for ease of interpretation and comparison. Table 51 indicates that largest single significant coefficient between the JDI and ISJS variables and "Overall" job satisfaction for each of the three career stage groups.

As Table 51 reveals, the largest correlations were between exclusively JDI variables and "Overall" job satisfaction. The most significant value for the Early Establishment Career Stage group was "Coworkers". The coefficient was .82, interpreted to account for 67.24 per cent of "Overall" job satisfaction. It is predicted (See page 32) that the relationships with the coworkers would be the major factor for individuals in the Early Establishment Career Stage group. For respondents in the Middle Establishment Career Stage group, the greatest contributor to "Overall" job satisfaction was the "Promotional Policy". This finding is also consistent with the theoretical characteristics of this group as expressed earlier (See page 35).

The Late Establishment Career Stage group has designated "Supervision" as being the greatest contributor to "Overall" job satisfaction. The  $R^2$  coefficient was .80, meaning that 64 per cent of the variance in "Overall" job satisfaction is attributed to the relationship with supervisors. The theoretical foundations of this stage (See page 35) suggest that a major concern for respondents in this group would be in assisting younger employees to assimilate into the organization. The role of mentor may lead the respondent to feel a greater identification with the supervisor than with coworkers.

### Discussion of the Results

Problem 1, the development of the Career Stage Inventory, has been discussed in Chapter 3 and will not be addressed in the dis-

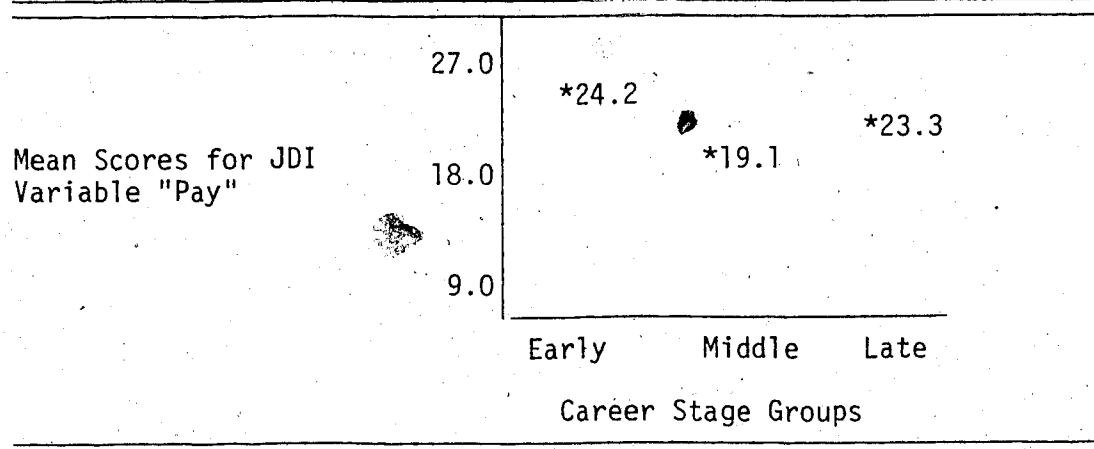


cussion of problems in this section. Three career stages have been identified, all having different sets of organizational factors that are perceived as more or less satisfying and important. The findings of Problems 2, 3 and 4 elaborate these concerns in terms of identifying the sets of variables for each career stage group.

With regard to Problem 2, it does appear that there is a significant difference with regard to the identification of certain sources of job satisfaction as a function of career stage. Referring to Figure 4, only one source of job satisfaction was found to offer some discriminating value, the satisfaction with "Pay". The nature of this relationship is displayed below and it suggests that there is a substantial decline in satisfaction with "Pay" for respondents in the Middle Establishment Career Stage group, relative to the other two groups.

FIGURE 4

Graphic Representation of the Relationship Between Satisfaction with Pay and Career Stage



The results of the t tests and analysis of variance revealed that there were significant differences in terms of variation and means for satisfaction with the pay structure between the Middle Establishment Career Stage group and the other two career stage groups, but not between the Early and Late groups. There do appear to be some differences between career stage groups in the importance that is placed upon the sources of job satisfaction. The Late Establishment Career Stage group was not significantly different from the other two career stage groups on any importance variable. The Early and Middle Career Stage groups were found to differ in the importance that was placed upon relationships with coworkers and promotions. The Early group placed greater importance upon the "Coworkers" than did the Middle group, and the Middle group found "Promotional Policy" to be more important than did the Early group.

Conceptually, these results are consistent with the characteristics of the two stages that identified relationships with peers and tangible measures of advancement to be important for the Early and Middle Establishment groups, respectively.

In response to Problems 2 and 3, it appears that there are no sources or importance variables that serve to discriminate across all three career stage groups. Only comparisons between the Early and Middle, and Late and Middle revealed significant results.

The final problem under consideration, the relationship between importance and levels of satisfaction for each career stage group, revealed that differences could be observed in terms of the

greatest contributions made to "Overall" job satisfaction, and that similarities with regard to the satisfaction with the "Promotional Policy" were also apparent.

The data in Tables 48, 49 and 50 reveal that satisfaction with "Promotional Policy" was significantly related to "Overall" job satisfaction for each career stage group. "Promotional Policy" can be viewed to be a continuous source of job satisfaction, regardless of career stage, particularly if promotions are perceived by the individual to be an indication of personal worth and accomplishment in the organization. This result may also suggest that a characteristic of this sample of managerial women is that they are "career minded" in that they have aspirations to progress in their jobs.

The critical differences between the career stage groups on the basis of JDI and ISJS variables may be readily observed in Table 51. The greatest contribution to "Overall" job satisfaction for respondents in the Early Establishment Career Stage group was the satisfaction with the "Coworkers". This finding is consistent with the theoretical foundations of the Early Establishment Career Stage that assumes a major source of satisfaction would be found in the relationships with associates. For respondents in the Middle Establishment Career Stage group, the most significant contribution to "Overall" job satisfaction was provided by the "Promotional Policy". Theoretically, the major concern of individuals in this stage is with advancement and promotions. The most significant contributor to "Overall" job satisfaction for the Late Establishment

Career Stage group was "Supervision". This finding may be considered in terms of the characteristic of this stage that suggest the incumbents would have a greater concern for new employees, more responsibility for others, and have been cast in the role of mentor. The role change from mentee to mentor may result in the respondent feeling a stronger identification with the supervisor than with coworkers. It may be that one group of significant relationships has been replaced with another.

## CHAPTER 7

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

Chapter 7 is a presentation of first, a summary of the instrumentation, methodology and findings of this study. Second, conclusions about the instrumentation and the results of the statistical tests applied in the previous chapters are suggested. Finally, a number of implications for future research and practical applications are discussed.

The four problems considered by this study were:

- Problem 1. Are there discernible career stages evident for managerial women employed in the public service?
- Problem 2. Do managerial women vary in the identification of sources of job satisfaction as a function of career stage?
- Problem 3. Do managerial women vary in the importance that they place upon the sources of job satisfaction as a function of career stage?
- Problem 4. Are there significant relationships between the sources of job satisfaction and the importance of the sources for women classified by career stage?

