

A Descriptive Study of the Perceptions of Supervisors
On How Three Types of Supervisory Management
Training Influence Employees' Job Satisfaction
and Motivation in Texas Department
of Health

by

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*l o my wife Roselynnne for her innumerable and great support.
My parents, Chief and Mrs. Francis N. Ibezim.*

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CHAPTER I

Introduction

General Overview

Supervisory management training is fundamental to successful supervision. Studies indicate that inadequate supervisory training contributes to consistent job dissatisfaction and declining opportunity to motivate employees in public and private agencies of varying sizes.¹

The factors related to employee job satisfaction and motivation may contribute to both the quality of management and achievement of government program objectives. Research studies have identified a number of significant factors associated with employee job satisfaction and motivation. Such factors include: salary, tenure, age, gender, organization size, organization structure, job level, organization policy and administration, supervision, interpersonal relations, working conditions, status, job security, achievement, recognition, the job itself, responsibility, and advancement.²

Studies indicate that these factors are part of the complex concepts of motivation. Studies on supervisory training also suggest that supervisors are seen by the subordinates as the organization, therefore, one should study how the types of training received by supervisors largely contribute to employee job satisfaction and motivation.

The Texas Department of Health runs more than one hundred health programs. Generally the types of health programs range from promoting health resources to prevention and treatment of health problems of the citizens of Texas. It is also engaged in issuing categories of health related

¹ See for example, Frank Sherwood and Wallace Best. 1958; John Daresh, 1989.

² See for example Charles Harad, 1951; Herzberg, F., Mausner, B., and Snyderman, B., 1959, and Rene Davis, 1992.

licenses to qualified individuals, health facilities and organizations engaged in **procurement** of public health. Therefore, a thorough training for supervisors who conduct the processes as well as monitor the quality of these health programs is expected.

Supervisors are expected to **perform** and accomplish the program goals effectively, but they must do this through their employees. Therefore, employee job satisfaction as well as motivation is essentially the concern of the supervisor. The researcher has identified and selected three such training types and factors related to employee job satisfaction and motivation for study.

This research details the many different factors related to employee job satisfaction and motivation that may be applied under three types of supervisory management training. The researcher believes it is legitimate to inquire whether a particular type of supervisory management training has a logical relationship with employee job satisfaction and motivation. If there is a connection between supervisory management training and employee job satisfaction and motivation, then the organization should ensure that **supervisors** have training. It is problematic if there exists situations where individuals who have received the training are being supervised by someone who hasn't. This could lead to problems of satisfaction and motivation, because the individuals who are being supervised may be able to see mistakes that the supervisors are making.

Research Purpose

The purpose of this research is to describe three major types of supervisory management training and factors related to job satisfaction and motivation. In addition, the perceptions of supervisors about how each type

of supervisory management training influences employee job satisfaction and motivation in the Texas Department of Health are examined.

Conceptual Framework

This research describes three major types of supervisory management training and also two consequences of effective supervisory management training: employee job satisfaction and motivation. The literature on supervisory management training abounds with research findings of effective curricula, however, reports on effectiveness consist of expert opinion not empirical evidence. The findings suggest that **curricula** should focus on the supervisory management functions of planning, organizing, **staffing**, directing, and controlling and their relation to the daily job of the supervisor. In reality all of these functions are closely interrelated and such a distinct classification is scarcely discernible. However, such a presentation makes possible a more methodical, clear, and comprehensive analysis of the managerial functions of a supervisor.

Since it is the supervisor's job to get things done through the help of others, the supervisor is necessarily concerned with the human aspects of leadership. For this reason, the researcher examines the factors related to employee job satisfaction and motivation. The factors are involved in supervision as the primary parts of a supervisory management training conceptual framework.

This study addresses only fourteen of the many factors related to job satisfaction and motivation: organization policy and administration, supervision, salary, interpersonal relation, working conditions, status, job security, personal life, achievement, recognition, work itself, responsibility, advancement, and growth.

This research effort is grounded in the expectation that different types of supervisory management training influence the factors related to employee job satisfaction and employee motivation. This is a descriptive study. It will not test any hypothesis.

The key concepts are: supervisory management training, employee job satisfaction and employee motivation. The key concepts are very complex, hence, they were categorized. Table 1.1 below summarizes the major branches of supervisory management literature.

Table 1.1: Branches of Supervisory Management Literature

Supervisory Management Training	Job Satisfaction	Motivation
Three Major Types	Maintenance Factors	Motivational Factors
Pre-Entry Education	Organization Policy and Administration	Achievement
In-Service Education (Formal)	Supervision	Recognition
In-Service Training (On-The-Job)	Salary	Work Itself
	Interpersonal Relations	Responsibility
	Working Conditions	Advancement
	Status	Growth
	Job Security	
	Personal Life	

Report Structure

The chapters that follow include: a review of the relevant literature; a discussion of the research setting (describing the organization chosen for the survey research); a methodology chapter which discusses at length the survey research methodology and the advantages and disadvantages of the survey method; a chapter which contains an analysis of the results obtained; and a chapter which summarizes the findings and draws conclusions.

The next chapter is the literature review. This chapter describes the three types of supervisory management training and factors related to job satisfaction and motivation. The history and current issues of supervisory management training are also reviewed.

CHAPTER II

Literature Review

Overview of the Chapter

This chapter examines the key literature on supervisory management training as it relates to the factors found to be associated with job satisfaction and motivation in organizations. Literature on management training in organization generally and the supervisory management training in particular is examined in order to evaluate current trends and needs of supervisors within one particular sector of employment. The evaluation of current trends and needs is geared toward effectiveness and efficiency management in relation to employee job satisfaction and motivation.

Supervisory management training of both government and private organizations has received increasing attention from the public, professional and academic circles. Much of the literature on supervision and management focuses on employee job satisfaction and motivation. The research largely analyzes the organizational and environmental factors that are associated with successful and unsuccessful performance. It also develops evidence to support theoretical models which predict the success of supervision.

This chapter also surveys the important writings in three major types of supervisory management training in relation to job satisfaction and motivation. The author examines the literature to discover the basic elements of job satisfaction and motivation and to categorize the major elements. The chapter defines supervision and reviews the pertinent literature regarding its usefulness in effective management in the workplace.

