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ABSTRACT

A study of adaptation to work as both a process and an outcome was conducted. The study was conducted by personal interview that probed adaptation with respect to work's organizational, performance, interpersonal, responsibility, and affective aspects; and by questionnaire using the same aspects. The population studied consisted of persons without a college degree, aged seventeen to thirty, and recently employed at a new job. About one-third were at their first full time job, and two-thirds had received vocational training. Data were analyzed by both descriptive and rigorous methods. The results of the study suggest that, for those who adapt successfully, a hierarchy or sequence of adjustments may be involved which may be explained in terms of the five aspects of work selected as the basis of analysis. The worker initially concentrates on job performance skills, then begins to adapt to co-workers, adapts to the organization, and creates interpersonal relationships with peers. The study's findings point to the importance of employers defining their expectations of new employees with respect to their performance, role in the organization, sources of information, and relations to supervision; the findings also point to the importance of preparing students to have realistic expectations of the workplace. Recommendations include replication of the study using validated adaptation measurement instruments and subjects more representative of the general population. (KC)

ADAPTATION TO WORK
AN EXPLORATION OF PROCESSES AND OUTCOMES

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FOREWORD

The National Center for Research in Vocational Education has conducted programmatic research in the area of transferable skills and occupational adaptability since 1976. This is one of a series of reports developed to aid researchers and educators, in preparing today's youth and adults for careers likely to be characterized by change. It contains the results of an exploratory study of the processes and outcomes of adaptation to work.

We wish to thank Donald Wohrle, Principal of the Paul C. Hayes Technical School, Grove City, Ohio, and members of his staff for their help in contacting recent vocational program graduates. The experiences of these people contributed significantly to the study. We also thank Calvin W. Taylor, Professor of Psychology at the University of Utah, and John M. Peters, Professor of Adult Education at the University of Tennessee, for their reviews of the initial draft of this report. To the many who participated in the study as its subjects, who shared with us their insights about trying to adapt to new jobs, we are particularly grateful. Likewise, we are indebted to those who so skillfully and sensitively conducted the interviews--to Jane Bartlett, Paul Burden, Lesley Jones, and Dennis Marikis. Several National Center staff assisted the project team during various research activities--Deborah Coleman reviewed the case study reports and provided valuable insights; John Jordan, Graduate Research Assistant, helped in compiling and tabulating the data; and Linda Pfister reviewed the draft final report and made important suggestions for improving the quality of this product. Robert Stump and Carter Collins, serving as project monitors for the National Institute of Education, which provided funding support and gave helpful counsel at various times during the course of the study.

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EXECUTIVE SUMMARY

This is a report on an exploratory study of adaptation to work, in which adaptation was viewed both as a process and as an outcome. Adaptation as a process was studied by means of semistructured personal interviews that probed adaptation with respect to its organizational, performance, interpersonal, responsibility, and affective aspects. These same five aspects were addressed in the construction of a questionnaire intended to measure adaptation as an outcome. In addition, data on other variables thought to be correlated with adaptation as outcome were collected. These included demographic, personality, cognitive style, and work adjustment variables.

The population studied consisted of persons without a college degree, aged seventeen to thirty, and recently employed (up to nine months with current employer). About one-third of these were experiencing their first full-time employment. About two-thirds had received vocational training. All participated in the study as volunteers.

Both descriptive and rigorous methods of analysis were used. However, even the more formal analyses were limited to the identification of associative rather than causal relationships.

The results of the study suggest that, for those who adapt successfully, a hierarchy or sequence of adjustments may be involved which may be explained in terms of the five aspects of work selected as the basis of analysis.

In the initial phase of adjustment, what was observed was consistent with a widely held belief in the importance of job performance skills; that is, upon job entry, the performance aspects of adaptation occupied the center of employees' attention and concern. This priority continued for a time. During this period, other aspects of adaptation were not totally ignored, but were involved to a lesser extent. These other aspects also seemed to be involved in a primarily facilitative role. Most important among these was the need to begin to adapt to coworkers because their assistance was needed in order to achieve adequate adaptation in performance. Next in importance as a facilitator of performance was probably adaptation to the organization. Thus, beginning with preoccupation with the performance aspects of the job, a point was later reached where the employee's anxieties about performance began to be replaced with a sense of personal adequacy and achievement. Self-esteem improved, the total situation generally seemed more sanguine, and the energy initially dedicated to performance was gradually released to address other adaptation needs, such as the development of interpersonal relationships.

Interpersonal relationships now became increasingly important in their own right, especially those with peers. Although initially important chiefly as facilitators of the employee's performance adaptation, coworkers were now cultivated for their importance to the employee's sense of well-being in the work environment as well as outside of work. It was at this juncture that new employees seemed to become more keenly aware of their need of "kindred spirits"--those of similar age, values, and interests. When these compatible coworkers were lacking to an unacceptable degree, this lack seemed to be the primary reason for some employees concluding that their current job offered no long-term prospects, and that they would look for another.

One of the few clear empirical findings was that the affective scores of those individuals in training-related jobs were significantly higher than all others. This could be interpreted to mean that adaptation in the performance dimension required less effort and was accomplished more readily in the case of those whose training prepared them for the performance dimension, allowing them to reach the end of this initial phase of adjustment more quickly, and reflecting this achievement by a heightened sense of self-worth, optimism, and personal well-being generally.

The study's findings point clearly to the importance of employers defining, as clearly as possible, their expectations of new employees with respect to their performance, role in the organization, sources of information, and relations to supervision. They point with equal clarity to the importance of preparing students of education for work within the formal educational system. Students need to have realistic expectations of the workplace, defined both in terms of its performance and nonperformance aspects.

Recommendations include replication of the study, using validated adaptation measurement instruments, and a pool of subjects more representative of the general population, including minorities.

INTRODUCTION

A problem faced by many workers in the American labor force is that of adapting to the demands and responsibilities of a new job. This would seem to be a particular problem for young workers who change jobs more frequently than do older workers.

The results of the Bureau of Labor Statistics' current population survey (U.S. Department of Labor 1974) indicate that about 11.5 percent of the men and women surveyed in January 1978 had changed the kind of work they did over the past year. Only about 9 percent reported such occupational changes in a similar survey conducted in 1973.

Additionally, the 1978 survey showed that eighteen and nineteen year-old workers had the highest occupational mobility rates of all age groups (44.1 percent for men, 40.8 percent for women.) The rate decreased sharply for older workers. About 35 percent of all workers who changed occupations over the year were under age twenty-five, a group that accounted for only 15 percent of all workers employed in January 1978.

Despite statistics that suggest that average Americans may change jobs about five times during their lives, "61 percent of a sample of 32,000 eleventh graders believe that persons never change jobs throughout their adult life" (Pred[illegible]or Roth, & North 1973.) Lack of knowledge about such work [illegible] realities and about the kinds of adjustment problems that [illegible]y be encountered upon entering a new job may cause young workers considerable difficulty and frustration.

Schools can play an important part in preparing youth to deal with changes in jobs and work situations and in developing skills and abilities that are useful in different settings. In order to aid schools in their efforts to better prepare youth for work, answers are needed to questions like the following: What are the major aspects of jobs and work settings that are common to different jobs and that affect successful job entry and adjustment? What adjustment problems are encountered during the initial employment period? What strategies and approaches are used by young adults to adapt to various situations and demands encountered in new jobs? What factors characterize individuals who achieve different levels of adaptation?

This study was conducted in order to address some of these questions and to develop a better understanding of the concept of occupational adaptability.

DESIGN OF THE STUDY

Objectives of the Study

The study was exploratory in nature and sought useful insights into the processes and outcomes of adaptation to work.

Several factors directed that the study be exploratory and largely descriptive. One was the conceptual and definitional problems regarding the measurement of adaptation and the attendant lack of suitable data collection instruments. Another was the limited time available for the project and the prospect of a shift in research priorities. Still another was a desire to encourage further research, rather than to suggest closure at the end of the study.

The two major objectives of the study were:

1. to measure various levels of adaptation to work (adaptive outcomes) and their relationship to training and work experience variables;

2. to identify and describe the processes (behaviors and strategies) employed by young workers in adapting to new job situations.

In order to accomplish these two objectives, the study was designed to include development of an instrument and an interview procedure that could be used to replicate the study.

A comprehensive review of the literature (Faddis 1979) indicated that occupational adaptation is a well-grounded theoretical concept that can be viewed from several different perspectives. Adaptation can be thought of as the capacity of an individual to change so that behaviors and attitudes conform to a new or altered work environment. Alternatively, the capacity for adaptation can be directed at changing the work environment so that it is better adapted to the individual.

When an individual exercises adaptive capacity, then adaptation can be described as a process consisting of the behaviors and strategies employed to reach an acceptable degree of congruence with the work environment. The state of relative congruence between and individual and the (work) environment at any given point in the person's life can be viewed as an outcome of the adaptation process. Accordingly, the dependent variable in the study is adaptation in terms of both process and outcome.

The independent variables selected were those perceived to be useful in characterizing differences in subjects and in their

adaptation processes and outcomes. The specific independent variables included the folowing:

- Sex
- Age
- Race
- Family/marital status
- Educational attainment
- Specific vocational training
- Previous job experience
- Locus of control
- Job satisfaction
- Learning style

Subjects

Participants were recruited through advertisements in neighborhood newspapers and letters of invitation mailed to recent high school graduates. Requirements for participation were that the individuals be between eighteen and thirty years of age, have less than a college degree, be employed full time, and be working at their present job no more than nine months. All subjects were paid an honorarium for participating in the study. Sixty-five subjects completed the questionnaire phase of the study and forty of these were selected for follow-up interviews.

Partly because of the exploratory nature of the study, and also because of the need to have subjects who would openly discuss sensitive experiences we chose to use a voluntary sample. One of the principal reasons for scientific sampling is to enable generalization. However, generalization was not among the study's objectives and was not a major concern. Hence the means used to recruit the subjects was appropriate, even though the subjects were probably not, as a group, representative of those of their age, training, and employment experience. Because they were volunteers, it is likely that they possessed better than average motivation, energy, and initiative.

The demographic characteristics of the participants are presented in table I.

