

2001

Transition to Work: a Study of New College Graduates.

Carolyn Carter Collins

Louisiana State University and Agricultural & Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation

Collins, Carolyn Carter, "Transition to Work: a Study of New College Graduates." (2001). *LSU Historical Dissertations and Theses*. 271.

https://digitalcommons.lsu.edu/gradschool_disstheses/271

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Historical Dissertations and Theses by an authorized administrator of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

ProQuest Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI[®]

**TRANSITION TO WORK:
A STUDY OF NEW COLLEGE GRADUATES**

A Dissertation

**Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy**

in

**The School of Human Resource Education
And Workforce Development**

by

**Carolyn Carter Collins
B.S., Southern University, 1965
M.Ed., Louisiana State University , 1972
May 2001**

UMI Number: 3016534



UMI Microform 3016534

Copyright 2001 by Bell & Howell Information and Learning Company.

All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

Bell & Howell Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

DEDICATION

This dissertation is dedicated to my beloved parents, Leonard and Josephine Johnson Carter, who believed the foundation for success was grounded in Education. I also dedicate this dissertation to my son, Christopher Ryan Collins, whose love, support and inspiration guided me through this process.

ACKNOWLEDGMENTS

The process of completing the dissertation is one that reflects the love, support, and time of many people. I will take this opportunity to thank them for the realization of my goal.

I am extremely grateful for the guidance and support of my committee. To Chancellor William B. Richardson, Chair, I thank you for providing me the opportunity to realize my goal. To Dr. Michael F. Burnett, my sincere thanks for the many hours of consultation, support and encouragement. To Dr. Satish Verma, thank you for your continued support and excellent advise on the format of this document. To Dr. James Trott, your wise counsel and comments were all directly to the point and greatly appreciated, to Dr. S. Kim MacGregor, thank you for your encouragement and support. To all my friends and colleagues in University College, my deepest thanks for your friendship and support. Special thanks to Mr. Charles Collins, Ms. Debra A. Blacher, Ms. Dorothy Morgan, Mrs. Bonnie Alford, Ms. Cherita Lee, Ms. Georgia Harper and Ms. Brandi Bush. Thanks also to my family, Christopher Collins, Christie Collins, Chase Collins, Gaynell Despinasse, Brian Despinasse, Jr., Maria Despinasse, Gabrielle Despinasse, Nigel Despinasse, Maury Collins and my granddog, "Rex". I love you all.

Table of Contents

	Page
Dedication	ii
Acknowledgement	iii
List of Tables	vi
Abstract	x
<u>Chapter I Purpose</u>	1
Introduction	1
Diversity in the Workplace	7
Background of this Study	8
Statement of the Problem	20
Research Objectives	21
<u>Chapter II Literature Review</u>	23
Introduction	23
The Individual	24
The Organization	38
Interactive Strategy of Organizational Entry	43
Impact of Women and Minorities in Organizations	48
Accountability in Higher Education	55
Theoretical Foundation	58
Summary	64
<u>Chapter III Methodology</u>	66
Methodology	66
<u>Chapter IV Findings</u>	72
Demographics	72
<u>Chapter V Conclusions, Implications and Recommendations</u>	140
Purpose.....	140
Summary of Findings.....	142
Conclusions and Recommendations.....	149
Recommendations for Future Research.....	157
References.....	160
Appendix A: Cover Letter	170

Appendix B: Questionnaire.....172

Appendix C: Follow-up Letter.....179

**Appendix D: Cover Letter From President of LSU Black
Faculty and Staff Caucus.....181**

Appendix E: Comments.....183

Vita.....187

List of Tables

1. Reliability of Subscales in the Transition to Work: A Study of New College Graduates Survey Instrument	71
2. Age of New College Graduates Responding to the Survey	73
3. Ethnicity of New College Graduates Responding to the Survey	74
4. Self-Reported Grade Point Average of Responding New College Graduates	74
5. Self-Reported Employment Status of Responding New College Graduates	76
6. Type of Organization By Which Respondents Reported They Were Employed	77
7. Total Number of Employees in the Organization By Which New College Graduates Responding to the Survey Were Employed	77
8. Number of Months Employed Reported by New College Graduates Responding to the Survey	78
9. The Number of Organizations for Which New College Graduates Had Worked Since Graduation	80
10. Total Number of Jobs Held Within the Current Organization by New College Graduates Responding to the Survey.....	80
11. Self-Reported Amount of Professional Work Experience Respondents Had Prior to Graduation.....	81
12. Self-Reported Total Number of Different Jobs Held by New College Graduates Prior To Graduation.....	81
13. Self-Reported Total Number of High Schools or Colleges Attended by the New College Graduates.....	82
14. Self-Reported Total Number of Cities of Residence by New College Graduates.....	83
15. Self-Reported Major of New College Graduates.....	84

16. Description of New College Graduates' Perceptions Regarding Items in the Pre-employment Preparation and Attitudes Scale.....	86
17. Factor Analysis of Items in the Pre-Employment Preparation and Attitudes Scale.....	88
18. Description of Subscales Derived from the Pre-Employment Preparation and Attitudes Scale.....	89
19. Description of New College Graduates' Perception Regarding Items in the Transition to Work Scale.....	91
20. Factor Analysis of Items in the Transition to Work and Attitudes Scale.....	93
21. Description of Subscales Derived From the Transition to Work Scale.....	96
22. Description of the New College Graduates' Perception Regarding Items in the Characteristics of Current Job Scale.....	97
23. Factor Analysis of Items in the Attitudes Toward the Current Job Scale.....	100
24. Description of Subscale Scores for Respondents Attitudes on Characteristics of Current Job Scale.....	102
25. Description of Subscale Scores for Respondents Attitudes on Characteristics of Current Job Scale.....	104
26. Factor Analysis of Items in the Attitude Towards the Organization Scale.....	106
27. Description of Subscale Scores Derived from the Attitude Toward the Organizational Scale.....	107
28. Description of New College Graduates' Perceptions Regarding Items in the Attitude Toward the Organization Scale.....	108
29. Factor Analysis of Items in the Attitudes Toward Feeling About the Organization Scale.....	111
30. Description of Subscale Scores of New College Graduates' Feeling About the Organization Scale.....	113

31. Description of New College Graduates' Perceptions Regarding Items on the Expectations of the Job Scale.....	115
32. Factor Analysis of Items on the Expectations About the Organization Scale.....	118
33. Comparison of New College Graduates Attitudes toward the Organization by Gender	120
34. Description of New College Graduates' Perceptions Regarding the Adapting and Coping on the Job Scale.....	122
35. Factor Analysis on Items in the Adapting and Coping on the Job Scale	125
36. Description of Subscales Derived from the Adapting and Coping on the Job Scale.....	126
37. Description of New College Graduates' Learning on the Job and The Organization Scale.....	127
38. Factor Analysis of Items on Learning about the Job and the Organization Scale.....	129
39. Description of Subscales Derived From Learning on the Job and in the Organization Scale.....	129
40. Description of New College Graduates' Perception on the Role of Supervisor as Reported by New College Graduates Scale.....	131
41. Factor Analysis of Items on the Role of the Supervisor Scale.....	131
42. Comparison of Coping and Adapting on the Job of New College Graduates by Gender.....	132
43. Comparison of Coping and Adjustment on the Job of New College Graduates by Race.....	134
44. Comparison of Expectations of Experiences New College Graduates by Gender.....	135
45. Comparison of Expectations on the Job of New College Graduates by Race.....	136

46. Comparison of Expectations on the Job of New College Graduates by Race.....	137
47. Comparison of New College Graduates Attitudes Towards the Organization by Race.....	138

ABSTRACT

The success of the transition to work is affected by many factors, including the organization entry process itself. Research shows that the first year of employment is a critical time period and the organizational entry process is not clearly understood.

The central focus of this study was to determine what exactly do new college graduates encounter as they enter the workplace, and does that experience affect their opinions and attitudes. Further, do women and African Americans have a similar or different experiences than white males in the transition process. An exploratory descriptive study of a random sample of Louisiana State University's May 1998 undergraduate graduating class was conducted to describe and analyze their transition from college to the workplace. Key research questions included demographic characteristics; the effectiveness of the preparation for the transition; perceptions of the organizational entry experience; opinions about their first job and the organization; their understanding of their organization's structure and culture; the extent to which their expectations about the job were met; the tactics and strategies they used to adapt; relationship with their supervisor and socialization tactics.

The survey was mailed to 672 graduates approximately one year after graduation with 185 (28%) returned. Only those employed in a position appropriate for starting their career and employed in a business or for-profit organization were used in this study (N = 135). Data were factor analyzed

using oblique rotation, and mean response were calculated for the scales identified. T-test were performed to compare the means of women and African Americans responses to that of white males on three scales; expectations, tactics and strategies and attitudes toward the job.

Respondents generally reported positive transition experiences and satisfaction with their job and supervisor. Minorities differed from the majority in the tactics and strategies used in adjusting on the job and reported a lower level of job support than did the majority. Women reported a difference from men in the way they viewed their job. New college graduates reported a need for more internships and information on benefits and investments. Implications for university curricula and Human Resources programming were discussed.

Chapter I Purpose

Introduction

The partnership of education and business is a phenomenon which operates on the premise that students who graduate from colleges and universities today and in the future will be fully prepared to arrive at the workplace with all of the skills necessary to perform in the required manner. As new employees enter the workplace, they are faced with a business environment which is undergoing rapid change as it adapts to the demand for profits, technology, market share and increased production. The demands of business require that new employees master their job in the shortest time possible, because employers equate time to productivity as the bottom line cost of bringing an employee into the organization. Employers need employees who have basic skills which, when added to on-the-job training, will result in a productive employee for the organization.

Organizations

Organizations use new employees, or the company's "human capital", to sustain and move the organization forward. Employees are essential to the organization for generating new ideas in research and development; fulfilling daily production processes in the organization; implementing the financial operations and providing many other services in the administration and operation of an organization. Therefore, the success of new employees transition into an organization has a tremendous impact on the present and future success of the organization. Organizations, as a whole, therefore, benefit

from knowing the needs, attitudes, and expectations of new employees, so that they can plan programs that contribute to successful transitions.

Human Resources

Human Resource personnel faced with the goal of attracting and keeping the best young graduates must provide training that optimizes the talents of the new graduates or risk losing them to the competition. Welch (1996), writing in People Management, notes that top students are looking for organizations that offer real chances to learn how business works. The top students want a job that offers opportunity for diverse project based work, opportunity to be creative, intellectual challenge, managers who are open to suggestions, and responsibility (1996).

Human Resource departments must rise to meet the challenge of the 21st century by changing the way they conduct business amid an extraordinary backdrop of change, fueled by the information age and global challenges. To meet these challenges Human Resources must have a talented, committed workforce prepared to respond to corporate strategy. That strategy involves maximizing human assets for competitive advantage. In view of these changes, companies can no longer treat employees as commodities (Hathcock, 1996) but, instead as business partners. Talented young graduates must be attracted and retained by the organization so the organization can keep its competitive edge. Human Resource departments must work closely with universities to work for a seamless transition from college to the workplace.

Colleges and Universities

Colleges and universities have been called upon to design programs and curricula that will bridge the gap between students and the organization.

Expectations of colleges to prepare students for real world situations come from many sources:

- Parents, faced with escalating costs for tuition, want tangible results from their investment. Parents expect their student to find a job which will permit them to live a comfortable lifestyle.**
- Legislatures expect colleges and universities to provide curricula that will provide business and industry with employees equipped to solve problems and produce goods and services.**
- College administrators must respond to the pressures of legislatures and alumni who expect accountability for their investment of dollars. Administrators state they feel increasing pressure for accountability in all aspects of the university, but especially on the quality of the student that colleges produce.**
- Colleges and universities facing pressure from multiple fronts are expected to assess and reassess their curricula, and respond to the urgent needs of their constituents.**
- Students are seeking financially rewarding careers, after spending years of study, mounting debt for loans, and low-wage part-time jobs.**

Johnstone (1991) sounds an alarm to the higher education community when he states that American higher education faces a serious erosion

of public confidence that could lead to losses that will be serious and irrevocable. Losses that, in part, stem from "a higher education system no longer serving the needs for a trained work force or a competitive technology" (Johnstone, 1994, p172). Johnstone uses data on student graduation rates, length of time to graduation, rising tuition costs, rising student debts, parent resistance to rising tuition costs and limited state funding, as areas of concern for education. He further states that the focus of the future is to make education accessible, affordable, relevant, and rewarding to parents, students, and taxpayers. In a 1995-96 survey of college administrators by the American Council on Education, 86% said they have greater accountability for student outcomes now than they did 10 years ago. In that same survey, 92% said their campus reflected more social/ethnic diversity and 83% said their students were more career-oriented. A 1995 survey of freshmen (UCLA, 1995) showed that 77.3% of them attended college to get a better job and 68.9% expected to find a job in their major field (74.1%) a substantial portion considered it very important to be very well-off financially.

Added to this mix is the steady and expected increase in the cost to attend college. In 2000, tuition and fees at public four-year institutions averaged \$3,510. This was a 4.4% increase over the 1999 average of \$3,362. This rise matches the rate of inflation, as measured by the Consumer Price Index, which is up 4% for the months ending in August 2000 (College Board, 2000).

Revenues from student tuition per full-time equivalent (FTE) increased 22%

from \$5,750 in 1988-89 to \$7,093 in 1998-99 (National Center for Educational Statistics, 1999). Colleges and universities face mounting pressure to produce students who are equipped to step into the corporate world with a minimum of training. Thus, colleges would benefit from this study for it will provide insight on the perception of the graduate in the area of preparation for their career.

Minorities and Women

The significance of minorities and women in this study is predicated on their major impact in the workforce in the next five decades. They are projected to be the fastest growing population of workers and a significant number of students in colleges and universities in the future. According to the United States Census data, minorities were the fastest growing group in the population from 1995-2000. The White population is projected to decline from 82.9% in 1995 to 72.8% in 2050. The Black population is projected to increase from 12.6% in 1995 to 15.7% in 2050. The Hispanic population is projected to increase from 10.2% in 1995 to 22.5% in 2050 (U. S. Bureau of the Census, 1995). This shift will have a major impact on higher education and the workforce. But it will be highly significant in a state like Louisiana, where in 1994, 31.54% of higher education students were minority, and 57.4% were women (U. S. Bureau of the Census, 1995) (U. S. Bureau of Labor, Women's Bureau, 1992).

Not only will minorities and women make up a large share of the workforce in the future, but the age of the student graduating from college is expected to increase as well. The latest report by the Institute for Higher

Education Policy and the Education Resources Institute, states that "the proportion of college students age 40 or older doubled from 1970 to 1993." In 1970 students 40 and older made up 5.5% of total college enrollment and by 1993 their numbers increased to 11.2% of total enrollment. Further, the percent of students 25 years and older completing college increased from 11 % in 1970 to 22% in 1994 (U. S. Bureau of the Census, 1994). This enrollment trend coupled with the latest census data which predicts an increase in the number of U.S. citizens ages 45 to 54 from 10.8% in 1995 to 11.3% in 2050, and ages 55 to 64 from 8.2% in 1995 to 10.9 % in 2050, leads to the conclusion that universities and organizations can expect a changing population that is generally older, decidedly more female, and with a significant number of minorities.

The demographic impact of women and minorities is important to Louisiana State University (LSU) because LSU has a significant number of women and minority students. In the fall 1998-99, women comprised 52.40% of the total enrollment, and minorities 11.75% of the total student body (Louisiana State University, Budget and Planning, Fall, 1998). This enrollment represents an upward trend for both groups. For Fall 1992, female enrollment was 50.29% of the total population, and in 2000 the female enrollment is 52.40%, a 4.2% increase. Likewise, the minority enrollment has also increased from 9.44% in Fall 1992 to 11.79% in Fall 1998, a 25% increase (Louisiana State University, Budget and Planning, Fall, 1992, 1998). Therefore, it is in LSU's interest to know the impact of a job transition on a large portion of its students. This

study's research on the difference in the transition of women and minorities in the workplace from that of other employees represents salient information for organizations and universities as they plan to meet the needs of the workplace of the future.

Diversity in the Workplace

As the employment scene changes to reflect an expected influx of minorities and women, it is appropriate and necessary to study the conditions under which these groups face transition. There is evidence to suggest that women and minorities are not treated equally on the job (U. S. Department of Labor, 1996). Therefore, it is important to analyze the transition of this population of workers, and to identify any significant differences that exist between minorities and women and the rest of the workforce.

Minorities and women are expected to comprise a major part of the workforce of the future. Therefore, the extent to which this group's transition is similar or different from other workers is germane to this study. Doka (1996) describes the effect that increasing diversity in the United States will have on business. He states that diversity will: (1) open new markets; (2) create new challenges for businesses in managing a diverse workforce and effectively seeking diverse consumers, and (3) provide American corporations with a competitive edge in the global marketplace.

The ease or difficulty of this transition may very well be determined by how well minorities and women are equipped to understand the office "politics". Ferris (1996) found that organizational politics involves a set of informal rules

and languages which are selectively passed on to certain privileged groups, while others are closed out. Thus, in developing an understanding of the work environment, it is necessary to determine if privileged groups have advantages over minorities; furthermore, to what degree the adjustment of minorities to the workplace is the same or different from the majority group. The results by Ferris suggest that an understanding of the office politics moderates the relationships for white males, but not for racial/ethnic minorities. The results in this study for white females were mixed.

Flynn (1996) found in an examination of one of the nation's top accounting firms, that few women were represented in senior management at the partner level, despite deliberate recruitment of women professionals for a decade. A task force discovered the reasons for the absence at the top was an intense and demanding work schedule. Following this revelation, Deloitte and Touche (Flynn, p.56) initiated a flexible work arrangement which has resulted in low turnover and high recruitment rates for women. Royalty (1996) states that turnover is significantly related to training received. Men received more training than women, but the effect of education on training is due to differences in education received, not the sex of the worker.

Background of this Study

Recently, LSU underwent a comprehensive review by the University and the Southern Association of Colleges and Schools (SACS). Both LSU and SACS concluded that one of the weaknesses of the University was its assessment of programs and performance by its students. During the 1994 accreditation

review SACS, Louisiana State University was asked to place more emphasis on the effectiveness of degree programs as it relates to placement and employment of its graduates. Specifically, SACS recommended that the institution develop comprehensive, systematic processes for evaluating the effectiveness of its various undergraduate curricula. Further, Louisiana State University's self-study in 1993-94 found a critical need in the undergraduate program for the assessment of courses and performance. The LSU self-study recommendation states: "The University must improve its efforts to collect and utilize information about undergraduate student performance pre- and post-graduation. These efforts should include the polling of former students on the effectiveness and meaningfulness of undergraduate courses" (Louisiana State University, 1993-94). In light of these two recommendations, this study would provide relevant and timely information regarding the success of recent graduates in the workplace and the perception of the graduates on their academic preparation.

At LSU and organizations around the world, issues of assessment and effectiveness are of significant concern. Given the importance of these issues and others, such as job preparation and job satisfaction, for organizations, universities, and college graduates, it is surprising how little is known about organizational entry and transition. Holton (1991, 1995) has provided valuable background and descriptive information on this subject in his work on new college graduates. Holton found that the organizational entry process has a significant and crucial relationship with the new employee's job satisfaction,

commitment, intent to leave, and psychological success. Holton sees managers as crucial to the transition process, and therefore believes that new employee development should be an important part of the training and development of managers. Several researchers, including Perrigo and Gaut (1994), Pritchard and Fidler (1993), Richard (1984), Parker et. al (1994), and Holton (1995) believe that colleges must do more to further the development of students in their transition to work.

Administrators, faculty, student leaders, legislators, parents, and the public at large must be concerned about the success of LSU in meeting the needs of its students in the workplace. LSU must be successful in preparing its students for the workplace. As the state's "Flagship University", LSU has a strategic plan (Louisiana State University, 1998) that emphasizes its need "to be a leading research university, taking undergraduate and graduate students to the highest levels of intellectual and personal development." A key aspect of LSU's strategic plan is its objective 1.1, which states: "To offer degree programs that prepare students to succeed in their lives and work" (Louisiana State University, Strategic Planning Document, 1998). Therefore, it is necessary to look at some factors that contribute to a successful transition to determine how LSU can design educational programs that address specific aspects of the transition process. If LSU is not successful in fulfilling its aforementioned objective, there may be grave consequences. The legislature may lack confidence in the University's ability to met the demands of business and industry to supply a welltrained workforce, a workforce that drives the economy

of the state and nation. This impression of LSU by legislators could mean a sharp decrease in funding for the University and a resulting loss of outstanding faculty and staff. This loss of faculty and staff would have a far reaching effect on the academic and financial structure of the University. Faced with a financially-strapped University (one that might also lose most of its top scholars to other institutions), parents and students would reconsider their choice of LSU as a prospective University, therefore, the enrollment of highly qualified students would be in jeopardy. Taking these issues collectively it is critically important and prudent for LSU to examine the transition of new graduates in the workplace, and seek to determine how successful this transition appears to be. Armed with this information, LSU can reexamine its processes and procedures in preparing new graduates for careers in the workplace. One might ask, is it possible for LSU to impact its graduates' transition from college to the workplace? Research on transition tells us that it is possible to influence the transition process by understanding the cultural and socialization issues at work in a job transition (Ashforthe & Saks, 1995; Barney, 1986; Berlew & Hall, 1996; Deal & Kennedy, 1982). Therefore, it is within the realm of LSU to influence this transition process and strive to perfect it for the benefit of it's graduates.

A review of literature points out several areas which impact success in the organizational entry process that can be manipulated to improve the likelihood of success in this move to the workplace. These areas are: job transition, feedback, job satisfaction, congruence, job stages, corporate culture and socialization, and expectations and turnovers. It is the role of the University

to assist students in understanding these areas of job transition and how to manage them successfully.

Job Transition

The basics of job transition are significant in the overall schema of the new employee because transitions usually involve reorientation of goals, attitudes, identity, behavioral routines, informal networks, and several large and small changes. Further, this transition process involves a period of discontinuity and flux in employees. The effect of this transition impacts the manner and effectiveness, competitiveness, and aspirations of the employee (Ashforthe & Saks, 1995). Louis (1980) stated that employees in transition need accurate historical and contextual information about their job, and relationships with insiders who will serve as sounding boards for reality testing. Stout et. al. (1987) in his study of salespersons and managers from seven companies who made a recent move, found that when both managers and employees undergo a transition at the same time, the employee's (subordinate) needs are not realized. This is true because the manager usually provides the guidance and support to the subordinate, and if the manager is engaged in a transition of his own, he cannot provide adequate support for the subordinate (Stout, et. al. 1987). Successful strategies for job transition are outlined in a study on managing career transition by Louis (1982). Louis suggests that the individual should:

- Know what is typical in the transition process

- Understand that each employee will have individual differences in determining what is an "ideal" transition
- Learn the features to consider in analyzing transition situations, and
- Know the essential tasks

Feedback is espoused by Ashforthe & Sakls (1986) as a valuable tool in helping an employee's transition into an organization. The need for feedback changes with increased tenure on the job. In many organizations employees with long organization tenure do not place a lesser value on feedback, but they seek it less frequently.

A review of job satisfaction of recent graduates by Richard (1984) found that work roles play an important part in job satisfaction and that satisfaction is highest in the first year of employment and slightly declines in later years. Also, female employees reported higher job satisfaction than men. A key point of Richard's is the absence of a significant number of minorities, which points up an area the researcher deemed as problematic, but also noted, that in this population, problems of discrimination were minimal.

Congruence, Job Stages and Corporate Culture

Other areas that significantly factor into the probability of a successful transition include: the employee's congruence with the job and the organization, the ability to move easily through the early stages of employment and training, the realistic expectations of the job, and the degree to which the goals and values or corporate culture match those of the employee. The specific job transition

aspects of these factors are presented here as further evidence for identifying the myriad of issues influencing the transition process.

Theorists like Holland, (1973) proposed that "vocational satisfaction, stability, and achievement depend on the congruence between one's personality and the environment in which one works." In essence, Holland believes that employees, who are satisfied with their job choice and surroundings will be less likely to leave the position, while persons placed in incongruent surroundings and with persons of unlike personalities, will more likely change jobs.

Researchers have found that early success on the job leads to rapid advancement and is critical to future positions in an organization. Forbes' (1987) research posits that in addition to early promotion, managers also use an employee's past position, career advancement, and background to determine promotion decisions. Sheridan et. al. (1990) suggested that job experience in early jobs in the organization has a strong impact on the rate and direction of career mobility and salary progression. Berlew and Hall (1966), in their study of new managers, found that those assigned demanding initial jobs performed better and were more successful than those with less demanding jobs. Others, such as Veiga (1983) concluded that the time in the first position is a fairly powerful and accurate predictor of success in an organization. Rabinowitz's & Hall (1981) research also supports the position that in the early stage of one's career, job characteristics and facets of job satisfaction are more

strongly and consistently related to involvement in early career than later career stages.

Corporate culture has often been described as the core beliefs of an organization. Researchers believe that the culture of an organization represents its soul, and successful employees are carefully and systematically socialized into the organization in a series of steps, procedures, and rituals (Pascale, 1985).

Corporate culture, according to Pascale (1985), represents the behavior, beliefs, and values of an organization and the indoctrination into the "club" has a powerful influence on performance and behavior. In organizations with a strong corporate culture, employees feel empowered through socialization to implement ideas (p. 35). The superior performance of firms with strong corporate cultures has been attributed to their use of socialization and other techniques to emphasize core values that, when shared by employees, results in greater satisfaction and commitment and higher levels of performance (Meglino, et. al. 1989). Other research on corporate culture supports these findings and emphasizes that the organization's socialization process can have a major influence on the values of the individual employee (Weiss, 1978). Weiss found that supervisors tend to communicate the culture of the organization and when supervisors serve as positive role models, the socialization and values of the employee are positively correlated.

Expectations

Expectations of new employees have a significant and far-reaching impact on turnover. The effect of realistic expectations, value attainment and several job-related attitudes and perceptions were deemed to be valuable tools in reducing voluntary turnover (Hackman & Oldham, 1971; Morrow & McElroy, 1987; Porter, Crampon & Smith, 1976). Realistic job previews (RJPs) allow the individual to understand what the job is like, and when the initial job expectations and the actual job are the same, this produces a concept of "met expectation" or job satisfaction (Premack and Wanous, 1985). Job satisfaction reduces the tendency to withdraw from the organization (Porter, et al., 1976). Unmet expectations produce dissatisfaction and a greater chance of leaving the organization (Royalty, 1996).

Another aspect of the "met expectation hypothesis" states that there is a difference between expectation and values, (Locke, 1976) and that expectations are beliefs, and values are the desired outcome of the job. Therefore, when an employee encounters a job expectation that is favorable or unfavorable, expectations are measured in terms of personal values and it is these values which determine intent to remain on the job. In his study of 125 college graduates, Greenhaus et. al. (1983) found that value attainment has a greater impact on job satisfaction than did realistic expectations. He further suggested that perhaps RJPs may cause a new employee to alter his values system to the level of the new job.

Turnover

The importance of employee turnover and the organizational transition process have been given a great deal of attention in professional literature because turnover in the organization is directly correlated to increased cost in recruitment, orientation, and employee development. Cotton and Turtle (1986) in their review of literature found age, tenure, pay, overall job satisfaction, employment perception, and many other variables to be reliable correlates with turnover.

Others, such as Porter, Steers, and Mowday (1974), believe that general attitude towards the organization is a more important factor in remaining on the job than the more specific attitudes toward the individual's specific job. These researchers conclude that some employees place a high value on the goals of the organization and if the organization successfully communicates these goals, the like or dislike of a specific job may be outweighed by the purpose of the organization.

Porter and Crampon's (1976) study of turnover suggested that turnover is related to commitment to the organization. Further, the point in time when a decline in commitment occurs, directly relates to the future voluntary separation from the organization. Other researchers suggest successful strategies to stop turnover. They include building a loyal committed group of employees who understand the organization's culture and resources and understand how they facilitate their own growth and development in collaboration with others. Also,

employers should view new employee transition as an ongoing empowering process. (Leibowitz, Schlossberg, & Shore, 1991).

The research presented here implies that job transition can be difficult, but the literature also implies that universities such as LSU can play an important role in preparing students for the transition. The literature tells us that successful transitions are a result of employees' understanding of the expectations of the job (Cable & Judge, 1996), the culture of the organization (Schein, 1985) and their ability to assimilate into the organization (Greenhaus, et. al. 1983). On the other hand, the literature also tells us that an unsuccessful transition will lead to dissatisfied employees, low job production, and high turnover (Allen & Meyer, 1990^a; Kidron, 1978). In keeping with its strategic objective, LSU can and should play a strategic role in this transition. Therefore, in this study it is necessary to look at factors that contribute to success as well as those that hinder a successful transition to the workplace.