What is Supervision

Definitions

Supervision is a term that encompasses a variety of formal or informal efforts in which supervisors seek to improve employee performance as well as to accomplish the organization's goals. Frank **Sherwood** and Wallace Best (1958: vii) describe supervision as a "**function** of the administrative official, also to supervise is to oversee people." Other scholars offer similar definition about what comprises supervision. Such as:

John Daresh (1989: 21) defines supervision as:

The process of overseeing the ability of people to meet the goals of the organization in which they work. A key feature of this definition is its suggestion that supervision needs to be understood as a process, and not as a specific professional role. It is also related to the concept of proactive supervision that serves as the foundation... that concept simply holds that the best supervision is based on a set of fundamental values and assumptions possessed by the individual serving in a supervisory capacity.

Daresh emphasizes that although supervision does not attempt to create professional roles, it is one of the most critical levels in any organization, since it involves the supervision of people and day-to-day operations. It may be recognized that regardless of the technical specialties or particular organizational conditions that may exist, there are also some managerial aspects which are common to every supervisory position.

Joseph F. **Michlitsch** (1992: 21) defines managerial supervision as "an interaction between a helper and receiver, which is influenced by the needs, wants, values, feelings, thoughts and overall perceptions of each party." The future holds an ever-increasing challenge for supervisors, however, organizations seem to have not kept pace of progress and change. Consensus opinion suggests that the purpose of supervision is to manage people to meet

the goals of the organizations for which they **work**.³ The literature on supervision examines approaches to successful management. It finds that successful managers are capable, knowledgeable and broadly trained. In other words they are supervisors who are able to manage their departments competently and efficiently.

What is Training

Training occurs in a great variety of ways. Much of it, of course, will be informal. At the formal level there are several different programs with which supervisors should have familiarity. The literature defines training. Major views are such as:

Sherwood and Best (1958: 231) state that:

Three definitions are integrated to form the requisite of training: The process to aid employees to increase his **skills** or knowledge that must be intimately related either to the work engaged or assigned.

Process of aiding employees to gain effectiveness in their present or future work through development of appropriate habits, **skills**, knowledge, and attitudes.

The concept of aiding employee in the process of increasing his competence.

Goldstein, Irwin (1986: 3) states:

...training is the systematic acquisition of **skills**, rules, concepts, or attitudes that result in improved performance in another environment.

Goldstein emphasizes that training is an effort done to improve performance in a certain environment. Training looks at the courses of action that will enhance knowledge, **skills**, and ability as well as human relations in

³ See for example, Sherwood and Best, 1958; and Daresh, 1989.

an ever-increasing professional activity. Sherwood and Best concur with Goldstein's definition. In other words, both sets of authors posit that training is a form of process on which future organizational goals to be accomplished are designed.

Needs and Purposes for Training

The literature offers many needs and purposes for supervisory training. Training of supervisors may not be successfully implemented without adequate planning. The literature indicates that approaches to training begin with determining what needs are to be learned, for example, communication techniques, and organizing **works**.⁴

James Gardner (1980: 8-9, 24) maintains:

...The supervisor's pattern of activities, include those techniques of communication which will work for any supervisor, such as organization of material, repetition, emphasis, playback, and other proven means of avoiding miscommunication (pp. 8 -9).

The emphasis should be on the supervisor's use of information to clarify the role and status of employees and to assist them in carrying out their assigned tasks with **skill** and within the rules (p. 24).

Other authors focus on **the** purpose of training of supervisors. The literature also indicates that training programs focus on present needs of supervisors in order to meet future problems and challenges. For example, improved computer techniques, training **skills**, problem solving techniques, and interviewing techniques usually result in the greatest **payoff**.⁵

Donald Kirkpatrick (1967: 23-24) indicates:

... if a new computer or a new tape-controlled machine is being introduced into a company, supervisors should understand the

⁴ See for example, James Gardner, 1980.

⁵ See for example, Donald Kirkpatrick, 1967 and Martin Broadwell, 1972.

basic principles and features of such equipment so that they may do their jobs better. Improved knowledge, skills and attitudes in this area usually result in the greatest payoff.

Martin Broadwell (1972: 90) states:

... biggest mistakes supervisors new and old make is to assume that training is an adjunct to their regular job, something they do only when they have plenty of time and nothing else to do. An attitude like this indicates that the supervisor really doesn't understand his job very well, since the real **function** of the supervisor is to get work done through other people. The supervisor will do well to learn how to train others if he expects to succeed as a supervisor. Training is a **skill** and like any other **skill** it must be learned.

Apparently the call for supervisory training was heard, at least in some quarters, because many researchers and texts have attempted to develop new practices and techniques. Professional knowledge and technical skills in planning, organizing, directing and controlling were required for effective supervision. In a consensual statement, Louise Umundo (1980: 8-10) said "in order to be effective, supervisors must have the **skills** to influence people in a positive way for mutual benefit to employees and the organization."

The literature identified three major categories: pre-entry education, in-service (formal) education, and in-service (on-the-job) training. Supervisory training is particularly useful in allocating responsibilities among supervisors. The issue of what the purpose of this training should be has more divergent answers than any other issue addressed by the definitions.

Types of Training

The literature offers many variations on what comprises types of supervisory training. Most classify training as: Pre-Entry Education, In-Service Education and In-Service Training (on-the-job). Such classic definitions as:

Sherwood and Best (1958: 234) state that:

Pre-Entry Education is the education acquired through formal school environment (high school/college). This involves that portion of education which may be given an individual up to high school diploma and undergraduate degree levels in contemplation of entering a specific occupation prior to employment.

In-Service Education is the training received within employment in a regular educational institution (Classroom lectures and coaching) usually for degree purposes or for a profession.

In-Service Training (on-the-job) is that portion of post-entry education designed to improve performance or to prepare for a specific job or duties within the employment.

Nicholson Alexander et al. identified Pre-Entry Education as Pre-Service, In-Service Education as In-Service and In-Service Training as Continuing Education.

Nicholson Alexander et al. (1976: 81-83) suggest the following definitions:

Pre-Service Education is the training offered in colleges or universities according to standards established for training by the profession. In this area the collaboration of schools and associations is sought.

In-Service Education is the responsibility of the employer who may offer it directly, contract to have it offered, or subsidize the individual in his own pursuit of the learning.