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS (N=68)

	Male	Female	Total
Age Ranges			
17-18	15	15	30
19-24	16	9	25
25-30	7	6	13
Race			
White	33	26	59
Negro	2	2	4
Unreported	3	2	5
Specific Vocational Training			
With	26	23	49
Without	10	7	17
Work Experience (full-time)			
No previous experience	12	12	24
One or more previous jobs	26	18	44

Instruments and Procedures

Five aspects of work were postulated as areas where adaptation would be required. These aspects were identified as organizational, performance, interpersonal, responsibility, and affective. The five aspects were defined as shown below:

Organizational Aspects: Those aspects of work related to a worker's knowledge or compliance with the formal and informal rules, policies, regulations, procedures, and benefits that exist in the organizational environment not directly related to the performance of one's job tasks.

Performance Aspects: Those aspects of work related to the worker's skills or knowledge necessary for adequate job performance and adjustment to changes in job content.

Interpersonal Aspects: Those aspects of work related to satisfactory relationships with others in the work environment, either in a social or job-related capacity. Such relationships might be indicated by evidence of mutual support, open communications, and a sense of belonging to the group.

Responsibility Aspects: Those aspects of work related to desiring and taking on responsibility in the job, taking advantage of on-the-job training, seeking advancement in the job, showing initiative, and so forth.

Affective Aspects: Those aspects of work related to emotions or attitudes that supply a worker with positive feelings (e.g., satisfaction, accomplishment) or that relate to the worker's feelings of commitment to the job and to how that individual fits in.

An instrument was constructed to measure an individual's degree of adaptation to each of the five aspects of work (see appendix A for details). The instrument contained declarative statements reflecting adaptation in each of these aspects to which the subjects responded by indicating agreement or disagreement.

Additional instruments were administered because of their perceived relationship to adaptation. These included Rotter's I-E scale (1966) which determines an individual's locus of control, the Excursion Style inventory (Hagberg & Leider 1978) which measures one's preferred style of learning, and the short form of the Minnesota Satisfaction Questionnaire (Weiss et al. 1966) which measures job satisfaction. Respondents' demographic data was also obtained.

All of the above instruments were administered together to the participants in group sessions at the National Center.

An interview guide was designed to probe subjects' recent experiences and to explicate in great detail the subtle variations among adaptive behaviors in each of the five aspects of work (see appendix B for details).

The interviews were conducted by four professional interviewers. Two men and two women were selected from among nine individuals who applied for the positions. The individuals selected had well-developed interviewing skills and extensive experience conducting face-to-face interviews. The interviewers reviewed and practiced using the interview guide prior to starting the interviews.

The interviews were conducted between July 7 and August 4, 1980. Ten subjects were interviewed by each of the four interviewers with each interview lasting about an hour and a half. The interviewers prepared a written narrative report, a brief summary interpretation, and an "Interview Analysis Form" for each interview they conducted.

The data contained in the Interview Analysis Forms were compiled and analyzed. The findings from these forms are based on the four interviewers' accounting of the subjects' adaptation needs, responses, expectations, and usefulness of their training and work experiences.

The narrative case reports were reviewed and analyzed by project staff in order to identify the various behaviors and strategies the subjects had employed to adapt within each of the five dimensions.

FINDINGS

The findings reported here were derived primarily from two sources of data and information. Data from the battery of questionnaires completed by the sixty-eight subjects supported the findings about adaptation as an outcome. Information derived from the Interview Analysis Forms and the interview narrative reports supported the findings about adaptation as a process. The frequency count data from the Interview Analysis Forms provided a descriptive profile of the subjects' adaptation needs, responses, expectations, and usefulness of their training and work experiences in adapting to the five aspects of work.

The findings about adaptation as both outcome and process are organized according to the organizational; performance, interpersonal, responsibility, and affective aspects of work.

Adaptation as an Outcome

The first objective of the study was to attempt to measure various levels of adaptation to work and their relationship to training and work experience variables. Relationships between the six adaptation questionnaire scores (i.e., the total score and five subscale scores,) locus of control, and job satisfaction were analyzed using Pearsol product-moment correlation coefficients, as were the relationships among the six adaptation scores.

In the remainder of the analyses, the six adaptation scores were treated as the dependent variables in eight analyses of variance. The independent variables (demographic, training, and work experience) were coded according to the scheme given below:

Sex: Male versus female.

Age: Nineteen years old and younger versus 20 years old and older.

Time on current job: Three months or less, more than three through six months, or more than six through nine months.

Number of previous jobs: None, one, or more than one (In a subsequent analysis, the variable was dichotomized into none versus one or more previous jobs).

Previous training: Yes or no.

Training related to current job: Yes or no. (This variable was determined by examination of the individual's report of the type of previous training and the type of job currently held. Similarity was determined by a panel of raters).

Learning style type: Enthusiastic, practical, logical, or imaginative as determined by the Excursion Style inventory.

Flexibility: Flexible learning style versus inflexible learning style. (This was also determined by scores on the Excursion Style inventory.) Individuals scoring in the extreme corners of the learning style quadrants were termed "inflexible". Individuals scoring in the central portions of the learning style quadrants were termed "flexible".

Results

The statistical computations resulted in the following measures and findings. The total adaptation scores ranged from 242 to 165 with a mean of 204.4 and a standard deviation of 15.86 with sixty-eight cases counted. The total adaptation score and the five subscale scores are highly intercorrelated. Significance levels are given in parentheses. The interpersonal, affective, and organizational subscales appear to be highly intercorrelated as are the performance, affective, and responsibility subscales. All subscales are highly correlated with the total score as indicated in table 2.

TABLE 2

CORRELATIONS BETWEEN TOTAL AND SUBSCALE SCORES

	Affect.	Interp.	Perform.	Organ.	Respon.
Total	.8387 (0.000)	.6335 (0.000)	.6047 (0.000)	.6412 (0.000)	.5694 (0.000)
Affective		.4011 (0.001)	.3395 (0.005)	.3964 (0.001)	.2536 (0.037)
Interperson.			.1982 (0.105)	.4333 (0.000)	.1596 (0.194)
Perform.				.1948 (0.111)	.6006 (0.000)
Organiz.					.1814 (0.139)

Correlations between adaptation scores and locus of control and job satisfaction are given in table 3.

TABLE 3

CORRELATIONS BETWEEN ADAPTATION SCORES AND LOCUS OF CONTROL AND JOB SATISFACTION

	Total	Affec.	Inter.	Perf.	Organ.	Respon.
Locus	-.0320 (0.796)	-.0825 (0.503)	-.1755 (0.152)	.1703 (0.165)	-.1154 (0.349)	.1871 (0.127)
Satis.	.6649 (0.000)	.7072 (0.000)	.3652 (0.002)	.2305 (0.050)	.4953 (0.000)	.1856 (0.130)

Locus of control is not significantly correlated with any of the six adaptation scale scores. Job satisfaction is significantly correlated with all adaptation scales except Responsibility. It is relatively lowly correlated with Performance.

In the analyses of variance, sex proved to be a significant contributor to the variance of Performance subscale scores. An inspection of cell means indicated that women ($\bar{x}$ = .4033, S.D. = 2.32) scored significantly higher than men ($\bar{x}$ = 38.39, S.D. = 3.17) on this subscale. Neither age, time on current job, nor number of previous jobs were significant contributors to the variance of adaptation scores.

Having previous training was a significant contributor to the variance of Affective subscale scores. An inspection of cell means indicated that subjects without previous training ($\bar{x}$ = 54.74) scored significantly higher than subjects with previous training ($\bar{x}$ = 54.10). However, the differences appear to be too small to be of practical significance. Having training related to one's current job was also a significant contributor to the variance of Affective subscale scores. Subjects with training related to their current job scored significantly higher ($\bar{x}$ = 55.62) than persons without previous training or with training unrelated to their current job ($\bar{x}$ = 52.48).

Learning style type was not a significant contributor to the variance of adaptation scale scores. However, flexibility was a significant contributor to the Interpersonal subscale scores. An inspection of cell means indicated that subjects with an inflexible style ($\bar{x}$ = 39.58) scored significantly higher than persons with a flexible style ($\bar{x}$ = 36.69 on the Interpersonal subscale).

Conclusions drawn from these analyses are reported in the Conclusions and Recommendations Section.

Adaptation as a Process

This section looks at the findings of the Interview Analysis Forms and of the analysis of the case study interviews themselves. The findings relate to the process of adaptation in work--the strategies and behaviors adopted by the subjects of the study in their attempts to adjust to the five aspects.

Interview Subjects

Forty individuals were selected for interviews from among the sixty-eight participants. The interview subjects were selected according to the following criteria:

- Equal age representation
- Equal number with and without formal skill training
- Equal representation of women and men
- Equitable inclusion of racial minorities
- Equal distribution between those with and without previous full-time jobs.

A breakdown of the forty subjects by selection criteria categories is presented in table 4.

TABLE 4

DESCRIPTIVE CHARACTERISTICS OF INTERVIEW SUBJECTS

	Number
Age Range:	
17-18	13
19-24	14
25-30	13
Formal Skill Training:	
With	24
Without	16
Sex:	
Male	20
Female	20
Race:	
Caucasian	35
Afro-American	3
Other	1
Not stated	1
Work Experience:	
First job	10
One or more jobs	30

Interviewer Assessment

This section presents data provided by the Interviwer Analysis Forms. The findings reported are directly related to the five aspects of work used to structure the interview questions. They reflect the interviewers' perceptions of the subjects' adaptation needs and strategies. Salient findings are mentioned here, particularly where two-thirds or more of the subjects were in agreement. For definitions of each aspect, please refer to page 7.

Organizational aspects. A large majority (thirty-three) of the young workers reported a need to adapt to the organizational features of their jobs; however, only a third (fourteen) of them identified particular strategies they used to adapt. One subject reported, "I just started the job, and no one told me anything. The procedures weren't clear. One day I wore jeans and the boss jumped all over me. It really made me mad!"

Although almost two-thirds (twenty-four) of the subjects had specific expectations of the job, only about a third (fourteen) felt their expectations were realized. Further, fewer than a third (twelve) reported that their expectations for the job contributed to their successful adaptation to work.