In sum, the process of an employee moving into a new job, the significance of turnover, job transition, and job satisfaction issues all point to factors that have an immediate and profound impact on the retention of new employees. These factors, taken individually or collectively, are areas which can be manipulated by employers to increase the likelihood that an employee will remain with the firm. If these factors are not managed successfully and appropriately, there is a greater probability of having unhappy employees who will leave the organization at the first opportunity. The success and retention of LSU graduates in the workplace is of great importance to LSU. LSU can use

information on the status of its new graduates to design new programs, lectures, and seminars to address gaps in its preparation process. The success of these job preparation programs will benefit both the student and LSU.

College placement personnel are constantly analyzing job transition and success in the first job of new college graduates. Placement officials view students' success as their own and therefore have a keen interest in the transition of students to the workplace. In surveys of employers on qualities they deem vital for success on the job, Flores (1992) and Pritchard & Fidler (1993) found creativity, adaptability, willingness to work hard, initiative, motivation, self discipline, and a team attitude as areas in most demand. Students, on the other hand, wanted an opportunity to have a responsible task, frequent feedback, diversity of tasks, intellectual challenge, and managers that were open to suggestions (Welch, 1996).

Flores (1992) proposed ways companies can approach transition to work by companies and universities. Flores (1992) believes coaching, inspiring, and seeking ideas are crucial to helping new employees. A study of black college graduates' transition from college found that blacks, like whites, enter a new job confident in their abilities, and optimistic about the future. However, many blacks quickly face disillusionment on the job due to diminished support by supervisors and peers and candid assessments of their performance (Parker, et. al. 1994). These data point up a need to gather additional data on the impact of transition on ethnic minorities and females.

Statement of the Problem

LSU, like many universities, has the responsibility to be accountable for the success of its new graduates. The success of LSU graduates is in large part a measure of the success of LSU. LSU's Self-Study (1995) indicated a definite need to improve the process by which it evaluates the effectiveness of its curriculum and methods it uses to collect information on new graduates both pre- and post-graduation. Further, LSU's 1998-1999 to 2002-2003 Strategic Plan states in its first objective that it wants to offer degree programs that prepare students to succeed in their lives and work. Both of these LSU documents, the Self-Study and the Strategic Plan, emphasize LSU's responsibility to be accountable for its graduates and their success.

At this time there is extreme internal and external pressure to address the issue of new graduate success. The external pressure comes from the state legislature which demands accountability for tax dollars; parents, who expect a return on their investment in a college education for their children; accreditation agencies who evaluate LSU's programs and progress toward its goals in terms of national and regional standards, and the public at large, which expects the state's "Flagship University" to meet its goal of educating the state's citizens to meet the demands of business and industry.

The internal pressure for action to address the goals of the Self-Study and Strategic Plan emanates from the University. Faculty and administrators rely on the University to live up to its mission, goals, and objectives, and to establish itself as one of the world's leading public universities. LSU alumni,

who take pride in their alma mater and its success, expect the University to remain a leading institution of higher education.

Finally, the most significant and immediate pressure comes from the students attending the University, who expect the University to address their immediate goal of preparation for life and a career. All of the constituencies have various demands on LSU and its educational mission. These demands are serious and immediate. To ignore these important issues of accountability, vision for education, and needs of business and industry would be unwise and could possibly lead to a diminished status and reputation. Therefore, it is critical that LSU make every effort to: (1) track its graduates, (2) understand the problems and issues of its new graduates and (3) seek to improve the areas the University finds lacking.

Purpose

The purpose of this study is to study certain aspects of new college graduates transition into the workplace.

This study is intended to expand the understanding of the job transition process for recent graduates of LSU. Further, this study seeks to add to the body of research on the job transition process by answering several questions of a general nature on job transition, as well as specific questions about LSU graduates.

Research Objectives

The research objectives in this study were:

1. To describe new college graduates on selected personal, educational, and professional demographic characteristics;

2. To determine the perceptions of new college graduates regarding their anticipated transition from school to work and their educational preparation for their new role;
3. To determine the perceptions of new college graduates regarding their actual transition from school to work and from the role of a student to the role of a professional;
4. To determine the perceptions of new college graduates regarding the characteristics of their current job;
5. To determine the perceptions of new college graduates regarding their job and the organization by which they were currently employed;
6. To determine new college graduates' attitudes toward their current job;
7. To determine the perceptions of new college graduates regarding their expectations before starting the job and how those expectations compared with actual experiences on the job;
8. To determine the perceptions of new college graduates regarding the tactics and strategies they used to learn, cope, and adapt in their current job;
9. To determine the perceptions of new college graduates regarding how they learned on the job and in the organization;
10. To determine the perceptions of new college graduates regarding the supervision they receive on their current job; and
11. To compare the following perceptual measures by gender and ethnic group of new college graduates:
 - a. Tactics and strategies used to learn, cope, and adapt in their current job;
 - b. Expectations before starting the job and how those expectations compared with actual experiences on the job; and
 - c. How new college graduates feel about their current job;
12. To determine the perception of new college graduates on any issues, concerns or thoughts regarding their transition from college that was not covered in the survey and would make the transition to work easier.

Chapter II Literature Review

Introduction

Research on the organizational entry process is found in a broad spectrum of professional and theoretical areas. Psychologists, sociologists, human resources development professionals, adult learning theorists, human behavior professionals and organizational behaviorists have all done major research on this topic. Further, research in organizational entry has been studied from a number of different views. Each researcher has looked at organizational entry from a different perspective. Some research has focused on the new employee and what he brings to the workplace in the form of attitude, goals, and vision. Others studied the relationship between the supervisor and the new employee as it relates to learning and performance on the job. Still others took a broader view in their research on the organization and its methods of orienting the new employee to his environment and the input this orientation had on the employee's commitment to stay with that organization. Other organizational research focused on the process by which an employee moves through the organization at each stage. Human behavior theorists used adult learning theories to analyze and focus on the effect and impact of this methodology on new employees. Several researchers used combinations of several of the above perspectives to determine which worked best.

This chapter focuses on the major theoretical and empirical work from three points of view: 1) the individual, 2) the organization, and 3) the interactionist approach of organizational entry, in order to provide significant

and relevant information that will serve as a blueprint for further study and to explain the theoretical research that serves as the foundation for this subject.

The Individual

Research in this study is focused on the variables that many researchers have found to be the underlying reasons for success on a new job. One such factor that predicts success is effective socialization. What happens when a new employee enters the job market? What social structures exist in the workplace and how does this social structure enhance or impede a successful transition to the job? These are questions that are answered in the review of literature on socialization.

Socialization is the ability to interact with groups, boost self-esteem and build understanding among employees (Bell, 1996, Reichers, 1987), establish a social network (Lee, 1997), and work effectively with a supervisor (Bandura, 1969, Weiss 1978). The literature in this section describes this process.

Organizational Socialization

The fundamental issues in organizations today mirrors the climate in which organizations strive to promote the "seamless operation" (Johnston 1991). This seamless operation concept is one in which a customer or employee can traverse within and through an organization with minimal effort and maximum benefit. This nineties concept drives a significant portion of the new employee's introduction into the organization and will largely determine the effectiveness of the organization in meeting its goal of socialization. The major

research in organizational socialization has centered on the process of socialization in the organization and its effectiveness.

Introduction to Socialization

Socialization is the process by which a new member learns the value system, norms, and required behavior of the organization or group he is entering. One's adjustment to a new job is a significant and major time of discontinuity and change in a person's life (Nicholson & West, 1988). Many articles on the socialization process argue that this transition period is important for the development of later desired outcomes (Berlew & Hall 1966; Irwin 1970; Van Maanen, 1976; Schein 1980). Most models of socialization are multiple-stage models which define the phases and processes which a newcomer must experience (Hackman 1975; Schein 1978; Wanous, 1980).

Stages

Schein believes the individual is most vulnerable to socialization pressure at the point when he enters the organization because of his desire to move in and upward in the organization. Likewise, vulnerability occurs when the individual moves out of the organization or department to a new division when the process repeats itself (Schein, 1980).

In an analysis of jobs and job stages, Schein describes the eight job stages as:

1. Pre-entry - preparation, education, anticipation
2. Entry - recruitment/testing, hiring, orientation
3. Basic Training - training, socialization Initiation

- 4. First Assignment - granting responsibility, testing competence, coaching, and if successful, passed to the next stage**
- 5. Second Assignment - repeat of the first assignment process**
- 6. Granting Tenure - acceptance into inner circle, permanency**
- 7. Termination and exit - preparation for exit rites**
- 8. Post exit - granting of consultant or senior status.**

Schein believes the effectiveness of the organization depends on its ability to socialize its new members.

Other researchers looked at the importance of socialization on the individual and what impact socialization has on the ease in which the individual moved into the organization. Reichers (1987) study focuses on the rate of socialization into the organization. He views this as an extremely important part of socialization, because the faster the rate of socialization, the faster the individual is able to contribute to the organization. Reicher promotes the procedure of actively seeking opportunities for interaction as the way to speed up the socialization process. This behavioral approach would involve asking questions, seeking feedback, and participating in social activities inside the organization and after hours.

Reicher's research is based on other research done by Weiss (1978), and Van Maanen and Schein (1979). His study of MBA students from two successive graduating classes found that:

- 1. The content of information given to new employees reduced uncertainty about the entry process.**

2. **New employees' anxiety is heightened by their inability to predict their progress within an organization.**
3. **Self-efficacy can moderate the effect of organizational tactics on role orientation.**

This study suggests that new employees with high self-efficacy can define their own roles in organizations, even when the organization has established a prescribed role for them.

Others have looked at the socialization process within the organization to determine which process is better. One such study done by Jones (1983) on the socialization process of the new employee states that the success of any socialization of a new employee largely depends on two factors:

- **How the new employee experiences and responds to the organization, and**
- **The effect of the socialization tactics employed by the organization on the newcomer.**

Jones believes the new employee's early learning experiences and the organization's methods of socialization are key to a successful transition. This leads one to believe that the individual has a great deal of control in the socialization process, especially if he internalizes this process and views it in terms of his own norms and standards (Schein, 1985).

A recent socialization article by Brotherton (1996) emphasizes the importance of fun and social activities in the life of employees. Brotherton is especially keen on the idea that group social interaction reduces stress, boosts

productivity, decreases absenteeism and turnover, and strengthens the bond between management and the employee. While group activity and social events do much to improve the morale of employees, Bell (1996) looked at employees and supervisors and found the effect of mentoring a new employee an important aspect of socialization. Bell found that the new employee benefits more from the wisdom of the supervisor, and this relationship between the new employee and the supervisor builds motivated and loyal employees.

Martinez (1997) echoed the idea of the importance of mentoring in her analysis of the corporate workplace and women in leadership roles. Martinez found that in large corporations where competition is high, women who are preparing for corporate leadership roles are helped significantly when placed with a mentor. Further, she reports mentoring helps women and minorities flourish in the workplace.

The positive effects of socialization can also be seen on the youngest of the new employees, many known as "Generation X." Caudron (1997) looked at the assimilation and socialization of "Generation Xers" and found they respond best when their training is meaningful, memorable, and fun. Since this generation of employees has grown up with video games, MTV, computers, cellular phones, pagers, and a lifestyle filled with action heroes, Generation X appears to present a new challenge to employers. However, this study reveals that while Generation X tends to move at a rapid pace, they are looking for some of the same type of experience in a job as previous employees. Hackett, Croissant and Schneider (1992) in an article on engineers, goes into more

depth on the type of socialization expected by new employees. Hackett et al view of socialization is one that is professionally based, and occurs in the formative years of the employee. This professional socialization focuses on the social, intellectual, interpersonal, and collaborative skills of the employee. Hackett et al. also believe that if this socialization is implemented successfully, it will lead to an employee with lasting skills, values, and goals which will serve as a basis for the future.

Lee (1997) believes that in the vast and complex corporate world, there are many, many issues that require new employees to seek help. The pressure to be like everyone else, and to appear in control, may influence the decision of many, especially females, to refrain from seeking help. In highly competitive cultures, females may feel the pressure to act like males. However, Lee points out that the role of the organization in the overall socialization process is to promote the benefits of seeking help. These benefits are problem-solving, acquiring new skills, and establishing a social network.

Employees also realize there is a cost for seeking help and this cost may be the impression of other employees that they are incompetent, inferior, needy, not in control of their work, and in debt to others. While these attitudes from more senior employees may exist, proper training and socialization of new employees will lessen this effect in the long run.

Supervisor/Mentor

Other work on socialization of the new employee within the organization viewed the organization socialization process using supervisors as role models as an

effective method. Bandura (1969) has demonstrated that learning often occurs through imitation and modeling. In this article Bandura (1969), work values of employees and their supervisors were found to be positively correlated. Weiss (1978) also hypothesized that the supervisor-employee values are positively related to the supervisor's success and competence. Weiss concluded that organizational socialization could be achieved through a more process-oriented approach. This process would be that of the organization providing supervisors who would also serve as key role models, and the employee becoming an active participant in the search for information about his job and the organization.

A similar but different approach is one described by Kram (1985), Nicholson and West (1988), and West (1987), who propose mentors as a positive approach to socialization within the organization. Research on mentoring has suggested there are positive outcomes for newcomers who have contact with experienced employees (Kram 1983). The ideal approach in this methodology is to use the incumbent plus the job description and performance appraisal to allow newcomers to know that they have considerable job discretion and do not have to interpret a role exactly as their predecessors (Nicholson & West 1988; West 1987). In this approach, organizations can tailor socialization practices to foster in their employees a desired organization commitment using the role orientation profile.

Another point of view on modeling is expressed by Van Madden and Schein (1979) who urge caution in allowing an incumbent to train new

employees. In many organizations, socializing newcomers is the responsibility of the incumbent. Van Madden and Schein (1979) suggest that organizations wishing to stimulate innovation should minimize the possibility of allowing incumbents to form a relationship with their successor, for they typically teach the recruit the "old way of doing things".

Supervisor

The importance of the role of the supervisor to the new employee is a significant one. This point is supported by Youst and Lipsett (1989) in their study of engineering students. These researchers believe that the relationship between the new employee and the supervisor is critical in the early phase of orientation and new employees will be less likely to be productive until they have established key relationships with their supervisor. In a training program initiated at Corning Glass, Youst p. 75 reported that the training program encouraged frequent contacts between supervisors and new employees to encourage and support coaching and bonding.

Meglino, Ravlin and Adkins (1989b) in their study of production workers and supervisors found that workers and supervisors are more satisfied and committed when their values are congruent with their supervisors. Further, these values were even more evident among long-tenured employees. This study provides support for the relationship between value congruence as well as job satisfaction and organizational commitment. This study also asks the question, what are the attitudes, experiences and perceptions of new graduates

towards his job and the organization? Insight on research in this area by a number of researchers seeks to predict the outcome.

Individual Transition to Work

An equally important aspect of research on organizational entry has focused on the individual employee and the factors that affect his assimilation into the organization. This research is focused on several facets that predict an individual's success in organizations, such as job satisfaction, self-efficiency, expectation, supervisor support, and motivation.

The transitional experience of the new employee can take many forms. The nature and impact of this process is the subject of research on new employees. One such study is that of Ashforthe and Saks (1995). Ashforthe and Saks examined the theory of work role transitions proposed by other researchers, Nicholson & West (1988) and Nicholson in their study of transitions. Nicholson's work role theory states that role transitions prompt changes in the individual (personal development) and changes in the way he fulfills the role (role development).

Ashforthe and Saks(1995) described the transition experience as one that is common in every sequence of activities when one is moving from a prior role to a new role. This work-role transition often involves a "reorientation of goals, attitudes, identity, behavioral routines, informal networks, and other large and small changes" (Louis 1980). Ashforthe believes that there is a period in which the new employee is in a state of flux, such that it causes some level of discontinuity until the employee locks into a new role, idea or value. It is this

state of uncertainty and movement that will have a major impact on the method and effectiveness of performance, aspiration, and overall well being of the employee (p.160). Ashforthe (1985) found only mixed support for Nicholson's work, after surveying business school graduates on their transition to work. Thus, one can argue that while this theory is useful in predicting behavior, personal situations and life stages may also play key roles in this process.

It is anticipated that during transitions, employees will experience some degree of stress. The methods and strategies used to cope with this type of stress were the subject of a study by Ashforthe (1988). Uncertainty, about procedures and norms and major changes in the workplace tend to produce stress among employees. The more changes that occur in an individual employee's transition, the more adjustment it requires. Ashforthe looked at how the perception of the transition involving a career change and the uncertainty surrounding it related to the stress level of the employee. In this study of Bell System employees, she found there was a significant correlation between the stress level of the employee and work transitions. Much of the stress was centered around the lack of control the employee experienced and the lack of information available. This leads one to believe that transitions are difficult but employers can work to ease transition through providing as much information about the process, providing opportunities for two-way communications on the process and allowing employee involvement in the design, where possible.

Other studies on transition(Louis, 1980, 1982) support the idea that the employee must also take an active role in the transition process by learning

more about the expected changes and new roles, prepare for the transition, and develop a role identity or image of the type of person he or she perceives himself or herself to be.

Transition not only involves the employee but the employee's supervisor. This role in transition was studied by Slocum and Cron (1987) in a study of 124 managers and subordinates of salespersons from seven companies. The study found that subordinates should understand and recognize their supervisor's needs, as well as their own. During a major transition, the supervisor, as well as the employee will need support. If the supervisor's needs are met, the subordinate may find his needs, are also more likely to be satisfied.

Job Satisfaction

It is important and desirable in any type of job, to be satisfied with your work. Research has shown that job satisfaction leads to a more productive employee as well as a worker who is less likely to leave (Allen & Meyer, 1990b; Becker, 1960). These factors are particularly important to an organization that desires to have maximum performance and low turnover, because both performance and job retention are significant factors in producing profits for the organization.

Hackman and Oldham (1975) used a Job Diagnostic survey to test the theory of important aspects of a motivation as it relates to job satisfaction and performance. Hackman and Oldham (1975), uses as a basis for his study work done by Turner and Lawrence (1965) and Hackman and Lawler (1971) to study the impact of critical psychological states in employment. Hackman and Oldham (1975) describes these states as meaningfulness of the work, responsibility for

outcomes of the work and knowledge of results. In his discussion of these elements, Hackman and Oldham (p. 162) purports that:

1. An employee with a job that has variety, significance and identity (meaningfulness of work).
2. Job autonomy (responsibility) and
3. Continuous feedback (knowledge of results) will most likely exhibit higher motivation, greater satisfaction with his work and lower absenteeism and turnover (p. 161).

Are there personal characteristics that determine the extent in which one is satisfied with a job? One such study on age seeks to answer that question. Clark, (1996) studied the relationship of job satisfaction and age with a sample of 5,192 British employees to determine if there is a positive relationship between age and job satisfaction and to answer two questions, 1) is job satisfaction linear or non-linear with age and 2) what variables determine the pattern of job satisfaction differences between age groups?

The variables under consideration regarding job satisfaction from previous studies were: job satisfaction and mental health. The job satisfaction analysis involved 1) overall satisfaction, 2) pay and 3) the work. The general health analysis involved self screening for: depression, strain, inability to cope, anxiety based insomnia, lack of confidence, and non-psychotic psychiatric disorder. The results of this study reveals that job satisfaction begins at a high level for the youngest age group, then declines with age before increasing in later decades for 40 to 60 age range. The implication of this study are that, in

general, morale is high among young workers. However, morale tends to go down during the first four years of employment. The low point is the middle to late twenties, or early thirties. The study interprets this level of satisfaction as new entrants in the job market feel positive about their situation and their transition to adulthood; however, increasing boredom and decreasing opportunities contribute to some reduction in job satisfaction. Likewise, mental health changes correlates positively with job satisfaction and age (p. 72)

Others have looked at individuals voluntary vs involuntary movement within the organization and its effect on job satisfaction. With respect to movement within the organization, a study by Vander Velde and Feij (1995) suggested that voluntary job changes for employees yield more positive work characteristics and performance. This study compared the variables of job satisfaction, organizational commitment, intention to leave, absenteeism and tardiness. Employees who were moved involuntarily did not exhibit any change in performance or behavior, but interestingly, those employees who stayed in a particular job for a long period of time, tended to have more negative work characteristics than the other group.

Another study by Mount (1984) examines the relationship between a three stage model of careers (establishment, advancement and maintenance) and facets of job satisfaction on managers. Mount describes the three stages as:

- **The Establishment Stage** (less than 2 years) which is characterized by

development of competencies and gaining acceptance among peers and professionals.

- **The Advancement Stage** which focuses on upward mobility, additional responsibility, promotions etc.
- **The Maintenance Stage** in which the employee fosters the development of others and on strengthening the organization.

Mount used the three career stages as the dependent variables to compare the independent variables of supervision, pay, company, practices, work and career development, and each of their effects on each stage.

Using this method he discovered that the career stage has an important effect on manager satisfaction. He also found that managers in the establishment stage were more satisfied with most aspects of the job than managers in the other two stages. Finally, he found that managers in the advancement stage showing higher satisfaction, generally, do so as the result of the higher satisfaction they experienced in the first year in the occupation. The primary limitation of this study are that it was done on a single organization, and the beginning and ending of the career stages were not clearly defined. However, the study does provide evidence of the relationship between the growth and development of managers on the job and their level of satisfaction with their job at specific points in time.

To summarize this portion of research on individual and job satisfaction, one can conclude that a variety of factors influence job satisfaction.

Meaningfulness of work, responsibility, job autonomy, age, job progression, and

the amount of control over movement within the organization will have significant impact on one's satisfaction with a job.

The Organization

In the literature search for predictions of success in the transition of new employees to the job, the organization is viewed as a vital part of this equation. The question posed here is, how does the organization's culture, structure, and work processes, impact the transition process?

This research on the organization seeks to answer questions, not only about the organization, but the culture, structure and work method of the organization. Other areas of interest to this researcher were the tactics and strategies used by the organization in the transition of new employees.

The organization of the 20th Century has evolved into one that places great emphasis on performance, the performance of the individual, and the organization. How well the organization prepares the individual for work in the organization is the subject of research in this section.

Socialization into the organization is an important process. So important that a number of researchers have concentrated on organizational socialization. Research in this area focuses on socialization and corporate culture.

Socialization and Corporate Culture

Some researchers believe that the most successful socialization occurs when the values of the organization and that of the employees are the same.

Research done by Meglino and Ravlin (1989) hypothesized that a strong corporate culture presumes that positive outcomes result when people's values

are congruent with those of others. Meglino et al (1989a) tested 191 production workers, their 17 supervisors, and 13 managers at a large industrial products plant on measures of job satisfaction, organizational commitment, and work values. Responses were matched with the attendance and performance records of the production workers in the sample. Results showed that workers were more satisfied and committed when their values were congruent with the values of their supervisor. Values congruence between workers and their supervisors was not significantly correlated with workers tenure; however, its effect on organizational commitment was more pronounced for longer-tenured employees.

The superior performance of a firm with strong corporate culture has been attributed to its use of socialization and other techniques to emphasize specific core values that, when shared by the employee (Barney, 1986; Tichy, 1983) are thought to perform certain crucial functions. Schein (1968) has succinctly described these functions as "external adaptation and internal integration". In this mode, values are thought to have a direct effect on the behavior of the individual in the workplace.

Other research has established a linkage between individual values and organization goals and outcomes (Hage & Dewor, 1973) with organizational commitment (Kidron, 1978), and perceptual, attitudinal, and behavioral outcomes at the individual level. These researchers found that a socially desirable response bias could simultaneously produce a positive correlation between subordinates job satisfaction scores and their scores on the same

value measure. Thus, the tendency to respond in a socially desirable way can readily produce what appears to be a value congruence effect. This study provides support for the relationship between value congruence and both job satisfaction and organizational commitment.

Pascale (1985) suggests that the corporate culture is the major socialization process of the organization. He believes that corporations with strong corporate culture also provide a process for socialization into the organization. He also believes that corporations with strong culture are extremely successful in shaping employee behavior. Pascale identifies seven key steps in the socialization process as:

- Careful selection of entry level candidate (In this process, recruiters look for traits and values that define success in the organization).
- Proven Experience (In the first two months build teamwork and focus on the organization's norms and values).
- Mastering of the organization's core disciplines
- Measuring results and rewarding performance
- Adherence to the firm's values
- Reinforcing the organization's legends and history
- Associating positive role models with success in the organization

Pascale also supports the notion that firms with strong culture regard role models as the most powerful on-going training program.

Socialization and The Individual

Monday et. al. (1982, 1979) proposes that initial work experiences play a critical role in the development of work - related attitudes and behavior. This study relates organizational commitment to personal characteristics, job/role expectations, and pre-employment propensity to organizational commitment. It also relates organizational commitment to initial work experience and experienced responsibility by examining the relationship between organizational commitment and employee behavior, intentions, turnover, and absenteeism behavior. Monday findings in this study purport that pre-employment to organizational commitment and early work experiences that produce a sense of responsibility are both significant predictors of commitment after 3 months of employment. Further, employees with strong growth needs, internal locus of control and for whom the job is a central life interest have a strong propensity to organizational commitment. He further concludes that, females, older workers, and those with more stability in their previous employment history and those with a greater number of dependents have a stronger tendency to become committed.

Stages

Work commitment and job satisfaction as it relates to career stages is the topic of a study by Morrow and McElroy (1987). These researchers measured four areas of work commitment: job involvement, organizational commitment, work ethic, and intention to stay, in a sample of 2200 public employees. The results

of their study found that age was the most consistent and reliable factor when examining the relationship between career stage satisfaction and job tenure.

Realistic Job Previews

One significant method used by organizations to reduce anxiety and moderate the effect of turnover with new employees is the Realistic Job Preview (RJP).

Realistic job preview is an intervention which provides the employee with a detailed view of the job and expectations. It is the goal of the organization to have this preview allay the fears and anxiety of the new employee.

One study by Colarelli (1984) examined the value of Realistic Job Previews, RJP's by examining four psychological mechanisms for RJP's: self selection, met expectations, honesty and openness, and the ability to cope.

- A. Self-Selection - The ability to accept or reject the job if one knows what to expect
- B. Met expectation - Lowers inflated job expectation (employee less likely to leave)
- C. Ability to cope - forewarned and, less disturbed by problems
- D. Honesty and Openness - make a fully informed job choice.

Colarelli's research concluded that all of the above factors examined had a significant effect on employee commitment.

Others who studied RJP's looked at other factors to determine the impact of RJP. In their study of RJP's, Premack and Wanous (1985) wanted to determine if RJP's increased job survival, and if so, how much, and how consistent. They also sought to discover if RJP did increase job survival, and if

so, why. In this study of employees at thirteen different companies, Premack and Wanous found that RJP's are effective in situations when high turnover is a key factor. In an organization or position with low to moderate turnover, RJP's had little or no effect, but in situations where job turnover was high, RJP's was a factor in reducing turnover.

A review of this research proposes that as organizations seek to find ways to orient its new employees, several tried and true methods seems to emerge. These methods are: (1) orienting employees into the company's culture, which promotes, shared values, goals and rituals; (2) proving relevant work experience and (3) giving the employee a realistic idea of the job. Organizations have found that by using these three methods with new employees, they are providing the best possible framework for success in organization entry.

Interactive Strategy of Organizational Entry

Building on this literature review, this study has documented the fact that both the individual and the organization have critical roles to play in the transition process. But how can each use the variables that predict success in a concerted way to further advance and ensure a successful transition? Some researchers suggest that an interactive strategy of organizational entry is the answer (Salancik 1977, Schein 1971, 1978).

Interactionists, perceive the organizational entry process as one that seeks to blend the impact of both the individual and the organization.

Interactionists view the socialization and adjustment process as interdependent;

the impact of one approach will greatly shape the form, substance and outcome of the other. While, the organizational ists' approach is framed around the importance of the methods, tactics and efforts employed by the organization. Individualists believe it is the personality, qualifications and motivation of the individual which determines the success of the organizational entry process. Interactionists believe that it is the melding of both the organization and the individual that ultimately will determine the success of any organizational entry process. Therefore, the goal of this study is to identify how both the organization and individuals contribute collectively to this process.

Studies by researchers in this area have studied how, and to what degree, interaction has shaped the assimilation of employees into the organization.

Studies on organizational commitment and employees' personal characteristics was done by Monday et. al. (1982). In this study, Monday described three stages of the development of commitment:

- a. Pre-entry
- b. Early employment period work experience
- c. Middle-latecomer stage.