Continuing Education is the responsibility of the individual, but making it possible is a responsibility shared by all interested parties.

John Daresh (1989: 252) views In-Service Education as "activities directed toward remediating a perceived lack of **skills** and understanding." Irwin Goldstein (1986: 12-13) in a succinct synthesis states that:

training programs exist within organizations... the dynamics of training systems must include the realization that one of the first places to which many new employees in an organization are sent is a training program.

Consensus seems to exist that the purpose of supervisory training is to maximize the ability of an organization to achieve or meet its **goals**.⁶ The supervisory training job is not easy. Robert P. Cort (1956: 92) maintains that "getting across ideas makes up more than **50** percent of the **working** day of most executives and supervisors, because these people must accomplish things through others."

Cort emphasizes that supervisory training does not attempt to establish permanent ideas which future supervisors ought to practice.⁷ Ideas can only be established in the present. Supervisory training looks at the acceptable courses of action that are open for smooth and result-oriented organization management.

Pre-Entry Education

In the last decade there has been a tremendous increase in the number of in-service education opportunities, both on and off the job. The increased tendency of the educational institutions to offer courses which serve a practical government agency purpose is part of the larger trend in the United States in which adults are **seeking** more educational opportunities.

Douglas **Mayo** and Philip **DuBois** (1987: 4-5) states:

⁶ See for example, Sherwood and Best, 1958; Alexander et al., 1976; and Daresh, 1989.

⁷ See for example, Cort, Robert. How to get an idea across, 1956.

The educated person has developed **skills** that are generally **useful**: reading, writing, arithmetic, and perhaps more specialized abilities.

Education does not necessarily seek a practical or applied end; acquisition of knowledge for its own sake is a legitimate goal of education, but not of training.

Alexander et al. suggest that more people are undergoing the traditional processes (**pre-service**, in-service and continuing education) toward achieving professional level. However, the processes indicate that this is just the **beginning**.⁸ Pre-service (entry level) education is the training offered in colleges or universities in the area of desired profession before employment. Sherwood and Best concurred that pre-entry education involves the education acquired by the individual before being accepted as an **employee**.⁹ Authors of articles and texts indicate that the initial education is intended to expose the individual to the theoretical aspects of the professional career courses at the undergraduate degree level. Researchers have not gone so far as to study the involvement of the employers in the implementation of pre-entry education, but many works have studied in-service education. For example, the National Center for Education Statistics, with the cooperation of the National Teacher Corps, made the decision to inaugurate a series of studies in in-service teacher education.¹⁰

In-Service Education (formal)

In-service education involves learning. The literature on in-service education deals largely with the training to enhance employees' ability to perform on the job. Such training most scholars suggest may meet the development of a **skill** and promoting learning for a definite purpose.

⁸ See for example, Alexander et al., 1976.

⁹ See for example, Sherwood and Best, 1958.

¹⁰ See for example, Nicholson, Alexander; Bruce, Joyce; Parker, Donald; and Waterman, Floyd, 1976.

Sherwood and Best (1958: 234) describe in-service education as "training received after employment in a regular educational institution mostly for degree purposes." The literature offers many views on what comprises in-service education. Major views such as:

Nicholson Alexander et al. (1976: 2, 9) state:

In-Service Education, whether explicitly or implicitly is assumed to be a matter of **college** courses or similar **undertakings** to achieve certain **professional** level.

Job-embedded-in-service education may be the most basic and most obvious training an employee could receive to increase his or her **skills** and knowledge toward career profession.

John Daresh (1989: 252) states:

In-Service Education is perceived as something done to people to fix them, is in fact necessary and appropriate in some settings and is an entirely positive process.

Daresh emphasizes that in-service education does not attempt to **fix** people. Job training can only be made in the present. In-service education looks at the courses that are open in the future for improvement of both the employee **skills** and the organization's activities.

Consensus seems to exist that the purpose of in-service education is to increase an employee's skills and knowledge and maximize the ability of an organization to survive by focusing its actions and allowing it to adapt to the rapidly changing external and internal environment.¹¹ Although the authors of the articles and texts argue that in-service education improves the performance of employees, they also suggest that an alternative exists to a direct job training program such as in-service training or on-the-job training.

¹¹ See for example, Sherwood and Best, 1958; Nicholson Alexander et al., 1976; John Daresh. 1989.

In-Service Training (On-the-Job)

An organization, whether public or private, exists and grows because it provides the community with worthwhile goods or services the community sees as worthwhile. To do this efficiently, the organization must function at an optimum level of productivity. In-service training by increasing employee **skill** levels can enhance this collective effort. The literature gives many variations on what constitutes in-service training or on-the-job training.

Irwin Goldstein (1986: 3) states:

[In-Service] training programs are planned to produce a more considerate foreman or a more competent technician in **working** environments. ...the school environment is designed to enable foremen to read books. In some cases, such as on-the-job training, the instructional environment is almost identical to the actual job environment. In other instances, such as a classroom lecture, ...the learning environment is far removed from the job situation. ...in both circumstances effective training stems from a learning atmosphere systematically designed to produce changes in the **working** environment.

Authors of several well known texts suggest the need for continuing training and education to meet the pace of changing modern technologies, such as, computerization of public sector's essential services. Supervisors who manage in the world of changing technology would have to learn the processes unique to government and would have to develop the web of relationships for effectiveness. Training may be used to accelerate learning and for speeding acquisition of the on-the-job experience and networks that allow learner skills to be put to effective **use**.¹² The authors argue that formal education is not really capable of developing managers or supervisors. Organization should not expect a formal education program alone to produce future supervisors and subordinates. They should also continually pursue

¹² See for example, Douglas Mayo and Philip DuBois, 1987; Goldstein Irwin, 1986.

on-the-job training.¹³ The authors indicate that achieving this result requires a comprehensive systems approach that can best be provided by an effective educational program in conjunction with in-service or on-the-job training.¹⁴

Trend and Effect of Supervisory Training

Training can become a functional part of the organization by helping to improve productivity. The performance of an employee is the responsibility of the supervisor. This performance may reflect in part the supervisor's interest in training and ability as a trainer. Poor employee performance may be the result of inadequacies of the supervision. For example, if the supervisor does not understand the rules which govern employee compensation, errors may be made. This can lead to additional interpersonal problems between the supervisor and supervisee. Hence, supervisory training in managerial functions such as promotion, hiring, as well as firing is very important.