Problem 1 was addressed in Chapter 3 as part of the development of the Career Stage Inventory. The Career Stage Inventory appeared to be a suitable instrument for determining career stage progression, and the classification procedures revealed that respondents could be differentiated by career stage characteristics. The remaining three problems were also answered in the affirmative, with significant differences apparent between groups for the levels of job satisfaction and the importance that they associated with the five various elements

of the work setting. The methodology, instrumentation and results of the study will be discussed in the next section in the form of a summary of the study.

### Summary

The first part of the summary will consider the development and application of the instruments employed in the study. Within the discussion of the instrumentation, the relevant results are included. The second part of the summary will consist of a brief description of the data collection procedure.

The Career Stage Inventory (CSI) was developed for this study from the theoretical assumptions presented in the career stage research undertaken by a number of theorists. The essential contention in the literature is that individuals can be grouped into distinctive clusters on the basis of commonly shared attitudes and perceptions about their career progression. The reasons for developing the CSI were first, to transform a series of attitudinal responses into a form that could be quantitatively interpreted. Second, the CSI was developed as an instrument that would operationally define career stages.

The CSI consists of twenty-one statements, each reflecting a theoretical characteristic of a career stage. An assumption underlying the development of the CSI was that respondents could be grouped into one of three career stage groups - the Early Establishment Career Stage group, the Middle Establishment Career Stage group or the Late Establishment Career Stage group. The basic preoccupation of respond-

ents in the Early Establishment group is with developing relationships with coworkers, while the respondents in the Middle Establishment group are mostly concerned with seeking advancement in the organization. Those characterized as Late Establishment are more interested in assuming the role of a mentor and in helping others progress in the organization.

The results of the CSI were statistically treated by two tests. First, the Pearson product-moment correlation revealed the internal consistency of the CSI and second, the discriminant analysis supported the theoretical grouping of respondents into the three career stage groups.

The Job Descriptive Index (JDI) was the instrument utilized to determine the degree of job satisfaction that was associated with five aspects of the work setting and the total, overall level of job satisfaction. The JDI addresses the respondents perceptions of their present job by asking them to indicate (Yes, No or Undecided) if an item describes their job. Items were assigned values with positive or satisfying elements having the greatest weighting, and negative or dissatisfying elements having the least. Undecided responses were assigned a middle weighting.

The results of the JDI revealed that for the total group, the activity of work, financial remuneration, relationships with associates and supervisors and overall job satisfaction were considered to be more satisfying than dissatisfying. The opportunity for advancement was considered to be more dissatisfying than satisfying. The differences between the career stage groups in terms of levels of

satisfaction were most apparent when considering the correlations between overall job and the five sources. The greatest contributor to overall job satisfaction for the respondents in the Early Establishment Career Stage group was their relationships with coworkers, for the Middle Establishment group promotional opportunities contributed the greatest to overall satisfaction, and for the Late Establishment group, the relationships with supervisors was the greatest contributor.

The Importance of Sources of Job Satisfaction (ISJS) was included in this study to provide an independent measure of the importance that respondents place upon the sources of job satisfaction. By identifying the importance of sources, the hierarchical arrangement of the importance of characteristics of the job may be determined.

The ISJS is similar to the JDI in terms of the five sources that are identified and in the weighting of scores. A three point scale with the possible responses of "Very Important", "Somewhat Important", and "Not at all Important" was employed.

For the total group, the activity of work was found to receive a nearly unanimous score of "Very Important". None of the respondents stated that the work they did was unimportant to them. The least important aspects, as measured by mean scores, were the pay structure and the promotional policy, but, as in the case of work itself, the range of responses did not include the response "Not at all Important". However, the importance of relationships with the coworkers and the supervisors did receive some responses



that indicated these were not important aspects for some of the respondents.

Only two aspects of the work setting differentiated between career stage groups in terms of levels of importance. The Middle Establishment Career Stage group placed significantly greater importance upon the opportunities for advancement than did the Early Establishment group, while the Early group placed significantly greater importance upon the relationships with coworkers than the Middle group. The Late Establishment Career Stage group did not differ significantly from either of the groups for the importance of sources of job satisfaction.

In terms of demographic data, the total group could be described as ranging in age from twenty-two to fifty-four years, as being well educated, and as having a salary averaging in the category of \$20,000 to \$24,999 per year. An unexpected finding was that seventy-eight per cent of the respondents had not left the work force since beginning their full time careers. Only three respondents had an absence of more than one year. Of those who had left the work force, three indicated that they left "To continue my education", and four stated that they left "To raise a family". The description of the career stage groups with regard to demographic variables revealed only one major difference. Career stage groups could be differentiated on the basis of the incumbent's maximum age at the time of departure from a particular stage, but entry into a stage did not appear to be related to age.

The research data for this study were collected from women

employed in managerial positions of selected departments of the Alberta provincial government and the Edmonton municipal government. Thirty-two respondents completed a self-administered data collecting schedule with the completed questionnaires being returned a week after delivery. All thirty-two respondents provided sufficiently complete schedules in which all responses appeared to be clear and unambiguous.

### Conclusions

Arising from the results of the study, a number of conclusions in terms of instrumentation and the results of the statistical tests may be advanced.

The CSI, which has received substantial attention in this study, has been shown to be an extremely successful instrument in the identification of career stage progression. The strengths of this instrument are couched in terms of the ease and conciseness of presentation and application and in the strong theoretical foundations upon which it is based. A weakness of the instrument may be in the limited exposure that it has received with regard to testing many diverse groups of both men and women.

The JDI, as an instrument to measure job satisfaction, has been supported in the review of literature as a strong tool by which levels of job satisfaction may be measured. A weakness of the JDI, particularly in light of the increase in the number of women entering managerial positions, is its failure to address contemporary issues. First, the JDI does not directly address the problem of sexual harassment, an issue recently brought to public recognition. A related issue that is

only discussed in the general sense is the problem of sexual discrimination in promotional policy. This subject was mentioned by the respondents in their comments as a major source of dissatisfaction ("Women are paid less well than men. Difficult for women to advance to management positions." "One thing you have not really touched upon is discrimination against females." "Personnel section still seems to hand pick candidates.").

A possible explanation for the small number of women in senior management positions may be that there are proportionally fewer women than men applying for these positions. In order to present a more accurate picture of opportunities for women to advance, the number of women in management positions must be considered in relation to the number of women who apply. There may be a persistent feeling among many of the middle and lower management women, particularly those who were raised in the era of "traditional roles" for women, that their aspirations should not be for the senior positions. However, the group that was examined in this study gave the impression that recognition of their abilities and the opportunity for advancement were very important. This impression is supported by the higher levels of education that these women are achieving - they are actively seeking the credentials that would enable them to climb through levels of the organization.