Monday proposes that initial work experiences play a critical role in the development of work-related attitudes and behavior. This study relates organizational commitment to several factors: personal characteristics, job/role expectations, and pre-employment propensity to organizational commitment. It also relates organizational commitment to initial work experience and

experienced responsibility by examining the relationship between organizational commitment and employee behavior, intentions for turnover, and absenteeism behavior. The findings of this study purport that pre-employment to organizational commitment and early work experiences that produce a sense of responsibility are both significant predictors of commitment after 3 months of employment. Further, employees with strong growth needs, internal locus of control and for whom the job is a central life interest, have a strong propensity to organizational commitment. And finally, females, older workers and those with more stability in their previous employment history and a greater number of dependents, have a stronger tendency to become committed.

Other interaction studies between the organization and the individual were done by Porter (1976). In this study Porter seeks to determine the relationship between organizational commitment and personal traits and personal experiences. Organization commitment as defined by (Porter 1976) is the strength of an individual's identification with and involvement in a particular organization. In this study a committed employee is one who:

- Believes in and accepts the organization values and goals
- Is willing to put forth considerable effort on behalf of the organization
- Has a strong desire to remain a member of that organization.

Development of organizational commitment, it is suggested here that the Member-Based Model (Monday et. al. 1982; Salancik 1977) with the locus of control within the employee (Salancik, 1977) is the most desirable. Other models are the Side Bets Model (Becker, 1960) where the commitment has economic

as opposed to an affective of emotional base and finally the Organization-Based Model (Angle and Perry, 1983) where the commitment is a function of the way the member has been treated by the organization.

The impact of performance as a variable of interaction between the employee and the organization are the principal variables in the study by Hackman and Lawler (1971). The implications of the idea that standard organizational selection and placement procedures should match the skills and ability of prospective employees is the result of work done by Hackman and Lawler (1971). They studied 20\$ employees of a telephone company who worked on 13 different jobs to determine what conditions would facilitate the development of internal motivation and effective performance. Their result found that it is not only critical to match skills and abilities of employees to a job, but, it is equally critical to match the psychological makeup of the employee to the psychological demands of the job.

Wall and Jackson (1996) studied the interaction of job demands on an employee's inability to participate in the decisions of the job, in a study of 1,451 manufacturing employees in four different companies. Wall studied job demands as it relates to interaction effects on 1) job satisfaction, 2) depression and 3) anxiety, in regards to the amount of decision authority the employee had with his job.

The results with all three dependent variables were that demand and control interact to predict job strain, and demands are positively associated with job strain under conditions of high control. Therefore, this study indicates that when

employees perceive low levels of control, greater demands are associated with higher levels of depression.

Van Yperen et. al. (1966) investigated the effect of perceived inequity among employees by the company and the behavior which predicted their intent to leave. Van Yperen studied 378 male Dutch employees and found that among deprived employees, a high job involvement would decrease the intent to leave. In his investigation, he also found that there is a strong relationship between low job involvement and intent to leave among deprived employees than there is among the equitably treated and advantaged employees. Hence, job involvement acts as a deterrent on intent to leave with deprived employees.

Cable and Judge (1996) examines the question of person-organizational (P-O) fit determinants of job seekers and new employees and how important are Person-Organization fit perception in the context of job choice decisions and work attitudes relative to job and organizational factors.

Over three time periods, Cable conducted a study of 96 active job seekers and 20 recruiters from 18 organizations. Cable investigated each organization's values, applicants' values, perceived person-organization fit, perceived person-job fit, attractiveness of job attributes, importance of person-organization fit in job choice, job choice intentions, demographic characteristics, perceived job opportunities, organizational commitment, job satisfaction, intent to leave, and willingness to recommend organization.

Cable's results showed that job seekers' P-O fit perception can be predicted by their perceptions of the recruiting organizations' values but not by their

demographic similarity with organizational representatives. Other results of this study suggest that job seekers can determine their future work attitudes by examining their decision on job choice.

Schein (1971) views the socialization process as one that is influenced by the organization on the individual (p. 402). Further, Schein believes that there are structural variables in socialization: the organization, the individual and the career. Therefore, it is the interaction between these structures that is the process, which determines the dynamics of an individual's career.

An individual brings with him to the organization a specific set of values. His value system must be integrated into the organization as he moves from one group to the new organization group. The ease or difficulty the individual feels during this acculturation process will yield a new concept of himself Frederick (1995).

In summary, interactionists focus heavily on the organizational entry process as a dual approach. One in which the individual's personal characteristics commitment and approach to the job, coupled with the organization's leadership and orientation and successful matching of the job will lead to a successful organization entry.

Impact of Women and Minorities in Organizations

As noted previously, the effect of transition on ethnic minorities and women is a significant aspect of this study. Specifically, just how different is this group from the rest of the employees?

Women

Recent U.S. Department of Education data indicates that in 1994-95, women comprised the majority of college graduates (54.6% female and 45.4 % male). Also according to Schneider & Schneider (1993), Long (1993) and Carver & Ponee (1989), women are becoming increasingly satisfied with their work and a career, thus, the increased participation in the job market by women is expected to continue to rise. These facts are supported by the 1994 U.S. Census which reports that by the year 2030, there will be 176,949,000 females and only 169,970,00 males.

This census information supports the position that more women will earn college degrees in the future. Thus, this increase in the number of college degrees by women and the corresponding increase in nontraditional concerns for women indicates a changing profile of today's workplace (U. S. Department of Labor, 1996; U. S. Department of Commerce, 1994).

Organizations that heretofore have been predominantly or exclusively comprised of white males are now changing to reflect this increase in women in the workplace. With this rise of women in the workplace comes a variety of changes in what was once a male-dominated culture. Organizations and individuals have made changes in administration, policies and programs to address the needs of women (U. S. Department of Labor, 1996). Organizations faced with this change in workplace demographics have put into practice policies which addresses women needs such as, maternity leave, family leave,

flexible schedules and child care. All of these practices are designed to promote access and retention of this large group of employees.

Equal Pay

In addition to the change in policies driven by the influx of women in the workplace, other issues have surfaced in the mixed gender workplace. One such issue is that of equal pay for equal work (Long & Kahn, 1993 and Schneider & Schneider, 1993). Since the early 1900's, women and minorities have faced the issues of low wages and unequal pay. This fact has been largely the result of discrimination in the workplace for minorities, and jobs with low pay for women (teachers, domestic, secretaries, cooks, etc.). With the adoption of federal laws against discrimination, based on race and gender, and the prohibition of discrimination in hiring, promotion and wages (U. S. Department of Labor, 1977). These issues have become more of a goal than reality, as current pay schedules for women and men doing the same work still indicate that women are paid less than men and African Americans are paid less than Whites. U. S. Department of Labor (1996) statistics report that in 1983 the median salary for women was 66.7% of men and in 1995 the median increased to 75.5% of men. For African Americans the figures show that in 1994, Black men earned a median salary of \$22,000 while White men in this category earned \$30,270. Black women with a college degree earned an average of \$18,720 and White women an average of \$20,790 (U. S. Department of Commerce, 1994). These facts show that the issue of equal pay is still a cause for concern. Organizations with large populations of women and minorities must

continue to be sensitive and accountable on matters of equal pay in the workplace.

Minorities

The issues of diversity in the workplace is not a new phenomenon. Many organizations believe that a diverse workplace is the wave of the future and organizations with a diverse workforce will be better equipped to be competitive in the global workplace.

However, the degree to which minorities and women share in an equitable manner, the resources of the organization is one of the questions in this study. Several researchers question the equality of minorities in the workplace and go on to conclude that equal educational qualifications do not guarantee minorities equal footing in employment. In the overall quest for a job, Brennan & McGeevor's (1987), research points to the higher unemployment rates, among ethnic minorities than whites, as well as, more job applications per capita and fewer job offers and fewer interviews, when compared to whites. Brennan also found ethnic minorities are offered inferior quality of jobs, and have more difficulty than whites in obtaining suitable employment.

Some researchers say that minorities respond differently to conflict in the workplace and cited a study of African American women and European American women and their approach to conflict on the job (Shuter & Turner, 1997). The research by Shuter reports that African Americans tend to deal with conflict in a direct manner, while white women deal with conflict in an indirect manner. Both approaches yielded the same results of conflict reduction. The

implication of this study appears to be the outward forward approach of minorities when challenged at work, and the less direct approach by whites. The reason for this difference in behavior was not given. However, it presents an interesting contrast on the behavioral differences of African Americans versus whites in the workplace. Poindexter and Robinson (1997) studied the differences among African American college women, and white women in regard to attitudes and self-esteem and found African American women respond positively to ethnically based support systems and a lower self-esteem than white women. White women had a high self-esteem and also responded to support and challenge.

Another study on this perceived difference is one on self-perception of minority vs. majority college graduates, done by Atienza & Soccuzzo (1992). In this study, Atienza compared the social development, lifestyle and needs gratification of the two groups. The results of the study revealed a lower positive lifestyle score, immature social development and high need among minorities, while whites scored a higher positive lifestyle score, higher social development and lower needs gratification.

These two studies indicate a significant difference in the self-perception of African American and Whites in the areas of self-esteem, needs gratification, and social development. These perceptions leads one to conclude that different socialization and support systems are required to address the needs of both groups.

The question of differences of experiences among women and African Americans is the subject of a study by Lovelace and Rosen (1996). In this study, the authors are seeking to determine the organizational fit among diverse groups. The groups under study are White females, African American and Hispanic managers.

The study reviewed several areas: the type of job, satisfaction with the job, the intent to leave, and the degree of stress. The study concluded that when these factors were compared with White males, the women and minorities managers had a poorer fit. The study also found there was little or no differences between White and Hispanic male managers in the study, but there was a difference between White males and female managers, as well as White males and African American managers. The research here appears to give some validity as to the question of differences on the job between women and men, as well as ethnic minorities and Whites.

"Glass Ceiling"

Another issue facing women and minorities in the workplace is the effect of the male-dominated culture that can lead to the "Glass-Ceiling effect". The Glass Ceiling effect is defined as "the invisible and artificial barriers that prevent qualified individuals from advancing within their organizations and reaching their full potential. This glass ceiling effect results from institutional and psychological practices that limit the advancement and upward mobility of men, women, and minorities" (U. S. Department of Labor, 1996a). The Department of Labor's committee on the Glass Ceiling reports that the barriers are external, and

internal in organizations and are also an internal part of the government. The Glass Ceiling external barriers are seen as societal barriers which view individuals based on race and sex. There are also access barriers which keep women and minorities from certain educational opportunities, experiences, internships and exposure, which will have an impact on the supply of qualified potential employees. The other external barrier is one of "differences", as society uses differences in individuals to show bias, prejudices and to stereotype (1996a).

The other view of the Glass Ceiling is of its internal barriers. These internal barriers are seen to be within the organization and are described as structural. The structural barriers are evident in 1) recruitment and outreach, 2) corporate climate and 3) the corporate pipeline. The recruitment and outreach areas barriers are significant for this will determine "who" is employed by the organization and the type of entry-level training the employee will receive. The corporate climate relates to the environment in which the employee works, and what forces exist within the organization that might serve to alienate the employee (U. S. Department of Labor, 1996, 1977). Pipeline barriers emerge in the opportunities that are offered; the presence or absence of mentors; opportunities for career development; access to communication; performance evaluation, testing and harassment by other employees.

In the realm of the government, the Glass Ceiling effect is evident in the administration of (or lack of) policies and procedures. Examples of this effect are the lack of effective and consistent monitoring and enforcement of

employment practices; the weakness in the collection of data and management of governmental statistics, and inadequate reporting of statistics.

Research by the U. S. Department of Labor, Women's Bureau (1996a) indicates that most of the barriers presented by the Glass Ceiling effect can be removed in organizations with diligent planning and training. Specifically, the effort must have the support of the organization's CEO; it must be a major part of the company's strategic plan, and it must emphasize accountability.

Stereotyping

Another factor affecting women and minorities is stereotyping. Stereotyping is the impression of one's ability, based on race or gender. In organizations this can have a devastating effect on one's career, or opportunity for advancement. In women, there are several types of stereotyping that can occur in certain jobs.

Some of which relate to the amount of strength, stress, emotions, endurance, and mental capacity a female has or can endure. Occupations such as police, firemen, laborers, pilots, officials in the military are a few areas where women have been slow to advance and some of these occupations have been off limits to women. Minorities on the other hand have been stereotyped regarding their mental capacity and strength (U. S. Department of Labor, 1996).

Accountability in Higher Education

There is increasing pressure on colleges and universities to be more accountable in the type of graduate it produces, the time it takes to produce a graduate, the rising cost involved in earning a degree, the relevance of college

courses, and the methodology of the delivery system (Southern Regional Education Board 1998). These are today's burning issues in government, industry and consumer circles. How effectively colleges responds to these issues will determine the role colleges will play in the global marketplace. The research questions of this study focuses on LSU graduates and how LSU prepared them for a career.

The Value of a College Education

More and more colleges and universities are being called to task from a number of sources to be accountable in its role to prepare students for the workplace. Some critics question whether colleges are providing an adequate return on the investment (Ashworthe, 1977; Bosworth & Ford, 1977). The issue here is the rising cost of education and whether that cost will be reflected in the earnings of graduates. As college graduates enter the job market, they must be viewed as a "value added" product. Ashworth argues that the monetary cost of college coupled with debts from loans of new graduates must be balanced with the expectations of higher wages than other workers.

Not only are colleges asked to produce graduates that command higher wages, but also to produce a graduate that has "transferable skills," (Colstream, 1994; Beeson, & Montgomery, 1993). Colstream believes colleges must earnestly and diligently work in partnership with industry to first, identify the type of skills employers need and want, and then design programs that produces a graduate that meets those needs. Corporations are demanding a college graduate that is well-rounded and possess oral and written communication

skills, understands the concept of teamwork, is flexible, and intellectually curious.

Others believe that technology will force a dramatic and lasting change in the way colleges and universities provide an education. The question is, will colleges meet this new challenge? Johnstone (1994) believes that higher education is in trouble and the conventional model of college and higher education as we know it may soon disappear and new models of educational systems invented. Johnstone believes the catalyst for this change is technology. The new model that will emerge is a decentralized system in which learning will occur in a variety of settings - the home, the car, and the workplace. These changes will occur because of the increasing pressure on colleges to meet the needs of a diverse population.

Finally, colleges are indeed under pressure from many fronts to change. Many reasons are cited for this pressure to change. Many of these were discussed in previous paragraphs, accountability, relevance, productivity, and value. As consumers look to the higher education community for answers, they are also demanding change and working to shape that change. More and more colleges are asked to shorten the time to earn a degree, cut the cost of education, and work with industry to produce a graduate who is prepared for the job (Johnstone, 1991, 1994; Cross, 1992; Brown & Heaney, 1997). In order to respond to these current demands, colleges must form partnerships with industry to maximize its resources, be innovative in its approach to delivering a

quality education and to obtain constant feedback from its recent graduates as to the effectiveness of its method.

Alumni surveys are frequently used by colleges to obtain feedback on their success in finding jobs, and their satisfaction with the job preparation provided by their university. Such in the case in a study by Pike (1994) who found that alumni surveys are extremely useful in several areas. First, as information networks, to find out what is happening in the former student's life - i.e., marriage, job, children, etc. Second, alumni surveys, are extremely helpful in evaluating the educational programs of the university and third, the graduate's experiences since graduation. Pike found that there is a profound effect on colleges rating by alumni on job success and satisfaction. In Pike's study of alumni satisfaction and work experience. He focused on several areas that are important in this study. One is his findings about women in the workplace. He concluded that women were more satisfied with their work the men, however, women, were more dissatisfied than men with their opportunities for promotion and advancement, and women earned less than men. Of interest to universities is his conclusion that the alumni's education was relevant to his job, and that two thirds to three-fourths of alumni worked in occupations similar to their major field of study.

Theoretical Foundation

The transition to work is rooted in theories of adult learning, experiential learning, social learning, path-goal, self-efficacy and congruence. Over the years, a number of theorists have studied the nature of man and his environment as it

relates to learning and work. Each theorist has contributed a great deal to the development of programs and policies that shape training and focus of individuals in the workplace. Following are some of the significant theories which reflect the theoretical foundation of this study.

Adult Learning Theories

The adult learning theories are notable in this study because they form a foundation to explain the way adults learn; what motivates them to succeed and how their learning is internalized to promote self-actualization (Mead 1940) .

The training aspect of a job is much like that of attending a class in a university, therefore, the way one learns is important to an organization. Thus adult learning theories play an important role in training new employees.

Theorists such as Freire (1972), Gagne (1977), Knowles (1969, 1978, 1984), Mezirow (1977), Rogers (1969) and Jarvis (1983) have all written extensively on the nature of adults and their learning process. This learning process is a crucial step in the assimilation of new employees into the organization. Therefore, the theories that guide and shape this study is steeped in the foundation of adult-learning theory.

Knowles (1978), the father of the term "Andragogy", viewed the adult as one who could maximize learning if that learning was self-directed, experiential and relevant to his needs. Knowles operated from the point of view that the individual had to have some orientation towards learning for it be effective.

A similar view of learning was promoted by others such as Freire (1972) and Jarvis (1983). They took the humanistic position that adults should

participate fully in the learning process. With this participation the adult would assist in facilitating his own learning.

Gagne (1977) believed that adults learn in a procedural way and this process is a hierarchy of learning which relies in large part on signals and stimulants which leads to responses. Mezirow (1977) looked at adult learning in a somewhat similar way and suggests that adults move through a learning cycle. This learning cycle is a series of stages in which the adult approaches a learning situation as a problem, which is examined in light of their own circumstances. Once the problem is identified, the adult proceeds to the various options available to solve the problem. The next stages, according to Mezirow, involves self-examination, exploring options, developing a plan, acquiring knowledge about the plan, and actively solving the problem.

Carl Roger's (1969) approach to adult learning was one of self-actualization. He believed that self-actualization was and should be the goal of education. In Roger's approach, the individual participates fully in the learning process and information is presented in a decentralized format.

Congruence

Another predictor of success in transition to a job is organizational "fit" (Holland 1973; Mead 1940). How well does the individual's ideals, qualities, and goals match those of the organization? Congruence, is used to illustrate the fundamental ideas of this theory.

While adult learning theorists seem to have a sound basis for learning, others such as Vondracek et. al. (1986) and Holland (1973) posits that is not

enough to have the adult to participate in planning and implementing the learning process, but to successfully transition into the workplace there must be congruence between the individual and the organization. This congruence is also described as a "Goodness of Fit".

Vondracek emphasizes the personal characteristics of the individuals must be viewed along with the demands of others in the organization or environment to determine congruence. These factors, he believes, forms the elements for predicting the goodness of fit within the organization. Holland (1973) holds a similar view in his vocational theory. Holland's purports, the behavioral pattern of the individual is determined by his interaction between others within the organization and the overall environment will be the main factor in determining "goodness of fit". Holland suggests that "Vocational satisfaction, stability and achievement depends on the congruence between one's personality and the environment in which one works". Holland further believes that an employee who is congruent with the organization will be satisfied and less likely to leave the organization.

Symbolic Interaction

The interaction of individuals within an organization is a dynamic process. This research associates symbolic interaction as a foundation for this study because the successes of the interaction is viewed as key to this transition.

Symbolic interaction according to Blumer (1986) is the interaction between individuals, and this interaction is determined by the way the individual defines and internalizes the interaction and then responds. In a symbolic

interaction, symbols play a prominent role. Mead (1940) states that this theory is based on the centrality of "self". It is this view of self in which the individual interprets the role of others; the individual assumes the role of others and responds from that perspective. This process is viewed as a "transformation". Individuals with this view seek to know and understand the intention and direction of others. In an organization, this technique can be viewed as "modeling" the behavior of a supervisor or peer. If the behavior of the model is positive then the organization will benefit as the new employee seeks to transform himself into a preferred role within the organization.

Intergroup Theory

In all types of organizations, there are many types of people, young and old, Black and White, male and female. It is expected that the new LSU graduate will take his place in this multicultural mix of employees. In order to determine if there is a different work experience for LSU female and minority graduates than for other groups, a look at Intergroup Theory and Resource Theory may provide some answers. The emphasis on minorities and women in this study leads this researcher to the Intergroup Theory as a way of explaining another element of race and gender.

This theory attempts to describe the elements for examining race and gender dynamics which are inherent in most organizations. (Adlerfer 1986, Adlerfer & Smith 1982) This theory posits that two types of groups exist within organizations: identity groups and organization groups. Further, the most commonly recognized identity groups are those characterized by gender, age,

race, ethnicity and family. These authors define an organization group as one in which the members share common organizational position, have essentially equivalent work experiences and similar organizational views. When individuals enter organizations, they bring with them their identity groups. Based on intergroup theory, individuals and organizations are constantly managing potential conflicts arising from interface between identity and organizational group membership. The success of this management depends, in large part, on how influential the groups are with the organization (Alderfer & Smith, 1982).

Organizations can use this theory to study intergroup relations from several perspectives: (1) the effects of group membership on individuals, (2) the consequences for subgroups within groups as the groups deal with one another, (3) the outcome for groups as a whole when they relate to significant other groups and (4) the impact on the organization.

Resource Theory

Resource Theory is a social psychological framework for understanding social interactions and the relationships that form between individuals in everyday life. The central underlying theme of this theory is that humans rarely satisfy their physical and psychological needs in isolation, and that social interactions and relationships provide the means through which individuals obtain needed resources from others. The theory categorizes six types of social resources: love, services, goods, money, information, and status. According to Resource Theory, each type of resource will exhibit uniquely different principles of exchange depending on the degree of concreteness and particularity of the

resource. This theoretical schema has far reaching implications for understanding society. The theory also has implication for socialization within organizations (Foa, et. al. 1993).

Summary

In conclusion, the research presented here points to several important areas of study on the individual and the organization as it relates to entry into the organization:

- 1) Organization entry research is still an emerging area of study.**
- 2) Research on organizational entry is limited and often singularly focused.**
- 3) Very little research has been done on organizational entry as it relates to women and minorities, even though these group represents a major part of the workforce.**
- 4) There is no single, cumulative view of the organizational entry process.**
- 5) Most of the research that has been done on new employees in the workforce has been highly speculative and theoretical.**

6) Research in organizational entry of LSU graduates is an area in which much additional study should be done. In view of the increasing pressure by legislators, parents, business, and students on universities to be accountable for the quality and relevance of programs, this study will assist LSU in evaluating its progress in successfully moving graduates into the workplace. Likewise, the expected large and diverse

workforce in the next century, along with the need for organizations to mold persons from all backgrounds into an efficient and effective workforce, leads me to this conclusion. There must be significant and comprehensive data that attempts to describe and predict the aspiration, experiences, expectations, and success of both sexes and minorities. This study will address the issue from a viewpoint that has not yet been explored, with the goal of presenting further insight into successful transition in the workplace.

Chapter III Methodology

Methodology

This study was conducted with a random sample of LSU's May 1998 graduating class. The instrument used for this study was a researcher designed questionnaire based on a survey instrument developed by Holton (1991a). In order to maximize the number of minority respondents, a letter requesting participation in the survey from the President of the LSU Black Faculty and Staff Caucus was included in the mailing to all African Americans (see Appendix "C").

Further, this study is based on research done by Holton (1991) at Virginia Tech. Holton's study was done eight years ago and represents research on the entire graduating class at Virginia Tech. Since this initial study was done, Holton has done further research on adjustment issues and transition to work. While this study embodies the central theme of Holton's work, there are some differences. Further, this study was designed specifically to include more minorities and women than the Virginia Tech study. Also, this study examined the differences in transition to work between males and females, and majority versus minority workers. As the workforce continues to include more women and minorities, research in this area will serve as a catalyst for further study.

Population and Sampling

Sampling was done using a stratified sampling technique. The sample included all African-American graduates and a random sample of the remaining graduates. Since African-American and female views represent a significant

part of this study, it was essential to ensure that an adequate number from these groups was included in the survey. The African-American portion of the graduates was only 7% of the total population, so it was necessary to include all African-American graduates in order to ensure a large enough useable sample of data to permit comparative analysis. Based on the demographic profile of LSU's May 1998 graduating class, the proportions of male and female graduates (51% female and 49% male) were practically the same.

Survey Procedures

The questionnaire was developed to address the research questions previously presented. The areas of analysis centered around eight key areas: attitudes about college, preparation for jobs, opinion on orientation programs and their effectiveness, assimilation issues, (problems during first year) organizations, new employees development strategies, and a comparison of the ease of transition into jobs by the various groups.

Data was loaded on an Excel spreadsheet and analyzed using the SPSS Statistical Package. The list of graduates was stratified by males and females and a random number generator was used to determine which students to mail the survey. A survey was mailed to all selected graduates, with the attached letter, questionnaire and return envelope. Questionnaires were identified by a code number and matched to a name. This procedure allowed the researcher to know the identity of each person in the survey and to keep track of all respondents and non-respondents. After a period of two weeks from the first mailing, a review and count of respondents was made. Since the number of

respondents was less than the specified 25% of the total, a second mailing was made to the non-respondents. Two weeks from the date of the second mailing, a review and count of respondents was made. At that time, the number of respondents was more than the 25% designated level, therefore no additional follow-up was used. Since the total number of minority respondents available in this study is less than 200, the researcher used a target response rate of 25%. The number of minority respondents was less than 25% after the first and second mailing; hence the researcher conducted a telephone interview of minority non-respondents to obtain the minimum acceptable number of minority respondents. The survey was organized to provide a method of identifying early and late respondents in the event that an insufficient number of responses were not collected. However, the minimum number of responses was collected and the comparison of early and late respondents was not implemented as a strategy for analysis.

Instrumentation

The instrument in this study was adapted from a questionnaire developed by Holton (1991). Changes in the instrument included addition of items addressing information on supervisors, minorities, and women. In addition, items which were found to have low factor loadings in Holton's study were omitted from this revised instrument. Holton used a variety of sources in the design of the instrument 1) existing literature, 2) previous studies, and 3) Holton's previous research. The items in this instrument were designed to collect data on the perceptions of recent graduates about themselves, their organization, and their

interaction and adaptation to the organization. The instrument was six pages in length and utilized a five-point Likert-type scale for the majority of the questions.

There were eleven sections in this instrument used to collect data in this study (see Appendix A). Part one contained 14 items designed to record demographic data which would provide a profile of the respondents. Section two contained 11 items which were used to measure graduate's perceptions of their preparation for the job. A five-point Likert-type scale ranging from (1) strongly disagree to (5) strongly agree was used to collect responses.

Section three of the survey instrument contained 21 items and was used to measure perceptions of graduates regarding transition to the job. A five-point Likert-type scale ranging from (1) strongly disagree to (5) strongly agree was used to record responses. Section four measured the characteristics of the respondent's perceptions of their current job. 23 items were used to measure this subscale with a five-point Likert-type scale ranging from (1) strongly disagree to (5) strongly agree. Section five of the survey was designed to measure the attitude toward the organization for which they currently work. This section contained 11 items and responses were reported on a five-point Likert-type scale ranging from (1) strongly disagree to (5) strongly agree.

Section six was used to collect data on how the graduates felt about their employing organization and the job that held at the time of the survey. Respondents answers were collected using a five-point Likert-type scale ranging form (1) strongly disagree to (5) strongly agree.

The items in section seven asked the respondent to compare his experience on the job to his expectations for the job using a five-point Likert-type scale ranging from (1) considerably worse than expected, to (5) considerably better than expected. The items in section eight requested an answer on the respondent's coping and adapting to the transition from college to work. These responses were collected using a five point anchored scale ranging from (1) never, to (5) very often. Section nine collected information on the learning environment in their current positions. These items were collected with a five point Likert-type scale ranging from (1) strongly agree to (5) strongly disagree. Section ten asked the respondent to evaluate his relationship with his supervisor. These responses were collected using a five point anchored scale ranging from (1) never to (5) very often. Table number one reflects the reliability of the subscales in the study and the alpha coefficient ranged from .65 to .91 (see Table 1).

Table 1
Reliability of Subscales in the Transition to Work: A Study of New College Graduates Survey Instrument

Subscale	Number of Items	Alpha Coefficient
Preparation for the Job	11	.65
Transition to the Job	21	.60
Characteristics of Current Job	23	.81
Attitude Toward Current Organization	11	.64
Attitude Toward Organization and Job	24	.78
Expectations versus Experiences on the Job	26	.83
Strategies to Adapt and Cope with Transition to Job	18	.91
Learning in the Organization	7	.76
Supervisor	7	.91

Chapter IV Findings

Demographics

Findings presented in this chapter are organized by objectives of the study.