Gardner (1980: 149) states, "the issue of performance often boils down to one motivation." **Broadwell (1972: 49)** in agreement with Gardner states, "motivation is probably the single most important aspect of the supervisor's job." **Theo Haimann and Raymond Hilgert (1977: 2, 4, 52)** in a succinct synthesis state:

The single most all-inclusive aspect of a supervisor's job is the management of people. Supervisors must understand employee motivation and develop approaches which will motivate employees to perform their work to the fullest of their capabilities.

Younger employees tend to possess attitudes and outlooks which often are quite different from those possessed by older

¹³ See for example, **Theo Haimann and Raymond Hilgert, 1977.**

¹⁴ *Ibid.*

supervisors. Many supervisors will continue to be confronted with the so-called generation gap for the foreseeable future.

... many individuals entering the labor force who have had considerable formal education, but their formal education has not prepared them with a specific skill or talent that is directly applicable to the job market.

However, organizations can play important roles in aiding prospective supervisors to make employee's duties meaningful. The authors contend that to the employee, the supervisor is the organization. The authors indicate that changing technology, technological advancement, automation, and the computer will continue to have an important impact upon supervisory management. The supervisor will have to be better educated in the broadest sense of the word to prepare employees, both technologically and psychologically for change. ¹⁵

In addition, supervisors may control opportunities on the job through the assignments they make and the feedback they give to subordinates. For example, supervisors should delegate as much authority as the employees need to carry out assignments. Many employees will be willing to accept additional duties, challenges, and opportunities to contribute if the supervisor allows them the necessary authority to carry out these **duties**.¹⁶ Yet supervisors may be afraid to give employees additional authority, since they may fear that employees will make decisions or do things which could embarrass or hurt the supervisor or the departmental operations.¹⁷ By utilizing questions, discussion, signals, or clues to feedback, supervisors may determine whether or not the employees understand their job **assignments**,¹⁸ hence supervisors assume this part of the employee learning process. When

¹⁵ See for example, Theo Haimann and Raymond Hilgert, 1977, p. 5.

¹⁶ *Ibid.*

¹⁷ *Ibid.*

¹⁸ *Ibid.*

done well employee's knowledge, abilities, and skills are enhanced. In summary, employee work opportunities are mediated through supervisor feedback and the assessment of employees' performance.

Again, the question of performance is central. Douglas McGregor (McGregor, 1957: 11), espoused the typical industrial organization offers few opportunities for the satisfaction of ego needs to people at lower levels in the hierarchy . McGregor actually criticized organizations' common approach to managing employees, "management by direction and control – whether implemented with the hard, the soft, or the firm but fair approach – fails under today's conditions to provide effective motivation of human effort toward organizational **objectives**."¹⁹ People today are accustomed to being directed, manipulated, controlled in organization and to finding satisfaction for their social, egotistic and self-fulfillment needs away from the job (McGregor, 1957: 16).

Haimann and Hilgert contend that "the things which tend to motivate people more positively today are primary related to their images of **themselves**."²⁰ Haimann and **Hilgert's** statement seems to agree with **McGregor's** finding. This may result in supervisors finding themselves in a situation where their employees only "half listen" to what has been said in the job assignment **process**.²¹

Again, employees may become so busy and preoccupied with their own thoughts that they tend to give attention only to those ideas they want to hear and to select only those parts of the communication which they can readily **use**.²² In addition, the actions of employees may indicate lack of job

¹⁹ See for example, Douglas McGregor, 1957, p. 14).

²⁰ See for example, Theo Haimann and Ramond Hilgert, 1977.

²¹ Ibid.

²² Ibid.

satisfaction, and also may constitute serious barriers to supervisors' efforts to accomplish organization goals.

Job Satisfaction

Definition

A major problem in a review of **job** satisfaction literature is to define precisely the term "Job Satisfaction." Each researcher seems to examine only a limited aspect of the concept. Hence, variable definitions incorporate elements of the concepts with which the author works most easily. For example, Michael Beer uses "**job** attitudes" to define job satisfaction, while Ivancevich, J.M. and Donnelly, J.H. use "work role" to define job satisfaction. Unfortunately, the differing semantic approaches and conceptual ideas make it **difficult** to compare the results of the various studies. Nevertheless, considerable progress has been made in defining job satisfaction. The literature shows that definitions vary somewhat from one work to another, but there appears to be general agreement that job satisfaction is an effective reaction to a job that results **from** the actual outcomes with those that are desired. Some definitions that are consistent with this view are as follows:

In the discussion of definitions, Victor H. Vroom (1964: 99-105) states: "job satisfaction and job attitudes are used interchangeably since both refer to the effective orientation of the individual toward the work role he is occupying." Michael Beer (1964: 34) defined job satisfaction as: "the attitude of workers toward the company, their job, their fellow workers and other psychological objects in the work environment." Lofquist, L.H. and Davis, R.W. (1969: 53) noted that satisfaction: "is a function of the correspondence between the reinforcer system of the work environment and the individual's needs." Ivancevich, J.M. and Donnelly, J.H. (1968: **172**) defined job

satisfaction as "the favorable viewpoint of the worker toward the work role he presently occupies." Locke, E.A. (1976: 1300) stated that job satisfaction can be viewed as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences."

The above authors' statements attempt to define "job satisfaction," yet, depending on the measure used, one single person may score two very different levels of satisfaction as a result of the way job satisfaction is operationalized and conceptualized. Further research will depend to a great extent on developing a commonly accepted system of definitions.

History of Study of Job Satisfaction

The study of job **satisfaction** is not a recent phenomenon. It can perhaps be said to have begun in earnest with the famous Hawthorne studies of the 1920's (Elton **Mayo**, 1920). Since the Hawthorne studies there has been an enormous output of work on the nature and causes of job satisfaction. For example, a comparative analysis **of job** satisfaction among workers within a selected unit of a public residential facility of Austin State School under Texas Department of Mental Health and Mental Retardation (**MHMR**) is one of the recent **studies**.²³

Edwin A. Locke (1969: 309) estimated that the number of studies might exceed four thousand. Since then, of course, a great many more studies have been published. Despite this vast output, many workers are dissatisfied with the progress that has been made in understanding job satisfaction. Despite the tremendous amount of information available, nothing still causes so much controversy as does the question of the nature of job satisfaction.