Certain other factors should be considered in the study of job satisfaction. Particularly relevant for inclusion in this study is the recognition of the economic climate in which the respondent functions. This study was conducted during a period of economic expansion in both

the public and private sectors (Spring/Summer, 1981) with little need for concern about job security given the abundance of employment opportunities. In a recessive and/or depressive economy, where jobs are not readily obtained and massive personnel reductions become common, "job security" may take precedence over the sources of job satisfaction and the importance placed upon those sources as identified in this study.

The ISJS, a simple instrument for the assessment of the importance placed upon the sources of job satisfaction, appeared to be an effective tool. The results of this study indicated that the activity of work was very important to the respondents. The Canadian Work Values... (Burstein, 1975) suggested that the least important source was the work activity. A possible explanation for this divergence may be that the Canadian study did not differentiate between occupational groups, a factor that may influence the desirability of work. Another explanation may be found in the nature of the departments under consideration (i.e., recreation/leisure delivery service). The results and consequences of the respondents' day-to-day work are expressed in terms of such factors as tourist appreciation of historical sights and the public's involvement at leisure/recreation facilities. This seems to reflect a qualitative work environment as opposed to more quantitatively-oriented departments that may define success and progress in such terms as number of miles of highway completed. This contention is supported by the comments of the respondents that reflect this qualitative component ("Being involved in varying degrees in providing meaningful experiences to the public." "The opportunity

(frequent) to get out into beautiful country.").

For the total sample, the overall level of job satisfaction was strongly correlated with all the sources of job satisfaction with the exception of its satisfaction with the pay. This is consistent with the Herzberg Two Factor Theory that suggests pay, a hygiene factor, would not contribute to satisfaction. Alderfer and Guzzo (1979) also found that pay was not related to satisfaction (or dissatisfaction).

The results of the JDI revealed that career stage groups could not be differentiated on the basis of satisfaction with the supervisor or with work itself: both received scores in the upper quartile. Satisfaction with pay generally reflected dissatisfaction for all groups with the Middle Establishment Career Stage group expressing the greater dissatisfaction. The overall level of job satisfaction was in the upper quartile for all respondents, suggesting that career stage does not influence the total experience of satisfaction with the job.

### Implications

One of the foundations upon which this study was designed concerned the use of a case study approach to examine certain characteristics and relationships occurring for a selected group. It must be acknowledged that the potential implications associated with this study may be significant only if one understands that this case study considers the findings to have indicative rather than definitive value. Although the data were treated by inferential statistics

(t-test, analysis of variance, correlation), for the purpose of this study the levels of significance and confidence, reported throughout the study, have been included so that potential recommendations and implications could be made with some empirical credibility for future research. Based upon the results of this study, the following recommendations and implications for research and staffing procedures are offered.

First, future research dealing with the level of job satisfaction experienced by women should be expanded to include greater scope and variability of both occupational and age characteristics. This would allow for stronger generalizations to the entire population of women in the labor force to be developed so that a better understanding of this segment of the working population could be fostered.

Secondly, and also relating to potential research, duplication of the instrumentation and methodology employed in this study in a longitudinal, rather than in a cross-sectional, design may produce results that further the notion that career stages are sequential and progressive. In addition, this approach may add greater understanding of the entrance to and exit from stages, a phenomenon that was not examined to any great extent in this study with the exception of the consideration of age. A research question that arises from this is: Are there significant events/conditions that trigger the transition from stage to stage?

Still, considering the potential implications for career stage research, the concept of a tri-stage career progression should

receive attention. Although this study strongly indicated that the respondents fitted into three distinct clusters, other research (Dalton, Thompson and Price, 1977; Hall and Hall, 1976) suggests that a fourth "pre-retirement" stage may be in evidence. Perhaps another study, including individuals in the age group fifty-five to sixty-five years would clarify the attitudinal and perceptual characteristics as either a continuation of the Late Establishment Career Stage, or as an additional and distinct career stage group.

Further, research in the area of job satisfaction should be aware of the role of importance in the determination of the sources of job satisfaction. A finding of this study was that there are differences between facets of the work identified as sources of satisfaction and the importance placed upon those facets. For example, respondents in the Middle Establishment Career Stage group placed great importance upon the promotional policy, yet found it to be a low source of job satisfaction. This could be interpreted to mean that the opportunities for advancement are not satisfying to the individual because, being a valued facet, its absence and/or infrequency makes it an unfulfilled need.

The most dissatisfying element for the respondents in this study, regardless of career stage, was the promotional policy. This feeling was also reported in the Canadian Work Values...(Burstein et al., 1975). The implication arising from this finding is that personal advancement is being denied to the worker, and that to make the work environment a more satisfying setting, employers must consider this factor.

The relationships between career stage and job satisfaction as evidenced in this study have a number of implications for staffing practices. First, the inclusion of a psychological/attitudinal inventory such as the CSI in the assessment of the suitability of candidates for employment positions is a revolutionary concept in the staffing procedures for the public service. By matching career stage with characteristics of the particular job, two advantages may be realized. First, by matching the career stage preoccupations with features of the job, there is a greater chance for the candidate to derive satisfaction from the job. For example, an Early Establishment Career Stage individual would be more satisfied in an environment that encouraged interpersonal relationships, while a Middle Establishment person would be more interested in a job that afforded the opportunity of advancement. Someone in the Late Establishment Career Stage group would be most satisfied if they could assume the role of mentor and of helping others in the organization. Second, by matching career stage characteristics to job features, the employer may realize a reduction in staff turnover as a result of unfulfilled needs and inappropriate incentives. Furthermore, employers must recognize that needs change over time. The periodic administration of the CSI would enable these changes to be acknowledged with the ensuing possibility of changes in job orientation.

One of the demographic variables under consideration was the length of absence that respondents may have taken in their employment history. The modal response was for the category "No Absence". Of the women who had left the work force, only three had left to raise a



family. The small number of women leaving the work force, as evidenced in this study, raises questions concerning the potential bias against hiring women for positions of management because of an assumption that women readily have employment absence and employment discontinuity.

In conclusion, it appears that this study has been extremely successful in identifying the elements that contribute to satisfaction with work, the importance that is placed upon those elements, and the relationships between career stage and job satisfaction. It was shown that career stage characteristics are an important factor in the consideration of job satisfaction and that this particular variable may have critical implications for staffing practices.

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APPENDIX A  
FINAL DATA COLLECTING SCHEDULE



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QUESTIONNAIRE NUMBER

THE INTERACTION OF CAREER STAGE AND AGE  
IN THE EXPERIENCE OF JOB SATISFACTION  
BY WOMEN ADMINISTRATORS  
IN PUBLIC SERVICE AGENCIES

DATA COLLECTING SCHEDULE:

PART A, B, C1  
DEVELOPED BY  
ROXANNE KIM NELSON  
AND REVISED BY  
THE THESIS ADVISORY COMMITTEE  
PART C  
ADAPTATION OF  
THE CORNELL JOB DESCRIPTIVE INDEX

THE RESPONSES TO THIS QUESTIONNAIRE WILL BE KEPT CONFIDENTIAL. THE ANONYMITY OF THE RESPONDENT WILL BE RESPECTED THROUGHOUT THE COURSE OF THIS STUDY AND IN THE SUBSEQUENT REPORT OF THE FINDINGS. THE QUESTIONNAIRE HAS BEEN ASSIGNED AN IDENTIFICATION NUMBER SO THAT THE RESPONDENT'S NAME WILL NOT APPEAR ON ANY PART OF THE DATA. THE FINAL DATA RESULTS WILL BE DISPLAYED IN SUCH A MANNER THAT AN INDIVIDUAL'S RESPONSE MAY NOT BE DETECTED.