Objective number one was to describe new college graduates on selected personal, educational and professional demographic characteristics.

Respondents were asked to provide personal, professional and academic background information in the following 15 areas: 1) age (in years), 2) gender, 3) race, 4) undergraduate grade point average, 5) undergraduate major, 6) current employment status, 7) employer (type), 8) size of organization, 9) length of employment since graduation, 10) number of employers since graduation, 11) number of positions within current organization, 12) professional work experience prior to graduation, 13) number of different jobs prior to graduation, 14) number of schools attended (all levels), and 15) number of cities of residence.

Respondents were asked to provide their age. The age of respondents ranged from 21 to 57 with a mean of 24.61 years and a standard deviation of 4.32. When ages of respondents were examined in age categories, the majority (N=161 or 86.9%) were in the youngest age category of 25 years or less (see Table 2).

Regarding gender of respondents in the study, 68 (37.2%) were male and 115 (62.8%) were female. Two respondents did not identify gender.

Ethnicity of the respondents in the study is presented in Table 3. The majority

(n = 154, 82.8%) were white, and the second most frequently reported ethnic group was African American (n = 26, 14.9%). All other ethnic groups reported comprised less than 5% of the respondents (see Table 3).

Table 2
Age of New College Graduates Responding to the Survey

Age	Frequency	Percent
25 or less	159	86.9
26-30	10	5.3
31-35	6	3.2
36-40	6	3.2
41-45	0	0.0
46-50	1	0.5
51-55	0	0.0
56-above	1	0.5
Total	183	100.0

Note. Two respondents did not provide their age.

Respondents were asked to report their cumulative grade point average (GPA) in one of four ranges. The majority of respondents reported GPAs of 3.0 or higher. Among these, there were approximately equal number of graduates with GPAs of 3.0-3.49 and 3.5 to 4.0. Specifically, 33.9% (\underline{n} = 62) had GPAs of 3.5 – 4.0 and 32.8% (\underline{n} = 60) had GPAs of 3.0 – 3.49 (see Table 4).

Table 3
Ethnicity of New College Graduates Responding to the Survey

Ethnicity	Frequency Sample	Percent Sample
White	154	82.8
African American	26	14.9
Hispanic	2	2.0
Asian	1	0.05
American Indian	1	0.05
Total	184	100.0

Note. One respondent did not report their race.

Table 4
Self-Reported Grade Point Average of Responding New College Graduates

GPA	Frequency	Percent
3.5 – 4.0	62	33.9
3.0 – 3.49	60	32.8
2.5 – 2.99	47	25.7
2.0 – 2.49	14	7.6
Total	183	100.0

Note. Two respondents did not report their grade point average.

Respondents participating in the survey were asked to report their employment status since graduation. This item was used both for information as well as a screening item to determine if the respondent should complete the entire survey. The categories of employment status were: 1) employed in a position appropriate for starting my professional career and one that I anticipated having, 2) employed in a position appropriate for starting my professional career, but not what I had anticipated having, 3) employed in a temporary position, 4) unemployed but seeking employment, 5) unemployed and not seeking a job, or 6) attending graduate school.

Seventy-two percent ($\underline{n} = 134$) of respondents indicated that they were employed in a professional job that related to their career goal. Approximately 22 percent ($N=40$) were attending graduate school, 3.3 percent ($\underline{n} = 6$) were in a temporary position, and 1.6 percent ($\underline{n} = 3$) were unemployed (see Table 5). Only the 134 (72.2%) respondents who were employed in professional positions were asked to complete the remainder of the survey. The remaining findings will be based on these 134 respondents.

Respondents continuing with the survey were asked to describe the type of organization by which they were employed (see Table 6).

The majority of the respondents were employed in business/professional services (94 or 70.7%). In addition, 19 (14.3%), were employed in non-profit organizations.

Graduates participating in the survey were asked to provide information on the total number of employees in the organization by which they were

employed. This information was reported using the following categories: 1) 0 – 100 employees, 2) 101 – 500 employees, 3) 501 – 1000 employees, 4) 1001 – 5000 employees, and 5) 5000 employees and above. Respondents reported working for companies of varying sizes. The largest group of respondents (N = 33, 24.8%) indicated that they worked for companies with more than 5000 total employers. However, the second largest group ($n = 31$, 23.3%) worked for the smallest size companies (100 employees or less). The smallest group of respondents ($n = 17$, 12.8%) in the sample worked for companies of 500 to 1000 employees (see Table 7).

Table 5
Self-Reported Employment Status of Responding New College Graduates

Status	Frequency	Percent
Professional job (anticipated)	75	41.0
Professional job (unanticipated)	59	32.2
Attending graduate school	40	21.9
Temporary job	6	3.3
Unemployed (seeking employment)	3	1.6
Unemployed (not seeking employment)	0	0.0
Total	183	100.0

Note. Two respondents did not report their employment status.

Table 6
Type of Organization By Which Respondents Reported They Were Employed

Type	Frequency	Percent
Business/Professional Services	94	70.7
Non-profit	19	14.3
Education	14	10.5
Other	4	3.0
Government	2	1.5
Total	133	100.0

Note. One respondent did not answer this question.

Table 7
Total Number of Employees in the Organization By Which New College Graduates Responding to the Survey Were Employed

Number	Frequency	Percent
0 – 100	31	23.3
101 – 500	21	15.8
501 – 1000	17	12.8
1001 – 5000	31	23.3
5001>	33	24.8
Total	133	100

Note. One respondent did not answer this question.

Respondents were asked to provide information on the number of months they had been employed by the organization for which they currently worked. Available responses provided in the survey included: 1) less than one month, 2) one to three months, 3) four to six months, 4) seven to ten months, and 5) more than ten months. The largest group of respondents had been employed by the organization for more than ten months (56 or 42.4%) (see Table 8). Only three respondents (2.3%) indicated they had been employed by their current employer for less than one month.

Table 8
Number of Months Employed Reported by New College Graduates Responding to the Survey

Time	Frequency	Percent
< 1 month	3	2.3
1 – 3 months	13	9.8
4 – 6 months	27	20.5
7 – 10 months	33	25.0
> 10 months	56	42.4
Total	132	100.0

Note. Two respondents did not answer this question.

Each respondent was asked to report the number of organizations they had worked for since graduation. The responses were in the following categories: 1) none, 2) one, 3) two, 4) three, 5) more than three (see Table 9). The majority of respondents ($n = 102$, 76.1%) indicated that they had worked for one organization since graduation. In addition, 19 (14.2%) reported that they

had worked for two organizations. While this question was structured as ordinal data on the survey instrument because of the category of “More than three” organizations, since no respondent selected this category, the remaining four response categories provided data that could be considered to be interval in nature. Therefore, this information was used to calculate the mean number of organizations (Mean = 1.86, SD = 3.82) for which the individuals had worked.

Respondents were also asked to indicate the number of positions held within the current organization. The majority ($n = 96$, 71.6%) respondents indicated that they had held one position within the organization. Additionally, only four respondents (3.0%), reported that they had held three or more positions within the organization (see Table 10).

In order to determine the level of professional experience each respondent had prior to employment with his or her current organization, this survey requested information on prior professional work experience. The categories were as follows: 1) less than one month, 2) 1 – 3 months, 3) 4 – 6 months, 4) 7 – 12 months, and 5) more than twelve months. The results of these responses are provided in Table 11.

The largest group of respondents ($n = 44$, 33.3%) reported that they had more than 12 months of prior professional experience. The next largest group reported less than one month of prior professional experience ($n = 28$, 21.2%). As a group, 59 or 44.7% of the respondents in this sample had completed seven months or more of prior professional experience.

Respondents also reported the number of different jobs (of any kind) they had prior to graduating from college. The reporting categories for this information were: 1) none, 2) one, 3) two, 4) three and 5) more than three. The results of these responses are presented in Table 12.

Table 9
The Number of Organizations for Which New College Graduates Had Worked Since Graduation

Number	Frequency	Percent
None	8	6.0
1	102	76.1
2	19	14.2
3	5	3.7
3>	0	0.0
Total	134	100.0
Note. Mean = 1.16 (SD = 3.82)		

Table 10
Total Number of Jobs Held Within the Current Organization by New College Graduates Responding to the Survey

Number	Frequency	Percent
None	13	9.7
1	96	71.6
2	21	15.7
3	2	1.5
3>	2	1.5
Total	134	100.0

Table 11

Self-Reported Amount of Professional Work Experience Respondents Had Prior to Graduation

Work Experience	Frequency	Percent
< 1 month	28	21.2
1 – 3 months	19	14.4
4 – 6 months	26	19.7
7 – 12 months	15	11.4
> 12 months	44	33.3
No response		
Total	132	100.0

Note. Two respondents did not answer this question.

Table 12

Self-Reported Total Number of Different Jobs Held by New College Graduates Prior To Graduation

Number of jobs	Frequency	Percent
None	3	2.2
1	2	1.5
2	7	5.2
3	11	8.2
3>	111	82.8
No response		
Total	134	100.0

The majority of the graduates reported that they had held more than three different jobs ($\underline{n} = 111$, 82.8%) while only 3 (2.2%) indicated no prior work experience.

Each respondent was also asked to report on the total number of schools and colleges attended at any level. The majority ($\underline{n} = 94$, 70.7%) of the respondents reported that they had attended four to six schools prior to graduation. The next highest group reported attending one to three schools ($\underline{n} = 29$, 21.8%) while one graduate reported attending more than twelve schools ($\underline{n} = 1$, .07%) (see Table 13).

Respondents were asked to report how many different cities they had lived in during their lifetime. The categories for reporting this information were as follows: 1) one city, 2) 2 – 3 cities, 3) 4 – 6 cities, 4) 7 – 10 cities, and 5) more than 10 cities.

Table 13
Self-Reported Total Number of High Schools or Colleges Attended by the New College Graduates

Number	Frequency	Percent
1 – 3	29	21.8
4 – 6	94	70.7
7 – 9	9	6.8
10 – 12	0	0.0
12>	1	0.7
Total	133	100.0

Note. One respondent did not answer this question.

Table 14**Self- Reported Total Number of Cities of Residence by New College Graduates**

Number of cities	Frequency	Percent
1 - 3	37	27.6
2 – 3	76	56.7
4 – 6	17	12.7
7 – 10	4	3.0
>10	0	0.0
Total	134	100.0

The majority of the graduates indicated having lived in two to three cities (76 or 56.7%) while 37 or 27.6 percent reported living in only one city (see Table 14).

Respondents were asked to record their college major and 184 of 185 responded to this question. The majority of the respondents were Arts and Sciences majors (30.9%) followed by Basic Sciences (16.9%). Design and Music were reported as majors by only five persons each (2.7%).

Objective two of the study was to determine the perception of new college graduates regarding their anticipated transition from school to work and their educational preparation for their new role. Information used to accomplish this objective was drawn from the section of the survey in which respondents were asked to indicate their level of agreement with 11 items regarding the time period after they accepted their first job, but before they started working. Responses were reported on a five-point Likert-type scale ranging from

“Strongly Disagree” to “Strongly Agree.” To aid in the interpretation of these responses, the researcher established a scale of interpretation as follows: 1.50 or lower = “Strongly Disagree;” 1.51 to 2.50 = “Disagree;” 2.51 to 3.49 = “Neither Agree nor Disagree;” 3.50 to 4.49 = “Agree;” and 4.50 or higher = “Strongly Agree.”

Table 15
Self-Reported Major of New College Graduates

Major	Frequency	Percent
Arts and Sciences	57	30.9%
Basic Sciences	31	16.9%
Agriculture	25	13.6%
Business Administration	24	12.0%
Engineering	16	8.8%
Education	12	6.5%
Mass Communication	9	4.9%
Design	5	2.7%
Music and Dramatic Arts	5	2.7%
Total	184	100%

Note: One respondent did not answer this question.

The item with which respondents most strongly agreed was “I looked forward to starting my new job” with a mean rating of 4.33. This rating was classified as “Agree,” and two additional items received ratings of 4.0 or higher including “I was very aware of the importance of the first year on the job” (mean

= 4.13) and "I believe seniors should be taught more about how to make the transition to work" (mean = 4.00). The item with which respondents least agreed was "I was anxious about whether I would be able to fit into my new organization" (mean = 3.12). The rating of this item was in the "Neither Agree nor Disagree" category. Overall, eight of the items in this scale were rated in the "Agree" category and three items were rated in the "Neither Agree nor Disagree" category.

To further summarize the information regarding the concept measured in this scale, the researcher used factor analysis to identify primary underlying constructs in the scale. The analysis procedure used was principal components analysis using an oblique rotation method.

The first step in conducting the factor analysis was to determine the optimum number of factors to be extracted from the scale. Using a combination of the Latent root criterion, the A`priori criterion, and the scree test criterion, the number of factors to be extracted was determined to be three. The results of factor analysis including the factor, its label based on the items included in the factor, the percentage of variance explained by each factor, and the factor loadings for each of the items in each of the factors is presented in Table 17.

The three sub-scales were labeled by the researcher as "Educational Preparation," "Anxiety," and "Individual Preparation for Job." The first factor identified in the scale related to the issues of preparation for the job primarily in the educational setting. Items in this factor included those that related to preparation they received from their educational institution, and the factor

loadings ranged from a high of .82 to a low of .39. This factor explained 24.4% of the overall variance in the scale.

Table 16

Description of New College Graduates' Perceptions Regarding Items in the Pre-employment Preparation and Attitudes Scale

Item	Mean	Standard Deviation	Interpretive ^a Category
I looked forward to starting my new job	4.33	0.65	A
I was very aware of the importance of the first year on the job	4.13	0.83	A
I believe seniors should be taught more about how to make the transition work	4.00	1.00	A
The things I did to prepare myself to go to work were helpful	3.90	1.02	A
I felt prepared to start my new job	3.90	0.80	A
I took action to learn things about my new employer	3.80	1.02	A
I thought a lot about how I would approach my new job	3.72	1.00	A
LSU offered me the preparation I needed to be successful in adapting to my new organization	3.70	0.92	A
LSU offered me the preparation I needed to understand how to make the transition from being a college student to being a professional	3.40	1.10	NAND
I was worried about my ability to perform on my new job	3.30	1.30	NAND
I was anxious about whether I would be able to fit into my new organization	3.12	1.31	NAND

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree nor Disagree; A = Agree and SA = Strongly Agree

The second factor explained an additional 17.0% of the overall scale variance and included items relating to concerns expressed by respondents about beginning their jobs. This factor yielded factor loadings ranging from -.87 to -.48 and was labeled by the researcher as "Anxiety." The third factor identified in the scale "Individual Preparation for Job" included items relating to the individual's personal preparation for the new job. This factor added an additional 15.2% of explained variance and yielded factor loadings ranging from .82 to .55.

After the three sub-scales and the items to be included in each were identified, the researcher computed scale scores for each of the three identified sub-scales. These sub-scale scores were defined as the mean of the items included in each of the respective factors. For the first scale labeled "Educational Preparation for Work" the mean scores ranged from a low of 2.67 to a high of 5.00 with a mean of 3.93 (SD = .59). Using the interpretive scale this scale received an overall rating classified in the "Agree" category. The second scale was "Individual Preparation for Job" and had individual subject means ranging from 1.75 to 5.0. The mean score for the group was 3.82 (SD = .63), which placed it in the "Agree" category also. Finally, the third scale "Anxiety" had a mean rating of 3.53 (SD = .83) with individual subject scores ranging from 1.00 to 5.00 (the minimum and maximum possible scores). When these sub-scale scores were examined, the factor which received the highest mean score was the "Educational Preparation" sub-scale (mean 3.93, SD = .59) (see Table 17).

Table 17
Factor Analysis of Items in the Pre-Employment Preparation and Attitudes Scale

Item	Factor 1	Factor 2	Factor 3
Educational Preparation 24.4% of variance explained			
LSU offered me the preparation I needed to understand how to make the transition from being a college student to being a professional	0.82	-0.18	-0.09
LSU offered me the preparation I needed to be successful in adapting to my new organization	0.82	-0.05	-0.03
I felt prepared to start my new job	0.77	0.14	-0.06
I looked forward to starting my new job	0.39	0.11	0.33
Anxiety 17.0% of variance explained			
I was worried about my ability to perform on my new job	-0.09	-0.87	-0.06
I was anxious about whether I would be able to fit into my new organization	0.19	-0.81	-0.03
I thought a lot about how I would approach my new job	0.27	-0.65	0.29
I believe seniors should be taught more about how to make the transition to work	-0.14	-0.48	-0.03
Individual Preparation For Job 15.2% of variance explained			
I took action to learn things about my new employer	-0.22	0.02	0.82
The things I did to prepare myself to go to work were helpful	-0.06	0.03	0.76
I was very aware of the importance of the first year on the job	0.11	-0.09	0.55

Table 18
Description of Subscales Derived from the Pre-Employment Preparation and Attitudes Scale

Scale	# of Items	Mean	SD	Range of Individual Subject Mean Scores	Interpretive ^a Category
Educational Preparation	4	3.93	0.59	2.67 – 5.00	A
Individual Preparation for Job	3	3.82	0.63	1.75 – 5.00	A
Anxiety	4	3.53	0.83	1.00 – 5.00	A

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree nor Disagree; A = Agree and SA = Strongly Agree

Objective three of the study was to determine the perceptions of new college graduates regarding their actual transition from school to work and from the role of a student to the role of a professional. Information used to accomplish this objective was drawn from the section of the survey in which respondents were asked to indicate their level of agreement with 21 Items from the time of their entry on their first job. Responses were reported on a five point Likert-type scale ranging from “Strongly Agree” to “Strongly Disagree”. To aid in the interpretation of these responses, the researcher established a scale of interpretation as follows: 1.50 or lower = “Strongly Disagree;” 1.51 to 2.50 = “Disagree;” 2.51 to 3.49 = “Neither Agree nor Disagree”, 3.50 to 4.49 = “Agree;” and 4.50 or higher = “Strongly Agree.”

The item with which respondents most strongly agreed was "Overall, starting to work for my new organization has been a positive experience" with a mean rating of 4.30 (SD = .65). The rating for this item was classified as "Agree". There were three other items with a rating of 4.00 or higher including "I felt my organization had appropriate expectations of me in the beginning" (Mean = 4.02, SD = .63), "Overall, I am satisfied with my life these days" (Mean = 4.02, SD = .72), and "The Organization seemed to value the experiences and skills I brought to the job" (Mean = 4.00, SD = .72). The item with which respondents most strongly disagreed was "Learning to adapt to my new employer has been stressful for me" (Mean = 2.76, SD = 1.20). The rating for this item was in the "Neither Agree nor Disagree" category. Overall, twelve of the items were rated in the "Agree" category and nine items were rated in the "Neither Agree nor Disagree" Category (see Table 19).

To further summarize the information regarding the concept measured in this scale, the researcher used factor analysis to identify primary underlying constructs in the scale. The analysis procedure used was principal components analysis using an oblique rotation method.

The first step in conducting the factor analysis was to determine the optimum number of factors to be extracted from the scale. Using a combination of the Latent root criterion, the A` priori criterion, and the scree test criterion, the number of factors to be extracted was determined to be five. The results of factor analysis including the factor, its label based on the items included in the factor, the percentage of variance explained by each factor, and the factor

loadings for each of the items in each of the factors are presented in Table 18.

The five subscales were labeled by the researcher as "Organization Receptivity", "Organizational Fit", "Adaptation Difficulty", "Stress", and "Transition Satisfaction".

Table 19
Description of New College Graduates' Perception Regarding Items in the Transition to Work Scale

Item	Mean	SD	Interpretive ^a Category
Overall, starting to work for my new organization has been a positive experience	4.30	.63	A
I felt my organization had appropriate expectations of me in the beginning	4.02	.63	A
Overall, I am satisfied with my life these days	4.02	.72	A
The organization seemed to value the experience and skills I brought to the job	4.00	.72	A
Going from being a college student to being a professional was a big adjustment	3.93	.56	A
I felt quickly accepted by the group of people with whom I work	3.92	.80	A
I was able to develop a pretty good idea of what I needed to do to be successful	3.91	.60	A
I was willing to change to fit the needs of my organization	3.90	.70	A
I was able to earn the respect of my work group for my abilities fairly quickly	3.90	.75	A
I adapted easily to life as a working professional	3.90	.75	A
At times I still miss being a college student	3.90	1.24	A
The organization went out of its way to make me feel welcome in the beginning	3.80	.80	A
I was surprised at many of the things I learned	3.44	1.03	NAND

(con'd)

The uncertainty of my new work environment did not bother me terribly	3.40	.93	NAND
			(con'd)
Going from being a college student to being a professional was a big adjustment	3.24	1.20	NAND
If I had it to do over again, I would do more to prepare for the transition	3.21	1.00	NAND
My organization was willing to adjust things to fit my needs	3.20	1.15	NAND
I was able to shape many aspects of my orientation and training to suit me better	3.12	1.03	NAND
The transition to work is more difficult for women than for men	2.94	.90	NAND
I wish my organization had done more to help me get adjusted	2.81	1.00	NAND
Learning to adapt to my new employer has been stressful for me	2.76	1.20	NAND

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree nor Disagree; A = Agree and SA = Strongly Agree

The first factor identified in the scale related to issues on how well the organization received a new employee. Items in this factor included how the employee's peer group responded to the new employee as well as how the new employee adjusted to the work. The factor loadings ranged from a high of .72 to a low of .44. This factor explained 22% of the overall variance in the scale.

The second factor explained an additional 9.4% of the overall scale variance and included items relating to how the employee moved into the overall culture of the organization. This factor was labeled by the researcher as

“Organizational Fit”. This factor yielded factor loadings ranging from -.86 to -.49.

The third factor identified in the scale included items regarding the new employee’s attitude toward his new job as it relates to his prior role as a student. This factor was labeled by the researcher as “Adaptation Difficulty”. The factor yielded factor loadings from .66 to .44 and explained 8.5% of the variance.

The fourth factor identified in the scale related to the amount of anxiety the new graduate felt on the job, and this factor was labeled by the researcher as “Stress”. This factor yielded one factor loading from -.83 to -.60 and explained 8.1% of the variance .

The fifth factor in this scale related to how the respondent felt about his transition to the job and the researcher labeled this factor “Transition Satisfaction”. This factor added an additional 7.1% of the explained variance and yielded factor loadings from .73 to .64.

Table 20
Factor Analysis of Items in the Transition to Work and Attitudes Scale

Organizational Receptivity (22% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
The organization seemed to value the experience and skills I brought to the job	.72	-.18	.08	.16	.14
I was able to develop a pretty good idea of what I needed to do be successful	.70	.20	.35	-.04	.20
I felt my organization had appropriate expectations of me in the beginning	.70	.20	.10	-.10	.15
I was surprised at many of the things I had to learn	-.60	.15	.22	-.01	.04

(con'd)

I was able to earn the respect of my work group for my abilities fairly quickly	.48	-.12	-.03	-.30	-.31
The organization went out of its way to make me feel welcome in the beginning	.48	.50	-.20	-.01	.43
I felt quickly accepted by the group of people with whom I work	.44	.01	-.04	-.13	.01
Organizational Fit (9.4% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
My organization was willing to adjust things to fit my needs	.01	-.86	-.03	.11	-.00
I was able to shape many aspects of my orientation and training to suit me better	-.14	-.63	.16	-.36	.22
I wish my organization had done more to help me get adjusted	-.28	.49	.23	.08	-.10
Adaptation Difficulty (8.5% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
At times I still miss being a college student	.13	.02	.66	.22	-.05
The transition to work is more difficult for women than men	.05	.03	.55	-.09	-.22
If I had to do it over again, I would do more to prepare for the transition	-.37	.12	.53	.05	-.00
I was willing to change to fit the needs of my organization	-.16	-.28	.46	-.00	-.46
I felt that I understood what was expected of me in order to become professionally accepted by people in the organization	.36	-.06	.44	-.36	.28
Stress (8.1% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
The uncertainty of my new work environment did not bother me terribly	-.00	.19	.05	-.83	.11

(con'd)

Going from being a college student to being a professional was a big adjustment	.15	.32	-.00	.73	.31
Learning to adapt to my new employer has been stressful for me	-.11	.12	.07	.66	.04
I adapted easily to life as a working professional	.03	.20	-.21	-.60	.40
Transition Satisfaction (7.1% variance explained)	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Overall, I am satisfied with my life these days	.00	-.03	-.16	-.23	.73
Overall, starting to work for my new organization has been a positive experience	.15	-.40	-.06	.12	.64

After the five subscales and the items to be included in each were identified, the researcher computed scale scores for each of the five identified subscales. For the first scale labeled "Organization Receptivity" the individual subject mean scores ranged from a low of 3.00 to a high of 4.75 with an overall mean of 3.85 (SD = .33). Using the interpretive scale this scale received an overall rating classified in the "Agree" category. The second scale was "Organizational Fit" and had individual subject means ranging from a low of 1.67 to a high of 5.0. The overall mean score of 3.03 (SD = .60) for this subscale was in the "Neither Agree nor Disagree" category. The third scale was labeled by the researcher as "Adaptation Difficulty" and had individual subject mean scores ranging from a low of 2.00 to a high of 4.75. The overall mean score for the subscale was 3.47 (SD = .56) which places it in the "Neither Agree nor Disagree" category. The fourth scale was labeled as "Stress" and

had subject means ranging from a low of 2.33 to a high of 4.25. The overall mean for this subscale was 3.31 (SD = .44). This mean of 3.31 places the overall response in this category in the “Neither Agree nor Disagree” category. The fifth and final scale in this group “Transition Satisfaction” had two subject means ranging from 2.50 to 5.00. The overall mean for this group was 4.13 (SD = .56) which places it in the “Agree” category.

Table 21
Description of Subscales Derived From the Transition to Work Scale

Scale	Item	Mean	SD	Range of Individual Subject Mean Scores	Interpretive ^a Category
Transition Satisfaction	2	4.13	0.56	2.50 – 5.00	A
Organization Receptivity	7	3.85	0.33	3.00 – 4.75	A
Adaptation Difficulty	5	3.47	0.56	2.00 – 4.75	NAND
Stress	4	3.31	0.44	2.33 – 4.25	NAND
Organizational Fit	3	3.03	0.60	1.67 – 5.00	NAND

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree nor Disagree; A = Agree and SA = Strongly Agree

Objective four of the study was to determine the perceptions of new college graduates regarding the characteristics of their current job. Information used to evaluate this objective was drawn from the section of the survey in which respondents were asked to report their level of agreement with 23 items about their current job. Responses were reported on a five-point Likert-type scale ranging from “Strongly Disagree” to “Strongly Agree.” To aid in the

interpretation of these responses, the researcher established a scale of interpretation as follows: 1.50 or lower = "Strongly Disagree;" 1.51 to 2.50 = "Disagree;" 2.51 to 3.49 = "Neither Agree nor Disagree;" 3.50 to 4.49 = "Agree;" and 4.50 or higher = "Strongly Agree."

The item with which respondents most strongly agreed was "People will notice if I don't do my job well." This rating was classified as "Agree" with a mean of 4.25 (SD = .59). The next three highest rated items were: "I know what my job responsibilities are" (Mean = 4.20, SD = .55); "What I do in my job is taken seriously here" (Mean = 4.20, SD = .65); and "My job is important in this Operation" (Mean = 4.17, SD = .63). The item with which respondents most strongly disagreed was "I have little control and say about what I do in my job" (Mean = 2.50, SD = 1.20). The rating of this item was in the "Disagree" Category. Overall, nineteen of the items in this scale were rated in the "Agree" category, three items were rated in the "Neither Agree nor Disagree" Category and one item was in the "Disagree" Category (see Table 22).