²³ See for example, **Lisa Sands**, 1990, **Applied Research Project**.

The traditional model of **job** satisfaction is that it consists of the total body of feelings that an individual has about his or her job. The feelings are comprised of the influences of job satisfaction which Frederick Herzberg et al. (1954: 60) listed as: the **achievement**, recognition, work itself, responsibility, advancement, salary, growth, interpersonal relations, supervision, company policy and administration, working conditions, personal life and job security. Where the influences give rise to feelings of satisfaction the individual is job satisfied, where they give rise to feelings of dissatisfaction the individual is job dissatisfied.²⁴

However, studies show that what makes a job satisfying or unsatisfying does not depend only on the nature of the job, but on the expectations that individuals have of what their job should provide. **J.R.** Hackman and E.E. Lawler, (1971: 278) maintained that jobs which are high on the core dimensions such as administration, should be motivating only to individuals who are desirous of the intrinsic rewards that the job provides, namely, higher order needs satisfactions.

Individuals who acquire high administration positions may become accustomed to directing, manipulating and controlling people in organization. Hence, they are desirous of the intrinsic rewards that will provide them with higher order needs satisfactions.

In addition, **McGregor's** criticism of organizations' common approach to managing employees, "management by direction and control" seems to support Hackman and **Lawler's** findings. However, employees may be expected to perform their jobs in line with the direction, manipulation and control of their ego needs.

²⁴ See for example, **Frederick Herzberg, Benard Mausner, Barbara Bloch Snyderman, The Motivation to Work, 1969, pp. 59-84. John Wiley & Sons, New York.**

The matching of an employee's expectations to a particular job has been emphasized in many studies. This is known as "expectancy theory."

E.A. Locke (1969: 320), an advocate of expectancy theory, points out that:

empirically, values and expectations **often** coincide, because most people value only that in which they have some reasonable chance of attaining, but when values and expectancies are separated experimentally, it is found that values and expectations determine satisfaction. One might well be satisfied by an unexpected promotion, an unexpected rise in salary, and one might be dissatisfied with an expected **dismissal**.²⁵

Studies proposing expectancy theory usually regard overall job satisfaction as a function of satisfaction with the various elements of the job. Researchers concur that the factors causing increase and decrease in satisfaction have separate and distinct causes. Such factors include the intrinsic nature of the job and achievement as mentioned earlier. Other factors associated with job satisfaction, such as pay and supervision, if deficient, lead to employee being less satisfied. This theory is associated with Frederick **Herzberg** and is commonly known as the two-factor theory of job satisfaction. This will be dealt with later in this chapter.

The studies **of job** satisfaction have not only shown positive relationship in **terms** of job change, they have highlighted the effect of job satisfaction on the matters of economic importance, such as performance, absenteeism and turnover. The relationship between employee job satisfaction and performance is a complex one.

Related Factors Influencing Job Satisfaction

A number of determinants **of job** satisfaction have been identified in the literature review. Many researchers have pointed to the significant

²⁵ See for example, **Locke, E.A., 1969.**

influence of demographic characteristics such as age, gender, **and tenure**.²⁶ Others have emphasized the impact of structural **characteristics, including** the extent of formalized control and participation in decision making. ²⁷

Daniel J. Brass (1985: 217) indicated that: "task characteristics such as extent of job variety, analyzability and interdependence could themselves be the strongest predictors of work attitudes, including job satisfaction in different contexts." For example, the outcomes of computerization research have signaled the need to consider the effects that new technology (or computerization) may have on employee attitudes and performance, including **satisfaction**,²⁸ T.A. Ghani and A.R. Al-Meer contend that the "computer has greater **impact** on individuals performing high uncertainty task and **found** to enrich job satisfaction and to gain insight into the nature and complexity of the **task**."²⁹ John Chalykoff and Thomas Kochan (1989, p. 328) seem to concur with Ghani and Al-Meer's contention indicating that the "computer is likely to become more prevalent in the workplace and, thus, central to understanding contemporary employee response to work." Aspects relating to environmental **certainty/uncertainty** and aspects of performance have also been considered to be important determinants of work attitudes and job satisfaction.³⁰

Related factors influencing job satisfaction abound in literatures with minor or no variation. Major views such as:

Charles F. Harad (1951: 105) identified factors related to job satisfaction as:

Poor wages, poor working conditions, not adapted to job, gossip, supervision, advancement and work injuries.

²⁶ See for example, Michael Kacmer and Gerald Ferris, 1989.

²⁷ See for example, Oldham & Hackman, 1981, Packard, 1989.

²⁸ See for example, Ghani & Rahim, 1989; Chalykoff and Kochan, 1989.

²⁹ Ibid.

³⁰ See for example, Petty, M.M.; McGee, G.W. and Cavender, J.W., 1984.

F. Herzberg, B. Mausner, and B. **Snyderman**, (1959: 60) listed these factors:

Achievement, recognition, work itself, responsibility, advancement, salary, growth, interpersonal relations, supervision, status, company policy and administration, **working** conditions, personal life, and job security.

Rene V. Dawis, (1992: 76) enumerated twenty reinforcer statements used in measures of job satisfaction as:

Ability, utilization, achievement, activity, advancement, authority, company policy and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision (human relations and technical), **working** conditions, and variety.

The frameworks of analysis used by each of the above authors is an attempt to explain job satisfaction in terms of basic psychological theories. The researchers examined relations between expressed job satisfaction and factors such as salary, **working** conditions, supervision, organization's policy and administration, interpersonal relations, status, job security and personal life. Charles Harad recommends that supervisors note (for each employee) when one of these factors, salary, working conditions, supervision, organization's policy and administration, interpersonal relations, status, job security and personal life becomes a concern. In addition, they should record how the issue was resolved and the steps they took to reach the solution. In this way the **supervisor** will be able to move instantly at the method that works for each type of dissatisfaction and may be able to foresee and head off **others**.³¹

³¹ See for example, Harad, Charles, 1951.