Almost two-thirds (twenty-four) did not cite previous work experience as helpful in adapting to the organizational aspects of their new jobs. A larger majority (thirty-one) similarly did not find previous training helpful in adapting to organizational aspects.

Performance aspects. Three-fourths (thirty-one) of those interviewed described a need to adapt to the performance aspects of their jobs, and almost all (thirty) of these employed particular strategies to meet those needs. One subject described her strategies for successful performance as follows: "Read the production books, keep notes on responses to questions, and find out what's going on in the company."

Three-fourths (31) of the subjects had specific performance expectations for the job. Of these, one-half (twenty) felt these expectations were met, and nineteen reported that their performance expectations helped them adapt to the performance requirements of the job. Others were hindered by them. One women thought that her job would be stimulating and fulfilling, but after one month she felt she was left with "large blocks of time and nothing to do".

Almost three-fourths (twenty-eight) of the subjects described their previous work experiences as helpful in adapting to performance requirements, and most (twenty-seven) of these identified previous training as helpful. A previous student of

office practice said, "High school vocational training was very helpful."

Interpersonal aspects. Two-thirds (twenty-eight) identified a need to adapt to interpersonal dimensions of their jobs, but only slightly over one-half (twenty-two) reported using a particular strategy to meet an adaptation need. One woman said, "I've learned that it's not what you know, but who you know. . . learn to get to know the right people in the right departments in order to get your work done."

One-third (thirteen) of the workers identified specific expectations for interpersonal relationships with their coworkers or the customers, but only five reported that these expectations were met. One woman's experience with her coworkers was, "(they're) old people who don't really try to help you. . . I don't like it. There is no atmosphere and no one really gets along."

About one-half (twenty-two) felt previous work experience was helpful in adapting to interpersonal requirements, and only six cited previous training as helpful.

Responsibility aspects. Less than one-half (eighteen) of the subjects identified a need to adapt to responsibility features at work, and the same number said that a particular strategy was employed to meet an adaptation need.

Only seven interviewees had expectations for advancement in their jobs and only three reported that their expectations had been realized at the time of the interviews.

Less than one-fifth (seven) of the workers cited previous work experience as helpful to their adaptation to the responsibility aspects, and only two cited previous training as helpful.

Affective aspects. Almost two-thirds (twenty-four) of the subjects identified a need to adapt to the affective aspects of their work, while less than half (sixteen) reported a particular strategy to meet an adaptation need. A little over one-third (fifteen) of those interviewed reported having specific expectations of the job, and only a fifth (eight) said their expectations were realized.

Only one-fifth (eight) cited previous work experience and one-fourth (ten) cited training as helpful in adapting to one's feelings about a job or work environment.

Summary. Most workers perceived a need to adapt to the organizational, performance, interpersonal, and affective features of their jobs. However, only for the performance dimension did a large majority of workers employ a strategy to meet such a need.

Specific expectations for performance features of their jobs, were cited by over three-fourths of the workers, but only one-half felt these expectations were met.

Workers cited previous work experience and training as helpful to them in successful adaptation to job performance features primarily. Interpersonal aspects were influenced to some extent by previous work experiences. Previous training appeared to have minimal effect on other dimensions of the job.

Case Studies Analysis

This section reports the results, in terms of adaptive behaviors and strategies, of an analysis and synthesis of the responses from all forty interviews. They reflect both general and specific findings that illuminate the processes by which young workers adapt in organizational, performance, interpersonal, responsibility, affective, and other aspects of their jobs.

Organizational aspects. In learning what they need to know about the work organization in which their jobs exist, subjects reported taking advantage of orientation programs or workshops, manuals, "buddy" systems, and whatever other formal information or instruction the companies made available about their mission, structure, rules, procedures, benefits, and so forth. Such formal activities or materials were frequently not available in smaller businesses, in which event workers reported that they perceived learning about the organization as their own responsibility. Their strategies, in such cases, usually included gleaning information informally from supervisors and coworkers, though some workers learned about unstated rules "the hard way"--by making mistakes and being reprimanded.

Informal (unofficial) rules, procedures, hierarchies, and so forth, presented a greater challenge to most workers coming into a new job. There was a distinct disparity between the official and unofficial "rules," and in many instances the unofficial rules were more important when it came to seeking raises and promotions.

Almost all of the subjects who mentioned this problem dealt with it via informal channels--"learning the ropes" either by asking coworkers, by observing coworkers, or by making mistakes

and subsequently being corrected. Workers more often tried to learn on their own--primarily by observation--than by asking someone else in the workplace.

Not infrequently, both formal and informal rules, procedures, and the like were inconsistent, ambiguous, or erratically rewarded or enforced. Workers who found themselves in such circumstances expressed considerable frustration, but generally seemed to cope with the problems by "keeping a low profile", taking whatever appeared to be the safest route, or doing what they were told. A few workers expressed their frustration to sympathetic coworkers, and sometimes to supervisors. Taking such problems to supervisors was not possible, though, in situations where inconsistent enforcement or reward of compliance with rules was the result of supervisor favoritism toward certain workers and not others.

Workers seemed to feel that satisfactory adjustment had a lot to do with having a good initial orientation, and most workers recognized a need to know about the company, its functions and activities, and how the workers fit into the big picture. Workers also reported that they felt that starting work each day on time was important to adjusting to company policies and practices--even in atmospheres of apparent flexibility, relaxation, and nonsupervision, and even when the workers were told (informally) that they did not have to be to work at the official starting time.

Performance aspects. A number of subjects felt that the very act of working hard helped them adjust to the performance requirements of their jobs. Some of the performance-related adjustment problems they encountered included learning what was expected and how to do the new job tasks, doing unusual job tasks (often not in the job description) or learning new ways to do old ones, coping with idle time or sporadic work schedules on the job, dealing with a great volume or variety of job tasks or job tasks with unexpected complexity, physical or mental fatigue or inefficiency, dealing with production quotas and standards, and so forth.

Vocational and skills training was perceived to be a positive contributing factor in adjusting to the performance requirements of a job. Some subjects, though, found that their training experiences had not prepared them for many work environment situations, such as job pressures and coworker interactions. In some cases, the subjects had already learned to deal with those aspects of work in earlier jobs or experiences, and transferred much of what they learned to the current job. In other cases, though, the subjects learned by observing how their coworkers handled the new or unexpected aspects of the job, by asking coworkers or supervisors for help or advice, by reading available manuals or reference materials, by seeking outside training (on their own or paid by the company), or by trial and error.

In learning to perform specific new tasks or to perform old tasks in new ways, subjects reported that they do the following:

- Listen carefully and try to learn the task the first time it is explained or demonstrated.
- Do the tasks carefully and ask for help if needed.
- Refer to production books or manuals.
- Experiment or modify procedures or skills used elsewhere to fit the requirements of the new task.

In learning to cope with idle time or sporadic work schedules, subjects tended to chat with their coworkers or to ask their supervisors for other work. Some filled the time by "looking busy" or by reading and pursuing other personal activities.

In dealing with unexpected volume, complexity, or variety or job tasks, subjects reported taking an "I can learn (or cope with) this" approach, trying to be patient, looking on the situation as a challenge (rather than as a crisis), and in one case, being careful not to act as though the worker "knows it all"--which could result in getting more work than can be handled.

In coping with physical or mental fatigue or inefficiency that affects job performance (and often are the results of it), subjects reported learning to "blow off steam" by sharing complaints with their coworkers, to exercise at home to keep themselves in good physical condition (very important in jobs requiring either physical strength or endurance, or jobs requiring an attractive physique), by using humor, and by trying to be "easy-going". A strategy that was mentioned a number of times was learning to structure one's own work schedule or job tasks to lessen the stress.

Dealing with production quotas and standards was an important adjustment problem for some subjects, and they reported a variety of behaviors/strategies for dealing with this:

- Be serious, systematic, careful.
- Organize your own time and resources as the job allows.
- Double-check your work.
- Don't socialize when the workload is heavy.

- o Seek aid or advice of coworkers.
- o Set your own goals and priorities as the job allows.
- o Figure out new, more efficient ways to do the task.

Interpersonal aspects. The importance of learning to get along with and work with coworkers, supervisors, clients, and subcontractor personnel was repeatedly stressed by nearly all of the subjects interviewed. Subjects who could not relate to coworkers (usually because of age, socioeconomic, or motivational differences) were unhappy in the work situation. In fact, many subjects reported feeling that they had adjusted to the new job when they "felt accepted" by their coworkers. While in many cases supervisors were seen as extensions of the company (so that doing a good job for the supervisor was tantamount to doing a good job for the company,) supervisors were also sometimes seen as coworkers, resources, allies, and obstacles. A number of workers reported difficulties in adjusting to supervisory styles that conflicted with the workers' own attitudes, values, or work styles.

The subjects reported a great variety of behaviors and strategies they used to cope with the interpersonal demands of their new jobs. While there is some overlap in strategies, the "who" (coworkers, supervisors, or clients) seemed to make some differences in how the workers pursued adaptation. It is probably safe to say that the different groups, having differing relationships and expectations that affect the workers, consequently produce different attitudes (and thus behaviors) among the subjects.

In dealing with coworkers, subjects reported using the following types of behavior:

- o Socialize with coworkers on the job.
- o Socialize with coworkers outside the job; cultivate friendships with like-minded persons.
- o (In some cases, not socializing with coworkers outside of work was also a favored strategy.)
- o Avoid unpleasant or unpopular coworkers.
- o Tolerate coworkers you don't like, if you can't avoid them.
- o Be cooperative, and ask for help if you need it.
- o Slow down your own work pace or lower your production standards to accommodate coworkers (this was specifically mentioned by four different interviewees).

- Mind your own business, keep your personal life private.

In dealing with supervisors, the following strategies were reported:

- Cultivate friendships with those who can be of benefit to you.
- Swallow anger, resentment; resign yourself to the fact that "the boss is the boss".
- Don't take sick leave, don't come in late.
- Take on extra work; be cooperative.
- Stay "cool;" analyze a conflict situation rather than acting on impulse.
- Ask coworkers for information, advice, support in dealing with supervisor(s).
- Put on a "fake attitude" when necessary.
- Try to get to know the supervisor(s) and any important people connected with him or her.