#### INTRODUCTION

This questionnaire is being conducted as part of the Master's degree program in Recreation Administration at the University of Alberta. In particular, this questionnaire is concerned with the examination of job satisfaction as experienced by women of various ages, at different career development stages, who are employed in recreation related public service agencies.

Note: The term "job", as employed in this study, refers to the daily activities that are associated with a term of employment. The term "career", refers to the sequences of work experiences that characterize progression in an occupation or profession. Although some items or statements in the questionnaire may seem to be similar, they do express important differences in the total appreciation of the variable that is under consideration.

PART A. DEMOGRAPHIC DATA

The demographic data section of the questionnaire is concerned with identifying some of the variables which may be associated with the experience of job satisfaction. This section is divided into two general areas of interest - variables that are directly related to the job and variables that are related to characteristics of the respondent. Please answer each of the following questions.

1. What level of government do you work for?

The City of Edmonton.....	<input type="checkbox"/>	1
The Province of Alberta.....	<input type="checkbox"/>	

2. What is the name of the department that you work for?

Tourism and Small Business.....	<input type="checkbox"/>	2
Culture.....	<input type="checkbox"/>	
Recreation and Parks.....	<input type="checkbox"/>	

3. What is the name of the division (branch) that you work for?

\_\_\_\_\_

\_\_\_\_\_

4. What is your job title?

\_\_\_\_\_

\_\_\_\_\_

5. Briefly describe your job responsibilities.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. How many individuals do you supervise? (permanent, full-time staff)

None.....	<input type="checkbox"/>
1 to 5.....	<input type="checkbox"/>
6 to 10.....	<input type="checkbox"/>
11 to 15.....	<input type="checkbox"/>
More than 15.....	<input type="checkbox"/>

7

7. How many individuals do you supervise? (temporary, part-time staff)

None.....	<input type="checkbox"/>
1 to 5.....	<input type="checkbox"/>
6 to 10.....	<input type="checkbox"/>
11 to 15.....	<input type="checkbox"/>
More than 15.....	<input type="checkbox"/>

8

For each of the following statements indicate how much time that you spend in each activity.

	ALL OF MY TIME	MOST OF MY TIME	SOME OF MY TIME	NONE OF MY TIME	
1. I provide planning input into some of the programs, policies and procedures implemented in my division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
2. I organize and assign tasks to my subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
3. I make staff appraisals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
4. I have input into the selection of candidates for staff positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12
5. I provide direction for subordinates through supervision and guidance of their tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13
6. I provide input into the division through budgets, staffing hours records; inventory control, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14

9

10

11

12

13

14

8. How long have you been employed at your present job?

Less than 1 year.....	<input type="checkbox"/>
1 to 5 years.....	<input type="checkbox"/>
6 to 10 years.....	<input type="checkbox"/>
11 to 15 years.....	<input type="checkbox"/>
More than 15 years.....	<input type="checkbox"/>

15

9. What is your salary range?

Under \$20,000 per year.....	<input type="checkbox"/>
\$20,000 to \$24,999 per year.....	<input type="checkbox"/>
\$25,000 to \$29,999 per year.....	<input type="checkbox"/>
\$30,000 to \$34,999 per year.....	<input type="checkbox"/>
\$35,000 to \$39,999 per year.....	<input type="checkbox"/>
Over \$40,000 per year.....	<input type="checkbox"/>

16

10. Since beginning your full-time career, have you had occasion to leave the work force?

Yes.....	<input type="checkbox"/>
No.....	<input type="checkbox"/>

(If No, go to question 13)

17

11. If you answered Yes to question 10, please identify the reason(s).

To raise a family.....	<input type="checkbox"/>
To maintain a household.....	<input type="checkbox"/>
To continue my education.....	<input type="checkbox"/>
Illness or health reasons.....	<input type="checkbox"/>
Other (please specify).....	<input type="checkbox"/>

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18

19

20

21

22

12. If you answered Yes to question 10, how long were you absent from the labor force as a fulltime employee?

Less than 1 year.....	<input type="checkbox"/>
1 to 5 years.....	<input type="checkbox"/>
6 to 10 years.....	<input type="checkbox"/>
11 to 15 years.....	<input type="checkbox"/>
More than 15 years.....	<input type="checkbox"/>

23

13. What is your age? \_\_\_\_\_ years

24,25

14. What is your marital status?

Single.....	<input type="checkbox"/>
Married.....	<input type="checkbox"/>
Divorced.....	<input type="checkbox"/>
Separated.....	<input type="checkbox"/>
Widowed.....	<input type="checkbox"/>
Other.....	<input type="checkbox"/>

26

15. Do you have any children, and if so how many in each category?

Yes.....	<input type="checkbox"/>
No.....	<input type="checkbox"/>
Preschool (under 6 years).....	<input type="checkbox"/>
School age (6 to 18 years).....	<input type="checkbox"/>
Post-school age (over 18 years).....	<input type="checkbox"/>

27

28

29

30

16. What is the highest level of education that you have received?

Junior High School (grade 9).....	<input type="checkbox"/>
High School (grade 12).....	<input type="checkbox"/>
Diploma (college or technical school).....	<input type="checkbox"/>
Degree (university).....	<input type="checkbox"/>
Post-graduate degree.....	<input type="checkbox"/>

31

## PART B. CAREER STAGE INVENTORY

This section of the questionnaire is concerned with examining the career stages of women in administration. The statements in this section reflect characteristics of particular career stages. The intention is to categorize respondents into the appropriate stages on the basis of the overall responses to each of the items.

For each of the following statements, please indicate how each statement reflects your own perceptions of your career development. Please respond to each item listed below.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED	
1. I derive a sense of achievement from my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32
2. Keeping my present position is more important than seeking advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
3. Most of the time, I do NOT feel conflict between my career and non-career responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34
4. One of my immediate concerns is to prepare for retirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
5. I feel that I really know myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36
6. It is important to me to make a commitment to my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
7. Promotions are foremost in my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38
8. One of my current sources of satisfaction is helping new employees to advance in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED	
9. I consider my career to be the major symbol of my accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
10. I have a strong need to establish non-career responsibilities such as marriage or home ownership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41
11. Advancement in my career is a current consideration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42
12. I have NOT yet firmly determined my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
13. My career goals are clearly set in my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44
14. I am in the process of developing beginning competencies in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
15. I feel a strong need to be accepted by my co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46
16. I sometimes feel disappointed because there is a discrepancy between my aspirations and my accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47
17. I now have the most responsibility that I will ever have in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48
18. To a large extent, I have NOT yet fully tested my capabilities and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49
19. It is important to me that I have stability in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
20. One of my major goals is to advance through levels of an organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51
21. I have a strong need to feel that I am influential in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52



The job descriptive index is designed to measure the amount and sources of satisfaction and dissatisfaction that may be found in the work setting. This section of the questionnaire consists of a number of items that describe characteristics of each person's job.

