

**Bibliography  
for the  
Minnesota Satisfactoriness Scales**

**MSS**

1967-1989

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Copies of the Work Adjustment Project research reports and *Minnesota Studies in Vocational Rehabilitation* monographs may be obtained from Vocational Psychology Research.

## MSS REFERENCES

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- Awad, Elias M. (1975). *An empirical study of the theory of work adjustment in a large data-processing environment*. Unpublished doctoral dissertation, University of Kentucky.  
**N=86.** Also used Minnesota Importance Questionnaire (MIQ), Minnesota Job Description Questionnaire (MJDQ), Minnesota Satisfaction Questionnaire (MSQ, Long form 1967), BP11. Analysis: correlational; D square; job reinforcer differences.
- Bates, G. L. (1969). *The relationship of personality and work adjustment of vocational rehabilitants: A test of Holland's theory*. Unpublished doctoral dissertation, University of Oklahoma.
- Bates, G. L., Parker, H. J., & McCoy, J. F. (1970). Vocational rehabilitants' personality and work adjustment: A test of Holland's theory of vocational choice. *Psychological Report*, 26, 511-516.  
**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).
- Bledsoe, J.C. (1981). Factors related to academic and job performance of graduates of practical nursing programs. *Psychological Reports*, 49, 367-371.  
**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.
- Bledsoe, J.C., & Hayward, G.D. (1981). Prediction of job satisfactoriness and job satisfaction of secondary school teachers. *Psychological Reports*, 49, 455-458.  
**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.
- Bolton, B. & Roessler, R. (1985). After the interview: How employers rate handicapped employees. *Personnel*.
- Bolton, B. & Roessler, R. (1984). *Vocational rehabilitation of individuals with employability skill deficits: Problems and recommendations*. University of Arkansas, Arkansas Rehabilitation Services.  
**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 them as potentially less promotable. Employees rated support from family and friends as most important in searching for work.

- Burns, Ellen L. (1975). *Adaptiveness and satisfaction in educational administration*. Unpublished doctoral dissertation, University of Iowa.
- 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.
- Carlson, R. E., Dawis, R. V., & Weiss, D. J. (1969). The effect of satisfaction on the relationship between abilities and satisfactoriness. *Occupational Psychology*, 43, 39-46.
- N=352 assemblers (167 Male, 183 Female). Used also: Minnesota Satisfaction Questionnaire (MSQ, Short Form 1967), Employee Aptitude Survey, Form A. Multiple correlation coefficients between satisfactoriness, abilities and satisfaction.
- Davis, J. (1984) *The early work adjustment of women engineers*. Unpublished doctoral dissertation, University of Minnesota.
- N=81. Analysis: means, correlations, ANOVA. Also Used; Biographical Information Form; First Year Experiences Questionnaire; Minnesota Satisfaction Questionnaire (MSQ, Long form 1977).
- Dawis, R.V., & Lofquist, L.H. (1984). *A Psychological Theory of Work Adjustment*. Minneapolis, MN: University of Minnesota Press.
- 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.
- Dawis, R. V., Weiss, D. J., Lofquist, L. H., & Betz, E. (1967). Satisfaction as a moderator in the prediction of satisfactoriness. *Proceedings of the 75th annual convention of the American Psychological Association*, 2, 269-270.
- DeLorey, R.M.W. (1972). Job satisfactoriness and characteristics of Minneapolis business graduates (Doctoral dissertation, University of Minnesota, 1972). *Dissertation Abstracts International*, 33, 339A, 1972.
- N=194 business grads of area vo-tech school; 172 completed the Minnesota Satisfaction Questionnaire (MSQ, Short form); 174 supervisors completed Minnesota Satisfactoriness Scales (MSS). Total N=158 matched pairs. Data collection 1968-69. Analysis: correlation coefficients between MSQ-MSS. Lists population characteristics (MSAT, GPA, rank).
- Dessler, G. (1985, September 8). Handicapped face hard job market. *Kingsport Times-News*, Arkansas, p. 9F.
- Faurot, L.M. (1973). An investigation of the validity of vocational student grades as a criterion of vocational student success and the predictability of vocational student grades using standardized test instruments (Doctoral dissertation, University of Minnesota, 1973). *Dissertation Abstracts International*, 34, 676A.
- 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.