In dealing with clients and subcontractors, the following were recommended:

- Use (transfer) communications and social skills from previous jobs, training or experience.
- Take the attitude that there are a lot of crazy people in the world and you must try to cope with them.
- Know about and believe in the company's products or services.
- Warn clients ahead of time if some things can't be done as they wish.
- Learn to fit materials or set-ups to the "specs" of each client or subcontractor.

Generally, the subjects reported recognizing that coworkers, supervisors, and clients have interdependent relationships, and so annoyances must be masked. Getting along with coworkers, in particular, affects you whether you care about the job or not. Getting along in a small shop is especially important. Differing attitudes on politicking were expressed, and there was some acknowledgement of the necessity to assume the role of "the good employee" (i.e., cooperative) regardless of personal feelings

toward supervisors. For some of the young workers, especially those experiencing a full-time work environment for the first time, interpersonal aspects of the jobs (such as the need for teamwork, for dealing with disagreeable coworkers, supervisors, or clients, getting used to authorities other than parents and teachers, getting assistance from others, and so forth) seemed to represent the most difficult part of adjusting in the work environment.

Responsibility aspects. Adjustment problems related to responsibility were reported to include: getting involved with the job or "proving" yourself, making use of training opportunities, dealing with the feeling of being "at the bottom of the heap," getting ahead, getting raises, and so forth. The subjects reported a wide variety of strategies for coping with the first few of these problems, but the dominant theme seemed to be "work hard, and you will be rewarded".

Attitudes toward job involvement, or "proving" yourself included the following:

- Work hard, do your best, be productive.
- Be flexible.
- Be reliable--orderliness, promptness, and responsibility are important personal goals or habits to have in anything you do.
- Use the patience and cooperation you learned elsewhere (usually reported as emerging from home life) to adjust to your new responsibilities.
- Things you learn on the street--being "streetwise"--help you on the job.
- Don't avoid problems, look for help or ways to solve them.
- Be well organized.
- Work alone when necessary; be independent.
- Develop new ideas; suggest more efficient procedures.
- Set a good example as a skilled worker, and you will be accepted and given more authority.
- Take on new or extra responsibilities when opportunity allows; seek those opportunities to show your skills.

When feeling you're at the "bottom of the heap" the following strategies were named as helpful:

- Resign yourself to "working for a living".
- Look for another job while still working current one; bide your time.

These strategies were named as helpful in getting ahead (promotions, raises, etc.):

- Work hard and be reliable; be a model worker.
- Make friends with influential persons in the company.
- Get more formal training (on your own, if necessary).
- Learn all aspects of the office, plant, or business.
- Take the initiative; do extra work.
- Stay on the job long enough for seniority to accrue.
- Watch and listen for advancement opportunities.
- Take the initiative to learn more on the job.
- Watch for opportunities to demonstrate your skills, especially skills needed in higher positions.
- Develop new ideas or procedures.
- Show your self-confidence; use your personality to impress important people.
- Learn to give the appearance of expertise and hard work, because they are as valuable as actual accomplishment, and upper management doesn't know the difference.

Affective aspects. Adjustment in the workplace inevitable affects and is affected by attitudes and feelings, and the attitude mentioned most often as important in adjusting in work was "having a good work attitude". Generally, this seemed to mean being willing to work hard; and subjects seemed to think it was important regardless of how good or bad the current job was felt to be.

Attitudes or feelings about oneself were also mentioned as influencing work adjustment. Having a degree of self-awareness, and having good feelings about oneself and one's performance in the job situation were mentioned by some of the subjects. Some of the important attitudes toward oneself that were mentioned included:

- Hard work gives you a sense of personal pride.
- You have to like yourself before you can like or be liked by others.
- Other people make mistakes, too, and you are just as good as anyone else, even if he or she is the boss.
- Being competent and dependable--coming in on time and not goofing off on the job--makes you feel good about yourself and the job.

A number of actual strategies (some of them involved cultivating a particular mind-set) were mentioned by subjects as other ways that they found to make themselves feel good (or at least better) about their jobs:

- Savoring parts of the job (or finding the kind of job in the first place) that match your interests.
- Looking at the things you've accomplished in the job and feeling good about them; reminding yourself that you do good work.
- Relaxing on the job so you can "go with the flow".
- Playing the radio (with or without earplugs).
- Comparing your current job with other jobs (sometimes other jobs you've had that you didn't like.)
- Taking advantage of break privileges.
- Working with people you like.
- Knowing you're working for a good salary.
- Finding safe ways to "blow off steam".

Finally, a number of subjects specifically mentioned using an effective strategy of not bringing their feelings into their work; for them, detachment seemed an important adaptive stance in coping with affective aspects of the work environment.

Other aspects. One particular area of adaptive problems that was not specifically addressed by the interviews emerged as a kind of by-product: dealing with problems in the overlaps of home and work. These fell basically into two subproblems: problems at work affecting home life, and problems at home affecting work life. Where work affected home life, workers reported such strategies (or mind-sets, in some cases) as: "leaving work at work", inadvertently carrying their anger or fatigue home to the family, keeping their minds on long-term goals while enduring the present, and taking advantage of flexitime or choice of work shifts to allow more personal time. Where home problems affected work, workers reported that concentrating on the job tasks at hand to blot out the home worries for the moment, and "enduring the situation" were helpful.

Some unique problems---and the solutions mentioned by the subjects--included if outside friends are disparaging the new job, or disparaging working in general, change friends or decide that the job or working is what is right for you. If some parts of the new job have painful personal associations, such as working in a nursing home after losing a parent, do your best to get used to it. If one's own parent is the supervisor, move away from home and live elsewhere, do things the parent's way at work, or express your feelings when appropriate.

CONCLUSIONS AND RECOMMENDATIONS

In this final section, conclusions are presented with respect to adaptation as both outcome and process. With regard to the former, discussion focuses primarily on the measurement of adaptation and on correlations of interest. The adaptation process is then discussed with respect to the aspects of work initially selected to describe and structure the inquiry, and with respect to factors that promote and deter the process of adaptation.

Finally, recommendations are offered with regard to education and employer practices that should help those seeking to adjust to a new job, and to researchers interested in furthering study of occupational adaptation.

Adaptation as an Outcome

The Adaptation Questionnaire shows some promise as a measurement instrument. It seems to measure something distinct from locus of control. However, it fails to show divergent validity when correlated with job satisfaction. In particular, the Affective subscale appears to measure something highly related to job satisfaction, as do parts of the other subscales.

The subscales are highly correlated with one another and with the total scale score. It is possible that five subscales are an inaccurate breakdown of the adaptation scale. Rather, there seem to be two major factors. One is represented by the Interpersonal, Affective, and Organizational scales. The second is represented by the Performance, Affective, and Responsibility scales. An examination of the items making up these scales suggests that the first factor contains items indirectly related to a job, while the second factor contains items more directly related to job performance. An actual factor analysis on a larger sample would be the logical next step in clarifying these findings.

Finally, the Responsibility scale appears to be measuring the most unique characteristics. An item analysis with a larger sample would help to clarify the properties of this scale.

Given the tentative nature of the Adaptation Questionnaire, it is difficult to draw conclusions from the analyses of variance. Interpretation of significant results is complicated by the uncertainty of the meaning of the adaptation scores themselves. However, two of the relationships found are worthy of consideration.

The finding that persons with training related to their current job scored higher on the Affective subscale than persons without training related to their job appears logical. Having

prepared for a particular line of work and then securing employment in that line of work might establish a sense of congruence or continuity that would enhance one's feelings about it.

Findings concerning learning style flexibility might be explained by a change in terminology. Before the data analyses were run, it was assumed that individuals scoring in the extreme quadrants of the learning style inventory would be somewhat fixed and rigid in their behaviors and that this rigidity would be detrimental to adjustment on the job. Thus, these persons were labeled "inflexible," a term carrying a negative connotation. However, given the fact that these persons scored higher on the interpersonal subscale, it might be more appropriate to label them "resolved" in their learning style. This term would carry the connotation of self-confidence and maturity that might explain a higher interpersonal subscale score. Thus, "flexible" learners may be viewed as more "indeterminant" or "unresolved" in their learning style. This may indicate individuals who are less self-assured and thus who have more difficulty in adjusting to the interpersonal aspects of their jobs.

Adaptation as a Process

These young workers on new jobs found adaptation to job performance a clear and obvious aspect of adaptation to work. Their work and training histories were perceived as obvious links to current job performance requirements. They reported both a need and a capacity to adapt, and identified some strategies. Few cited barriers. They had specific expectations which most often were met and contributed to successful adaptation. It seems clear that the job performance aspect of adaptation was facilitated by realistic training and expectations.

The interpersonal aspect of adaptation was the most important factor in adjustment. Coworkers were the primary source of information and assistance. While socializing after work was not seen as essential, getting along on the job was. Further, coworkers needed to be of a similar age. The adjustment to both coworkers and clients was the most individualistic of all the adjustments. Both family and background appeared to be very influential in these adjustments and in personal values and attitudes. Although the topic was not addressed directly, it surfaced in numerous interviews. The effects of these influences were generally positive. The only negative effects occurred when the values and performance of coworkers were less than expected. A number of respondents expressed dismay at the lack of professionalism in their supervisors or coworkers.

Participants expressed a need for help in their educational experiences in developing good interpersonal relations, as well as a more realistic approach toward the work world. For some,

the roles involved in typical relationships at work were difficult to comprehend, possibly because they did not duplicate those familiar to them from their home and school situations.

Responses to the importance of adaptation to the organizational aspects of work were mixed. Knowledge of the company was not an important or essential factor, in most cases; it seemed to be more of a late acquisition or even an afterthought. Dealing with the immediate environment was important. Those with somewhat more education or with work requiring greater skills (higher level) seemed more interested in the organization as a whole. Conflicts between stated rules or company policies and unofficial rules were difficult for respondents to deal with. Similarly, mixed signals or conflicting instructions from supervisors were also difficult to cope with. Consistency in policy and direction results in a more secure atmosphere, and consequently, assists in adjustment.