For each of the following items please indicate:

YES - if the item describes the characteristic

NO - if the item does not describe the characteristic

? - if undecided

The strictest confidentiality will be maintained - co-workers and supervisors will not have access to your responses.

#### A. THE WORK ITSELF

I would describe my work as \_\_\_\_\_.

	YES	NO	?	
1. FASCINATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53
2. ROUTINE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54
3. SATISFYING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
4. BORING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56
5. GOOD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57
6. CREATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58
7. RESPECTED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59
8. HOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
9. PLEASANT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61
10. USEFUL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62
11. TIRESOME	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63
12. HEALTHFUL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64
13. CHALLENGING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
14. ON YOUR FEET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66

	YES	NO	?	
15. FRUSTRATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	67
16. SIMPLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	68
17. ENDLESS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	69
18. GIVING A SENSE OF ACCOMPLISHMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70

B. THE PAY

I would describe my pay as \_\_\_\_\_.

	YES	NO	?	
1. ADEQUATE FOR EXPENSES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71
2. BARELY ENOUGH TO LIVE ON	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72
3. BAD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73
4. PROVIDING FOR LUXURIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74
5. INSECURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
6. LESS THAN I DESERVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76
7. HIGHLY PAID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77
8. UNDER PAID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	78
9. GIVING SATISFACTORY INCREASES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	79

C. RELATIONS WITH SUPERVISOR

I would say that my supervisor \_\_\_\_\_.

	YES	NO	?	
1. ASKS MY ADVICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
2. IS HARD TO PLEASE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
3. IS IMPOLITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9
4. PRAISES GOOD WORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
5. IS TACTFUL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11
6. KEEPS UP-TO-DATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12

	YES	NO	?	
7. DOESN'T SUPERVISE ENOUGH				13
8. IS QUICK TEMPERED				14
9. TELLS ME WHERE I STAND				15
10. IS ANNOYING				16
11. IS STUBBORN				17
12. KNOWS THE JOB WELL				18
13. IS BAD				19
14. IS INTELLIGENT				20
15. LEAVES ME ON MY OWN				21
16. IS LAZY				22
17. IS AROUND WHEN NEEDED				23
18. IS INFLUENTIAL				24

D. RELATIONS WITH CO-WORKERS

I would describe my co-workers as \_\_\_\_\_.

	YES	NO	?	
1. STIMULATING				25
2. BORING				26
3. SLOW				27
4. AMBITIOUS				28
5. STUPID				29
6. RESPONSIBLE				30
7. FAST				31
8. INTELLIGENT				32
9. EASY TO MAKE ENEMIES				33
10. TALKING TOO MUCH				34
11. SMART				35
12. LAZY				36
13. UNPLEASANT				37
14. ACTIVE				38
15. OFFERING ME NO PRIVACY				39

	YES	NO	?	
16. HAVING NARROW INTERESTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
17. LOYAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41
18. HARD TO MEET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42

E. THE PROMOTION POLICY

I would say that the promotion policy \_\_\_\_\_.

	YES	NO	?	
1. OFFERS OPPORTUNITY FOR ADVANCEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
2. HAS LIMITED OPPORTUNITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44
3. GIVES PROMOTION ON ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
4. MAKES THIS A DEAD-END JOB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46
5. OFFERS GOOD CHANCE FOR PROMOTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47
6. IS UNFAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48
7. GIVES INFREQUENT PROMOTIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49
8. GIVES REGULAR PROMOTIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
9. GIVES A FAIRLY GOOD CHANCE FOR PROMOTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51

## C1. IMPORTANCE OF JOB CHARACTERISTICS

This section of the questionnaire is a supplement to the Job Descriptive Index. The purpose of this section is to determine the relative importance that you place upon the characteristics of the job. Please indicate for each of the characteristics listed below, how important it is to you.

	VERY	SOMEWHAT	NOT AT ALL	
1. THE WORK ITSELF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52
2. THE PAY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53
3. THE PROMOTION POLICY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54
4. THE SUPERVISOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
5. THE CO-WORKERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56



APPENDIX B

JDI SCORING SHEET

## Items in the Cornell Job Descriptive Index (JDI)

Each of the five scales was presented on a separate page.  
 The instructions for each scale asked the subject to put Y beside an item if the item described the particular aspect of his job (work, pay, etc.), N if the item did not describe that aspect, or ? if he could not decide.  
 The response shown beside each item is the one scored in the "satisfied" direction for each scale.

### WORK

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

### SUPERVISION

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

### PAY

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

### PROMOTIONS

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

### CO-WORKERS

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

source: Patricia Cain Smith, Lorne M. Kendall and Charles L. Hulin, The Measurement of Satisfaction in Work and Retirement. Chicago: Rand McNally, 1969. p.83



APPENDIX C  
PRELIMINARY DATA COLLECTING SCHEDULE

QUESTIONNAIRE NUMBER

--	--	--	--	--

THE INTERACTION OF CAREER STAGE AND AGE  
IN THE EXPERIENCE OF JOB SATISFACTION  
BY WOMEN ADMINISTRATORS AND SUPERVISORS  
IN PUBLIC SERVICE AGENCIES

DATA COLLECTING SCHEDULE :

PART A, B, C1  
DEVELOPED BY  
ROXANNE KIM NELSON  
AND REVISED BY THE  
THESIS ADVISORY COMMITTEE

PART C  
REPLICATION OF THE  
CORNELL JOB DESCRIPTIVE INDEX

THE RESPONSES TO THE QUESTIONNAIRE WILL BE KEPT CONFIDENTIAL. THE ANONYMITY OF THE RESPONDENT WILL BE UPHELD. THE QUESTIONNAIRE HAS BEEN ASSIGNED AN IDENTIFICATION NUMBER SO THAT THE RESPONDENT'S NAME WILL NOT APPEAR ON ANY PART OF THE DATA. THE FINAL DATA RESULTS WILL BE DISPLAYED IN SUCH A MANNER THAT AN INDIVIDUAL'S RESPONSE MAY NOT BE IDENTIFIED.

### INTRODUCTION

This questionnaire is being conducted as part of the Master's degree program in Recreation Administration at the University of Alberta. In particular, this study is concerned with job satisfaction as it is experienced by women employed in administrative and supervisory positions in recreation-related public service agencies. I appreciate both the time and attention that you will have contributed to the successful conduct of this study. All of the information that you provide will be kept entirely confidential.

Note: The term "job", as employed in this study, refers to the daily activities associated with a term of employment.

The term "career", refers to the sequence of work experiences that characterize progression in an occupation or profession.

PART A. DEMOGRAPHIC DATA

The demographic data section of this questionnaire is concerned with identifying some of the variables which may be associated with the experience of job satisfaction. This section of the questionnaire is divided into two areas of interest - variables that are directly related to the job, and variables that are related to characteristics of the respondent. Please answer each of the following questions.

