Bibliography for the Minnesota Satisfactoriness Scales

MSS

1967-1989

Vocational Psychology Research
N620 Elliott Hall
University of Minnesota
Minneapolis, Minnesota 55455-0344
Phone: (612) 625-1367
Copies of the Work Adjustment Project research reports and Minnesota Studies in Vocational Rehabilitation monographs may be obtained from Vocational Psychology Research.
MSS REFERENCES


N=86. Also used Minnesota Importance Questionnaire (MIQ), Minnesota Job Description Questionnaire (MJDQ), Minnesota Satisfaction Questionnaire (MSQ, Long form 1967), BPII. Analysis: correlational; D square; job reinforcer differences.


N=200 employed vocational rehabilitation clients. Also used: Minnesota Satisfaction Questionnaire (MSQ, Short form 1966); Holland Vocational Preference Inventory (VPI). Analysis: Spearman rank correlation coefficients used as measures of the strength of relationships between each of the 3 personality dimensions and the work adjustment measures (MSQ and MSS).


N=91 practical nurses. Found the National Test Pool Examination best predictor of Job Performance, Conformance, and General Satisfactoriness; age best predictor of Dependability; and educational level negatively related to Dependability and Personal Adjustment.


N=146 secondary teachers. Job satisfactoriness was predicted by job satisfaction, certification status, time of decision to teach, marital status, and GPA, in a regression model cross-validated on an additional 146 secondary teachers.


N=38 former rehabilitation clients. Used a semi-structured interview for the former clients and the MSS for their supervisors. Employers rated employees with disabilities as comparable to other workers, except for rating then as potentially less promotable. Employees rated support from family and friends as most important in searching for work.

N=289. Also used Leadership Behavior Description Questionnaire. Analysis: t tests and F tests to compare scores on LBDQ and Minnesota Satisfaction Questionnaire (MSQ, Long form 1967) with demographic information. Intercorrelation matrices made for subscales of both instruments.


N=352 assemblers (167 Male, 183 Female). Used also: Minnesota Satisfaction Questionnaire (MSQ, Short Form 1967), Employee Attitude Survey, Form A. Multiple correlation coefficients between satisfactoriness, abilities and satisfaction.


N=81. Analysis: means, correlations, ANOVA. Also Used; Biographical Information Form; First Year Experiences Questionnaire; Minnesota Satisfaction Questionnaire (MSQ, Long form 1977).


Most recent and complete statement of the Theory of Work Adjustment, its research instruments, and its application to the understanding of vocational and non-vocational behavior.


Also used Minnesota Satisfaction Questionnaire (MSQ), Minnesota Satisfactoriness Scales (MSS), GATB, grades. Data collected 1966-68 by vocational-technical schools. Six-year University of Minnesota Project MINI-SCORE investigated various measures of vocational student success to determine their usefulness to counselors. Also used GATB, 16PF, Minnesota Importance Questionnaire (MIQ) (30-scale version), Vocational Development Inventory, MSAT. Analysis: correlations between GPA and tests used; zero-order and multiple correlation coefficients.

N=300 office education students, N=31 office teacher/coordinators. Also used Interpersonal Process Scale and demographic data; correlations and ANOVA. Found: 1) Teacher's congruence negatively related to student personal adjustment, 2) Teacher's interpersonal relations skills negatively related to satisfactoriness of student, and 3) Teacher work experience related to student satisfactoriness.


N=293. Also used Minnesota Satisfaction Questionnaire (MSQ). Data collected 1973-4 (graduating class). Analysis: ANOVA to test differences in job satisfaction and job satisfactoriness scores and the individual variables (age, sex, veteran status, GPA, student employment).


N=53 blind and partially sighted adults. Also used WAIS, MMPI, Minnesota Satisfaction Questionnaire (MSQ). Dependent variables were scale percentile scores on MSQ and factor percentile scores on MSS. Long form (1967).


N=79 vo-tech grads; N=50 high school grads, plus employers. Also used Minnesota Satisfaction Questionnaire (MSQ). Analysis: ANOVA and t test of means; regression analysis and multiple correlation coefficients.


Two groups: high school seniors trained 7.5 to 10 hours per week for 10 months vs. high school graduates trained 35 hours per week for 8 weeks. Also used Minnesota Satisfaction Questionnaire (MSQ). 1) No significant differences in performance on MSS. 2) Shorter training group reported more satisfaction with advancement, compensation, and supervision-human resources on MSQ. 3) No relationship between job satisfaction and job satisfactoriness.


N=240 employed full time graduates of vocational education programs. Also used: Meaning and Value of Work Scale (MVWS); Minnesota Satisfaction Questionnaire (MSQ, Long form 1967). Analysis: MANOVA/ANOVA.


N=171 manager-subordinate pairs. Also used biographical and attitudinal data. Managers and subordinates rated each other most highly when they perceived themselves to be similar.


N=196. Also used: Leader Behavior Description Questionnaire; Minnesota Satisfaction Questionnaire (MSQ, Short Form 1977). Analysis: correlational.


N=197 engineers, N=31 supervisors of the engineers. Also used Minnesota Job Description Questionnaire (MJDQ), Minnesota Importance Questionnaire (MIQ). Found the three instruments useful in identifying job-individual mismatches, identifying jobs undesirable in terms of requirements and rewards, evaluating the effectiveness of organizational and personnel changes.


N=139 electronics technician-supervisor pairs administered a biographic questionnaire (technicians) and the MSS (supervisors). Correlational study found 1) Performance, dependability, and general satisfactoriness were related to technician's graduation from high school (.05 level), 2) conformance was related to number of college degrees the technician obtained (.05 level), 3) performance, dependability, personal adjustment, and general satisfactoriness related to the number of college degrees the technician obtained (.01 level).

N=80 female phone operators. Also used Job Descriptive Index, Minnesota Satisfaction Questionnaire (MSQ, Short form 1967). Analysis: two types of correlational procedures: 1) cross lagged, 2) dynamic.


N=194 university students holding jobs in various organizations, N=194 immediate managers. Also used Minnesota Satisfaction Questionnaire (MSQ), Job Description Index. Found the more aware of subordinate’s work-related attitude, the more positive the manager’s evaluation of the subordinate; the more congruency between the subordinate’s and the manager’s description of the manager’s attitude, the more satisfied the subordinate with the manager.


N=286 Manager-subordinate dyads. Used MSS for rating subordinates, Behavior Observation Scales for rating managers, in all four sex combinations. Found females produced significantly more variability when rating males (managers or subordinates) than when rating females. Males did not produce significantly more variability when rating either sex.


N=193 School psychologists. Used Chi squared and Tau Beta correlations. Found effectiveness positively related to these psychologist attributes: holding a Certificate of Registration, positive attitude, higher quality of internship supervision and administration, stable employment patterns, children, male, employed part-time, holding supervisory responsibilities, internship at a small unit. Found effectiveness negatively related to age, years of teaching and/or professional experience.

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