In related research James Koch and Richard Steers (1978: 119-128) applied similar job satisfaction measures including: "supervision, co-workers, work, pay, and promotion." Koch and Steers's research focused on job attachment, satisfaction and turnover. They found a directly opposite relationship between job attachment and turnover. By considering the job satisfaction measures, Koch and Steers found a significant evidence of the relationship between the satisfaction with co-workers and with the work itself to **turnover**.³²

The literature indicated that sex of worker (male-female) leadership, organizational size, worker needs and expectation and organizational structure differentials in job satisfaction have some interesting, but unresolved **aspects**.³³ Beer (1964: 40) notes that general satisfaction was found to be "low in divisions of a company which had a large proportion of male workers." Part of the problem of sex differences in job satisfaction studies was interpreted by Ivancevich and **Donnelly** (1968: 174) as linked to the differential treatment of women and men with identical credentials. Besides studying an absolute sex differential, some researchers have focused on other male-female work differences. In a study of blue-collar workers, Maurice **Kilbridge** (1961: 27) found that, "males have a higher turnover rate than females, but women have a higher absentee rate."

Most studies indicate that older people are generally more satisfied with their jobs. William **Form** and James Geschwender (1962: 235) found that, "workers over 40 years of age are significantly more satisfied than those under 40 years." Another researcher also predicted that as workers grow older they begin to accept their **lot** in life and adjust their sights accordingly,

³² See for example, Koch, James and Steer, Richard, 1978.

³³ See for example, Michael Beer, 1964; Ivancevich, J.M. and Donnelly, J.H. 1968; Form, William and James Geschwender, 1962.

while their occupational goals become **situational**.³⁴ Earlier studies found that people who begin working at a high level of satisfaction, become increasingly less satisfied through the next years, and after hitting a low point become increasingly more satisfied **again**.³⁵ **Haimann(1977: 2)** posit that younger employees tend to possess attitudes and outlooks which often are quite different from those possessed by older employees. Many **supervisors** will continue to be confronted with the so-called "generation gap" for the foreseeable future. **Geschwender (1962: 236)** concluded that other variables relating to increased satisfaction are a general **function** of adult socialization and are interrelated through the variable of age.

Closely related to age is the tenure or length of service with an organization. Studies indicate that with advancing age increased tenure seems to correlate with higher job satisfaction. This view was expressed by **Form** and **Geschwender (1962: 235)** when they found that workers with ten or more years of tenure were significantly more satisfied than those with less. **Alderfer, Clayton (1967: 450)** found that with increasing seniority, workers are significantly more satisfied with their pay and opportunity to use their skills and abilities. The indication from these findings show that the researchers are in agreement that the longer the workers have been on the job, the more they know what to expect and the better their equilibrium adjustment can be made.

In the case of the relation between organizational size and job satisfaction, **Beer(1964: 35)** found, "an inverse relation between size and satisfaction." There are many intervening variables such as organizational structure, leadership and worker needs, expectations which qualify this

³⁴ See for example, **Festinger, Leon, 1957, A Theory of Cognitive Dissonance.**

³⁵ See for example, **Ivancevich, J.M and Donnelly, J.H.1968.**

relation.³⁶ Porter (1963: 396) examined the size of work groups as opposed to the size of the overall organization and noted:

Increasing the size of the total organization, and thereby achieving the technical advantages of large scale organization, will not necessarily tend to reduce the job satisfaction and morale of employees, as long as inter-organizational units are kept small.

It seems obvious from common sense that a person with a high salary will be more satisfied than a person with a low salary. Beer (1964: 40) and Form and Geschwender (1962: 235) have referred to this simple positive correlation. Other researchers, however, have viewed this relation in a much more complex and much less obvious manner. Although salary is important to some degree, there seem to be other factors which are significantly more important to the employee and override considerations of salary. Redeffner, Frederick L. (1964: 63-64) in the studies of teacher morale found that:

Personnel policies and practice rather than salary levels are the key to high or low morale among teachers... although salary levels are important to teachers, money is not the primary determinant of good, or poor teacher-administrator-school board relations... crucial importance of productive interpersonal relationships and effective staff communication in any organizational setting.

Organizational structure is another interesting area. One aspect of this is the amount of freedom and flexibility employees have in relation to the methods they must use and the task they must accomplish. Lee, H.C. (1965: 74) notes:

The flourishing school of participative management is, in fact, predicted on the belief that there is a positive relation between the level of work satisfaction and the amount of freedom, flexibility, and control over work methods that employees are allowed.

³⁶ See for example, Michael Beer, 1964, *Organization Size and Job Satisfaction*.

Lee's study, however, indicated that **after** the installation of a computer system in another company, although the work environment became more rigid and workers had less control and freedom over their work, expressed satisfaction increased. Lee (1965: 77) notes that part of the explanation he proposed was that the computer installation increased interdepartmental communication.

Another aspect of the organizational structure which has been widely studied by industrial psychologists centers around supervisor-subordinate relationships.

Vroom, Victor H. (1964: 112) notes that:

Consideration of subordinates on the part of a supervisor results in high level of satisfaction which in turn, is reflected in relatively low turnover rates, grievances, and absences.

Barrett, R.S. (1964: 15) states:

Belief on the incumbent's part that he and his supervisor agree on how the work should be done is an important determiner of his attitudes toward him.

Barrett indicates that the consensus between the subordinate and the supervisor is another source of satisfaction, thereby concurring with **Vroom's** findings. **All** of this evidence seems to indicate that there is an important interrelationship between the employees, their individual work role, and the ultimate function of their work organization.

Vroom (1964: 129-130) and others point out that, job level is really a complex variable and includes a number of empirically related but conceptually different properties such as higher pay, more freedom, and less physical effort. The degree of employee job satisfaction is measured with array of needs. For example, need for recognition, achievement, advancement, growth and security.

Lisa Sands (1990: 17) study on job satisfaction is based on "Herzberg's theory of motivation." The research measured employees' degree of satisfaction with regard to Herzberg's hygiene factors: Salary, company policy, supervision, interpersonal relations, and security; Motivation factors: advancement, recognition, achievement, work itself, responsibility and growth. The study compared the direct care staff and non-direct care staff of Austin State School using all the hygiene factors. The results indicate significant differences between facets for which respondents expressed the greatest and least satisfaction.