Table 22

Description of the New College Graduates' Perception Regarding Items in the Characteristics of Current Job Scale

Item	Mean	SD	Interpretive Category ^a
People will notice if I don't do my job well	4.25	.59	A
I know what my job responsibilities are	4.20	.55	A
What I do in my job is taken seriously here	4.20	.66	A
My job is important in this organization	4.17	.63	A
I feel like I make a real contribution to this organization	4.12	.69	A

(con'd)

I know how to accomplish the things I need to do in order to meet my organization's expectations of me	4.11	.54	A
I am growing as a professional in this job	4.10	.70	A
I understand why my job is important to the organization	4.09	.70	A
Generally, I know what my organization expects of me	4.08	.59	A
It is important to my professional success for me to be the kind of person the organization wants	4.05	.70	A
When I do my job well, I can see its effect on the organization	4.05	.81	A
My job provides me the opportunity to do a variety of different things	4.02	.80	A
Other departments within this organization depend on the work I perform	4.00	.85	A
What I do in my job is taken seriously here	4.00	.65	A
There are clear, planned goals and objectives for my job	3.87	.77	A
My job challenges me intellectually	3.81	.84	A
Given my education and training, this job is appropriate for my abilities and skills	3.80	1.10	A
I feel certain about how much authority I have on my job	3.78	.81	A
I know that I have divided my time properly on my job	3.77	.67	A
This job allows me to be creative and use my own ideas, if I wish	3.65	1.20	A
My job receives priority for resources and support	3.49	.90	NAND
Accomplishing the tasks I am assigned is challenging	3.45	1.00	NAND
I have felt pressured to change myself to "fit" the organization	2.54	1.00	NAND
I have little control and say about what I do in my job	2.50	1.20	D

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

(con'd)

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree Nor Disagree; A = Agree; SA = Strongly Agree

To further summarize the information regarding the concept measured in this scale, the researcher used factor analysis to identify primary underlying constructs in the scale. The analysis procedure used was principal components analysis using an oblique rotation method.

The first step in conducting the factor analysis was to determine the optimum number of factors to be extracted from the scale. Using a combination of the Latent root criterion, the A` priori criterion, and the scree test criterion, the number of factors to be extracted was determined to be four. The results of factor analysis including the factor, its label based on the items included in the factor, the percentage of variance explained by each factor, and the factor loadings for each of the items in each of the factors is presented in Table 23.

The four subscales were labeled by the researcher as "Job Expectation, "Job Challenge", Job Importance", and "Job Control". The first factor identified in the scale related to issues of the respondents organization's expectations. Items in this factor included those related to the control, role, and responsibilities of the job. The factor loadings ranged from a high of .77 to a low of .60. This factor explained 29.5% of the overall variance in the scale.

The second factor explained an additional 9.9% of the overall scale variance and included items relating to the variety, skills training and creativity in the job. This factor yielded factor loadings ranging from -.81 to -.46 and was labeled "Job Challenge". The third factor identified in the scale included items

related to the effect, impact and contribution of the respondent's job on the organization. This factor was labeled by the researcher as "Job Importance". The factor added an additional 9.7% of explained variance and yielded factor loadings from -.80 to -.54. The fourth factor in the scale related to authority inherent with the job and was labeled by the researcher as "Job Control". This factor explained 7.1% of the variance in the scale and yielded factor loading ranging from -.63 to .45.

Table 23
Factor Analysis of Items in the Attitudes Toward the Current Job Scale

Job Expectations 29.5% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4
I know what my job responsibilities are	.77	.06	-.11	-.25
Generally, I know what my organization expects of me	.66	-.10	-.18	-.10
I know how to accomplish the things I need to do in order to meet my organization's expectations of me	.61	-.05	.14	-.06
I have little control and say about what I do in my job	.60	.23	.57	-.06
Job Challenge (9.9% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4
My job challenges me intellectually	-.01	-.81	.13	-.24
Accomplishing the tasks I am assigned is Challenging	-.11	-.74	.09	.22
Given my education and training, this job is appropriate for my abilities and skills	-.00	-.59	-.17	-.41
I am growing as a professional in this job	-.27	-.53	-.18	.04
This job allows me to be creative and use my own ideas, if I wish	.16	-.53	-.01	-.37

(con'd)

Accomplishing the tasks I am assigned is challenging	-.44	-.46	-.37	-.17
Job Importance (9.7% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4
My job is important in this organization	-.04	-.10	-.80	-.12
I understand why my job is important to the organization	-.00	.00	-.80	-.10
When I do my job well, I can see its effect on the organization	-.30	.40	-.74	-.30
I feel like I make a real contribution to this organization	.23	-.14	-.70	-.02
What I do in my job is taken seriously here	.0	-.10	-.70	-.12
My job receives priority for resources and support	.30	-.10	-.54	.12
Job Control (7.1% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4
There are clear, planned goals and objectives for my job	.30	-.20	-.14	-.63
I feel certain about how much authority I have on my job	-.33	-.14	.00	-.60
I have felt pressured to change myself to "fit" the organization	.10	.10	-.00	-.60
I know that I have divided my time properly on my job	.30	.30	-.30	-.60
Other departments within this organization depend on the work I perform	.30	-.30	-.35	.45

After the four sub-scales and the items to be included in each were identified, the researcher computed scale scores for each of the four identified sub-scales. For the first sub-scale labeled "Job Expectations" the individual subject mean scores ranged from a low of 2.60 to a high of 5.0 with an overall mean of 3.82 (SD = .44). Using the interpretive scale this scale received an

overall rating classified in the “Agree” category. The second scale was “Job Challenge” and had individual subject means ranging from a low of 2.00 to a high of 4.83 with an overall mean rating of 3.80 (SD = .63). The overall rating of the scale was in the “Agree” category. The third scale was “Job Importance” and had individual subject mean ranging from a low of 2.30 to a high of 5.0 and a mean score for the group of 4.03 (SD = .52). This places the scale in the “Agree” category. The fourth and final scale “Job Control”, had a mean rating of 3.60 (SD = .43) and individual subject scores ranging from 2.0 to 4.25. The overall mean score of 3.60 places this scale in the “Agree” category. (See Table 24)

Table 24

Description of Subscale Scores for Respondents Attitudes on Characteristics of Current Job Scale

Scale	# of Items	Mean	SD	Range of Individual Subject Mean Scores	Interpretive ^a Category
Job Importance	7	4.03	0.52	2.30 – 5.00	A
Job Expectation	5	3.82	0.44	2.60 – 5.00	A
Job Challenge	6	3.80	0.63	2.00 – 4.83	A
Job Control	5	3.60	0.43	2.00 – 4.25	A

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree nor Disagree; A = Agree and SA = Strongly Agree

Objective five of the study was to determine the perceptions of new college graduates regarding their job and the organization by which they were currently employed. This objective was accomplished by using information from the survey in which respondents were asked to state their level of agreement

with 11 items regarding their organization. Responses were reported on a five point Likert-type scale ranging from “Strongly Agree” to “Strongly Disagree”. To aid in the interpretation of these responses, the researcher established a scale of interpretation as follows: 1.50 or lower = “Strongly Disagree;” 1.51 to 2.50 = “Disagree;” 2.51 to 3.49 = “Neither Agree nor Disagree”, 3.50 to 4.49 = “Agree;” and 4.50 or higher = “Strongly Agree.”

The item with which respondents most strongly agreed was “I know how to work effectively with my boss” with a mean rating of 4.23 (SD = .55). This rating was classified as “Agree”. The next highest rating was 4.20 (SD = .67) for the item “The overriding goals of this organization are clear to me”. The item with which respondents most strongly disagreed was “I wish someone would explain why certain things are done the way they are around here” (Mean = 2.77, SD = 1.04). The rating for this item was in the “Neither Agree nor Disagree” Category. In sum, ten items in this scale were rated in the “Agree” category and one item was rated in the “Neither Agree nor Disagree” Category (see Table 25).

The information provided in this concept was further summarized by the researcher using factor analysis to identify primary underlying constructs in the scale. The analysis procedure used was principal components analysis using an oblique rotation method.

The information provided in this concept was further summarized by the researcher using factor analysis to identify primary underlying constructs in the

scale. The analysis procedure used was principal components analysis using an oblique rotation method.

Table 25
Description of New College Graduate's Perception Regarding Items in the Attitude Towards the Organization Scale

Item	Mean	SD	Interpretive ^a Category
I know how to work effectively with my boss	4.23	.55	A
The overriding goals of this organization are clear to me	4.20	.67	A
I have usually been successful at getting things done around here	4.08	.52	A
If I need information, I usually know how to find what I need	4.06	.61	A
If I need to get something done, I usually know the person to whom I should turn to make it happen	4.05	.72	A
I can usually recognize the politics of my organization, whether or not I know how to "play" the politics yet	3.99	.80	A
I understand most of the values of this organization	3.91	.78	A
I understand the formal policies and procedures used here	3.87	.63	A
Generally, I understand why the organization evaluates my performance the way they do	3.82	.84	A
The reason people in this organization behave the way they do usually makes sense to me	3.57	1.00	A
I wish someone would explain why certain things are done the way they are around here	2.77	1.04	NAND

Note: Response Scale used was: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree Nor Disagree; A = Agree; SA = Strongly Agree

^aInterpretive Categories: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

The first step in conducting the factor analysis was to determine the optimum number of factors to be extracted from the scale. Using a combination of the Latent root criterion, the A` priori criterion, and the scree test criterion, the number of factors to be extracted was determined to be two. The results of factor analysis including the factor, its label based on the items included in the factor, the percentage of variance explained by each factor, and the factor loadings for each of the items in each of the factors are presented in Table 26. The two subscales were labeled by the researcher as “Organizational Savvy” and “Organizational Culture.”

The first factor, “Organizational Savvy”, identified in the scale was related to the respondents’ ability to get things accomplished and understand the “office politics”. Items in this factor had factor loadings ranging from a high of .84 to a low of .58. This factor explained 37% of the overall variance in the scale.

The second factor “Organizational Culture” identified in the scale focused on the respondents’ understanding of the organization. Loadings for the Items in this factor ranged from a high of .69 to a low of .62. This factor also explained 17.4% of the overall variance in the scale.

Once the two subscales and the items to be included in each were identified, the researcher computed scale scores for each of the subscales. The first scale labeled “Organizational Savvy” had individual subject means that ranged from 3.20 to 5.0. The overall mean score for the group was 4.10 (SD = .42), which placed it in the “Agree” category. The second scale “Organizational Culture” had individual subject means ranging from a low of 2.20 to a high of

4.50. The mean score for the group was 3.70 (SD = .44), which also placed this scale in the "Agree" Category.

Table 26
Factor Analysis of Items in the Attitude Towards the Organization Scale

Subscale	Factor 1	Factor 2
Organizational Savvy (37% of variance explained)		
The reason people in this organization behave the way they do usually makes sense to me	.84	-.16
I wish someone would explain why certain things done the way they are around here	-.77	.20
I understand most of the values of this organization	.75	.11
Generally, I understand why the organization evaluates my performance the way they do	.69	.11
I understand the formal policies and procedures used here	.66	.20
If I need to get something done, I usually know the person to whom I should turn to make it happen	.58	.40
Subscale	Factor 1	Factor 2
Organizational Culture (17.4% of variance explained)		
If I need information, I usually know how to find what I need	.27	.69
I have usually been successful at getting things done around here	.20	.66
I can usually recognize the politics of my organization, whether or not I know how to "play" the politics yet	-.35	.66
I know how to work effectively with my boss	-.08	.64
The overriding goals of this organization are clear to me	.20	.62

Table 27
Description of Subscale Scores Derived from the Attitude Toward the
Organizational Scale

Scale	# of Items	Mean	SD	Range of Individual Subject Mean Scores	Interpretive ^a Category
Organizational Savvy	5	4.10	.42	3.20 – 5.00	A
Organization Culture	6	3.70	.44	2.20 – 4.50	A

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree nor Disagree; A = Agree and SA = Strongly Agree

Objective six of the study was to determine new college graduates' attitudes toward their current job. Information from the 24 items in this section of the survey were used to accomplish this objective. Responses were reported on a five-point Likert-type scale ranging from "Strongly Disagree" to "Strongly Agree". To aid in the interpretation of these responses, the researcher established a scale of interpretation as follows: 1.50 or lower = "Strongly Disagree;" 1.51 to 2.50 = "Disagree;" 2.51 to 3.49 = "Neither Agree nor Disagree;" 3.50 to 4.49 = "Agree;" and 4.50 or higher = "Strongly Agree." The item with which respondents most strongly agreed was "Doing my job well increases my feeling of self esteem" with a mean rating of 4.30 (SD = .67). This rating was classified as "Agree." The item with which respondents most strongly disagreed was "Deciding to work for this organization was a definite mistake on my part" (mean = 1.91, SD = .90). The rating on this item was in the "Disagree" category. (See Table 28)

Table 28
Description of New College Graduates' Perceptions Regarding Items in the
Attitude Toward the Organization Scale

Item	Mean	SD	Interpretive ^a Category
Doing my job well increases my feeling of self-esteem	4.30	.67	A
I feel a great sense of personal satisfaction when I do my job well	4.00	.66	A
On the basis of my own standards, I feel I have been successful in my work	4.00	.71	A
Overall, I am satisfied with my current job	4.00	.84	A
I often feel really good about the quality of my work performance	3.92	.70	A
If I could make my job choice over again, I would still decide to join this organization	3.92	.80	A
I am glad that I chose this organization to work for over others I was considering at the time I joined	3.90	.81	A
I feel bad when I do my job poorly	3.90	1.0 0	A
Compared to my peers, I feel quite successful in my career	3.80	.80	A
I really care about the fate of this organization	3.86	.90	A
I get a great sense of accomplishment in my job	3.80	.82	A
Given what I know about other organizations, this is the best organization for me	3.70	.90	A
I find that my values and the organization's values are very similar	3.63	1.0 0	A
Generally, I feel I am achieving my most important personal work goals	3.60	.83	A
I boast about this organization to my friends as a great organization to work for	3.50	1.1	A
I am very much involved personally in my work	3.30	1.1	NAND

(con'd)

I would accept almost any type of job assignment in order to keep working for this organization	2.81	1.1	NAND
The most important things that happen to me involve my work	2.60	1.1	NAND
The major satisfaction in my life comes from my job	2.60	1.1	NAND
I live, eat, and breathe my job	2.32	1.2	D
I often think of quitting this job	2.30	1.1	D
I expect to resign from this job within the next year	2.23	1.1	D
Deciding to work for this organization was a definite mistake on my part	1.91	.90	D

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree nor Disagree; A = Agree and SA = Strongly Agree

The concept measured in this scale was further summarized by the researcher using factor analysis to identify primary underlying constructs in the scale. The analysis procedure used was principal components analysis using an oblique rotation method.

The first step in conducting the factor analysis was to determine the optimum number of factors to be extracted from the scale. Using a combination of the Latent root criterion, the A`priori criterion, and the scree test criterion, the number of factors to be extracted was determined to be five. The results of factor analysis including the factor, its label based on the items included in the factor, the percentage of variance explained by each factor, and the factor loadings for each of the items in each of the factors is presented in Table 25.

The five sub-scales were labeled by the researcher as “Organization Satisfaction,” “Job Satisfaction”, “Job Performance”, “Psychological Success” and “Job Dissonance”.

The first factor identified in the scale “Organization Satisfaction” related to the respondents’ attitude toward the organization. Loading for this factor ranged from a high of .80 to a low of .61. This factor explained 41.2% of the overall variance in the scale. The second factor labeled “Job Satisfaction” centered around the respondents’ pride in his job and the importance his job was to him. This factor had loadings ranging from a high of .91 to a low of .83. This factor explained 11.0% of the variance in the scale. The third factor “Job Performance” focused on “how well” the respondents thought they did their job. Factor loadings for this factor ranged from a high of .91 to a low of .43. This factor explained 7.5% of the overall variance. The fourth factor was “Psychological Success” related to the sense of accomplishment and success the respondents felt about the job. The factor loadings ranged from a high of .91 to a low of .42 and explained 6.9% of the overall variance. The fifth and final factor, “Job Dissonance”, described the likelihood that the respondent would remain an employee with the organization. Factor loadings for this scale ranged from .91 to -.45. This factor explained 4.6% of the overall variance (see Table 29).

Table 29**Factor Analysis of Items in the Attitudes Toward Feeling About the Organization Scale**

Organizational Satisfaction 41.2% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
I boast about this organization to my friends as a great organization to work	.80	-.03	-.21	.07	.07
I find that my values and the organization's values are very similar	.77	.04	.05	.17	-.04
I would accept almost any type of job assignment in order to keep working for this organization	.76	-.20	.18	-.15	-.09
I really care about the fate of this organization	.74	.08	.08	.16	-.18
I am glad that I chose this organization to work for over others I was considering at the time I joined	.68	.08	-.18	.22	.03
Given what I know about other organizations, this is the best organization for me	.68	.27	.15	.03	-.18
Overall, I am satisfied with my current job	.61	.03	-.19	.11	-.23
Job Satisfaction 11.0% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
The most important things that happen to me involve my work	-.67	.91	-.04	-.01	.01
I boast about this organization to organization's values are very similar	-.02	.83	.06	-.15	.08
Job Performance 7.5% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
I feel bad when I do my job poorly	-.25	-.02	-.91	-.05	-.03
I often think of quitting this job	-.44	-.04	.56	-.05	-.05
I feel a great sense of personal satisfaction when I do my job well	.26	.17	-.44	.02	-.32
Doing my job well increases my feeling	.25	.17	-.43	.04	-.30

(con'd)

of self-esteem

Psychological Success 6.9% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
On the basis of my own standards I feel I have been successful in my work	-.03	.09	.09	.91	-.02
I often feel really good about the quality of my work performance	.06	-.15	-.03	.89	.13
I get a great sense of accomplishment in my job	.31	.33	-.07	.51	.06
Compared to my peers, I feel quite successful in my career	-.03	.10	-.18	.45	-.28
Generally, I feel I am achieving my most important personal work goals	.17	.36	.13	.42	-.20
Job Dissonance 4.6% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
I expect to resign from this job within the next year	.02	.09	-.01	.03	.91
I expect to begin searching for another job within the next year	-.18	-.00	.01	.09	.77
I am very much involved personally in my work	-.19	-.487	.07	.26	-.51
Deciding to work for this organization was a definite mistake on my part	-.10	.30	.33	-.28	.47
If I could make my jobchoice over again, I would still decide to join this organization	-.40	.09	-.28	-.01	-.45

The next step of examination by the researcher was to compute scale scores for each of the five named subscales. The first scale, "Psychological Success" had individual subject mean scores ranging from a low of 1.60 to a high of 5.00 (the maximum score for this scale) with an overall mean of 3.82

(SD = .60). This subscale received an overall rating in the "Agree" category.

The second scale "Job Performance" had subject mean scores ranging from 1.75 to 4.75 and an overall mean of 3.70 (SD = .40). This score places it in the "Agree" category.

The third scale "Organizational Satisfaction" had individual subject mean scores from 1.90 to 5.00 (the maximum possible score) with an overall mean of 3.63 (SD = .80). This score places it in the "Agree" category. The fourth scale "Job Dissonance" had an overall mean of 2.80 (SD = .42) and individual subject mean scores ranging from 1.80 to 3.80. The overall mean of 2.80 categorizes this scale as "Neither Agree nor Disagree". Finally, the fifth scale "Job Satisfaction" had individual subject mean scores in the range of 1.00 to 5.00 (the lowest and highest scores possible) with an overall mean rating of 2.50 (SD = 1.02). This rating places it in the "Neither Agree nor Disagree" category (see Table 30).

Table 30
Description of Subscale Scores of New College Graduates' Feeling About the Organization Scale

Scale	# of Items	Mean	SD	Range of Individual Subject Mean Scores	Interpretive ^a Category
Psychological Success	5	3.82	.60	1.60 – 5.00	A
Job Performance	4	3.70	.40	1.75 – 4.75	A
Organizational Satisfaction	7	3.63	.80	1.90 – 5.00	A
Job Dissonance	5	2.80	.42	1.80 – 3.80	NAND
Job Satisfaction	3	2.50	1.02	1.00 – 5.00	NAND

(con'd)

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree nor Disagree; A = Agree and SA = Strongly Agree

Objective seven of the study was to determine the perceptions of new college graduates regarding their expectations before starting the job and how those expectations compared with actual experiences on the job. Data collected to accomplish this objective were extracted from the portion of the survey in which respondents were asked to report their opinion on the level of difference between their expectations and actual experience in their new job. Responses were reported on a five point Likert-type scale ranging from "Considerably Worse than Expected" to "Considerably Better than Expected". To assist in the interpretation of these responses, the researched established a scale of interpretation as follows: 1.50 or lower = "Considerably Worse than Expected"; 1.51 to 2.50 = "Somewhat Worse than Expected"; 2.51 to 3.49 = "About as Expected"; 3.50 to 4.49 = "Somewhat Better than Expected"; and 4.50 or higher = "Considerably Better than Expected".

The item which respondents rated highest regarding the extent to which it was better than expected was "My ability to perform as required" with a mean rating of 3.50 (SD - .65). The rating for this mean was classified as "Somewhat Better than Expected". The next highest rating with a mean of 3.46 (SD = 1.02) was "Amount of Control I have over my own job". The rating for this item was classified as "About as Expected". The item which respondents rated lowest indicating the extent to which it was worse than expected was "Amount of

Stress I Have Experienced" (Mean = 2.70, SD = .75). The rating for this item was in the "About as Expected" category. In summary, twenty-four of the items were in the "About as Expected" category, one item was in the "Somewhat Better than Expected" category and no item was in any of the "Worse than Expected" categories (see Table 31).

Table 31

Description of New College Graduates' Perceptions Regarding Items on the Expectations of the Job Scale

Item	Mean	SD	Interpretive ^a Category
My ability to perform as required	3.50	.65	SBE
Amount of control I have over my own job	3.46	1.02	AAE
Amount of support and guidance I receive from my co-workers	3.43	.75	AAE
Atmosphere in my work area	3.40	.92	AAE
Amount of responsibility in my job	3.38	.81	AAE
Opportunity for intellectual achievement	3.32	.96	AAE
Level of work I am asked to do	3.30	.70	AAE
Variety of tasks I perform	3.30	.85	AAE
Ability to handle the pressure	3.30	.80	AAE
Amount of challenge in my job	3.30	.93	AAE
Opportunity to fully demonstrate my abilities and skills	3.21	.80	AAE
Amount of time I spend working with other people	3.19	.84	AAE
Concern for new employee's adaptation to the company	3.18	.86	AAE
Amount of support and guidance I receive from my boss	3.15	.93	AAE

(con'd)

Opportunity to advance in the company	3.13	1.01	AAE
How hard I have to work to accomplish my assignments	3.10	.80	AAE
Formal training I have received	3.10	.95	AAE
Job's impact on my personal life	3.03	.90	AAE
Attitude others have toward their jobs	3.00	.81	AAE
Pressure I feel in my job	2.96	.80	AAE
Number of hours I have to work	2.93	1.01	AAE
Communication within the organization	2.85	.91	AAE
Amount of frustration I have felt toward my job	2.82	.70	AAE
Ways decisions are made	2.75	.71	AAE
Amount of stress I have experienced	2.70	.75	AAE

Note. Response Scale used was: 1 = Considerably Worse than Expected; 2 = Somewhat Worse than Expected; 3 = About as Expected; 4 = Somewhat Better than Expected; 5 = Considerably Better than Expected.

^aInterpretive Categories: CWE = Considerably Worse than Expected; SWE = Somewhat Worse Than Expected; AAE = About as Expected; SBE = Somewhat Better Than Expected; CBE = Considerably Better Than Expected

To further summarize the information regarding the concept measured in this scale, the researcher used factor analysis to identify primary underlying constructs in the scale. The number of factors to be extracted was determined to be five. The results of factor analysis including the factor, its label based on the items included in the factor, the percentage of variance explained by each factor, and the factor loadings for each of the items in each of the factors is presented in Table 30. The five sub-scales were labeled by the researcher as

“Job Independence”, “Job Support”, “Job Competence”, “Job Intensity”, and “Job Stress” (see Table 32).

The first factor identified in the scale “Job Independence” related to the amount of challenge, control, and opportunity that existed in the job. The factor loadings for this scale ranged from a high of .80 to a low of .41. This factor explained 20.8% of the overall variance in the scale. The second factor, labeled “Job Stress” identified the degree of stress, frustration, and pressure the respondents experienced on the job. This factor loadings ranged from a high of .83 to a low of .60. This factor explained 10.2% of the overall variance in the scale. The third factor “Job Competence” included items on the respondent’s ability to perform the job at an expected level and the impact that performance had on him and his personal life. The factor loadings for these items ranged from a high of .75 to a low of .56. This factor explained 9.6% of the overall variance.

The fourth factor “Job Intensity”, explained an additional 8.9% of the overall variance, and included items related to the amount of time and difficulty the respondent experienced getting the job done. This factor yielded factor loadings ranging from .77 to .48. The fifth and final factor in this scale was “Job Support”. This factor explained 5.9% of the overall variance and related to the degree of support, job climate, and concern provided by the employer. The factor loadings ranged from a high of .82 to a low of .39.

Table 32
Factor Analysis of Items on the Expectations About the Organization Scale

Job Independence (20.8% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Amount of responsibility in my job	.80	.03	.09	.09	.11
Opportunity for intellectual achievement	.70	-.12	.23	-.13	.08
Variety of tasks I perform	.65	.00	-.29	.19	-.26
Opportunity to advance in the company	.62	.18	.02	.15	.12
Amount of challenge in my job	.57	-.39	.07	.48	-.07
Opportunity to fully demonstrate my abilities and skills	.53	.20	.05	-.30	.09
Formal training I have received	.44	-.01	-.30	-.26	.10
Adequacy of my salary	.42	.17	.07	.00	.16
Amount of control I have over my own job	.41	.07	.19	.16	.33
Job Stress (10.2% of variance explained)	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Amount of stress I have experienced	.13	.83	.12	.16	-.09
Communication within the organization	.00	.66	-.00	-.01	.35
Pressure I feel in my job	-.14	.66	.14	.04	-.10
Amount of frustration I have felt toward my job	.28	.60	.02	.24	.02
Ways decisions are made	.31	.60	-.23	-.18	.14
Job Competence 9.6% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
My ability to perform as required	.24	-.16	.75	-.23	.14
Ability to handle the pressure	-.08	.36	.73	-.19	-.06
Job's impact on my personal life	-.06	.22	.72	.17	.06
Level of work I am asked to do	.28	-.13	.56	.30	-.04

(con'd)

Job Intensity 8.9% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
How hard I have to work to accomplish my assignments	.03	.04	.07	.77	-.03
Number of hours I have to work	.09	.34	.01	.67	.05
Amount of time I spend working with other people	-.00	.05	-.14	.48	.21
Job Support 5.9% of variance explained	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Amount of support and guidance I receive from my boss	-.03	-.02	-.05	.16	.82
Amount of support and guidance I receive from my co-workers	-.10	-.32	.35	-.16	.72
Atmosphere in my work area	-.16	.24	.02	.38	.51
Attitude others have toward their jobs	.25	.10	-.08	.04	.45
Concern for new employee's adaptation to the company	.27	.18	-.18	-.35	.39

Once the five subscales and corresponding items were identified, the researcher computed scale scores for each of the five identified sub-scales. These subscale scores were defined as the mean of items included in each of the respective factors (see Table 33). The first scale labeled "Job Competence" had individual subject sub-scale scores which ranged from a low of 2.25 to a high of 5.00 with an overall mean of 3.27 (SD = .55). Using the interpretive scale, this scale received an overall rating in the "About as Expected" category. The second scale "Job Independence" had individual subject means ranging from a low of 2.11 to a high of 4.78, with an overall mean of 3.25 (SD = .56), which also places it in the "About as Expected" category. The third scale "Job

Support” had individual subject means in the range of 1.80 to 4.80, with an overall mean of 3.23 (SD = .55). Using the interpretive scale, this also falls in the “About as Expected” category.

The fourth scale, “Job Intensity” had individual subject means ranging from 1.00 (the minimum) to 4.67 with an overall mean of 3.06 (SD = .67) which places it in the “About as Expected” category. The fifth scale “Job Stress” had individual subject means from a low of 1.00 to a high of 4.00 with an overall mean of 2.82 (SD = .57). This mean score places it in the “About as Expected” category. When these sub-scale scores were examined, the factor which received the highest mean score was “Job Competence” (Mean = 3.27, SD = .55) (see Table 33).

Table 33
Description of the Subscales Derived From the Job Expectations Scale

Scale	# of Items	Means	SD	Range of Individual Subject Mean Scores	Interpretive ^a Category
Job Competence	4	3.27	.55	2.25 – 5.00	AAE
Job Independence	9	3.25	.56	2.11 – 4.78	AAE
Job Support	5	3.23	.55	1.80 – 4.80	AAE
Job Intensity	3	3.06	.67	1.00 – 4.67	AAE
Job Stress	5	2.82	.57	1.00 – 4.00	AAE

Note. Response Scale used was: 1 =Considerably Worse than Expected; 2 = Somewhat Worse Than Expected; 3 = About As Expected; 4 = Somewhat Better than Expected; 5 = Considerably Better than Expected

^aInterpretive Categories: CWE = Considerably Worse than Expected; SWE = Somewhat Worse Than Expected; AAE = About as Expected; SBE = Somewhat Better Than Expected; CBE = Considerably Better Than Expected

Objective eight of the study was to determine the perceptions of new college graduates regarding the tactics and strategies they used to learn, cope, and adapt in their current job. Data used to evaluate this objective were drawn from the section of the survey in which respondents were asked to provide information on how often they initiated the behaviors listed in the 18 items in the scale.