<p>1. What level of government do you work for?</p> <p>The City of Edmonton..... <input type="checkbox"/></p> <p>The Province of Alberta..... <input type="checkbox"/></p>	<p>1</p>
<p>2. What is the name of the department that you work for?</p> <p>Tourism and Small Business..... <input type="checkbox"/></p> <p>Culture..... <input type="checkbox"/></p> <p>Recreation and Parks..... <input type="checkbox"/></p>	<p>2</p>
<p>3. What is the name of the division (branch) that you work for?</p> <p>_____</p> <p>_____</p>	<p>3</p>
<p>4. What is your job title?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

<p>5. Briefly describe your job responsibilities.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>6. Approximately what percentage of your work day is spent doing administrative/supervisory tasks?</p> <p>0 to 25 per cent..... <input type="checkbox"/></p> <p>26 to 50 per cent..... <input type="checkbox"/></p> <p>51 to 75 per cent..... <input type="checkbox"/></p> <p>76 to 100 per cent..... <input type="checkbox"/></p>	<p>6</p>
<p>7. How many individuals do you supervise? (permanent, full-time staff)</p> <p>None..... <input type="checkbox"/></p> <p>1 to 5..... <input type="checkbox"/></p> <p>6 to 10..... <input type="checkbox"/></p> <p>11 to 15..... <input type="checkbox"/></p> <p>More than 15..... <input type="checkbox"/></p>	<p>7</p>
<p>8. How many individuals do you supervise? (temporary, part-time staff)</p> <p>None..... <input type="checkbox"/></p> <p>1 to 5..... <input type="checkbox"/></p> <p>6 to 10..... <input type="checkbox"/></p> <p>11 to 15..... <input type="checkbox"/></p> <p>More than 15..... <input type="checkbox"/></p>	<p>8</p>

<p>9. How long have you been employed at your present job?</p> <p>Less than 1 year..... <input type="checkbox"/></p> <p>1 to 5 years..... <input type="checkbox"/></p> <p>6 to 10 years..... <input type="checkbox"/></p> <p>11 to 15 years..... <input type="checkbox"/></p> <p>More than 15 years..... <input type="checkbox"/></p>	<p>9</p>
<p>10. What is your salary range?</p> <p>Under \$20,000 per year..... <input type="checkbox"/></p> <p>\$20,000 to \$24,999 per year..... <input type="checkbox"/></p> <p>\$25,000 to \$29,999 per year..... <input type="checkbox"/></p> <p>\$30,000 to \$34,999 per year..... <input type="checkbox"/></p> <p>\$35,000 to \$39,999 per year..... <input type="checkbox"/></p> <p>More than \$40,000 per year..... <input type="checkbox"/></p>	<p>10</p>
<p>11. Since beginning your full-time career, have you had occasion to leave the work force?</p> <p>Yes..... <input type="checkbox"/></p> <p>No..... <input type="checkbox"/></p> <p>(If No, go to question 12)</p>	<p>11</p>
<p>12. If you answered Yes to question 11, please identify the reason(s).</p> <p>To raise a family..... <input type="checkbox"/></p> <p>To maintain a household..... <input type="checkbox"/></p> <p>To continue my education..... <input type="checkbox"/></p> <p>Illness or health problems..... <input type="checkbox"/></p> <p>Other..... <input type="checkbox"/></p> <p>(Please specify)</p> <p>_____</p> <p>_____</p>	<p>12, 13, 14, 15, 16</p>

<p>13. If you answered Yes to question 11, how long were you out of the labor force as a full-time employee?</p> <p>Less than 1 year.....<input type="checkbox"/></p> <p>1 to 5 years.....<input type="checkbox"/></p> <p>6 to 10 years.....<input type="checkbox"/></p> <p>11 to 15 years.....<input type="checkbox"/></p> <p>More than 15 years.....<input type="checkbox"/></p>	<p>17</p>
<p>14. What is your age? _____ years</p>	<p>18, 19</p>
<p>15. What is your marital status?</p> <p>Single.....<input type="checkbox"/></p> <p>Married.....<input type="checkbox"/></p> <p>Divorced.....<input type="checkbox"/></p> <p>Separated.....<input type="checkbox"/></p> <p>Widowed.....<input type="checkbox"/></p> <p>Other.....<input type="checkbox"/></p>	<p>20</p>
<p>16. Do you have any children, and if so, how many in each category?</p> <p>Yes.....<input type="checkbox"/></p> <p>No.....<input type="checkbox"/></p> <p>Preschool (under 6 years) _____</p> <p>School Age ( 6 to 18 years) _____</p> <p>Post-school Age (over 18 years) _____</p>	<p>21, 22, 23, 24</p>
<p>17. What is the highest level of education that you have received?</p> <p>Junior High School (grade 9).....<input type="checkbox"/></p> <p>High school (grade 12).....<input type="checkbox"/></p> <p>Diploma (post-secondary).....<input type="checkbox"/></p> <p>Degree (university).....<input type="checkbox"/></p> <p>Post-graduate degree.....<input type="checkbox"/></p>	<p>25</p>

PART B. CAREER STAGE INVENTORY

This section of the questionnaire is concerned with examining the career stages of managerial women. The statements in this section reflect characteristics of particular career stages. The intention is to categorize respondents into appropriate stages on the basis of overall responses to each of the items.

For each of the following statements, please indicate how each statement reflects your own perceptions of your career development. Please respond to each item listed below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
1. I derive a sense of achievement from my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Keeping my present position is more important than seeking advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Most of the time, I do <u>not</u> feel conflict between my career and non-career responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. One of my immediate concerns is to prepare for my retirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel that I know myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. It is important to me to make a commitment to my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Promotions are foremost in my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. One of my current sources of satisfaction is helping new employees to advance in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I consider my career to be the major symbol of my accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
10. I have a strong desire to establish non-career responsibilities such as marriage or home ownership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Advancement in my career is a current consideration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have <u>not</u> yet firmly determined my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My career goals are clearly set in my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am in the process of developing beginning competencies in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel a strong need to be accepted by my co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I sometimes feel disappointed because there is a discrepancy between my aspirations and my accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I <u>now</u> have the most responsibility that I will ever have in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. To a large extent, I have <u>not</u> yet fully tested my capabilities and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. It is important to me that I have stability in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. One of my major goals is to advance through levels of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I have a strong need to be influential in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART C. JOB DESCRIPTIVE INDEX

The job descriptive index is designed to measure the amount and sources of satisfaction and dissatisfaction that may be found in the work setting. This section of the questionnaire consists of a number of items that describe characteristics of each person's job - the pay, the co-workers, the promotion policies, the supervisor and the work itself.

For each item please indicate:

Yes - if the item describes the characteristic.

No - if the item does not describe the characteristic.

? - if undecided.

The strictest confidentiality will be maintained - co-workers and supervisors will not have access to your responses.

CHARACTERISTIC A. THE WORK ITSELF

I would describe my work as \_\_\_\_\_.