All of these young workers expressed a willingness and expectation with regard to job responsibility. Hence, adaptation to the responsibility aspects of their new work did not seem to pose problems except where the employer's expectations were unclear, or where their own expectations were higher than those manifested by the performance of their coworkers. They were eager to abide by rules (when known) and to appear in a good light--to prove themselves. In a very short time, all became aware of the unwritten laws and politics, and devised an amazing catalog of strategies for coping with most situations.

The affective aspects of work actually pervaded all of the other "categories" of the work environment, so that it is impossible to make clear distinctions about the sources affecting the subjects' feelings or attitudes. Workers seemed to bring many basic attitudes toward work (and toward themselves as workers) into the new job that they learned elsewhere. Subjects generally reported two major strategies for coping with affective aspects: they minimized or "shelved" feelings (e.g., resigning themselves to a work situation) or they reinforced former attitudes toward working or invented new ones that allowed them to maintain self-esteem while coping with the problematic aspects of the job situation.

Finally, two observations should be made concerning the adaptation process generally. The first of these is that many of the respondents seemed not to recognize the value and relevance of their past experiences to their current adaptation needs. When asked directly, they were often unable to identify relevant experiences, but later would contradict themselves by noting an area of adjustment facilitated by some previous experience.

The second general observation concerns realism. The greater the disparity between worker expectations and job reality, the greater the need for adaptation.

In the case of those with prior vocational training, the more realistic the program was, the more successful were the workers' job adjustments. Several of those interviewed brought new or better skills to the work than those already on the job, and because of their obvious expertise, coupled with a positive personality, their advancement was rapid. Realism, however, is relative. One individual was frustrated because practices on the job were "old-fashioned" and the supervisor was unwilling to change the way things were done.

Recommendations

The following recommendations are suggested primarily to provoke further thought and discussion, and to stimulate possible response on the parts of educators and employers. These recommendations are not listed in any order of priority.

1. Formal education programs, to facilitate student adaptation to work, should sensitize their students to the realities of the job environment beyond the purely performance aspects of the job. Those persons who had received real-world experiences or information in their programs about the occupational context found that knowledge to be helpful.

2. Most of the individuals interviewed were completely unaware of many skills they had acquired in work and life experiences. This lack of appreciation for one's own skills may account for the surprise a number of individuals felt at discovering they were more capable on the job than they had expected to be. Exercises should be developed and implemented to assist students identifying their full range of skills prior to entering the work force.

3. While most of those interviewed were able to make satisfactory adjustments in the interpersonal domain, a number were not. Therefore, some assistance in the area of interpersonal relations would be a valuable addition to the educational curriculum.

4. Orientation of new employees by their employers ranged from absolutely none to well-structured programs. The more prestigious the organization, the better was the orientation. All respondents felt a need to know at least the immediate rules of protocol, procedures, and job expectations. A number were upset at being chastised for something of which they were unaware. Others found the disparity between official and unofficial

expectations to be disquieting. Employers in both large and small size organizations should provide the kinds of information that are essential for new employees to know, and that may help in their adaptation.

5. "Work hard" or "do my best" were expressions repeated by most of those interviewed. Some were criticized by other employees for working too hard. Several were unhappy at not having enough to do. Educators and employers need to be concerned about what happens to workers on the job. When does the initial eagerness to work hard, to do one's best, wear off and why? Employers should seek ways to sustain this motivation when it is present. Attention should be directed to those factors in a work environment that are deleterious to the desire to be a productive, involved worker.

6. The process of adaptation in work remains a complex one to describe and understand. This study, using a limited group of subjects and an exploratory methodological approach, has provided some insights into the nature of the adaptation process, the factors that influence it, and potential areas of intervention. However, the procedures used, and particularly the Adaptation Questionnaire for the measurement of adaptation outcome, need refinement and validation to enable replication of the study. In such a study, minorities should be adequately represented, and results that can be generalized should be sought.

7. Learning style may have some relevance for adaptation; if so, more exact understanding of the nature of the relationships involved could be of great value to educators and employers alike. Thus, further clarification is needed.

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APPENDIX A

DEVELOPMENT OF THE ADAPTATION. QUESTIONNAIRE AND ADDITIONAL INSTRUMENTATION

Adaptation Questionnaire

The first task in the development of an instrument to explore occupational adaptability was to review the literature for protocols appropriate for use in the present study. Criteria upon which the review was based were that the instrument be brief, objectively scored, and yield a score for adaptation that would allow comparisons among individuals. Since the literature review yielded nothing suitable for the purposes of the present study, instrumentation and scoring procedures were developed as described below.

Statements of behaviors, attitudes, or emotions were generated that were indicative of varying levels of adaptation to a work environment. The statements were collected, duplicates eliminated, and the remaining rewritten into a standard format. The format chosen was the simple declarative statement (e.g., "I look for ways to do my job better.") Through this process, a list of ninety statements was compiled. The list was reviewed for statements considered irrelevant to the outcomes of adaptation, or too objectionable for a subject to answer. Statements were rewritten if needed. As a result of this process, eighty statements were judged acceptable for the study.

An examination of this list suggested that the statements could be grouped into several sets of dimensions. That is, adaptation as represented by the eighty statements appeared to be a multidimensional concept. Five dimensions were defined and are listed below:

1. Interpersonal. This dimension included statements indicating the existence of satisfactory relationships with others on the job, either in a social or job-related capacity. Examples of such relationships are mutual support, open communications, and a sense of belonging to the group.

2. Organizational. Statements included in this dimension suggested knowledge of or compliance with formal and informal rules, policies, regulations, and procedures that exist in the organizational environment not directly related to job performance.

3. Affective. Included in this dimension were statements indicating that the job provided the worker with positive feelings (e.g., satisfaction, accomplishment) or that the worker felt committed to the job and "fitted in".

4. Responsibility. Statements in this dimension reflected a desire to take responsibility on the job, take advantage of on-the-job training, advance on the job, show initiative, and so forth.
5. Performance. These statements indicated that the workers felt they possessed the skills and knowledge necessary to adequately perform the job, to demonstrate this competence to others, to adjust to job changes, and so forth.

Reviewers were then asked to assign each of the eighty statements to one of the five dimensions and to indicate whether each statement was suitable for inclusion in an instrument measuring adaptation. Reviewers were also asked to note whether an item should be positively or negatively weighted in the measurement of adaptation. Statements judged to be ambiguous or objectionable were rewritten or eliminated. If reviewers were in disagreement about the weight of a statement (positive or negative) or about its assignment to a scale, the statement was rewritten or eliminated. This review procedure resulted in a questionnaire of fifty-five statements. Ten statements were classified under each of the Interpersonal, Organizational, Responsibility, and Performance dimensions. Fifteen statements were assigned to the Affective dimension.

The questionnaire was then typed in its final form. The fifty-five statements were listed in random sequence on a four-page form. The first page consisted of instructions for filling out the questionnaire, using one of the following categories: strongly disagree, disagree, feel neutral about, agree, or strongly agree.

Pilot test of the questionnaire was conducted with a selected sample of workers comparable to the sample to be used in the actual study. In addition to completing the questionnaire, pilot test subjects were asked to provide information concerning time taken, difficulty of items, and general appropriateness of the questionnaire. The questionnaire was also given a final review for readability, format, and face validity. On the basis of information obtained from these two pilot tests, some items were again rewritten or eliminated. The final version used in the research study consisted of fifty items, one item having been eliminated from each of the five scales. (See this appendix, pages 40-43.)

Each individual filling out the questionnaire was given six scores: a total adaptation score and scores on each of the five dimensions (i.e., subscale scores.) For positively worded items, a "strongly agree" response was given a score of five, an a"agree" response was given a score of four, a "neutral" response was given a score of three, a "disagree" response was given a score of two, and a "strongly disagree" response was given a

score of one. For negatively worded items, the scoring was reversed.

Additional Instrumentation

Examination of the literature and consultation with researchers in the fields of career development and vocational psychology and education, generated a list of variables likely to be useful in characterizing differences in adaptation levels. This list included demographic variables, personality variables, cognitive style variables, and other work adjustment variables.

Demographic information was collected through a data sheet and included questions on sex, age, marital status, number of children, race, time on present job, reason for leaving last job, time between last and present job, type of employment on last and current jobs, grade level completed, number of full-time jobs since leaving school, and amount and type of previous training (See this appendix, pages 37-39.)

The personality variable selected for study was locus of control as measured by Rotter's I-E Scale (1966.) This instrument consists of twenty-nine paired statements, six of which are "filler" items and not scored. Individuals are instructed to select the statement in each pair which they believe more strongly. Each pair contains an item indicating a belief in an external locus of control. The score is the sum of the items selected which indicate a belief in an external locus of control (See this appendix, pages 44-48.)

Cognitive style was measured by an Excursion-Style inventory based upon the work of David Kolb. Individuals are presented twenty-eight bipolar adjectives and, on a four-point scale, are asked to indicate which adjective most closely describes them in learning situations. Their responses place them somewhere along each of two perpendicular axes: a "doing-watching" axis and a "feeling-thinking" axis. Each person is thus located in one of four quadrants and can be described as an enthusiastic, imaginative, practical, or logical learner (See this appendix, pages 51-53.)

Finally, it seemed necessary to include a work adjustment inventory to establish the validity of the adaptation questionnaire, as well as to investigate the link between this variable which measures work adjustment, and adaptation. For these reasons, job satisfaction as measured by the Minnesota Satisfaction Questionnaire (MSQ) was selected as a variable. The short form of the MSQ consists of twenty statements describing various aspects of an individual's job (e.g., "The chance to try out some of my own ideas.") For each statement, individual are

instructed to circle a number from one to five to indicate whether they are not satisfied, only slightly satisfied, satisfied, very satisfied, or extremely satisfied with that aspect of their jobs. The sum of the twenty responses was taken as a measure of job satisfaction. (See this appendix, pages 49-50.)