Responses were reported on a five-point anchored scale ranging from "Never" to "Very Often". The researcher established a scale for interpretation of these responses. The interpretive scale for this section is as follows: 1.50 or lower = "Never"; 1.51 to 2.50 = "Once or Twice"; 2.51 to 3.49 = "Several Times"; 3.50 to 4.49 = "Often" and 4.50 or higher = "Very Often". The item which respondents stated they did "Most Often" was "Turn to other people at work when I have a question". The rating on this item was in the "Often" category with a mean of 3.74 (SD = .91). The next highest rating was on the item "Asked my boss to give me feedback on my performance" with a mean of 3.57 (SD = .93). This item also had a rating in the "Often" category. The item which respondents indicated they did least often was "Suggested new ideas or changes to impress my colleagues". This item had a mean of 2.35 (SD = 1.14) and was in the "Once or Twice" category. In sum, four items were in the "Often" category; thirteen items were in the "Several Times" category and one item placed in the "Once or Twice" category (see Table 34).

Table 34**Description of New College Graduates' Perceptions Regarding the Adapting and Coping on the Job Scale**

Item	Mean	SD	Interpretive^a Category
Turn to other people at work when I have a question	3.74	.91	O
Asked my boss to give me feedback on my performance	3.57	.93	O
Worked at building relationships with colleagues at work	3.55	1.05	O
Attempted to learn more about effective strategies to use during the first year on the job	3.52	1.07	O
Had conversations with my coworkers about my job	3.45	1.22	ST
Learned by observing how my colleagues went about their jobs	3.41	1.04	ST
Changed the ways I do some things based on my experiences here	3.24	1.01	ST
Sought information from my boss or supervisor to help me understand my job better	3.17	1.10	ST
Talked to my family about problems at my job	3.02	1.23	ST
Discussed my feelings about my new job with my boss or supervisor	2.93	1.20	ST
Asked my boss to give me feedback on my performance	2.90	1.14	ST
Talked to my friends about problems at my job	2.85	1.26	ST
Volunteered to help on a project so I could learn more	2.80	1.16	ST
Sought my coworkers opinions about my performance	2.77	1.20	ST
Discussed my feelings about my new job with my boss or supervisor	2.76	1.01	ST
Created opportunities to talk with my colleagues outside of work	2.62	1.12	ST

(con'd)

Had to re-learn some things that used to be routine for me	2.50	1.18	OT
Suggested new ideas or changes to impress my colleagues	2.35	1.14	OT

Note. Response Scale used was: 1 = Never; 2 = Once or Twice; 3 = Several Times; 4 = Often and 5 = Very Often

^aInterpretive Categories: N = Never; OT = Once or Twice; ST = Several Times; O = Often; and VO = Very Often

The information in this concept is further summarized by the researcher through use of factor analysis to identify primary underlying constructs in the scale. The analysis procedure used was principal components analysis using an oblique rotation method.

The first step in the use factor analysis was to determine the optimum number of factors to be extracted from the scale. The number of factors to be studied was determined to be three. The results of factor analysis including the factor, its label based on the items included in the factor, the percentage of variance explained by each factor, and the factor loadings for each of the items in each of the factors is presented in Table 32. The three subscales were labeled by the researcher as "Coping", "Feedback" and "Relationship Building". The first factor identified in the scale "Coping" centered around the methods the respondent used to cope with the job (talking with co-workers or family; relearning tasks and volunteering). The factor loadings ranged from a high of .74 to a low of .57. This factor explained 41.1% of the overall variance in the scale. The second factor, "Feedback", explained 10.0% of the variance in the scale and contained items related to the respondents' strategy to obtain

feedback. This factor yielded factor loadings ranging from .88 to .42. The third factor, "Relationship Building", included items related to the respondent's interaction with coworkers and supervisors to accomplish his job. Factor loading ranged from a high of -.81 to a low of -.45 and explained 6.9% of the overall variance in the scale (see Table 35).

After identifying the three sub-scales and items in this section, the researcher computed scale scores for each of the three identified sub-scales. The first scale, "Relationship Building", had individual subject mean scores ranging from a low of 1.71 to a high of 5.00 (the maximum for the scale) with an overall mean of 3.40 (SD = .80). Using the interpretive scale, this subscale received an overall mean classified in the "Several Times" category. The second scale, "Feedback", had individual subject mean scores from 1.17 to 4.80 with an overall mean of 2.90 (SD = .82). The overall rating of this subscale was in the "Several Times" category. The third scale, "Coping", had individual subject means ranging from a low of 1.40 to a high of 5.00 (the maximum of the scale) with an overall mean score of 2.90 (SD = .90). The overall mean score of 2.90 places this subscale in the "Several Times" category (see Table 36).

Table 35
Factor Analysis on Items in the Adapting and Coping on the Job Scale

Coping 41.1% of variance explained	Factor 1	Factor 2	Factor 3
Had to re-learn some things that used to be routine for me	.74	.06	.03
Talked to my family about problems at my job	.67	-.12	-.28
Talked to my friends about problems at my job	.66	.11	-.06
Changed the ways I do some things based on my experiences here	.59	-.03	-.39
Volunteered to help on a project so I could learn more	.57	.40	.02
Feedback 10% of variance explained	Factor 1	Factor 2	Factor 3
Asked my boss to give me feedback on my performance	-.10	.88	-.00
Sought my coworkers opinions about my performance	.14	.77	.08
Discussed my feelings about my new job with my boss or supervisor	-.23	.60	-.48
Suggested new ideas or changes to impress my colleagues	.19	.57	-.05
Attempted to learn more about effective strategies to use during the first year on the job	.40	.48	-.04
Discussed my feelings about my new job with my coworkers	-.04	.42	-.36
Relationship Building 6.9% of variance explained	Factor 1	Factor 2	Factor 3
Created opportunities to talk with my colleagues outside of work	.03	.04	-.81
Worked at building relationships with colleagues at work	.07	-.11	-.78
Sought information from my boss or supervisor to help me understand my job better	-.22	.27	-.67
Inquired about the best ways to get things done	.24	.02	-.62

(con'd)

Turn to other people at work when I have a question	.31	-.01	-.61
Learned by observing how my colleagues went about their jobs	.27	-.03	-.51
Had conversations with my coworkers about my work	.33	.16	-.45

Table 36
Description of Subscales Derived from the Adapting and Coping on the Job Scale

Scale	# of Items	Mean	SD	Range of individual Subject Mean Scores	Interpretive ^a Category
Relationship Building	7	3.40	.80	1.71 – 5.00	ST
Feedback	6	2.90	.82	1.17 – 4.80	ST
Coping	5	2.90	.90	1.40 – 5.00	ST

Note. Response Scale used was: 1 = Never; 2 = Once or Twice; 3 = Several Times; 4 = Often and 5 = Very Often

^aInterpretive Categories: N = Never; OT = Once or Twice; ST = Several Times; O = Often; and VO = Very Often

Objective nine of the study was to determine new graduates regarding how they learned on the job and in the organization. Data used to evaluate this objective were drawn from section nine of the survey in which respondents were given seven items to determine how strongly they felt about their experiences on the job.

Responses were reported on a five-point Likert-type scale ranging from “Strongly Disagree” to “Strongly Agree”. The researcher established a scale for interpreting these responses. The interpretive scale for this section is as follows: 1.50 or lower = “Strongly Disagree”; 1.51 to 2.50 = “Disagree”; 2.51 to

3.49 = "Neither Agree or Disagree"; 3.50 to 4.49 = "Agree"; 4.50 or higher = "Strongly Agree". The item with which respondents most strongly agreed was "Continuous learning is supported by the Organization" with a mean of 4.23 (SD = .64). Using the interpretative scale, this item falls into the "Agree" Category. The item which respondents most strongly disagreed was "I am satisfied with my organization's training and orientation program". The rating on this item was also in the "Agree" Category, with a mean of 3.53 (SD = 1.10). In summary, all seven items were in the "Agree" Category with means ranging from 4.23 to 3.53 (see Table 37).

Table 37
Description of New College Graduates' Learning on the Job and The Organization Scale

Item	Means	SD	Interpretive ^a Category
Continuous learning is supported by the organization	4.23	.64	A
Everyone in this organization is expected to continue to learn on the job	4.22	.69	A
My colleagues have helped me learn a lot	4.03	.77	A
I am satisfied with my learning experiences on the job	3.92	.77	A
The training program I have completed have helped me learn my job	3.85	.82	A
My supervisor has helped me learn a lot	3.71	.81	A
I am satisfied with my organization's training and orientation program	3.53	1.10	A

(con'd)

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree Nor Disagree; A = Agree and SA = Strongly Agree

The researcher used factor analysis to further summarize the constructs in the scale. Through the use of factor analysis, the researcher determined that there were two factors. The results of factor analysis including the factor, its label based on items included in the factor, the percentage of variance explained by each factor and the factor loadings for each item in each factor are placed in Table 38.

The two subscales in this section were labeled by the researcher as “Learning” and “Training Program”. The first factor “Learning” had factor loadings ranging from a high of .93 to a low of .38. This factor explained 44.4% of the variance in the scale. The second factor “Training Program” had factor loadings from .94 to .81 and explained 15.7% of the variance in the scale (see Table 38).

After identifying the two subscales and corresponding items in this section, the researcher computed scale scores for both subscales. The first scale “Learning” had individual subject mean scores ranging from a low of 2.80 to a high of 5.00 (the maximum for this scale) with an overall mean of 4.02 (SD = .53). Based on the interpretive scale, this subscale received an overall rating in the “Agree” category. The second scale “Training Program” had individual subject mean scores ranging from a low of 1.50 to a high of 5.00 (the

maximum). The overall mean score for this subscale of 3.70 (SD = .90) which placed it in the “Agree” category (see Table 39).

Table 38
Factor Analysis of Items on Learning about the Job and the Organization Scale

Subscales Learning (44.4% of variance explained)	Factor 1	Factor 2
Everyone in this organization is expected to continue to learn on the job	.93	-.05
Continuous learning is supported by the organization	.87	-.08
My colleagues have helped me learn a lot	.75	.01
I am satisfied with my learning experiences on the job	.50	.25
My supervisor has helped me learn my job	.38	.01
Training Program (15.7% of variance explained)	Factor 1	Factor 2
I am satisfied with my organization's training and orientation program	-.06	.94
The training programs I have completed have helped me learn my job	.08	.81

Table 39
Description of Subscales Derived From Learning on the Job and in the Organization Scale

Scales	Items	Means	SD	Range of Individual Subject Mean Scores	Interpretive ^a Category
Learning	5	4.02	.53	2.80 – 5.00	A
Training Program	2	3.70	.90	1.50 – 5.00	A

Note. Response Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree and 5 = Strongly Agree

^aInterpretive Categories: SD = Strongly Disagree; D = Disagree; NAND = Neither Agree Nor Disagree; A = Agree and SA = Strongly Agree

Objective ten of the study was to determine the perceptions of new college graduates regarding the supervision they receive on their current job. Data used to evaluate this objective were drawn from the seven items in the survey in which respondents were asked to provide information on how often their supervisor exhibited the behavior stated in the survey.

Responses were reported on a five-point anchored scale ranging from "Never" to "Very Often". The researcher established a scale for interpretation of these responses. The interpretative scale for this section is as follows: 1.50 or lower = "Never"; 1.51 to 2.50 = "Once or Twice"; 2.51 to 3.49 = "Several Times"; 3.5 to 4.49 = "Often" and 4.50 or higher = "Very Often". The item which respondents stated their supervisor did most often was "My supervisor listens when I have something important to say". The rating on this item was in the "Often" Category with a mean of 3.92 (SD = 1.00). The lowest rated item respondents reported about their supervisor was "My supervisor helps me to get the job done". This item had a mean of 3.11 (SD = 1.00) and is rated in the "Several Times" category (see Table 40).

The researcher further summarized this concept through the use of factor analysis to identify primary underlying constructs in the scale. To do this, the researcher first needed to determine the optimum number of factors to be extracted from the scale. The results of factor analysis determined that one factor was the optimum number. This factor "Supervisor" had factor loadings ranging from a high of .87 to a low of .68. This factor explained 64.9% of the overall variance (see Table 41).

Table 40

Description of New College Graduates' Perception on the Role of Supervisor as Reported by New College Graduates Scale

Items	Means	SD	Interpretive ^a Category
My supervisor listens when I have something important to say	3.92	1.00	O
My supervisor understands the problems I might run into doing the job	3.71	1.02	O
My supervisor follows through to get problems solved	3.52	1.07	O
My supervisor gives me credit for my ideas	3.46	1.14	ST
My supervisor sets clear work goals	3.44	1.10	ST
My supervisor gives me clear instructions	3.42	1.08	ST
My supervisor helps me to get the job done	3.11	1.17	ST

Note. Response Scale used was: 1 = Never; 2 = Once or Twice; 3 = Several Times; 4 = Often and 5 = Very Often

^aInterpretive Categories: N = Never; OT = Once or Twice; ST = Several Times; O = Often; and VO = Very Often

Table 41

Factor Analysis of Items on the Role of the Supervisor Scale

Scale Supervisor (64.9% of variance explained)	Factor
My supervisor gives clear instructions	.87
My supervisor understands the problems I might run into doing the job	.87
My supervisor listens when I have something important to say	.86
My supervisor follows through to get problems solved	.81
My supervisor sets clear work goals	.80
My supervisor helps me to get the job done	.73
My supervisor gives me credit for my ideas	.68

After identifying the single scale for items in this section, the researcher computed a scale score on this item, "Supervisor". The individual subject means for "Supervisor" ranged from a low of 1.71 to a high of 5.00 (the maximum) with an overall mean score of 3.51 (SD = .90). Using the interpretive scale, this ("Supervisor") overall rating was in the "Often" category.

Objective eleven of the study was to compare the following perceptual measures of new college graduates by gender and ethnic group of respondents:

- A. Tactics and Strategies used in coping and adapting on the job;
- B. Expectations of Experiences on the job;
- C. Attitudes towards the Organization.

To accomplish this objective, the researcher used the sub-scales identified in the factor analysis of the adapting and coping scale as dependent variables and each of the variables, gender and ethnic group as the independent variables. Results of factor analysis of the adapting and coping scale identified three sub-scales, each of which were summarized into sub-scale scores. These three sub-scale scores were compared by categories of the variable gender using independent t-tests. Results of these comparisons revealed that no significant differences existed between men and women in the three subscale scores. Therefore, no differences were found in the "Coping", "Feedback", and "Relationship building" coping and adjustment strategies reported to be used by men and those reported to be used by women (see Table 42).

Table 42
Comparison of Coping and Adapting on the Job of New College Graduates by Gender

Factor	Gender		t-Value	Probability
	Men = 51 Mean SD	Women = 82 Mean SD		
Feedback	<u>2.80</u> .83	<u>2.94</u> .81	-1.12	.26
Coping	<u>2.83</u> .90	<u>2.92</u> .81	-.55	.58
Relationship Building	<u>3.40</u> .80	<u>3.40</u> .80	.09	.93

However, when these same three sub-scale scores were compared by categories of the variable ethnic group, all scores were found to be highly significantly different. It should be noted here that only two ethnic groups were compared in the analysis reported in this objective. The reason for using only two ethnic groups was that the number of respondents which provided useable data in all other ethnic minority groups was insufficient to allow statistical comparison of the individuals in the group. Therefore, the t-test procedure was used to compare the Caucasian respondents and the African American respondents. For each of the three sub-scales compared by ethnic group of respondent, the Caucasian respondents indicated significantly higher ratings for the items included in the sub-scale. This indicates that they used the coping and adaptation strategies included in the sub-scales more often than did the African American respondents (see Table 43).

Table 43
Comparison of Coping and Adjustment on the Job of New College Graduates by Race

Factor	Race		t-value	Probability
	African American N = 26 <u>Mean</u> SD	Caucasian N = 106 <u>Mean</u> SD		
Relationship Building	<u>2.80</u> .70	<u>3.50</u> .73	4.47	<.001
Feedback	<u>2.31</u> .54	<u>3.03</u> .81	4.33	<.001
Coping	<u>2.36</u> .74	<u>3.01</u> .90	3.49	.001

To measure the expectation of new college graduates by gender and ethnic group, the researcher used the subscales identified in the factor analysis of the expectation scale as dependent variables and each of the variables, gender and ethnic group, as the independent variables. Results of factor analysis on the expectations scale identified five sub-scales, each of which were summarized into sub-scale scores. These five subscale scores were compared by gender of respondent using independent t-tests. Results of these comparisons revealed no significant differences existed between men and women on the five subscale scores. Therefore, no differences were found in the "Job Independence", "Job Stress", "Job Competence", "Job Intensity" and "Job Support" expectations reported by men and reported by women (see Table 44).

Table 44
Comparison of Expectations of Experiences New College Graduates by Gender

Factor	Gender		t-Value	Probability
	Men = 51	Women = 82		
	<u>Mean</u> <u>SD</u>	<u>Mean</u> <u>SD</u>		
Support	<u>3.15</u> .52	<u>3.30</u> .60	-1.44	.15
Competence	<u>3.34</u> .54	<u>3.22</u> .56	1.17	.24
Intensity	<u>3.01</u> .70	<u>3.09</u> .70	-.67	.51
Stress	<u>2.78</u> .70	<u>2.84</u> .52	-.54	.59
Independence	<u>3.27</u> .57	<u>3.24</u> .55	.28	.78

When these same five sub-scale scores were compared by categories of the variable ethnic group, one of the five sub-scales was found to be significantly different. This difference was on the subscale "Job Support". For the sub scale "Job Support", Caucasian respondents indicated significantly higher ratings than African American respondents. This indicates that Caucasian respondents indicated more support on the job than did African American respondents (see Table 45).

The comparison of new college graduates on their attitude toward the organization during the period of transition, by gender and ethnic group of the respondents. The researcher used the sub-scales identified in the factor analysis of the attitude towards the organization during transition as dependent variables and the variables, gender and ethnic group as the independent

variables. Results of factor analysis of the attitude toward the organization during transition yielded five subscales, each of which were summarized into subscale scores. These five subscale scores were compared by categories of the variable gender using independent t-tests. Results of these comparisons revealed no significant difference existed between men and women on four of the five subscale scores. However, a significant difference existed on the subscale "Psychological Success". This indicates that women respondents had a higher level of agreement with the items in the subscale "Psychological Success" than did male respondents (see Table 46).

Table 45
Comparison of Expectations on the Job of New College Graduates by Race

Item	Race		t-Value	Probability
	Minority N = 26 <u>Mean</u> SD	Non-Minority N = 106 <u>Mean</u> SD		
Job Support	<u>3.10</u> .32	<u>3.30</u> .60	1.60	.03
Job Competence	<u>3.13</u> .38	<u>3.30</u> .60	1.48	.14
Job Stress	<u>2.92</u> .40	<u>2.80</u> .61	-1.03	.30
Job Intensity	<u>3.00</u> .50	<u>3.10</u> .72	.53	.60
Job Independence	<u>3.26</u> .37	<u>3.25</u> .60	-.11	.91

A comparison of the same five sub-scale scores by categories of the variable ethnic group revealed that no significant differences existed between Caucasian and African Americans on the five variables (see Table 47).

Table 46
Comparison of New College Graduates Attitudes toward the Organization by Gender

Factor	Gender Men = 51 <u>Mean</u> SD	Women = 82 <u>Mean</u> SD	t-Value	Probability
Psychological Success	<u>3.70</u> .70	<u>3.91</u> .50	-2.37	.02
Organizational Satisfaction	<u>3.54</u> .90	<u>3.70</u> .70	-1.18	.24
Job Satisfaction	<u>2.40</u> 1.00	<u>2.60</u> 1.04	-.85	.40
Job Performance	<u>3.72</u> .50	<u>3.70</u> .32	.83	.41
Job Dissonance	<u>2.79</u> .45	<u>2.80</u> .40	.12	.90

Table 47
Comparison of New College Graduates Attitudes Towards the Organization by Race

Factor	Race		t-value	Probability
	Non-Minority = 106	Minority = 26		
	Mean SD	Mean SD		
Job Satisfaction	<u>2.41</u> 1.02	<u>2.80</u> .93	-1.79	.08
Organizational Satisfaction	<u>3.70</u> .80	<u>3.40</u> .65	1.77	.08
Job Dissonance	<u>2.72</u> .43	<u>2.84</u> .34	-1.25	.21
Psychological Success	<u>3.84</u> .61	<u>3.80</u> .33	.55	.60
Job Performance	<u>3.70</u> .42	<u>3.64</u> .19	.50	.62

Objective twelve was to determine the perception of new college graduates on any issues, concerns, or thoughts regarding their transition from college that was not covered in the survey and would make the transition to work easier. The most frequent comments centered around the two basic themes: (1) the transition to the job generally went well, however, several commented on unexpected experiences, and (2) the respondents reported professional experiences, internships and "real world experiences" were valuable and should be incorporated in the preparation for work.

This section also asked the respondents to comment on any specific programs or activity that LSU should initiate for seniors that would help them make the transition to work easier. The comments reported in this section were mixed, however, the major themes extracted by the researcher were again (1)

the importance of internship, and (2) the lack of information on organizations benefits and investments.

Chapter V Conclusions, Implications and Recommendations

Purpose

The purpose of this study was to examine certain aspects of new college graduates transition into the workplace.

This study was intended to expand the understanding of the job transition process for recent graduates of LSU. Further, this study sought to add to the body of research on the job transition process by answering several questions of a general nature on job transition, as well as, specific questions about LSU graduates.

Research Objectives

The research questions in this study were:

1. To describe new college graduates on selected personal, educational, and professional demographic characteristics;
2. To determine the perceptions of new college graduates regarding their anticipated transition from school to work and their educational preparation for their new role;
3. To determine the perceptions of new college graduates regarding their actual transition from school to work and from the role of a student to the role of a professional;
4. To determine the perceptions of new college graduates regarding the characteristics of their current job;
5. To determine the perceptions of new college graduates regarding their job and the organization by which they were currently employed;
6. To determine new college graduates' attitudes toward their current job;
7. To determine the perceptions of new college graduates regarding their expectations before starting the job and how those expectations compared with actual experiences on the job;

8. To determine the perceptions of new college graduates regarding the tactics and strategies they used to learn, cope, and adapt in their current job;
9. to determine the perceptions of new college graduates regarding their satisfaction with their current job and the organization by which they were employed;
10. To determine the perceptions of new college graduates regarding the supervision they receive on their current job; and
11. To compare the following perceptual measures by gender and ethnic group of new college graduates:
 - a. Tactics and strategies used to learn, cope, and adapt in their current job;
 - b. Expectations before starting the job and how those expectations compared with actual experiences on the job; and
 - c. How new college graduates feel about their current job;
12. To determine the perception of new college graduates on any issues, concerns, or thoughts regarding their transition from college that was not covered in the survey and would make the transition to work easier.

Methodology

The methodology used for this study was an exploratory, descriptive study designed to determine what new college graduates encounter when they enter the workplace; what are their opinions and attitudes about the transition experience and how different is the organizational entry experience for women and minorities.

To accomplish the goals of this study a 161 item survey instrument modeled after one designed by E. Holton (1991) was mailed to 649 bachelor's graduates of Louisiana State University in the summer of 1999 which was approximately fifty percent of the spring 1998 graduating class. This survey was specifically designed to reach them approximately one year after their

graduation since prior research indicated this would be the optimal time to study the primary construct in this study. Two mailings were done to achieve these results. The first mailing was done in August of 1999, and yielded 115 responses. A second mailing to non-respondents was done in September of 1999 and this mailing yielded an additional seventy (70) responses.

Overall 185 (28%) graduates responded to the survey. Of this group, fifty-one (51) indicated they were not in a position appropriate for starting their career, thus reducing the usable sample to 134. For this study, only respondents who reported they were employed in a business, professional services or for-profit organizations were included, because there may be significant differences in the work experiences in other types of organization. The final sample for this study was therefore 134.

The data collected from these surveys were scanned and placed in a computer file. The researcher used factor analysis to identify primary concepts and underlying constructs in the scale. The analysis procedures used was principal component analysis using an oblique rotation method.

Summary of Findings

Research Objective: To Describe New College Graduates On Selected Personal, Educational, And Professional Demographic Characteristics.

Regarding the demographic characteristics of recent college graduates, several things are noteworthy. The sample was weighted somewhat toward females (62.8%) and a majority of the respondents were white (82.8%). A

large proportion of the respondents were in the 25 years or less age group (86.9%). Further, the majority of respondents reported grade point averages of 3.0 or higher (66.7%). A large portion of respondents were employed in business/professional services (70.7%) and the largest group had been employed by their organizations for more than ten months (42.4%). Also, 76.1% had worked for only one organization since graduation and 71.6% had held only one position within the organization. The largest group of respondents reported they had more than 12 months of prior professional experience (33.3%) and 82.2% had held three or more different jobs (82.8%). A large number of respondents reported they had attended four to six schools in their educational history.

Research Objective Two: To Determine The Perceptions of New College Graduates Regarding Their Anticipated Transition From School To Work And Their Educational Preparation For Their New Role.

The question was designed to collect data on the preparation, anxiety and concerns of the new graduate before starting the job. The highest rated item were "I looked forward to starting my new job" (Mean = 4.33), and "I was very aware of the importance of the first year on the job" (Mean = 4.13). The lowest rated item was "I was anxious about whether I would be able to fit into my new organization" (Mean = 3.12). Factor analysis resulted in three subscales being identified and they were "Educational Preparation" (Mean = 3.93), "Individual Preparation for Job" (Mean = 3.82) and "Anxiety"

(Mean = 3.53). All three subscales placed in the “Agree” category of the Interpretative category.

Research Objective Three: To Determine The Preceptions Of New College Graduates Regarding Their Anticipated Transition From School To Work And Their Educational Preparation For Their New Role.

This question's aim was to collect data on the actual transition to the job and the respondents movement into the organization. The highest ranked item in this area was “Overall, starting to work for my new organization has been a positive experience (Mean = 4.30). The lowest rated item in this area was “Learning to adapt to my new employee has been stressful for me” (Mean = 2.76). The factor analysis for this question yielded five subscales, “Transition” (Mean = 4.13), “Organization Receptivity” (Mean = 3.85), “Adaptation Difficulty” (Mean = 3.47), “Stress” (Mean = 3.31) and “Organizational Fit (Mean = 3.03). Two of the subscales placed in the “Agree” section of the interpretative category (Transition Satisfaction and Organizational Receptivity) and three placed in the “Neither Agree Nor Disagree” category (Adaptation Difficulty, Stress and Organizational Fit).

Research Objective Four: To Determine The Perceptions Of New College Graduates Regarding The Characteristics Of Their Current Job.

The goal of this question was to provide information from new college graduates on their attitude towards their current job. The highest rated item

for this question was "People will notice if I don't do my job well" (Mean = 4.25) and the lowest rated item was "I have little control and say about what I do" (Mean = 2.50). Factor analysis for this item yielded four subscales: "Job Importance" (Mean = 4.03), "Job Expectation" (Mean = 3.82), "Job Challenge" (Mean = 3.80) and "Job Control" (Mean = 3.60).

Research Objective Five: To Determine The Perceptions Of New College Graduates Regarding Their Job And Their And The Organization By Which They Were Currently Employed.

The question was designed to provide information on the attitude of the new college graduate towards his current job, the employees in the organization, and the interworking of the organization. The highest rated item from this scale was "I know how to work effectively with my boss" (Mean = 4.23). The lowest rated item was "I wish someone would explain why certain things are done the way they are around here" (Mean = 4.10). Factor analysis for this item yielded two subscales: "Organizational Savvy" (Mean = 4.10) and "Organizational Culture" (Mean = 3.70). Both subscales placed in the "Agree" area of the Interpretative Category. Using the Interpretative Category, all subscales placed in the "About as Expected" category.

Research Objective Six: To Determine New College Graduates' Attitudes Toward Their Current Job.