Relationship Between Job Satisfaction and Performance

Studies indicate that the relationship between job satisfaction and performance have yielded discrepant results. Porter and Lawler suggest that satisfaction or dissatisfaction with job may not affect the employee's performance directly, rather, it reflects the degree to which the organization is properly rewarding the employee. They found that if the organization actively and visibly rewards its workers in proportion to their quality of performance, then higher satisfaction should be more closely related to higher performance. Porter and Lawler (1968: 120) note that:

The earlier assumptions about the effects of high levels of job satisfaction were greatly oversimplified, if not clearly incorrect. Any view that because a worker is satisfied, he must be a highly productive performer is obviously naive. The first lesson to be learned is not that job satisfaction is an inconsequential variable, but rather its relationship to performance is more complex than previously recognized.

Prior to Porter and Lawler (1968) study, Edward Lawler (1967: 4-5) had concluded that information was needed on how employees felt rewards could be obtained in their organizations. Lawler further noted that combined with job satisfaction data, this information could lead to a clearer understanding of

the "motivational state" of the organization in relation to performance effectiveness.

Lawler and Porter's study of "The Effect of Performance on Job Satisfaction" (1967b: 23-24) found rewards as a mediating variable between job performance and job satisfaction. They discussed these findings in terms of motivation theory: good performance may lead to rewards, which in turn lead to satisfaction.

Motivation

Definition

The term "motivation" is apparently common at all levels of human endeavor. Martin Broadwell (1979: 127) defines motivation as some kind of drive or impulse that causes an employee to do a job. Motivation pervades every aspect of employee performance and behavior. As such, the subject cannot be divorced from the supervisor's substantive activities. **Theo** Haimann (1989: 292) refers to motivation as a great importance to managers because of its impact on performance. Haimann defines motivation as:

The process affecting the inner needs or drives that arouses, moves, energizes, directs, channels, and sustains human behavior.

Haimann's definition concurred with Broadwell's. Both emphasize that human needs are very essential to appropriate human behavior.

In an experimental study of human motivation and performance, Edwin A. Locke and Judith F. Bryan, (1967: 123) suggest ways to effectively motivate employees: They suggest using previous self-individual achievements of the employee as the base goal. Then employees should be encouraged to surpass previous levels of performance. The researchers posit that this prevents the frustration of attempting an impossible goal which

could be the result of random **selection**. It is high enough to stimulate interest and desire, and in the end such a procedure leads to higher output and higher satisfaction.

Employee Motivation in Public Organization

Employee motivation may be understood as an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and agencies. The motivational characteristics of government employees have drawn the attention of scholars dating to the beginning of the field of public administration. The concern that employees' motivation affect the quality and content of job outputs is equally long. The most prominent stream of research on employee motivation historically has focused on attitudes of employees and various superiors toward government employment.

Steven Kelman (1987: 91-92) posed the question: What are the distinctive advantages that might draw people to government? One of his answers was that public servants are drawn to government to participate in the formulation of good public policy. Although Kelman associated an individual's desire to participate in the formulation of good organization policy with the norm of organization spirit, but may likely appeal to many employees in more rational terms. Kelman posits that participation in the process of policy formulation can reinforce an individual's image of self importance and a greater realization of self emanates from skillful and devoted exercise of social **duties**.³⁷

Anthony Downs (1967: 85) argued that some civil servants are motivated by "commitment to a public program because of personal

³⁷ See for example, **Steven Kelman, 1987**.

identification," with the program. George Frederickson and David Hart (1985: 547) argued that one of the primary reasons why American public administration has had difficulty coping in recent years is its excessive and uncritical reliance upon the values of business administration. "Careerism" has displaced idealism, as a guide for bureaucratic behavior. Frederickson and Hart noted that the primary inducement for people in an organization is advancement.

Down's (1967) also argues that the desire to serve the public interest is essentially altruistic even when the public interest is conceived as an individual's personal opinion. A desire to serve the public interest is only one value integral to the construct of public service motivation.

Related Factors Influencing Motivation

A number of factors have been previously identified (see Job Satisfaction). Theo Haimann and Raymond Hilgert (1977: 52) emphatically state:

Supervisors must understand employee motivation and develop approaches which will motivate employees to perform their work to the fullest of their capabilities.

William Fechter and Rene Horowitz (1988: 18) state:

The role of the industrial supervisor in the 1990s will be one of leadership. The supervisor will influence employees to produce by creating an environment in which they are part of the team. This type of leadership includes managing but is leadership by influence, not by control.

Haimann and Hilgert indicate that employees are concerned with the means by which they are motivated. For example, a supervisor could use job assignments as motivational factors. Their notions coincide with the statement of Fechter and Horowitz. They suggest that "influencing" is a supervisory function by which the supervisor influences actions from

subordinates to produce, by creating a teamwork environment, the accomplishment of organizational objectives.³⁸ Hence, "influencing" tends to be the process supervisors use to achieve goal-directed action from subordinates and colleagues in the organization. The literature indicates that only by appropriately influencing and supervising the employees will the supervisor be able to instill in them this motivation to work energetically on the job and at the same time to find personal satisfaction.

Among the list of factors related to job satisfaction is the job itself. The literature review indicates that "the job" also can provide employees with the satisfaction he or she needs to be *motivated*. Findings also indicate that employees want a chance to succeed for recognition, to advance, and to feel that he or she is making contributions to the organization's progress.

Frederick Herzberg's (1966: 127) "Two-Factor Theory" of managerial motivation demonstrated that many things which management and supervisors have traditionally believed would motivate employees serve primarily to satisfy or dissatisfy them, rather than to really motivate their performance. Herzberg indicates that several factors are involved. The factor which employees find most objectionable are organization policies and administration. Also, lack of good supervision, both in the technical and human relations sense, poor working conditions, and inadequate payment of wages and fringe benefits are cited. Herzberg noted the two-factor motivation-hygiene theory in Table 2.1:

³⁸ See for example, Haiman, Theo and Hilgert, Raymond, 1977; Fechter, William and Horowitz, Rene, 1988.