Thank you for taking part in this study. The questionna
filling out is made up of five parts. The answers from
who fill out the questionnaires will be combined in a ge
Nothing will ever be identified with you personally. Al
will be kept confidential. If you have any questions, p
person handing out the questionnaires for assistance.

PART I

1. Name _____

2. I am ☐ male ☐ female.

3. My age at my last birthday was _____.

4. I am ☐ single
   ☐ married
   ☐ divorced/separated
   ☐ widowed

5. Number of children _____.

6. OPTIONAL. IDENTIFICATION BY RACE IS VOLUNTARY.
I consider my racial heritage to be: (check one only)
☐ Black ☐ Chicano ☐ Puerto Rican ☐ Other Hispanic National Origin
☐ Asian-American National Origin ☐ American Indian, Eskimo or Aleut. ☐ Caucasian

7. I have worked at my current job for: (check one answer only)
☐ Less than one month ☐ one to three months
☐ Three to six months ☐ six to nine months

8. I left the full-time job I had before this one because: (check one answer only):
☐ I found a better job. ☐ I was laid off. ☐ I wanted a different job.
☐ I _____
Fill in reason
☐ This is my first full-time job.

How much time passed between leaving your last job (or school or training program) and beginning your current job? _____

During my last full-time job, I worked at: (check one answer only)

☐ A general job, _____
Name the job you did (laborer, clerk, helper)

☐ A specific job, _____
Name the job you did (auto mechanic, welder, typist)

☐ Other _____
Fill in

☐ I have not had a full-time job before.

On my current job, I work at: (check one answer only)

☐ A general job, _____
Name the job you do (laborer, clerk, helper)

☐ A specific job, _____
Name the job you do (auto mechanic, welder, typist)

☐ Other _____
Fill in

At what grade level did you leave school (check one answer only)?

☐ 8th grade ☐ 9th grade ☐ 10th grade ☐ 11th grade

☐ 12th grade, high school graduate. Go on to Question 13

If you left school before graduation, did you eventually graduate? (check one only)

☐ No ☐ Yes, I took a high school equivalency test (GED or other test)

☐ Yes, I went to night school

☐ Yes, _____
Fill in

13. Since leaving school, how many full-time jobs have you had? (DO NOT count your current job.) _____

14. Are you a graduate of a high school vocational training program?

☐ Yes ☐ No, Go on to Question 15

If yes, check below the subject you studied the most (check one answer only)

- ☐ Refrigeration/Heating and Air Conditioning
- ☐ Carpentry
- ☐ Bricklaying
- ☐ Welding
- ☐ Electronics
- ☐ Machine Skills
- ☐ Auto Body Repair or Mechanics
- ☐ General Industrial Arts
- ☐ Business/Office
- ☐ Cosmetology
- ☐ Interior Decorating
- ☐ General Business
- ☐ Other _____ Fill in
- ☐ Plumbing

What year did you graduate? _____

15. Are you a graduate of a vocational training program that was not a part of your high school studies (for example, a six month auto mechanics course, or a twelve month medical assistant training program)?

☐ Yes ☐ No

If yes, check below the subject you studied the most (check one answer only)

- ☐ Refrigeration/Heating and Air Conditioning
- ☐ Carpentry
- ☐ Bricklaying
- ☐ Welding
- ☐ Electronics
- ☐ Machine Skills
- ☐ Auto Body Repair or Mechanics
- ☐ General Industrial Arts
- ☐ Business/Office
- ☐ Cosmetology
- ☐ Interior Decorating
- ☐ Plumbing
- ☐ General Business
- ☐ Other _____ Fill in

What year did you graduate? _____

PART II

On the following pages are 50 statements about your job and the place where you work. To the right of each statement are spaces for you to give your reaction to each statement.

	SA	A	N	D	SD
If you strongly agree (SA) with the statement, mark the "SA" column like this:	X				
If you agree (A) with the statement, mark the "A" column like this:		X			
If you neither agree nor disagree with the statement, mark the "N" column like this:			X		
If you disagree (D) with the statement, mark the "D" column like this:				X	
If you strongly disagree (SD) with the statement, mark the "SD" column like this:					X

Please be sure to give a reaction to all of the statements, but do not spend too much time on any one statement. Make the first response that comes to your mind. Thank you for your cooperation.

	Strongly Agree				Strongly Disagree
	SA	A	N	D	SD
1. I look forward to going to work each day.	—	—	—	—	—
2. I get along with the people I work with	—	—	—	—	—
3. I know most of the rules and policies of this company	—	—	—	—	—
4. I am learning the skills I need to do my job.	—	—	—	—	—
5. I am enthusiastic about my work	—	—	—	—	—
6. I like being responsible for planning my work	—	—	—	—	—
7. I get along with my boss.	—	—	—	—	—
8. I know the procedures that will be used to evaluate my performance	—	—	—	—	—
9. Most of the people I work with are happier in their jobs than I am	—	—	—	—	—
10. I can use the tools and equipment that my job calls for	—	—	—	—	—
11. I look for ways to do my job better	—	—	—	—	—
12. I don't enjoy being with co-workers during a break or at lunch time.	—	—	—	—	—
13. I fit in well where I work.	—	—	—	—	—
14. I know what the fringe benefits are where I work.	—	—	—	—	—
15. I have a hard time understanding the directions I get on my job .	—	—	—	—	—
16. I know enough about working where I do to be able to suggest some changes.	—	—	—	—	—
17. I wouldn't recommend that anyone take a job where I work. . . .	—	—	—	—	—
18. I cooperate with the people I work with	—	—	—	—	—
19. I don't know how the management is organized where I work	—	—	—	—	—
20. I get my work done on time.	—	—	—	—	—

	Strongly Agree				Strongly Disagree
	SA	A	N	D	SD
21. I feel my work is worthwhile.	___	___	___	___	___
22. I'm not interested in the opportunities for advancement where I work.	___	___	___	___	___
23. I understand the wages and deductions on my paycheck.	___	___	___	___	___
24. My work is boring	___	___	___	___	___
25. I know when I'm doing my work well.	___	___	___	___	___
26. I would like to take more responsibility on my job.	___	___	___	___	___
27. I have trouble going to my boss with a problem.	___	___	___	___	___
28. My job is not really the kind of work I want to do.	___	___	___	___	___
29. I know all that I need to know about the company I work for . . .	___	___	___	___	___
30. I'm still not sure what needs to be done on my job.	___	___	___	___	___
31. If a co-worker needs my support, I'll try to help out	___	___	___	___	___
32. There are many parts of my job that I do not like	___	___	___	___	___
33. I would like to get to know my boss better.	___	___	___	___	___
34. I don't keep myself informed about company policies	___	___	___	___	___
35. I can explain the work I do to others who are not familiar with it	___	___	___	___	___
36. I get a feeling of accomplishment from doing my job	___	___	___	___	___
37. I'll ask questions if there is something I'm not sure about . . .	___	___	___	___	___
38. I don't know how to get a promotion or raise where I work	___	___	___	___	___
39. I am interested in the work I do.	___	___	___	___	___
40. As I work, I think ahead to what needs to be done next.	___	___	___	___	___

	Strongly Agree				Strongly Disagree
	SA	A	N	D	SD
41. I'd take advantage of on-the-job training to learn to do my job better.	—	—	—	—	—
42. It hasn't been easy to make friends with the people I work with .	—	—	—	—	—
43. I feel I will be recognized for the work that I do.	—	—	—	—	—
44. I keep up with the things I need to know to do my job	—	—	—	—	—
45. I take responsibility for getting the job done.	—	—	—	—	—
46. What happens to the company I work for is important to me	—	—	—	—	—
47. I enjoy being with co-workers after working hours	—	—	—	—	—
48. I know the safety and health rules for my job	—	—	—	—	—
49. I suggest different ways of doing things where I work	—	—	—	—	—
50. I trust the people I work for	—	—	—	—	—

PART III

This part of the questionnaire is to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Your answers to the items on this inventory are to be recorded by circling the letter (a or b) which is next to the statement you more strongly believe to be true.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also, try to respond to each item independently when making your choice; do not be influenced by your previous choices.

REMEMBER

Select the alternative which you personally believe to be more true.

I more strongly believe that:

1. a. Children get into trouble because their parents punish them too much.	OR	b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.	OR	b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.	OR	b. There will always be war no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.	OR	b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.	OR	b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.	OR	b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try, some people just don't like you.	OR	b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.	OR	b. It is one's experiences in life which determine what they're like.
9. a. I have often found that what is going to happen will happen.	OR	b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

I more strongly believe that:

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.	OR	b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.	OR	b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.	OR	b. This world is run by the few in power and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.	OR	b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyway.
14. a. There are certain people who are just no good.	OR	b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.	OR	b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.	OR	b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.	OR	b. By taking an active part in political and social affairs the people can control world events.

more strongly believe that:

8.	a. Most people don't realize the extent to which their lives are controlled by accidental happenings.	OR	b. There really is no such thing as "luck".
9.	a. One should always be willing to admit his mistakes.	OR	b. It is usually best to cover up one's mistakes.
0.	a. It is hard to know whether or not a person really likes you.	OR	b. How many friends you have depends upon how nice a person you are.
1.	a. In the long run the bad things that happen to us are balanced by the good ones.	OR	b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
2.	a. With enough effort, we can wipe out political corruption.	OR	b. It is difficult for people to have much control over the things politicians do in office.
3.	a. Sometimes I can't understand how teachers arrive at the grades they give.	OR	b. There is a direct connection between how hard I study and the grades I get.
.	a. A good leader expects people to decide for themselves what they should do.	OR	b. A good leader makes it clear to everybody what their jobs are.
.	a. Many times I feel that I have little influence over the things that happen to me.	OR	b. It is impossible for me to believe that chance or luck plays an important role in my life.
.	a. People are lonely because they don't try to be friendly.	OR	b. There's not much use in trying too hard to please people. If they like you, they like you.

I more strongly believe that:

27. a. There is too much emphasis on athletics in high school.

OR b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

OR b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.

OR b. In the long run the people are responsible for bad government on a national as well as on a local level.

PART IV

The purpose of this part of the questionnaire is to tell how you feel about your present job.

Please read each statement carefully and decide how you feel about the aspect of your job described by the statement.