	YES	NO	?
1. FASCINATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ROUTINE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SATISFYING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. BORING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. GOOD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. CREATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. RESPECTED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. HOT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. PLEASANT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. USEFUL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. TIRESOME	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. HEALTHFUL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	?
13. CHALLENGING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ON YOUR FEET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. FRUSTRATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. SIMPLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ENDLESS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. GIVING A SENSE OF ACCOMPLISHMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### CHARACTERISTIC B. THE PAY

I would describe my pay as \_\_\_\_\_.

	YES	NO	?
1. ADEQUATE FOR NORMAL EXPENSES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. PROVIDING SATISFACTORY MERIT INCREASES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. BARELY ENOUGH TO LIVE ON	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. BAD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. PROVIDING FOR LUXURIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. INSECURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. LESS THAN I DESERVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. HIGH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. UNDER PAID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### CHARACTERISTIC C. RELATIONS WITH SUPERVISOR

I would say that my supervisor \_\_\_\_\_.

	YES	NO	?
1. ASKS MY ADVICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. IS HARD TO PLEASE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. IS IMPOLITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. PRAISES GOOD WORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. IS TACTFUL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. KEEPS UP-TO-DATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. DOESN'T SUPERVISE ENOUGH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. IS QUICK TEMPERED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	?
9. TELLS ME WHERE I STAND	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. IS ANNOYING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. IS STUBBORN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. KNOWS THE JOB WELL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. IS BAD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. IS INTELLIGENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. LEAVES ME ON MY OWN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. IS LAZY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. IS AROUND WHEN NEEDED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. IS INFLUENTIAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHARACTERISTIC D. RELATIONS WITH CO-WORKERS

I would describe my co-workers as \_\_\_\_\_.

	YES	NO	?
1. STIMULATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. BORING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SLOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. AMBITIOUS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. STUPID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. RESPONSIBLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. FAST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. INTELLIGENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. EASY TO MAKE ENEMIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. TALKING TOO MUCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. SMART	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. LAZY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. UNPLEASANT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ACTIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. OFFERING NO PRIVACY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. HAVING NARROW INTERESTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. LOYAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. HARD TO MEET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CHARACTERISTIC E. THE PROMOTION POLICY

I would say that the promotion policy \_\_\_\_\_.

	YES	NO	?
1. OFFERS OPPORTUNITY FOR ADVANCEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. HAS LIMITED OPPORTUNITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. GIVES PROMOTION ON ABILITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. MAKES THIS A DEAD END JOB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. OFFERS GOOD CHANCE FOR PROMOTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. IS UNFAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. GIVES INFREQUENT PROMOTIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. GIVES REGULAR PROMOTIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. GIVES A FAIRLY GOOD CHANCE FOR PROMOTIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART C1. IMPORTANCE OF JOB CHARACTERISTICS

This section is a supplement to the Job Descriptive Index. The purpose of this part of the questionnaire is to determine the relative importance that you place upon characteristics of the job. Please indicate for each item listed below, how important it is to you.

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
1. THE WORK ITSELF			
2. THE PAY			
3. THE PROMOTION POLICY			
4. THE SUPERVISOR			
5. THE CO-WORKERS			



APPENDIX D

CORRELATION TABLES



TABLE 52

Strength of Correlations Between CSI Variables and Early  
Establishment Career Stage (n=10)

Level of Confidence	CSI Variable
Not Significant	<ol style="list-style-type: none"> <li>1. I have not yet firmly determined my career goals.</li> <li>2. It is important to me to make a commitment to my career.</li> </ol>
.10	No variables were significant at this level of confidence.
.05	<ol style="list-style-type: none"> <li>3. I am in the process of developing beginning competencies.</li> </ol>
.01	<ol style="list-style-type: none"> <li>4. I feel a strong need to be accepted by my coworkers.</li> <li>5. It is important to me that I have stability in my career.</li> </ol>

TABLE 53

Strength of Correlations Between CSI Variables and Middle  
Establishment Career Stage (n=13)

Level of Confidence	CSI Variable
Not Significant	<ol style="list-style-type: none"> <li>1. I have a strong need to establish non-career responsibilities such as marriage or home ownership.</li> <li>2. To a large extent, I have not yet fully tested my capabilities and limitations.</li> </ol>
.10	<ol style="list-style-type: none"> <li>3. I sometimes feel disappointed because there is a discrepancy between my aspirations and accomplishments.</li> </ol>
.05	<ol style="list-style-type: none"> <li>4. My career goals are clearly set in my mind.</li> </ol>
.01	<ol style="list-style-type: none"> <li>5. Promotions are foremost in my mind.</li> <li>6. Advancement in my career is a current consideration.</li> <li>7. One of my major goals is to advance through levels of the organization.</li> </ol>

TABLE 54

Strength of Correlations Between CSI Variables and Late  
Establishment Career Stage (n=9)

Level of Confidence	CSI Variable
Not Significant	<ol style="list-style-type: none"> <li>1. I derive a sense of achievement from my job.</li> <li>2. Most of the time, I do not feel conflict between my career and non-career responsibilities.</li> <li>3. One of my immediate concerns is to prepare for retirement.</li> </ol>
.10	<ol style="list-style-type: none"> <li>4. I feel that I really know myself.</li> <li>5. One of my current sources of satisfaction is helping new employees to advance in the organization.</li> <li>6. I now have the most responsibility that I will ever have in my career.</li> </ol>
.05	<ol style="list-style-type: none"> <li>7. I consider my career to be the major symbol of my accomplishments.</li> <li>8. I have a strong need to feel that I am influential in the organization.</li> </ol>
.01	<ol style="list-style-type: none"> <li>9. Keeping my present position is more important than seeking advancement.</li> </ol>

TABLE 55

Correlations Between CSI Variables and Career Stage Variables  
(n=32)

Theoretical Career Stage	CSI Variable	Early	Middle	Late
Early Establishment	1. I am in the process of developing beginning competencies.	<u>.35<sup>b</sup></u>	-.22	-.13
	2. It is important to me to make a commitment to my career.	.27	-.22	-.13
	3. I have not yet firmly determined my career goals.	.27	-.22	.00
	4. It is important to me that I have stability in my career.	<u>.62<sup>c</sup></u>	-.15	<u>.37<sup>b</sup></u>
	5. I feel a strong need to be accepted by my coworkers.	<u>.70<sup>c</sup></u>	-.18	.07
Middle Establishment	6. Promotions are foremost in my mind.	-.02	<u>.57<sup>c</sup></u>	.15
	7. Advancement in my career is a current consideration.	-.13	<u>.49<sup>c</sup></u>	-.18
	8. My career goals are clearly set in my mind.	-.16	<u>.39<sup>b</sup></u>	.12
	9. I sometimes feel disappointed because there is a discrepancy between my aspirations and accomplishments.	-.19	<u>.30<sup>a</sup></u>	.12
	10. One of my major goals is to advance through levels of an organization.	-.05	<u>.75<sup>c</sup></u>	<u>.43<sup>b</sup></u>
	11. I have a strong need to establish non-career responsibilities such as marriage or home ownership.	.24	.14	.15
	12. To a large extent, I have not yet fully tested my capabilities and limitations.	-.21	-.04	-.10