This question's aim was to collect respondents' opinion about their current job. The highest rated item for this question was "Doing my job well increases my feeling of self-esteem" (Mean = 4.30). The lowest rated item

for this question was “Deciding to work for this organization was a definite mistake on my part” (Mean = 1.91). Factor analysis yielded five subscales, “Psychological Success” (Mean = 3.82), “Job Performance” (Mean = 3.70), “Organizational Satisfaction” (Mean = 3.63), “Job Dissonance” (Mean = 2.80) and “Job Satisfaction” (Mean = 2.50). Subscales Psychological Success, Job Performance and Organizational Satisfaction, placed in the “Agree” area of the Interpretative Category while subscales, Job Dissonance and Job Satisfaction, placed in the “Neither Agree Nor Disagree” category.

Research Objective Seven: To Determine The Perceptions Of New College Graduates Regarding Their Expectations Before Starting The Job And How Those Expectations Compared With Actual Experiences On The Job.

The goal of this question was to collect data on the respondents’ expectations of the job before entering the organization and to determine if those expectations about the job were met. The highest rated item for this question was: “My ability to perform as required” (Mean = 3.50). The lowest rated item was “Amount of stress I have experienced” (Mean = 2.70).

Factor analysis provided five subscales and they were Job Competence (Mean = 3.27), “Job Independence (Mean = 3.25), “Job Support” (Mean = 3.23), “Job Intensity” (Mean = 3.06) and “Job Stress” (Mean = 2.82). All of the five subscales placed in the “About as Expected” category of the Interpretative Category.

Research Objective Eight: To Determine The Perceptions Of New College Graduates Regarding The Tactics And Strategies They Used To Learn, Cope, And Adapt In Their Current Job.

This question focus was on the new graduates ability to cope and adapt to the various aspects of this new job. The highest rated item for this question was "Turn to the people at work when I have a questions" (Mean = 3.74).

The lowest rated item was "Suggested new ideas on changes to impress my colleagues" (Mean = 2.35). Factor analysis resulted in three factors for this scale, "Relationship Building" (Mean = 3.40), "Feedback" (Mean = 2.90) and "Coping" (Mean = 2.90). All factors placed in the "Several Times" ranking of the Interpretative Category.

Research Objective Nine: To Determine The Perceptions Of New College Graduates Regarding Their Satisfaction With Their Current Job And The Organization By Which They Were Employed.

This question was designed to determine if learning on the job occurred and what was the organization's approach to learning. The highest rated item for this question was "Continuous learning is supported by the organization" (Mean = 4.23). The lowest rated item for this question was "I am satisfied with my organization's training and orientation program (Mean = 3.53).

Factor analysis for this item yielded two factors, "Learning" (Mean = 4.02) and "Training Program" (Mean = 3.70) – both of these subscales placed in the "Agree" section of the Interpretative Category.

Research Objective Ten: To Determine The Perceptions Of New College Graduates Regarding The Supervision They Receive On Their Current Job.

The goal of this question was to determine the role of the supervisor in regard to the new college graduates' transition to the job. The highest rated item for this question was "My supervisor listens when I have something important to say" (Mean = 3.92). The lowest rated item was "My supervisor sets clear work goals" (Mean = 3.44).

Research Objective Eleven: To Compare The Following Perceptual measures By Gender and Ethnic Group Of New College Graduates:

- A. Tactics and strategies used to learn, cope, and adapt in their current job;**
- B. Expectations before starting the job and how those expectations compared with actual experiences on the job; and**
- C. How new college graduates feel about their current job.**

Since women and minorities will comprise a major portion of the workforce in the first half of this century according to the United States Census (1990).

This question seeks to determine if differences exist in the way women and minorities adapt, and cope on the job. Also, of interest to the researcher was the expectations of the job and the attitude towards the job. A comparison of the tactics and strategies in adapting and coping between men and women found no difference in their approaches on the job.

However, their differences were found between the approaches of African

Americans and Caucasians. Caucasians reported a higher level of coping, feedback and relationship building than did African Americans. Data for these subscales indicate the level of difference. "Coping", African Americans, Mean = 2.36, Caucasian, Mean = 3.01, ($t_{130} = 3.03$, $p < .001$) and "Relationship Building", African Americans Mean = 2.80, Caucasian Mean = 3.50 ($t_{130} = 4.47$, $p_{130}^{df} < .001$)

Research Objective Twelve: To Determine The Perception of New College Graduates On Any Issues, Concerns or Thoughts Regarding Their Transition From College That Was Not Covered In the Survey And Would Make The Transition To Work Easier.

New college graduates cited the need for "real world" experiences in the form of internships more contact with organizations and corporate employers. New college graduates also stated they need more advanced information on investment and job benefits.

Conclusions and Recommendations

This study was designed to explore and describe the issues and concerns of new college graduates' transition from college to the workplace. Eleven objectives were posed and the results of each reported in the previous chapter. The conclusion of this study included:

1. New college graduates have positive feelings and attitudes about beginning their new job and the college preparation they received from LSU. This conclusion is based on the following findings from the study. The mean response to the item "I look forward to starting

my new job" was 4.33 out of a possible 5.0. Also, "LSU offered me the preparation I needed to be successful in adapting to my new organization (mean = 3.70). "Overall, starting to work for my new organization has been a positive experience" (mean = 4.30).

"Overall, I am satisfied with my life these days (Mean = 4.02). Based on these findings and conclusions, the researcher recommends that if such a program does not exist, colleges and universities should establish a follow up program for new graduates on topics of transition and preparation. Further that colleges and universities study the orientation and transition programs of the major organizations that employ its graduates to determine if improvements can be made to further enhance the transition process.

2. New college graduates have a positive attitude toward their employing organizations. This finding is based on the mean of 4.10 on the subscale "Organization Savvy" and a mean of 4.02 for the subscale "Learning on the Job". These findings are similar to those of Dean (1981); Stumpf and Rabinowitz (1981) and Holton (1991). Holton found that, on average, new college graduates report moderately positive perceptions of their first jobs and good understanding of their organization.

Based on these findings and conclusions, the researcher recommends the following: While the new employee appears to be satisfied with the organization, this is a very early stage of

employment and several factors may emerge to alter the feelings and impressions of the new employee (i.e., layoffs, transfer to another job or location). Therefore, it is recommended that universities and colleges survey graduates at various intervals in their career to determine their perceptions of their educational preparation and what colleges and universities can do to improve the various curricula to make them more relevant to real world situations. College placement personnel can play a major role in implementing this strategy for the University.

It is further recommended that organizations survey their new employees to obtain feedback on their level of satisfaction with the organization. This survey should be conducted at the beginning of the employment cycle and repeated in two-year intervals. Information collected from employees should be examined to determine the major underlying factors which contribute to their level of satisfaction.

Human Resource Departments should lead this initiative.

Organizations should share these results with colleges, universities, supervisors, managers, and training officers. These key persons should use the results as benchmarks to review and revise training and educational programs.

- 3. Supervisors of new college graduates serve as mentors and provide positive leadership and clear instructions. This conclusion is based on the following findings from the study: Respondents agreed with**

the following statements that: "My supervisor listens when I have something important to say" (Mean = 3.92). Also, "My Supervisor understands the problems I might run into doing the job" (Mean = 3.71). "My supervisor follows through to get problems solved" (Mean = 3.52) and "My supervisor gives me clear instructions" (Mean = 3.44).

Based on these findings and conclusions, the researcher recommends additional research to identify specific supervisory practices and procedures being used. It appears that new college graduates are receiving proper supervision, and this information is helpful to human resource management professionals. However, it would be of great benefit to these professionals if more information was provided on supervisory practices as well as characteristics of effective supervisors. These characteristics would include both personal and professional such as the type of experience and training given by or to the supervisors, as well as the supervisor's length of service in the organization. Information of this type would be extremely valuable in replicating programs that have proven to be successful. Information on model programs to train supervisors would be a major contribution to the profession.

4. African Americans and Caucasians differ in the way they cope and adjust on the job. This conclusion is based on the following findings of the study:

On the subscale "Coping" African Americans (AA) scored a mean of 2.36 (SD = .74) and Caucasians (C) scored a mean of 3.01 (SD = .90) $t_{130} = 4.33, p < .001$. The same difference was noted in the other two factors in this scale. "Feedback" – African Americans scored a mean of 2.31 (SD = .54) and Caucasians had a mean of 3.03 (SD = .81), $t_{130} = 4.33, p < .001$ and on "Relationship Building" African Americans scored a mean of 2.80 (SD = .70) and Caucasians scored a mean of 3.50 (SD = .73), $t_{130} = 4.47, p < .001$.

Based on these findings and conclusions, the researcher recommends that organizations instruct human resource personnel to survey new employees regularly in the first 2 years of their employment to see if differences are evident in the groups based on race. Further, human resources personnel should provide diversity training for all employees in an effort to increase awareness of the necessity of promoting inclusion and fairness in the workplace because of differences especially if supervisors do not understand that those differences of perceptions may result in unfairness or inequity. Brennan & McGeevor (1987) found that equal educational qualifications do not grant minorities equal footing in employment. Also, women and minorities face the effect of the male-dominated culture that can lead to the "Glass-Ceiling effect". The Glass-Ceiling effect is defined as "the invisible and artificial barriers that prevent qualified individuals for advancing within their organizations and

reaching their full potential". Colleges and Universities can provide more courses and seminars on diversity in the workplace and develop experts to train organizations on diversity issues.

5. Men and women differ in their psychological approach to the job.

This conclusion is based on results in the study which show that men and women differ significantly in their approach to success on the job.

The results show that on the subscale "Psychological Success" women scored a mean of 3.90 (SD = .50) and men scored a mean of 3.70 (SD = .70) ($t_{131} = -2.37, p = .02$).

Based on these findings of the difference in the approach to issues based on gender, organizations should use this difference as a tool to explore ideas and issues of general concerns and importance to the organization. Views of men and women views would provide the broadest possible approach to a set of programs, policies, and issues. Further, differences between the approach of men and women to problem-solving would afford the organization a two-prong approach to many issues involving employees and consumers.

Colleges and Universities can also benefit from the differences in job-related approaches by gender as well. Colleges and universities should provide more opportunities for men and women to study issues related primarily to women (or men) (i.e., maternity leave, family leave, medical issues that affect women/men). Further, colleges and universities should provide seminars for organizations

that explore the factors that influence men and women to choose a particular profession, job, or course of study and the obstacles that they may encounter as a minority in that profession.

6. The expectations of men and women about their new job are similar. Also, the expectations of African Americans and Caucasians about their job are similar. This conclusion is based on the following findings of the study: Comparisons of men and women, and African Americans and Caucasians showed no difference in their expectations.

Based on these findings and conclusions, the researcher recommends that further study be done by colleges and universities as well as organizations to determine if other factors influence differences in expectations of men and women, African Americans and whites. Tactics that might be productive for study include professional area, background and socio-economic group remains. The results of such a study would provide valuable information to the human development profession which could be used to describe and predict changes (if any) in attitudes and expectation over time, based on the type of job and the caused relationship that exist within the group.

7. New college graduates value "real world" experiences and feel that they need more information. This conclusion is based on the findings in the comments section of the survey. A large majority of

respondents provided comments related to the value of internships and practical experience on the job. Most respondents that commented on this section felt the university should do more to make internships a reality for all students. This strong endorsement of internships was based in part by either experience with a company prior to employment or a summer job with the organization. Colleges and universities can also be more proactive in providing and creating opportunities for service learning, internships, cooperative experiences, and summer jobs. All of these experiences provide valuable “real-world” experiences for students. Students use these experiences to further evaluate their “fit” for the profession and thus save valuable time in launching their career. Colleges and Universities can also partner with organizations to provide more visiting professors from organizations and companies who bring a fresh and realistic experience to the classroom. All of these recommendations can be accomplished with a minimal financial cost. Creativity in developing internships and practical experiences on the part of universities and organizations can go a long way towards enhancing the quality of the college experience.

8. New college graduates need more practical information on personnel benefits and investments. One major concern of new graduates reported in the comments section of the survey was the lack of information on company benefits (insurance option, 401-B,

Investments) and the ability to make wise choices due to the lack of familiarity with products presented to them by the organization. New college graduates have never had to decide on issues of “profit-sharing”, mutual funds, term vs life insurance and hospitalization plans; thus, many were confused, anxious and unfamiliar with the pros and cons of a variety of company benefits. This feeling of anxiety was further exaggerated by the usual short period of time given by the organization to make such an important decision. These decisions, coupled with other issues facing a new employee, such as moving into a new city, adjusting to a new job and supervisor, and building new relationships cause undue pressure. Thus, the researcher recommends that colleges and universities, provide seminars on investments, insurance and other typical benefits to seniors. These seminars would provide the students with a body of information from an unbiased source that would elevate their level of understanding of the options available in the workplace and more importantly, allow them ample time to do independent research on a variety of options and apply the results of their study to their own situation.

Recommendations for Future Research

The evolution of a new college graduate's transition to the workplace presents many opportunities for further study. Recommendations to add to the body of research on this topic are based on the findings and conclusions in this study.

One major area of needed research is to study the format and length of organizational training of new college graduates. It is evident that more information is needed to find what works at this critical stage of employment. Information gleaned from successful models can prove to be very important to organizations with high turnover. Turnover is traditionally a great cost to the organization.

Another area of study would be one on the new employee's support system within the organization. It appears from this study that employees with support within the organization might fare better on the job. Therefore, it is crucial to their organization to have easily identifiable and readily available support systems for all new employees. A study to determine the form and content of employee support systems within an organization would provide practitioners with "Best Practices" information from which to build support systems within their organizations.

According to the 1995 census of the United States, there will be a dramatic increase in the number of minorities in the workplace in the 21st Century. Therefore, it is vital that on-going research be done to gauge the effect of race on movement within the organization. A study of this type would provide valuable information on a significant portion of the population that is expected to become a majority of the workforce in the 21st Century.

More research is needed in the area of socialization of employees in the organization. There is surprisingly little research on the socialization process of

new college graduates in organizations. Research in this area would enhance the experience of new employees and their assimilation into the organization.

This study focused on the new graduates' opinions and attitudes towards the transition to work, however an aspect that was not explored in this study is the organization's view of the transition of the new college graduate to work. A study of the organization's view on transition might focus on the skills of the new graduate. Other areas for interest are the extent of the college preparation in oral and written communication skills and the ability of the new graduate to solve problems. A comprehensive study on the organization would provide a wholistic approach to the area of new college graduate transition, and give colleges and universities a focus for designing programs that meet both the students and the organizations needs.

References

- Allen, N. J. & Meyer J. P. (1990a). The Measurement and Antecedent Continuance and Normative Commitment. Journal of Occupational Psychology, 63:1-18.
- Allen, N. J. & Meyer, J. P., (1990b). Organizational Socialization Tactics: A Longitudinal Analysis of Links to Newcomers' Commitment and Role Orientation. Academy of Management Journal. 33(4) 847-858.
- Angle, H. L. & Perry J. L. (1983). Organizational Commitment: Individual and Organizational Influences. Work and Occupations, 10(2), 123-146.
- Ashforthe, B. E. & Saks, A. M. (1995). Work-Role Transitions: A Longitudinal Examination of the Nicholson Model. Journal of Occupational and Organizational Psychology, 68, 157-175.
- Ashford, S. J. (1988). Individual Strategies for Coping with Stress during Organizational Transitions. Journal of Applied Behavioral Science, 24(1) 19-36.
- Ashworth, J. (1977). A Waste of Time? Private Rates of Return on Higher Education In The 1990s. Higher Education Quarterly, 51(2), 164-188.
- Atienza, A. A. & Saccuzzo, D. P. (1992). Comparing Minority and Non-Minority College Students on Lifestyle, Social Development and Need Gratification. College Student Journal, 26(3), 374-380.
- Bandura, A. (1969). Principles of Behavior Modification. Holt, Rinehart & Winston: New York.
- Bandura, A. (1971). Social Learning Theory. General Learning Press: Morristown, New Jersey.
- Barney, J. (1986). Organizational Culture: Can it be a Source of Sustained Competitive Advantage? Academy of Management Review, 11, 656-665.
- Becker, H. S. (1960). Notes on the Concept of Commitment. American Journal of Sociology. 66, 32-42.
- Beeson, P. & Montgomery, E. (1993). The Effect of College and Universities on local labor markets. Review of Economics and Statistics, 75(4): 753-761.

- Bell, C. R. (1996). Portable Wisdom: A key to employee loyalty. Management Review. (Motivated and loyal employees with wisdom of mentor and codes). 85(12), 20-24.
- Berlew, D. E. & Hall, D. T. (1996). The Socialization of Managers: Effects of Expectation on Performance. Administrative Science Quarterly, 11, 207-223.
- Blumer, H. (1986). Symbolic Interactionism. Perspective and Method. University of California Press: Berkeley, California.
- Brennan, J. & McGeevor, P. (1987). Employment of Graduates from Ethnic Minorities. (London, Commission for Racial Equality).
- Brotherton, P. (1996). The Company That Plays Together. HR Magazine, 41(12), 76-82.
- Brown, K. H. & Heaney, M. T. (1997). "A Note on Measuring the Economic Impact of Institutions of Higher Education." Research in Higher Education, 38(2), 229-240.
- Cable, D. M. and Judge, T. A. (1996). Person-Organization Fit, Job Choice Decisions, and Organizational Entry. Organizational Behavior and Human Decision Processes. 67(3), 294-311.
- Caudron, S. (1997). Can Generation Xers Be Trained? Training and Development Journal, 51(3), March, p 20-24.
- Carver, V. & Ponee, C. (1989). Women, Work and Wellness. Alcoholism and Drug Addiction Research Foundation: Toronto, Canada.
- Colarelli, S. M. (1984). Methods of Communication and Mediating Processes in Realistic Job Previews. Journal of Applied Psychology. 69, 633-642.
- College Board (2000), College Board's Annual Survey of Colleges, The College Board, New York, New York.
- Colstream, P. (1994). Training Minds for Tomorrow: A Shared Responsibility. Higher Education Quarterly. 48(3), 159-168.
- Cotton, J. L. & Tuttle, J. M. (1986). Employee Turnover: A meta-Analysis and Review with Implications for Research. Academy of Management Review, 11, 5570.
- Cross, J. (1992). "Higher Education Under Attack". Empire State Report. 31-38.

- Deal, T.E., & Kennedy, A. A. (1982). Corporate Cultures: The Rites and Rituals of Corporate Life. Addison-Wesley: Reading, Massachusetts.
- Doka, K. J. (1996). Dealing With Diversity: The Coming Challenge to American Business. Business Horizon. 39(3), 67-71.
- Ferris, G.R. et. al (1996). Reactions of Diverse Groups to Politics in the Work Place. Journal of Management, 22(11), 23-44.
- Flores, D. (1992). Wanted: Team Player for the 1990's. Journal of College Placement, 52(4), 67.
- Flynn, G. (1996). Deloitte and Touche Changes Women's Minds. Personnel Journal, 75 (4), 56.
- Foa, U. G., Converse, J. Jr., Tornbolm, K. Y., Foa, E. B. (1993). Resource Theory-Exploration, and Applications. Academic Press, Inc.: San Diego, California.
- Forbes, J. B. (1987). Early Intraorganizational Mobility: Patterns and Influences. Academy of Management Journal, 30, 110-125.
- Gagne', R. M. (1977). The Condition of Learning. Holt, Rinehart and Winston: New York.
- Greenhaus, J. H., Deidel, C. & Marinis, M. (1983). The Impact of Expectation and Values on Job Attitudes. Organizational Behavior and Human Performance, 31, 394-417.
- Hackett, E. J., Croissant, J. & Schneider, B. (1992). Industry, Academic and The Values of Undergraduate Engineers. Research in Higher Education. 33(3), 275-295.
- Hackman, J. R. & Oldham, G. R. (1975). Development of the Job Diagnostic Survey. Journal of Applied Psychology, 60 (2) 159-170.
- Hackman, J. R. & Lawler, E. E., (1971). Employee Reactions to Job Characteristics. Journal of Applied Psychology.-55(3) 259-286.
- Hage, J. & Dewar, R. (1973). Elite Value Versus Organizational Structure in Predicting Innovation. Administrative Science Quarterly, 18, 279-290.
- Hathcock, B. C. (1996). The New Breed Approach to the 21St Century. Human Resources, 35(2), 243-250.

- Holland, J.L. (1973). Making Vocational Choices: A Theory of Careers. Prentice Hall Englewood Cliffs: New Jersey.
- Holton, E. F. (1991a). Organizational Entry by New College Graduates: Implication for Human Resource Development and Universities. Unpublished Doctoral Dissertation, Virginia Polytechnic Institute and State University: Blacksburg, VA.
- Holton, E. F. (1991b). The New Professional. J.J. Peterson Guides: Princeton, New Jersey.
- Holton, E. F. (1995). College Graduates' Experiences and Attitudes During Organizational Entry. Human Resource Development Quarterly, 6(1), 59-78.
- Irwin, J. (1970). The Felon. Prentice-Hall: Englewood Cliffs, NJ.
- Jarvis, P. (1983). Adult and Continuing Education Theory and Practice. Nichols Publishing Co.: New York.
- Jick, T. D. and Mitz, L. F. (1985). Sex Differences in Work Stress. Academy of Management Review, 11, 408-420.
- Johnstone, D. B. (1991). "Higher Education in the United States in the Year 2000". Prospects. 21, 430-442.
- Johnstone, D. B. (1994). College at Work. Journal of Higher Education. 65(2), 168-181.
- Johnston, W. (1991). Global Work Force 2000: The New World Labor Market. Harvard Business Review. March/April. 115-122.
- Jones, G. (1983). Psychological Orientation and the Process of Organizational Socialization: An Interactionist Perspective. Academy of Management Review, 8:464-474.
- Kidron, A. (1978). Work Values and Organizational Commitment. Academy of Management Journal, 21, 239-247.
- Knowles, M. S. (1978). The Adult Learner: A Neglected Species. Gulf Publishing Co.: Houston.
- Knowles, M. S. (1962). The Adult Education: Movement in the United States. Holt, Rinehart and Winston.

- Knowles, M. S. (1984). Androgogy in Action. Jossey-Bass: San Francisco, California.
- Kram, K. E. (1985). Mentoring at Work. Scott, Foresman & Co.: Glenview, Illinois.
- Lee, F. (1997). When the Going gets Tough, Do the Tough Ask for Help? Help Seeking and Power Motivation in Organizations. *Organizational Behavior and Decision Processes*. 72(3), 336-363.
- Leibowitz, Z. B., Schlossberg, N. K. & Shore, J. E. (1991 February). Stopping the Revolving Door. *Training and Development Journal*, 43-50.
- Locke, E.A., Frederick, E., Lee, C. and Bobko, P. (1984). Effect of Self-Efficacy Goals and Task Strategies on Task Performance. *Journal of Applied Psychology*, 49, 24-33.
- Long, B. C. & Kahn, S. E. (1993). Women, Work and Coping. McGill Queen's University Press: Montreal & Kingston, Canada.
- Louis, M. R. (1982). Managing Career Transition: A Missing Link in Career Development. *Organizational Dynamics*, 68-77.
- Louis, M. R. (1980) Career Transitions: Varieties and Commonalties. *Academy of Management Review*, 5(3), 329-340.
- Louisiana State University. (1992). Enrollment Figures. (Available from Budget and Planning, 146 Thomas Boyd, Louisiana State University, Baton Rouge, Louisiana 70803)
- Louisiana State University. (1994). Self-Study. (Available from Office of Academic Affairs, 146 Thomas Boyd, Louisiana State University, Baton Rouge, Louisiana 70803)
- Louisiana State University. (1995). Self-Study. (Available from Office of Academic Affairs, 146 Thomas Boyd, Louisiana State University, Baton Rouge, Louisiana 70803)
- Louisiana State University (1998), Self-Study. (Available from Louisiana State University, Office of the Provost, 146 Thomas Boyd Hall, Baton Rouge, LA 70803)

Louisiana State University, (1998). Strategic Planning Document. (Available from Office of Academic Affairs, 146 Thomas Boyd, Louisiana State University, Baton Rouge, Louisiana 70803)

Lovelace, K. & Rosen, B. (1996). Differences in Achieving Person – Organization fit among diverse groups. Journal of Management. 22(5), 703-722.

Martinez, M. (1997). Prepared for the future: Training Women for Corporate Leadership. HR Magazine. 42(4), April 1997, p 80-87.

Mead, G. H. (1940). Mind Self and Society. The University of Chicago Press: Chicago Illinois.

Meglino, B. M., Rablin, E. C., & Adkins, C. L. (1989a). A Work Values Approach to Corporate Culture: A Field Test of the Value Congruence Process and Its Relationship to Individual Outcomes. Journal of Applied Psychology, 74(3), 424-432.

Meglino, B. M., Rablin, E. C., & Adkins, C. L. (1989b). A Corporate Culture: A Field Test of the Value Congruence Process and its Relationship to Individual Outcomes, Journal of Applied Psychology, 74 (3) 424-432.

Meyer, J. P. & Allen N. J. (1987). Links Between work experience and Organizational Commitment during the first year of employment: A Longitudinal Analysis. Journal of Occupational Psychology.

Mezirow, J. (1977). Perspective Transformation in Studies in Adult Education, 9,2, E. 157.

Morrow, P. C. & McElroy, J. C. (1987). Work Commitment and Job Satisfaction over Three Career Stages. Journal of Vocational Behavior, 330-346.

Monday, R.T., Porter, L.W. & Steers, R.M. (1982). Employee-Organization Linkages: The Psychology of Commitment, Absenteeism, and Turnover. Academic Press: San Diego.

Monday, R.T., Steers, R.M., & Porter, L. (1979). The Measurement of Organizational Commitment. Journal of Vocational Behavior, 14, 223-247.

Mount, M. K. (1984). Managerial Career Stage and Facets of Job Satisfaction. Journal of Vocational Behavior, 24, 340-354.

- Nicholson, N. & West, M. A. (1988). Managerial Job Change: Men and Women in Transition. Cambridge University Press: Cambridge.
- Parker, L. B., Keeling, A. E. & Jordan, K. (1994). Black College Graduates in Transition: A Longitudinal Study. The Journal of Career Planning and Employment, 54(2), 40-47.
- Pascale, R. (1985). The Paradox of "Corporate Culture" Reconciling Ourselves to Socialization. California Management Review, 27(2), 27-41.
- Perrigo, E. and Gaut, D. R. (1994). Is Academic "In Sync" with the Business World? Journal of Career Planning and Employment, 52(3), 58-63.
- Pike, G. (1994). "The Relationship between Alumni Satisfaction and Work Experiences". Research in Higher Education. 35(1), 105-123.
- Poindexter, C. & Robinson, T. L. (1997). Relationships Among Racial Identity Attitudes, Womanist Identity Attitudes, and Self-Esteeming African American College Women. The Journal of College Student Development. May/June. 38(3), 288-296.
- Porter, L. W., Crampon, W. J. & Smith, F. J. (1976). Organizational Commitment and Managerial Turnover. Organizational Behavior and Human Performance, 15, 87-98.
- Porter, L. W., Steers, R. M. & Mowday, R. T. (1974). Organizational Commitment, Job Satisfaction and Turnover Among Psychiatric Technicians. Journal of Applied Psychology, 59, 603-609.
- Premack, S. L., & Wanous, J. P. (1985). A Meta-Analysis of Realistic Job Review Experiments. Journal of Applied Psychology, 70 (4), 706-719.
- Pritchard, C. J. and Fidler, P. P. (1993). What Small Firms look in New Graduate Candidates. Journal of Career Planning and Employment, 53(3), 45-50.
- Rabinowitz, S. and Hall, D. T. (1981). Changing Correlates of Job Involvement in Three Career Stages. Journal of Vocational Behavior, 18, 138-144.
- Reichers, A. E. (1987). An Interactionist Perspective on Newcomer Socialization Rates. Academy of Management Review, 12 (2), 278-287.
- Richard, Ellen W. (1984). Early Employment Situations and Work Role Satisfaction Among Recent College Graduates. Journal of Vocational Behavior, 24, 305-318.