Ask yourself: How *satisfied* am I with this aspect of my job?

1 means I am *not satisfied* (this aspect of my job is much poorer than I would like it to be).

2 means I am *only slightly satisfied* (this aspect of my job is not quite what I would like it to be).

3 means I am *satisfied* (this aspect of my job is what I would like it to be).

4 means I am *very satisfied* (this aspect of my job is even better than I expected it to be).

5 means I am *extremely satisfied* (this aspect of my job is much better than I hoped it could be).

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On my present job, this is how I feel about . . .	For each statement circle a number.				
1. The chance to be of service to others	1	2	3	4	5
2. The chance to try out some of my own ideas	1	2	3	4	5
3. Being able to do the job without feeling it is morally wrong	1	2	3	4	5
4. The chance to work by myself	1	2	3	4	5
5. The variety in my work	1	2	3	4	5
6. The chance to tell others what to do	1	2	3	4	5
7. The chance to make use of my abilities and skills	1	2	3	4	5
8. The social position in the community that goes with job . . .	1	2	3	4	5
9. The way the company treats its employees	1	2	3	4	5
10. The personal relationship between my boss and his/her employees	1	2	3	4	5

sk yourself: How *satisfied* am I with this aspect of my job?

1 means I am *not satisfied* (this aspect of my job is much poorer than I would like it to be).

2 means I am *only slightly satisfied* (this aspect of my job is not quite what I would like it to be).

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4 means I am *very satisfied* (this aspect of my job is even better than I expected it to be).

5 means I am *extremely satisfied* (this aspect of my job is much better than I hoped it could be).

---

n my present job, this is how I feel about . . .	For each statement circle a number.				
11. My job security	1	2	3	4	5
12. The amount of pay for the work I do	1	2	3	4	5
13. The physical working conditions of the job.	1	2	3	4	5
14. The opportunities for advancement on this job	1	2	3	4	5
15. The competence of my supervisor in making decisions	1	2	3	4	5
16. The way my coworkers are easy to make friends with	1	2	3	4	5
17. The chance to make decisions on my own	1	2	3	4	5
18. The way I am noticed when I do a good job	1	2	3	4	5
19. The feeling of accomplishment I get from the job	1	2	3	4	5
20. Being able to stay busy	1	2	3	4	5

PART V

On the following pages are pairs of words that describe different ways that people
o about learning. As you complete this form, think of yourself in a work situation.
ou are attempting to learn something new. How will you go about doing this?

	A	B	C	D
If you are very much like the word(s) on the left, mark the "A" column like this:	X			
If you are more like the word(s) on the left than those on the right, mark the "B" column like this:		X		
If you are more like the word(s) on the right than those on the left, mark the "C" column like this:			X	
If you are very much like the word(s) on the right, mark the "D" column like this:				X

Please be sure to give a reaction to all pairs of words, but do not spend too much
ime on any one pair. Make the first response that comes to your mind.

enerally, I learn best by . . .

	A	B	C	D	
Talking	___	___	___	___	Listening
Acting	___	___	___	___	Reacting
Taking small steps	___	___	___	___	Observing overall pictu
Being quick	___	___	___	___	Being deliberate
Experimenting	___	___	___	___	Digesting
Carrying out ideas	___	___	___	___	Thinking up ideas
Changing	___	___	___	___	Remaining constant
Being animated	___	___	___	___	Being reserved
Doing	___	___	___	___	Watching
Being goal-oriented	___	___	___	___	Being process-oriented
Practical	___	___	___	___	Ideal
Changing as I go	___	___	___	___	Mapping out in advance
Finding solutions	___	___	___	___	Identifying problems
Formulating answers	___	___	___	___	Formulating questions

learning situations, I am . . .

	A	B	C	D	
Intuitive	—	—	—	—	Logical
Personally involved	—	—	—	—	Impersonally objective
Emotional	—	—	—	—	Intellectual
Supportive	—	—	—	—	Critical
Eager to discuss with others	—	—	—	—	Prone to analyze by myself
Interested in new experiences	—	—	—	—	Interested in ideas, models
A believer in opinion	—	—	—	—	A believer in theory
Accepting	—	—	—	—	Questioning
Feeling	—	—	—	—	Thinking
A quick risk taker	—	—	—	—	A slow risk taker
Prone to trial and error	—	—	—	—	Prone to planning and organizing
People-oriented	—	—	—	—	Task-oriented
Ready to jump in	—	—	—	—	Wanting facts first
Dependent	—	—	—	—	Independent

We would like to interview some of the people who have filled out our questionnaire. The interview will take approximately one to two hours and you would be paid $20 for your time. If you would like to participate, please give your name, address and phone number below:

Name: _____

Address: _____

_____

Phone: _____

What is the best time to contact you for an interview?

_____

If you are selected to be interviewed, you will be contacted shortly.

Th[illegible]ou.

APPENDIX B

DEVELOPMENT OF THE INTERVIEW PROTOCOL

Interview Guide

The interview guide was designed to be a complete booklet for each interview. It included four sections: (1) directions and instructions for the interviewer, (2) questions to be asked of the interviewee, (3) an outline for writing a descriptive case report, and (4) interview analysis procedures.

Section one, Interview Guide Directions, provided information about the research project, the reasons for using the interview technique, and the responsibilities of the interviewer. Space was provided to enter an interviewee's identification number, the interviewer's identification number, and the place and date of the interview.

The second section, The Interview Guide, contained the questions to be asked of the interviewee. Questions were organized according to the five dimensions of work being studied. The guide was structured as a way to frame the interview from opening to closing. It began with introductions and continued with purpose of the interview, the interview questions, and closing the interview. The interview questions were open-ended and exploratory in nature, and were sequenced to proceed from the least threatening questions to those considered most threatening. The "degree of threat" determinations were made by project staff. The interview questions were organized in the following order:

1. Warm-up, e.g., "If I were to walk into the place where you work, what would I see? (These questions were used to help the interviewee "warm-up" to the process of being interviewed.)

2. Interpersonal, e.g., "How important is it to you to get help from your coworkers?"

3. Organization, e.g. "What influence has the company or its staff had on you as you adjust to your job?"

4. Affect, e.g., "What feelings that you have interfere with your work?"

5. Responsibility, e.g., "How do you get ahead in this company?"

6. Performance, e.g., "In what ways did your training prepare you for the things you have to do on your current job?"

7. Closing Questions, e.g., "What was the most important thing you did on this job that helped you adjust successfully?"

An important feature of the interview procedure was the interviewer's option to not follow the recommended order of categories or questions. For example, it became apparent during the pilot test that the work experience of interviewees might conform nicely to the total sequence of questions in section two of the interview guide while the work experience of others might conform to the questions of only one dimension. Interviewers were encouraged to focus their questions on dimensions that best suited the work experiences of the interviewees. Interviewers also had the option of asking follow-up questions to clarify or complete an interviewee's response. That is, each question in the interview guide was a "core" question and usually required the use of follow-up questions such as, "What do you mean by...," "What changes have taken place?", or "How often?" These procedures provided flexibility in gathering information about individual experiences in the adaptation process.

The third section, A Descriptive Case Report Outline, was a reporting guide for the interviewer. It listed four topics to be discussed: (1) setting of the interview, (2) description of the interviewee, (3) description of the interview, and (4) close of the interview.

The final section consisted of two parts. The first part contained Interview Analysis Forms for interviewers to categorize the comments/self-perceptions provided by each interviewee. The second part, a Summary Interpretation section, was used to report the interviewer's analysis and judgments of the interviewee's adaptation to work.

Sections three and four of the interview booklet were to be completed by the interviewers immediately following the interview while the information was still fresh in their minds. Project staff believed that requiring the interviewer to complete the descriptive report prior to completing the interview analysis would allow the interviewer to portray the interviewee's adaptation to work in the least biased fashion. By this method, the interviewer would be required to rethink the interview prior to interpreting the results.

Three drafts of the interview guide were constructed prior to the pilot test. These drafts were reviewed by National Center staff with experience in the construction of sociological interview protocols. Each draft was revised according to reviewers' recommended changes in:

a. item construction, e.g., changing complex words like "performing" to simpler words like "doing," and providing clarity, such as changing "to fit into this job" to "to do well in this job";

b. layout, i.e., which questions related to which dimensions should be asked first?--should Performance precede Affect?, and spacing;
c. content, i.e., do the questions correspond to and meet the intentions of each dimension?, what other questions need to be asked?

The pilot test version of the interview guide was structurally very similar to the final version.

Selection and Training of Interviewers

The selection and training of interviewers was critical to the success of the interview procedure. It was important that interviewers build rapport with the interviewees and be skilled in conducting an interview that focused on the personal orientation (cognitive criteria) of the interviewees while processing that information within the conceptual framework of the interview procedure. Project staff invited doctoral students and professionals with experience and training in psychology, education, sociology, and minority studies to apply for four interviewer positions. Nine individuals applied and were interviewed by project staff. The individuals selected had backgrounds in counseling psychology and in education. Two of these were women and two were men.

The interviewers were selected because of their extensive experience and training in conducting face-to-face interviews. Because of their extensive experience and qualifications, no additional training in interviewing techniques was deemed necessary. However, a half-day orientation session was conducted to provide interviewers with an overview of the project and their specific tasks. The interview booklet was also reviewed, and a pilot test interview and analysis session was conducted.

Pilot Test

The pilot test of the interview procedure and guide was conducted by two project staff members with extensive training and experience in face-to-face interviews. Each had been trained in counseling psychology and had worked as a therapist. Two interviewees between the ages of seventeen and thirty, who had worked less than nine months at their jobs, were selected from the secretarial pool at the National Center. These interviewees were not known by the interviewers.

The opportunity for each interviewer to practice interviewing under observation, and to share their views on the purpose and conduct of the interviews, aided in standardizing the interview procedures. Following the interviews, the interviewees offered suggestions for modifying questions, and each interviewer recommended changes. These suggestions were incorporated into the final form of the Interview Guide.

The pilot test confirmed that the interviews could be completed within an hour and that the write-ups would require an additional three or four hours. Also confirmed was the expectation that the interviews might highlight different aspects of adaptation to work. One pilot interview required that each dimension be covered equally; the other focused almost entirely on the Performance dimension.