- Flatley, E.M. (1979). *The interpersonal skills of office education teacher/coordinators and the satisfactoriness on the job of their students*. Unpublished doctoral dissertation, University of Iowa.
- 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.
- Gass, M.B. (1975). A job satisfactoriness and job satisfaction study of college of business graduates (Doctoral dissertation, Kansas State University, 1975). *Dissertation Abstracts International*, 37, 829A.
- 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).
- Gilleland, R.L. (1974). The relationship between the WAIS and MMPI subscale scores and work adjustment outcomes in adult blind and partially sighted persons (Doctoral dissertation, Ohio State University, 1974). *Dissertation Abstracts International*, 35, 5684B.
- 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).
- Gilsrud, R.D. (1972). Job satisfaction of formerly disadvantaged students as a measure of accountability for vocational office education program (Doctoral dissertation, University of North Dakota, 1972). *Dissertation Abstracts International*, 33, 6803A.
- 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.
- Goodhue, D. (1986). *I/S attitudes: toward theoretical and definitional clarity*. Unpublished manuscript, Massachusetts Institute of Technology, Sloan School of Management, Cambridge.
- Harrison, D.K., Garnett, J.M., & Watson, A.L. (1981). Client assessment measures in rehabilitation. In *Michigan Studies in Rehabilitation*, Utilization Series: 5, University of Michigan.
- Hester, G.L. (1981). *A comparative analysis of job satisfaction and job satisfactoriness for two groups of clerical employees*. Unpublished doctoral dissertation.
- 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.
- Hollender, John W. (1974). Prediction of work adjustment for adolescent male educable retardates. *Journal of Counseling Psychology*, 21, 164-165.
- Kazanas, H.C. (1978). Relationship of job satisfaction and productivity to work values of vocational education graduates. *Journal of Vocational Behavior*, 12, 155-64.
- 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.

- McClean, G.N. (1977). Effectiveness of model office, cooperative office education, and office procedures courses based on employee satisfaction and satisfactoriness eighteen months after graduation. *Delta Pi Epsilon Journal*, 19, 21-28.
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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.
- Quirk, K.H. (1975). The work adjustment of a group of mentally retarded persons from Coles County, Illinois (Doctoral dissertation, George Peabody College for Teachers, 1975). *Dissertation Abstracts International*, 36, 5201A.  
N=23 male, N=21 female clients before 1-1-73. Used Gray-Weiss revision of Minnesota Satisfaction Questionnaire (MSQ) during personal interview and MSS by employer. Analysis: stepwise multiple regression analysis.
- Rashidzadeh, M.A. (1985). *Leadership behavior and its relationship to work adjustment for business and office teachers and bank clerical employees*. Unpublished doctoral dissertation, University of Northern Colorado.  
N=196. Also used: Leader Behavior Description Questionnaire; Minnesota Satisfaction Questionnaire (MSQ, Short form 1977). Analysis: correlational.
- Seiler, Dale, & Lacey, D.W. (1973). Adapting the work adjustment theory for assessing technical-professional utilization. *Journal of Vocational Behavior*, 3, 443-51.  
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.
- Shapiro, R.L. (1977). *A brief report of research and findings: San Mateo County Electronics Technician Research Project, 1976-77*. Unpublished doctoral dissertation, Utah State University.  
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).

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**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.
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**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.
- Wexley, K.N. & Pulakos, E.D. (1982). Sex effects on performance ratings in manager-subordinate dyads: A field study. *Journal of Applied Psychology*, 67, 433-439.  
**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.
- Winchell, G.R. (1984). *Factors associated with the performance of school psychologists*. Unpublished doctoral dissertation, Northern Illinois University.  
**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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