Theoretical Career Stage	CSI Variable	Early	Middle	Late
Late Establishment	13. Keeping my present position is more important than career advancement.	.18	.01	<u>.48<sup>c</sup></u>
	14. I feel that I know myself.	.26	.21	<u>.33<sup>a</sup></u>
	15. One of my current sources of satisfaction is helping new employees advance in the organization.	.28	.08	<u>.33<sup>a</sup></u>
	16. I consider my career to be the major symbol of my accomplishments.	.08	.25	<u>.38<sup>b</sup></u>
	17. I now have the most responsibility that I will ever have in my career.	.13	.01	<u>.33<sup>a</sup></u>
	18. I have a strong need to feel that I am influential in the organization.	.30	.17	<u>.43<sup>b</sup></u>
	19. I derive a sense of achievement from my job.	<u>-.34<sup>a</sup></u>	<u>-.31<sup>a</sup></u>	.10
	20. One of my immediate concerns is to prepare for retirement.	-.17	.06	.06
	21. Most of the time, I do not feel conflict between my career and non-career responsibilities.	<u>-.35<sup>b</sup></u>	.12	.03

<sup>a</sup> significant at .10 level of confidence.

<sup>b</sup> significant at .05 level of confidence.

<sup>c</sup> significant at .01 level of confidence.

APPENDIX E

COMMENTS BY RESPONDENTS

1. The job is generally satisfying because it is a new position allowing for considerable freedom in establishing a direction for the unit I supervise. I expect to be recognized for good work and criticized for poor work. Part of the challenge as well as the frustration is in getting the capabilities and accomplishments of my team recognized as an important part of the department's mandate. As in most work environments there are good capable people who are a pleasure to work with and there are some who are lazy and essentially incompetent. There are also times when the job is more than usually stimulating and times when its routine and not very challenging. I don't view this variation as unusual or depressing in the long term. Loyalty is a problem because I find most planners are mobile and don't usually establish strong ties with an organization. They are also career oriented and try to move up, sometimes before they are ready. I'll give myself at least two years in this job before I think about moving on and/or up.
2. Very often it occurs to me that there are two primary aspects in my work that I find most satisfying:
  1. Being involved in varying degrees in providing meaningful experiences to the public.
  2. Being involved in varying degrees in staff growth and development.
3. It was difficult to reply to the questions regarding promotion as, with the Government, you promote yourself when you feel ready. (All job opportunities are posted and you apply).
4. While this job does not offer opportunity for advancement (except by providing good experience) and I must apply for other positions to advance, I very much enjoy the work which is challenging and diverse.

Management, supervisory work, personnel work and general administration does not personally appeal to me. One major and extremely satisfying aspect of this job is the opportunity (frequent) to get out into beautiful country - walk road alignments and get familiar with the mountain and foothill area for which we prepare development plans.
5. Key issue: annual increments do not attest to real merit of employee's performance. Outstanding work and mediocre work are rewarded equally. Some system of reward for outstanding performance should be implemented. Women are paid less well than men. Difficult for women to advance to management positions. Accessibility factor undermines swift implementation of innovative ideas/plans/programs.

6. Part 3 is very difficult to answer. A job can be all of the descriptors listed. To effectively answer, one should identify specific aspect of the job duties and respond to each. One thing you have not really touched upon is discrimination against females. This is very evident in the provincial government by the obvious lack of females in higher management positions. This is particularly disheartening when one sees the level of incompetency displayed by many of the male senior management.
7. The City (Parks and Recreation) personnel section still seems to hand pick candidates for certain positions even though City Policy encourages the posting of all positions. This can be frustrating.  
More women do seem to be breaking into the executive ranks of administration within the City. New career paths do seem to be open to women.
8. Satisfy: To make decisions on your own. To be able to decide yourself what is best for the pool. Although knowing if you need help it's there. To know you have a choice in your own staff for the most part.  
Dissatisfying: Doing up a budget and finding you get cut before it leaves the district. Other people making the decision on what you need to operate a facility without working in it.
9. My job is very challenging and as you may guess the job itself is very important to me. Inevitably it isn't always without frustrations. Although my supervisor leaves me with minimal supervision, I really appreciate the strong positive "strokes" I get now and again. I think that's what keeps me from putting so much into my job?



APPENDIX F  
CORRESPONDENCE



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**Department of Recreation Administration**

EDMONTON, ALBERTA, CANADA T6G 2E9

TELEPHONE 43-671

July, 1981.

Dear Respondent:

As part of the Master's degree program in Recreation Administration at the University of Alberta, I am conducting a study that will consider the relationships between job satisfaction, career stage and age. In particular, this study is concerned with job satisfaction as it is experienced by women employed in administrative and supervisory positions in recreation related government departments.

Although there are many studies on the subject of job satisfaction, few have focused exclusively on women in administrative positions. This particular study may have implications for future job design, working conditions and the understanding of sources of satisfaction that may be found in the work setting.

The format that will be utilized in this study consists of a three part questionnaire that is self-administered. Part A involves a brief examination of some background information that may be related to the experience of job satisfaction. Part B consists of a number of statements that characterize specific stages of career development. You are asked to determine which statements most describe your own development. Part C is concerned with assessing both the sources and amounts of job satisfaction and dissatisfaction that are associated with your job through the Cornell Job Descriptive Index.

The approximate time involved in completing the questionnaire is 25 minutes. The anonymity of each respondent and department will be respected in both the analysis of the data and in the subsequent release of the findings. As a participant and interested individual, a copy of the final results will be sent to you and a copy of the full study to your department.

I will appreciate both the time and attention that you will have contributed to the successful conduct of this study. If you have any questions, comments or further inquiries, please feel free to contact me at 432-2763.

Sincerely yours,

*Roxanne Kim Nelson*

Roxanne Kim Nelson

## CULTURE

403/427-2821

Office of  
the Deputy Minister

14th Floor, C. N. Tower  
10004 - 104 Avenue  
Edmonton, Alberta, Canada  
T6J 0G8

July 21, 1981

Ms. Roxanne Kim Nelson  
The University of Alberta  
Faculty of Physical Education  
and Recreation  
Department of Recreation Administration  
Edmonton, Alberta  
T6G 2H9

Dear Roxanne:

Further to our conversation of Monday afternoon I am pleased to provide you with a list of women at Culture who are currently working in administrative or supervisory positions.

By copy of this letter, I am advising them that as part of your Masters Degree Program in Recreation Administration, you are conducting a study that will consider the relationships between job satisfaction, career stage and age and that in particular your study is concerned with job satisfaction as it is experienced by women employed in administrative and supervisory positions in recreation related government departments. You may contact these employees to determine if they are willing to complete your confidential survey.

I trust that this will be of assistance to you.

Yours sincerely,

  
Donna Marie Artuso  
Executive Assistant to the  
Deputy Minister

Attachment