The Interview Guide itself is reproduced on the pages that follow.

ADAPTATION TO WORK: AN EXPLORATORY STUDY

Interview Guide

by

James A. Pearsol

Transferable Skills and Occupational Adaptability
Research Program
June, 1980

A project funded by The National Institute of Education

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ADAPTATION TO WORK: AN EXPLORATORY STUDY

INTERVIEW GUIDE

Directions

The purpose of the interview procedure is to collect information from workers about their experiences in adapting to new jobs. For the purposes of this exploratory study, workers may be considered "new" if they have been working at their jobs for less than nine months. The population for this study has been defined as:

- o between eighteen and thirty years of age;
- o having less than a college degree;
- o having worked on a specific job, full-time, for less than nine months.

We are asking workers questions about the ways they adjust to their jobs. In particular we want to get workers' perspectives of five dimensions of work that may affect, favorably or unfavorably, the process of adaptation for a worker. These five dimensions are as follows:

- o PERFORMANCE - individual job performance requirements
- o AFFECT - worker affect (feelings)
- o ORGANIZATIONAL - organizational features (policies, procedures, rules)
- o RESPONSIBILITY - worker initiative (responsibility, interest in advancement)
- o INTERPERSONAL - worker relationships with coworkers

The interview procedure is designed to permit the interviewer to explore with the interviewee the five dimensions above. The interview questions are written to permit problems/successes among the five dimensions to surface. However, since we do not know how the process of adaptation occurs, we are at a disadvantage in asking questions. We cannot ask the "right" questions in expectation of receiving the "right" answers. Because of the unknown (or at most, ill-defined) means by which people adapt to jobs, we must rely heavily on the interviewer to explore deeply and fully the nature of adaptation (or the lack of it) as perceived and experienced by the interviewee. Therefore, the questions in the interview guide (part A) may serve as starting points in an exploration for information. The interviewer must ask several follow-up questions, such as those below, to insure that each question is answered fully:

- What are things that do/don't work?
- When?
- What do you mean by . . .?
- What are some examples?
- What differences are there?
- What changes have taken place?
- What is most important about that?
- Where?
- How often?
- What past experiences help/hinder . . .?

It is important to note that the interviewees may lack some of the analytical and verbal skills required to report their experiences. The interviewer's charge is to create a facilitative relationship that permits the interviewee to speak as much and as freely as possible without domination by the interviewer.

With the above information in mind, please review repeatedly the questions in the interview guide so that you become very familiar with each question and its intent. Remember that each question must be followed by one or more follow-up questions).

Part B contains an outline for writing descriptive case reports for each interviewee. Please review and use this outline to write a three-to-five-page descriptive report after each interview.

Part C contains interview analysis forms which you will use to report and analyze the interviewee's perceptions of the adaptation process.

- -

PLEASE PRINT

Interviewer name	ID letter
Interviewee name	ID letter and number
Place of interview:	Date of interview:
	month / day / year
	hour of day

PART A

INTERVIEW GUIDE

I. Introductions

II. Purpose of Interview

The purpose of this interview is to gather information that will describe how people learn to adjust to their jobs, especially new or unfamiliar jobs. As someone who has recently begun a new job, you are in a unique position to describe how you've begun to adjust to your job. That's what the interview is about: your experiences in starting your job and your thoughts about starting your job. The answers from all the people we interview, and we're interviewing about forty people, will be combined into a general report. Nothing you say will ever be identified with you personally. We will combine all forty interviews and pick out common information. We are part of an Ohio State University research project that is trying to collect information that will help people get and keep jobs.

As we go through the interview, if you have any questions about why I'm asking some particular things, please feel free to ask. This is a pretty informal and relaxed process. If there's anything you don't want to answer, just say so. The purpose of the interview is to get your insights about what people do to get through the "adjustment period" on a new job. Any questions about that before we begin?

III. Interview

WARM UP

*If I were to walk into the place where you work, what would I see?

*How big is it?

*How many people work there?

*What kinds of people work there?

*What are the different jobs they might do?

*How noisy or quiet is it?

*What kind of place do you think it is as a place to work?

NOTES:

ORGANIZATION

*What does a person have to know about this company to adjust to the job?

*What influence has the company or its staff had on you as you adjust to your job?

*What's the most important thing you must know about/do for the company to adjust to this job? How did you find out about it? How did you learn to do this? How well do you do it?

*How do the work procedures (the rules, policies, do's and don'ts) affect you as you adjust to your job?

*What kinds of things, unofficial but important, must you learn to adjust to your job?

NOTES:

PERFORMANCE

Sometimes people rely on their past experiences to help them them fit into jobs. Let's talk a little bit about the kinds of experiences you've had that helped you adjust to your current job.

*How were the jobs you held in the past different from this job?

*How were they similar?

*How have your previous job experiences influenced your adjustment to your current job? Is there anything in particular? What seems familiar in all of these job experiences?

*In what ways did your training prepare you for the things you have to do on your current job? In what ways did your training not prepare you for your current job?

*What about your previous training has influenced your adjustment to your current job? What in particular?

*What other experiences from your past have influenced your adjustment to your current job?

NOTES:

PERFORMANCE (cont'd)

*What kinds of things do you do to perform your job?

*What kinds of things have been least difficult for you to learn on this job?

*What kinds of things have been most difficult for you to learn on this job?
- when? where? who?

*What has been the single thing about doing your job that is the hardest?

*What makes it the hardest to do?

*What have you been doing to make (this thing) easier to do? What other workers find this hard to do? How do other workers make it easier to do?

*What other things did you have to learn to do this job successfully?

NOTES:

INTERPERSONAL

*How did your coworkers influence your adjustment to this job?

*How important is it to you to get help from your coworkers?

*How do you get along with other workers?

*How do out-of-work friendships with other workers at your company affect your efforts to adjust to your job?

NOTES:

RESPONSIBILITY

*What do you think is important to know to get ahead in this company?

*How do you get ahead in this company?

*What do you do to get ahead?

*What kind of attitude do you think it takes to fit into this job as opposed to other jobs?

*How often do you use that attitude to help you adjust to your job?

*What kind of person finds it <u>easy</u> to adjust to this job?

*What kind of person finds it <u>difficult</u> to adjust to this job?

NOTES:

FFECT

*What did you expect of this job? What positive expectations? What negative expectations?

*Has this job met your expectations?

*As you have been learning your job, what kinds of feelings have you had?

*How have these feelings affected you? Do they help you work better? Do they interfere with your work?

*What feelings that you have help you adjust to your job better?

*What feelings that you have interfere with your work?

NOTES:

CLOSING QUESTIONS

*What did you have to learn to be successful at this job?

*What was the most important thing you did on this job that helped you adjust successfully?

*How did you know when you had adjusted?

*How long did it take?

*What kinds of things keep you from adjusting to this job?

*What are other things you tried to help you adjust to this job?

*What was the most important thing (other than anything you did) that helped you adjust successfully?

NOTES:

IV. End of the Interview

Those are all the questions that I have. I appreciate your cooperation in this effort. Do you have any questions? I have some paperwork for you to complete so that you can get paid. Thank you again for the information you've provided during this interview.

PART B

DESCRIPTIVE CASE REPORT OUTLINE

(Three-to-five typed pages, double-spaced)

I. The Setting of Interviews
(where, when, description)

II. Description of Interviewee
(physical, personality, demeanor, occupation, family background)

III. Description of Interview
(description of interviewee's responses, focus of interview, interviewee's perspectives on the process of adaptation, flow of the interview, interviewee's workplace)

IV. Close of the Interview
(how long was interview, description of closure)

PART C

INTERVIEW ANALYSIS FORMS

Directions

The following pages contain an interview analysis chart, with a comments section, and a summary interpretation sheet. The interview analysis chart lists questions for which you are to check "yes" or "no" for each of the five dimensions of work used in this study. If a specific dimension does not apply to a particular question, mark "NA" in the space for "not applicable." For each question on the chart, you are to provide comments on the comments sheet to clarify your answer choices. Make sure your comments include all the information relevant to the question and the five dimensions of work.

Once you've completed the interview analysis chart, complete (on one typed page) the summary interpretation sheet. This one-page interpretive summary should highlight your perceptions of the interviewee's adaptation to the new job.

The interview analysis chart will provide analysis information that can be tabulated, and the summary sheet will provide a qualitative analysis of the interview.

INTERVIEW ANALYSIS CHART

	ORGANIZATIONAL		PERFORMANCE		INTERPERSONAL		RESPONSIBILITY		AFFECT	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. During the interview, was a need(s) to adapt identified by the interviewee?										
2. Was a need(s) to adapt not identified by the interviewee, but suspected by the interviewer?										
3. Was a particular strategy(s) employed by the interviewee to meet an adaptation need?										
4. Did the interviewee have specific expectations of this job?										
5. Were these expectations realized?										

INTERVIEW ANALYSIS CHART

	ORGANIZATIONAL		PERFORMANCE		INTERPERSONAL		RESPONSIBILITY		AFFECT	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
6. Did the interviewee's expectations for the job contribute to his/her successful adaptation to work?										
7. Did the interviewee cite <u>previous work experience</u> as helpful?										
8. Did the interviewee cite <u>previous training</u> as helpful?										
9. Did the interviewee cite <u>previous experience</u> (not specifically work or training) as helpful?										
10. Did the interviewee cite particular <u>barriers</u> to										

INTERVIEW ANALYSIS CHART

Comments

1.

2.

3.

4.

INTERVIEW ANALYSIS CHART

Comments

6.

7.

8.

9.

.0.

INTERVIEW ANALYSIS

Summary Interpretation

Directions: Please provide, on one typed page, your perceptions of the interviewee's status regarding adjustment to his/her new job. Please highlight the critical resources he/she possesses to adjust to or optimize the five dimensions of work that framed this study. Be sure to consider: his/her personality characteristics; work/training/personal histories; job requirements and environment, etc. Try to report the key factors related to his/her success or failure in adapting to work. This interpretation should be based on your perceptions and opinions.