- Rogers, C. R. (1969). Freedom to Learn. Charles E. Merrill Publishing Co.: Columbus Ohio.
- Rosenbaum, J. E. (1979). Tournament Mobility: Career Patterns in a Corporation. *Administrative Science Quarterly*, 24, 220-241.
- Royalty, A. B. (1996). The Effects of Job Turnover on the Training of Men and Women. *Industrial and Labor Relations Review*, 49 (3). 506-521.
- Salancik, G. R. (1977). Commitment and the Control of Organizational Behavior and Belief. & G. R. Salancik (Eds.). *New Directions in Organizational Behavior*, 1-54. St. Clair Press: Chicago, Illinois.
- Sax, L.J., Korn, A.W., and Mahoney, KM (1995) Annual survey of Freshmen, UCLA, The American Freshman: National Norms for Fall, Chapter (1). Graduate School of Education and Information Studies, Los Angeles, CA.
- Schein, E. H. (1985). Organizational Culture and Leadership. Jossey-Bass: San Francisco, California.
- Schein, E. H. (1980). Organizational Psychology. Prentice Hall: Englewood Cliffs, New Jersey.
- Schein, E. H. (1978). Career Dynamics: Matching Individuals and Organizational Needs. Addison-Wesley: Reading, Massachusetts.
- Schein, E. H. (1971). The Individual, the Organization, and the Career: A Conceptual Scheme. *Journal of Applied Behavioral Science*, 7 (4), 401-426.
- Schein, E. H. (1968). Organizational Socialization and the Profession of Management. *Organizational Socialization*. *Industrial Management Review*. Winter, 1-16.
- Schneider, D. & Schneider, C. F. (1993). Women in the Workplace. ABC-CLIO Inc.: Santa Barbara, CA.
- Sheridan, J. E., Solcum, J. W., Buda, R. & Thompson, R. C. (1990). Effects of Corporate Sponsorship and Departmental Power on Career Tournaments. *Academy of Management Journal*, 33(3), 578-602.
- Shuter, R. & Turner, L. H. (1997). African American and European American Women in the Workplace. *Perceptions of Conflict Communication Quarterly*. 11(1), August, 77-96.
- Slocum, J. W. & Cron, W. L. (1987). Career Transitions of Supervisors and

- Subordinates. Journal of Vocational Behavior, 30 (2), 124-137.
- Stout, S. K., Slocum, J. W., Jr. & Cron, W. L. (1987). Career Transitions of Superiors and Subordinates. Journal of Vocational Behavior, 30, 124-137.
- Tichy, N. M. (1983). Managing Strategic Change: Technical, Political and Cultural Dynamics. Wiley: New York.
- Turner, A. N. & Lawrence, P. R. (1965). Industrial Jobs and the Worker. Harvard University Graduate School of Business Administration: Boston.
- U.S. Bureau of the Census (1994). Labor Force 1992-1993. Washington, D.C.
- U.S. Bureau of the Census (1995). Statistical Abstract of the United States: 1995. 115, United States Government Documents: Washington, D.C.
- U.S. Department of Commerce, (1994). Census Report. Washington, D.C.
- U.S. Department of Education (1999). Digest of Educational Statistics. 3, United States Government Documents: Washington, D.C.
- U.S. Department of Labor, Women's Bureau (1992). Women Worker's Outlook to 2005. Washington, D.C.
- U.S. Department of Labor (1996a). Glass Ceiling Fact-Finding Report. Good for Business: Making full use of the Nation's Human Capital. Women's Bureau. Washington, D.C.
- U.S. Department of Labor (1996b). Women's Bureau Statistics. Washington, D.C.
- Vander Velde, M. E. G. & Feig, J. A. (1995). Change of Work Perception and Work Outcomes as a Result of Voluntary and Involuntary. Job Change, 68, 273-290.
- Van Maanen, J. (1976). Breaking in: Socialization to Work. In R. Dubin (Ed.). Handbook of Work, Organization and Society, 67-129. Rand McNally & Co: Chicago, Illinois.
- Van Maanen, J. & Schein, E. (1979). Toward a Theory of Organizational Socialization. In L. L. Cummings and B. M. Staw (Eds.), Research in Organizational Behavior, Vol. 1: 209-264. JAI Press: Greenwich, Connecticut.
- Van Yperen, N. W., Hagedoorn, M. And Geurts, S. A. E. (1966). Intent to leave

and absenteeism as reaction to perceived inequity: The role of psychological and social constraints. The Journal of Occupational and Organizational Psychology, 69, 367-372.

Veiga, J. F. (1983). Mobility influences During Managerial Career Stages. Academy of Management Journal, 26, 64-85.

Vondracek, F. W., Lerner, R. M. & Schulenberg, J. E. (1986). Career Development: A Life Span Developmental Approach. Lawrence Erlbaum Associates, Hillsdale, NJ

Wall, T. B., Jackson, P. R. (1996). The Demand-Control Model of Job Strain: A More Specific Test. Journal of Occupational and Organizational Psychology, 69, 153-166.

Wanous, J. P. (1980). Organizational entry; Recruitment, selection and socialization of newcomers. MA Addison-Wesley: Massachusetts.

Weiss, H. M. (1978). Social Learning of Work Value in Organizations. Journal Of Applied Psychology, 63 (6) 711-718.

Welch, J. (1996). Multinational Firms Land the High-Flyers. People Management, 2(11), 9-10.

West, M. A. (1987). Role Innovation in the World of Work. British Journal of Social Psychology, 26, 305-315.

Youst, D. B. & Lipsett, L. (1989). New Job Immersion Without Drowning. Training and Development Journal, 73-75.

Appendix A

Cover Letter

Dear

I am conducting a study to learn more about your experiences during your first year on the job. The results from this study will be used to better prepare future graduating classes for the transition from college to work. The enclosed questionnaire asks you to recall specific aspects of your experiences at work since you graduated. This survey will take approximately 20 minutes of your time but will be of tremendous value to me and Louisiana State University students.

It is critically important to the success of this study that I have as many questionnaires returned as possible. Please complete the enclosed questionnaire as soon as possible and return it in the enclosed self-addressed, postage-paid envelope. Your responses will be completely confidential with only group results reported. The identification number on the survey will be used only for the purpose of removing your name from the mailing list when the survey is returned.

I sincerely appreciate your time and interest in this survey. Should you have any questions or comments, you may reach me at the address and phone number listed.

Sincerely,

Carolyn C. Collins

Appendix B
Questionnaire

ORGANIZATIONAL ENTRY QUESTIONNAIRE

I. Please complete the following information for the demographic portion of this survey.

1. Age (in years) : _____
2. Gender ☐ Male ☐ Female
3. Racial/Ethnic Group:

<input type="checkbox"/> White	<input type="checkbox"/> African Am/Black	<input type="checkbox"/> Hispanic
<input type="checkbox"/> Asian/Pacific Island	<input type="checkbox"/> Am. Indian/Alaskan Native	<input type="checkbox"/> Other
4. What was your overall undergraduate GPA?

<input type="checkbox"/> 3.5-4.0	<input type="checkbox"/> 3.0-3.49	<input type="checkbox"/> 2.5-2.99	<input type="checkbox"/> 2.0-2.49
----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------
5. What was your undergraduate/graduate major? _____
6. What is your current employment status (mark only one)?
 - ☐ Employed in a position appropriate for starting my professional career and one that I anticipated having
 - ☐ Employed in a position appropriate for starting my professional career, but not what I had anticipated having
 - ☐ Employed in temporary job until I can find a position appropriate for starting my career
 - ☐ Not employed but looking for a job
 - ☐ Not employed and not looking for a job
 - ☐ Attending graduate school

IF YOU DID NOT MARK ANSWER 1 OR 2 FOR QUESTION 6, DO NOT COMPLETE THE REST OF THIS SURVEY BUT PLEASE DO RETURN IT IN THE ENCLOSED ENVELOPE. IF YOU MARKED ANSWER 1 OR 2, PLEASE CONTINUE.

7. Please mark the item that most closely describes the organization for which you are now employed (mark only one):

<input type="checkbox"/> Business/Professional Services and other for-profit organizations	<input type="checkbox"/> Government
<input type="checkbox"/> Education	<input type="checkbox"/> Other nonprofit
	<input type="checkbox"/> Other _____
8. How large is your company in terms of total people employed by the organization at all locations (mark only one)?

<input type="checkbox"/> 0 - 100	<input type="checkbox"/> 101 - 500	<input type="checkbox"/> 501 - 1000	<input type="checkbox"/> 1001 - 500	<input type="checkbox"/> 5,001 +
----------------------------------	------------------------------------	-------------------------------------	-------------------------------------	----------------------------------
9. How many months since graduation have you been employed by the organization for which you now work?

<input type="checkbox"/> less than 1 month	<input type="checkbox"/> 1 - 3 months	<input type="checkbox"/> 4 - 6 months	<input type="checkbox"/> 7 - 10 months
<input type="checkbox"/> more than 10 months			
10. How many organizations (not parts of an organization) have you worked for since graduation?

<input type="checkbox"/> none	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> more than 3
-------------------------------	----------------------------	----------------------------	----------------------------	--------------------------------------
11. How many different positions have you had with your current organization?

<input type="checkbox"/> none	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> more than 3
-------------------------------	----------------------------	----------------------------	----------------------------	--------------------------------------
12. How many months of professional work experience (internships, co-op, temporary, etc.) did you have before starting work for your first organization after college?

<input type="checkbox"/> less than 1 month	<input type="checkbox"/> 1 - 3 months	<input type="checkbox"/> 4 - 6 months	<input type="checkbox"/> 7 - 12 months
<input type="checkbox"/> more than 12 months			
13. How many different jobs (of any kind) have you had in your life prior to graduating from college?

<input type="checkbox"/> none	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> more than 3
-------------------------------	----------------------------	----------------------------	----------------------------	--------------------------------------
14. How many schools (any level) and colleges have you attended since you started school as a child?

<input type="checkbox"/> 1 - 3	<input type="checkbox"/> 4 - 6	<input type="checkbox"/> 7 - 9	<input type="checkbox"/> 10 - 12	<input type="checkbox"/> more than 12
--------------------------------	--------------------------------	--------------------------------	----------------------------------	---------------------------------------
15. In how many different cities have you lived during your life?

<input type="checkbox"/> 1 city	<input type="checkbox"/> 2 - 3 cities	<input type="checkbox"/> 4 - 6 cities	<input type="checkbox"/> 7 - 10 cities
<input type="checkbox"/> more than 10 cities			

- II. For the items in this section, please think back to the time period after you accepted your first job but before you started working and mark the response that most closely matches your opinion.

1 Strongly disagree	2 disagree	3 neither agree or disagree
4 agree	5 strongly agree	

1. I worried about my ability to perform on my new job..... ☐ ☐ ☐ ☐ ☐
2. I was anxious about whether I would be able to fit into my new organization..... ☐ ☐ ☐ ☐ ☐
3. LSU offered me the preparation I needed to be successful in adapting to my new organization..... ☐ ☐ ☐ ☐ ☐
4. LSU offered me the preparation I needed to understand how to make the transition from being a college student to being a professional..... ☐ ☐ ☐ ☐ ☐
5. I thought a lot about how I would approach my new job..... ☐ ☐ ☐ ☐ ☐
6. I believe seniors should be taught more about how to make the transition to work..... ☐ ☐ ☐ ☐ ☐
7. I felt prepared to start my new job..... ☐ ☐ ☐ ☐ ☐
8. I looked forward to starting my new job..... ☐ ☐ ☐ ☐ ☐
9. I was very aware of the importance of the first year on the job..... ☐ ☐ ☐ ☐ ☐
10. I took action to learn things about my new employer..... ☐ ☐ ☐ ☐ ☐
11. The things I did to prepare myself to go to work were helpful..... ☐ ☐ ☐ ☐ ☐

- III. For this section, think about your transition from college to work and from being a college student to becoming a professional and mark the response that most closely matches your opinion.

1 Strongly disagree	2 disagree	3 neither agree or disagree
4 agree	5 strongly agree	

1. Learning to adapt to my new employer has been stressful for me... ☐ ☐ ☐ ☐ ☐
2. Going from being a college student to being a professional was a big adjustment..... ☐ ☐ ☐ ☐ ☐
3. Overall, starting to work for my new organization has been a positive experience..... ☐ ☐ ☐ ☐ ☐
4. If I had it to do over again, I would do more to prepare for the transition..... ☐ ☐ ☐ ☐ ☐
5. The organization seemed to value the experience and skills I brought to the job..... ☐ ☐ ☐ ☐ ☐
6. I felt that I understood what was expected of me in order to become professionally accepted by people in the organization..... ☐ ☐ ☐ ☐ ☐
7. The organization went out of its way to make me feel welcome in the beginning..... ☐ ☐ ☐ ☐ ☐
8. I felt my organization had appropriate expectations of me in the beginning..... ☐ ☐ ☐ ☐ ☐
9. I was able to develop a pretty good idea of what I needed to do to be successful..... ☐ ☐ ☐ ☐ ☐
10. I adapted easily to life as a working professional..... ☐ ☐ ☐ ☐ ☐
11. The uncertainty of my new work environment did not bother me terribly..... ☐ ☐ ☐ ☐ ☐
12. I was able to shape many aspects of my orientation and training to suit me better..... ☐ ☐ ☐ ☐ ☐
13. My organization was willing to adjust things to fit my needs..... ☐ ☐ ☐ ☐ ☐
14. I was willing to change to fit the needs of my organization..... ☐ ☐ ☐ ☐ ☐
15. I wish my organization had done more to help me get adjusted..... ☐ ☐ ☐ ☐ ☐
16. I felt quickly accepted by the group of people with whom I work..... ☐ ☐ ☐ ☐ ☐
17. I was able to earn the respect of my work group for my abilities fairly quickly..... ☐ ☐ ☐ ☐ ☐
18. I was surprised at many of the things I had to learn..... ☐ ☐ ☐ ☐ ☐
19. At times I still miss being a college student..... ☐ ☐ ☐ ☐ ☐
20. Overall, I am satisfied with my life these days..... ☐ ☐ ☐ ☐ ☐
21. The transition to work is more difficult for women than for men.. ☐ ☐ ☐ ☐ ☐

IV. These items deal with characteristics of your current job. Please mark the response that most closely matches your opinion.

	1 Strongly disagree	2 disagree	3 neither agree or disagree	4 agree	5 strongly agree
1. Accomplishing the tasks I am assigned is challenging.....					
2. My job challenges me intellectually.....					
3. I am growing as a professional in this job.....					
4. Given my education and training, this job is appropriate for my abilities and skills.....					
5. This job allows me to be creative and use my own ideas, if I wish.....					
6. I have little control and say about what I do in my job.....					
7. My job provides me the opportunity to do a variety of different things.....					
8. I feel certain about how much authority I have on my job.....					
9. There are clear, planned goals and objectives for my job.....					
10. I know that I have divided my time properly on my job.....					
11. I know what my job responsibilities are.....					
12. Generally, I know what my organization expects of me.....					
13. I know how to accomplish the things I need to do in order to meet my organization's expectations of me.....					
14. My job is important in this organization.....					
15. When I do my job well, I can see its effect on the organization.....					
16. It is important to my professional success for me to be the kind of person the organization wants.....					
17. I have felt pressured to change myself to "fit" the organization.....					
18. I understand why my job is important to the organization.....					
19. Other departments within this organization depend on the work I perform.....					
20. People will notice if I don't do my job well.....					
21. What I do in my job is taken seriously here.....					
22. I feel like I make a real contribution to this organization.....					
23. My job receives priority for resources and support.....					

V. Think about your present organization and mark the response that most closely matches your opinion.

	1 Strongly disagree	2 disagree	3 neither agree or disagree	4 agree	5 strongly agree
1. I have usually been successful at getting things done around here.....					
2. The overriding goals of this organization are clear to me.....					
3. The reason people in this organization behave the way they do usually makes sense to me.....					
4. I understand most of the values of this organization.....					
5. If I need to get something done, I usually know the person to whom I should turn to make it happen.....					
6. If I need information, I usually know how to find what I need.....					
7. Generally, I understand why the organization evaluates my performance the way they do.....					
8. I wish someone would explain why certain things are done the way they are around here.....					
9. I understand the formal policies and procedures used here.....					
10. I can usually recognize the politics of my organization, whether or not I know how to "play" the politics yet.....					
11. I know how to work effectively with my boss.....					

VI. For these items, please think about how you feel about the organization for which you are now working and the job you are now in. Mark the response that most closely matches your opinion.

1 Strongly disagree	2 disagree	3 neither agree or disagree
4 agree	5 strongly agree	

1. Overall, I am satisfied with my current job.....() () () () ()
2. I boast about this organization to my friends as a great organization to work for.....() () () () ()
3. I would accept almost any type of job assignment in order to keep working for this organization.....() () () () ()
4. I find that my values and the organization's values are very similar.....() () () () ()
5. I am glad that I chose this organization to work for over others I was considering at the time I joined.....() () () () ()
6. I really care about the fate of this organization.....() () () () ()
7. Given what I know about other organizations, this is the best organization for me.....() () () () ()
8. I feel a great sense of personal satisfaction when I do my job well.....() () () () ()
9. Doing my job well increases my feeling of self-esteem.....() () () () ()
10. I feel bad when I do my job poorly.....() () () () ()
11. The major satisfaction in my life comes from my job.....() () () () ()
12. The most important things that happen to me involve my work.....() () () () ()
13. I live, eat, and breathe my job.....() () () () ()
14. I am very much involved personally in my work.....() () () () ()
15. I often think of quitting this job.....() () () () ()
16. I expect to begin searching for another job in the next year.....() () () () ()
17. I expect to resign from this job within the next year.....() () () () ()
18. Generally, I feel I am achieving my most important personal work goals.....() () () () ()
19. On the basis of my own standards, I feel I have been successful in my work.....() () () () ()
20. I get a great sense of accomplishment in my job.....() () () () ()
21. I often feel really good about the quality of my work performance.....() () () () ()
22. Compared to my peers, I feel quite successful in my career.....() () () () ()
23. Deciding to work for this organization was a definite mistake on my part.....() () () () ()
24. If I could make my job choice over again, I would still decide to join this organization.....() () () () ()

VII. For these items, please think back to what YOU personally expected before you started work and compare that to what you have actually experienced on the job. Then, mark the response that most closely matches your opinion. As you answer each item, consider only how you feel about any difference you found. That is, consider only whether what you found is "worse" or "better" than you expected, not whether it is "higher" or "lower".

1 considerably worse than expected	2 somewhat worse than expected	3 about as expected
4 somewhat better than expected	5 considerably better than expected	

1. Amount of challenge in my job.....() () () () ()
2. Variety of tasks I perform.....() () () () ()
3. Amount of responsibility in my job.....() () () () ()
4. Opportunity for intellectual achievement.....() () () () ()
5. Amount of control I have over my own job.....() () () () ()
6. Pressure I feel in my job.....() () () () ()
7. Amount of time I spend working with other people.....() () () () ()
8. Opportunity to fully demonstrate my abilities and skills.....() () () () ()
9. Level of work I am asked to do.....() () () () ()
10. How hard I have to work to accomplish my assignments.....() () () () ()
11. Amount of support and guidance I receive from my boss.....() () () () ()
12. Communication within the organization.....() () () () ()
13. Ways decisions are made.....() () () () ()
14. Concern for new employee's adaptation to the company.....() () () () ()
15. Formal training I have received.....() () () () ()
16. Opportunity to advance in the company.....() () () () ()
17. Atmosphere in my work area.....() () () () ()
18. Number of hours I have to work.....() () () () ()
19. Attitude others have toward their jobs.....() () () () ()

1 considerably worse than expected 2 somewhat worse than expected 3 about as expected
4 somewhat better than expected 5 considerably better than expected

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 20. Amount of support and guidance I receive from my co-workers..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. My ability to perform as required..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Ability to handle the pressure..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Job's impact on my personal life..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Amount of stress I have experienced..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Adequacy of my salary..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Amount of frustration I have felt toward my job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

VIII. These items deal with things that YOU initiated or did to adapt to and learn about your new organization and to cope with the transition from college to work. Please mark the response that most closely indicates how often you did these things.

1 never 2 once or twice 3 several times 4 often 5 very often

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Sought my coworkers opinions about my performance..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Asked my boss to give me feedback on my performance..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Inquired about the best ways to get things done..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Worked at building relationships with colleagues at work..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Turn to other people at work when I have a question..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Attempted to learn more about effective strategies to use during the first year on the job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Had conversations with my coworkers about my work..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Discussed my feelings about my new job with my coworkers..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Sought information from my boss or supervisor to help me understand my job better..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Discussed my feelings about my new job with my boss or supervisor..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Created opportunities to talk with my colleagues outside of work..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Suggested new ideas or changes to impress my colleagues..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Volunteered to help on a project so I could learn more..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Learned by observing how my colleagues went about their jobs..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Changed the ways I do some things based on my experiences here..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Had to re-learn some things that used to be routine for me..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Talked to my family about problems at my job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Talked to my friends about problems at my job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IX. For these items, please think about the organization for which you are now working and the job you are now in. Mark the response that most closely matches your opinion.

1 Strongly disagree 2 disagree 3 neither agree or disagree
4 agree 5 strongly agree

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I am satisfied with my learning experiences on the job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I am satisfied with my organization's training and orientation program..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. My supervisor has helped me learn my job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. My colleagues have helped me learn a lot..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Everyone in this organization is expected to continue to learn on the job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Continuous learning is supported by the organization..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The training programs I have completed have helped me learn my job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

X. For these items, please think about your present organization and mark the response that most closely matches your opinion.

1 never 2 once or twice 3 several times 4 often 5 very often

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. My supervisor listens when I have something important to say..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. My supervisor understands the problems I might run into doing the job..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. My supervisor sets clear work goals..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. My supervisor gives me credit for my ideas..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. My supervisor helps me to get the job done..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My supervisor follows through to get problems solved..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. My supervisor gives clear instructions..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

While we have tried to be comprehensive in this study, we may well have missed some things. Are there any other issues, concerns or thoughts that you would like to share with us regarding your transition from college to work and your experiences during your first year on the job? If so, please write them below.

Are there any specific programs or activities that you would like to see LSU initiate, either for you now as an alumnus or for future seniors before they graduate, that you believe would help make the transition to work and professional life easier? If so, please write them below.

PLEASE RETURN IN ENCLOSED ENVELOPE TO:

Organizational Entry Project
Carolyn Collins
Measurement and Evaluation Center
Himes Hall, Rm 51
Louisiana State University
Baton Rouge, LA 70803

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION!!!!

© Copyright 1991 EF Holton III all rights reserved.¹⁷⁰

Appendix C
Follow-up Cover Letter

Date:

Re: Organizational Entry Project

Dear LSU Graduate;

A few weeks ago, you were sent a questionnaire asking for your views on your assimilation into the workplace. Regrettably, I have not received your response. Your response to this questionnaire is vital to this project. Please take a few minutes to complete the questionnaire and return it to me as soon as possible. The results of this study will be vitally important in the study and improvement of programs for college students.

For your convenience, I have enclosed another copy of the questionnaire and a postage-paid, self-addressed envelope. Please assist me in this important research.

Yours sincerely,

Carolyn C. Collins

P.S. If you have already returned the questionnaire, please accept my thanks, and disregard this letter.

Appendix D

Cover Letter From President Of LSU Black Faculty And Staff Caucus

Dear African American Graduate:

Congratulations on your graduation from LSU. As President of the LSU Black Faculty and Staff Caucus, I am pleased to count you as an alumnus of LSU.

Carolyn Collins is conducting a very important survey which will provide critical information on the transition of graduates to the workplace. Please assist her in this very important project by completing the surveys and return it promptly in the enclosed envelope. Your response to the survey will provide the University with information that will assist us in evaluating the success of African American students.

Again, my congratulations and best wishes.

Sincerely,

**Roderick L. Smothers
President**

Appendix E

Comments

Comments

- I. While we have tried to be comprehensive in this study, we may well have missed some things. Are there any other issues, concerns or thoughts that you would like to share with us regarding your transition from college to work and your experiences during your first year on the job?

A&S

Only working two weeks, many responses may change as I get settled into my new job.

Design

I am in Graphic Design for a TV Station one of which ideals are all based on money. More important to them are getting sponsors, advertisers, and ratings: Regardless if a news package is all chopped up – as long as it airs. This is one side of business I was not ready for. The stations' morals are clearly divided.

BASC

There is a concern of mine, but I don't know if this relates. Several times I was told by my college (Basic Sciences) that my grades were too low and that I wasn't going to be able to find a job. I found several large companies willing to offer me jobs due to having a technical background. LSU shouldn't discourage anybody from getting a technical degree even if you are an average student academically. Many more opportunities will arise with a technical degree and an MBA.

MC

Transition went well, but, I never expected to miss college as much as I did when I first started working. I did not realize how much freedom college provided until I was finished.

BASC/Micro

Classes at LSU taught me how to think through problems and gave me a broad base of knowledge on which to build ideas, etc. I cannot say that this training necessarily prepared me for work within an organization on a day to day basis. Real world situations have the best teachers in that department.

HUEC/NSK

Your transition section was complete. This is a very hard adjustment. The main problem would be expectations such as being prompt, present, and accountable.

EE

There should be more of a focus on professional world in senior classes. I think all senior classes should be taught by people who worked in the industry, not life long college teachers or R&D people.

GS

I think that the internship I got (which turned into a full time job) was valuable. Internships help you learn what is required by the real world, not what ones teachers think is important.

MC

I went straight into a supervisory role and opening my own business so my experience is somewhat unique. I do not feel as though I was adequately prepared for the responsibilities that come with such a job; however, in a more established company, I think the transition would have been much easier.

- II. Are there any specific programs or activities that you would like to see LSU initiate, either for you now as an alumnus or for future seniors before they graduate, that you believe would help make the transition to work and professional life easier?

CHE

Job.interviewing class for credit

MKT

I enjoyed my Sports Law and Sports Marketing classes immensely. So many graduates currently and increasingly are working in sports-related fields. A concentration area in these and possibly other classes would be very successful and helpful to students pursuing these careers.

GS

I think that the GPA requirement to get credit for an internship may turn those who do not have the required GPA not to attempt to get one and that is probably the worst thing that they could do.

AGRI/ Faculty Child & Consumer Science

I do not believe LSU or any other college can prepare one for their first year as a teacher. Dealing with paperwork and **PARENTS** are things that a college class cannot possibly teach.

MC

I believe LSU does a great job preparing students for the real world. I feel that too often the students don't take full advantage of the programs LSU offers.

Graphic Design

Intern, anywhere in your field

Dietetics

Have "mini interchange" where credit(s) can be earned by spending time with professionals in their field. In Dietetics, we do internships after LSU, but it may help to have similar experience during college.

ME

All majors should have to take a course in Economics (as applied to the real world) and Investments. My feelings are that I received little training to prepare me for the real world's financial matters. ie: Lease vs. Purchase of new truck, Home purchase, 401K – Investment plans

GS

More alumnae activities (social events)

CE

I think more "real-life" projects should be assigned in junior/senior level classes so that new graduates have an idea of what they will be doing.

GS

Provide more classes dealing with Radio Broadcasting.

MC

The experience with *Leadership LSU* was very helpful. Having a similar program or initiating similar activities for other students might be useful.

A&S

More well paying jobs in Sociology

BADM

I would like to see a black business organization developed for students

Vita

Carolyn Collins is a native of Melville, Louisiana and a graduate of Southern University and Louisiana State University, with degrees in Vocational Education and Counseling. She has over 25 years of experience in Education. She has served as a teacher, counselor, administrator, coordinator and is currently serving as Associate Vice Chancellor and Dean of University College at LSU. Her educational background and expertise are in the areas of counseling, psychology, training and development. Further, she is a certified evaluator and certified supervisor for Licensed Professional Counselors.

She has served on a number of Boards and Commissions. Most recently she has served as Chair of the Regional Council of the College Board, National Board of the Educational Testing Service Sponsored Scholarship Program, National Board of Directors for the National Association of Academic Advisors and Vice-Chair of the Board of Regents Committee on Accountability in Developmental Education, President of the Louisiana Association of Academic Advisors, President of Women in Management, member of the Board of Directors of Young Leader's Academy, member of LSU's Strategic Planning Committee, Commission on Minorities, and K-12 Task Force.

She will receive the Doctor of Philosophy degree in May 2001.

DOCTORAL EXAMINATION AND DISSERTATION REPORT

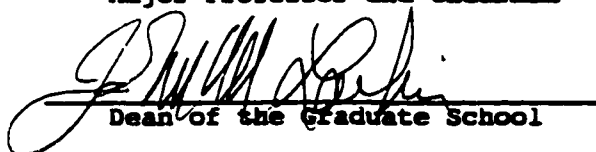
Candidate: Carolyn Carter Collins

Major Field: Vocational Education

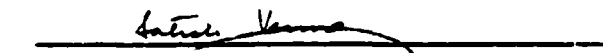
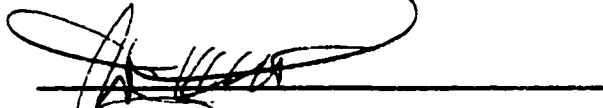
Title of Dissertation: Transition to Work: A Study of New
College Graduates

Approved:


Major Professor and Chairman


Dean of the Graduate School

EXAMINING COMMITTEE:



Michael F. Burnett
S. Kim MacGregor

Date of Examination:

March 22, 2001