Table 2.1: Two-Factor Motivation - Hygiene (maintenance) Theory

Hygiene Factors	Motivation Factors
<ol style="list-style-type: none"> 1. The Organization's policy and administration 2. Supervision 3. Salary 4. Interpersonal relations 5. Working Conditions 6. Status 7. Job Security 8. Personal Life 	<ol style="list-style-type: none"> 1. Achievement 2. Recognition 3. The work itself 4. Responsibility 5. Advancement 6. Growth

Herzberg further explained that where these **kinds** of factors are negative or **lacking**, employees will be unhappy and dissatisfied. Also, even where these items are positive and proper, they do not tend to motivate employees strongly. He asserted that this does not mean that these factors are unimportant. They are very important, but they are only a start in achieving positive employee motivation. As indicated earlier, the things which tend to motivate employees more positively today are primarily related to their images of themselves. Opportunities for advancement, greater responsibility, promotion, growth, achievement, and interesting work, consistently are identified as the **kinds** of factors which make work enjoyable, challenging, meaningful and interesting.

Summary of Employee Motivation Research Issues

Effective supervisory training is critically important to the development of good employees. As a result, the planning, the implementing and the eventual evaluation of types of training are particularly important responsibilities for the practitioner of pro-active supervision whose ultimate goal is always to make employees more effective. Influencing employees is

the managerial function in which the supervisor creates a climate that enables subordinates to find as much satisfaction as possible while getting the job done. The influencing function is particularly concerned with behavioral response and interpersonal relations. Only by appropriately influencing will the supervisor instill in the department's employees the motivation to go about their jobs with enthusiasm and also to find personal fulfillment of their needs. Therefore, it is necessary for supervisors to understand basic motivational processes.

These needs eventually stimulate the formation of goals that motivate employees to take certain actions. Supervision is management of people. The degree of effective supervisory management in an organization may be measured with the types of supervisory management training the supervisors have acquired. This may also reflect in employee's performances.

Supervisors obviously learn through different types of training what needs that may satisfy **and/or** motivate employees in an organization. Motivation, however, not only is caused by **unmet** needs, but also is largely influenced by an individual's perceptions, values, attitudes, and entire personality. If a goal is not attained, however, conflict often sets in. This is because action that does not succeed results in blocked satisfaction, frustration, and anxiety.

It is the supervisor's duty to minimize frustrating situations, especially if these result from a conflict between individual and organizational goals. In work environment various factors influence the realization of an employee's expectations. Some of these factors are merely satisfiers and nonsatisfiers.³⁹ Employees' needs are determined by the factors that motivate them in their work organization. It is natural to expect the literature of management to be full of generalizations about human motivation. In this chapter, the

³⁹ See for example, Frederick Herzberg, 1966, *Work and Nature of Man*.

researcher looked briefly at the basic theories of motivation. Frederick Herzberg's classical "two-factor" theory establishes two areas: maintenance factors, which are necessary to increase job satisfaction; and motivational factors, the higher needs by which workers can be effectively motivated. Supervisors can apply these theories according to their own concept of the nature of man. To do this it may be necessary for supervisors to undergo adequate supervisory management training processes to fit into the sophisticated government bureaucracy.

Chapter Summary

This chapter has reviewed the nature of research in the field of supervisory management training through the theory of practice distinction. The literature has revealed the source of, and the persistent interest in the theory-practice supervision. Current analyses, even though representative of the positive perspective, decry inadequate supervisory management training in work environment.

From the literature, the concepts of "supervision," types of supervisory management training and definitions are examined. They form the basis of an analytic approach to descriptive research. Employee job satisfaction and motivation are examined. From the examination, three types of supervisory management training are analyzed. In addition, factors related to employee job satisfaction and motivation are reviewed with respect to the concepts of "supervision." Both job satisfaction and employee motivation contribute to job performance and are influenced by "supervision."

From these foundations and through the further operationalization of these concepts in a subsequent chapter, a framework is constructed with which to describe the relationship between supervisory training and

employee job satisfaction and motivation at the Texas Department of Health. The next chapter discusses the setting in which this research takes place. A description of the Texas Department of Health is provided.

CHAPTER III

Research Setting

Brief History of Texas Department of Health (TDH)

The purpose of this chapter is to describe the research setting. This chapter will give a brief history of Texas Department of Health and also describe the organizational **structure/changes**. Some legislative and administrative changes in the law occurred within the department in recent time. Therefore, the information contained in this and subsequent chapters presents a snapshot of the organizational structure and changes that occurred in 1993 as mandated by the legislature.

The Texas Department of Health, according to the employee's handbook (1992), was established in 1879 with the appointment of a State Health Officer. The duty of the State Health **Officer** was to execute all the requirements of the Texas Quarantine Act. The Texas Department of Health is the successor to the Texas Quarantine Department created by the legislature in 1891. In 1903, the name was changed to Texas Department of Public Health and Vital Statistics. Between 1903 and 1975, the Texas Department of Health adopted different names including Texas State Department of Health in 1909 and subsequently, Texas Department of Health Resources. Finally, in 1977, the Agency's name was changed to Texas Department of Health (**TDH**).

According to the handbook, each of those name changes reflected important enlargements of the scope and purpose of the State's Public Health Agency. The Texas Department of Health bears the responsibility for coordinating and developing all of the Health Resources of Texas. The

essential purpose of the agency is "To Promote and Protect the Health of the **Public**,"³⁸ essentially the citizens of the State of Texas.

Organization Structure

The Texas Department of Health operates under the direction of the Board of Governors which is appointed by the Governor of the State of Texas. The six member board works directly with the Commissioner of Health. The Commissioner of Health also is appointed by the State Governor, as the Chief Executive of the Agency. There are several programs associated with the Health Department. The Executive Organizational Chart, Appendix A, gives a clear view of the functional structure of the Texas Department of Health. Within these hierarchies are different bureaus. Each bureau has several divisions which function under its auspices. There are about twenty-five bureaus and more than one-hundred divisions. All the bureaus and divisions have their own separate organizational charts from which their basic duties are operationalized.

The Texas Department of Health (**TDH**) is one of the largest state agencies in Texas with approximately 5,000 employees. With a better understanding of the complexity of the TDH organizational structure, the researcher provides a clearer picture of the survey research study. The Texas Department of Health's mission is to "promote and protect the health of the people of Texas," a mission which it has continued to accomplish over one hundred different programs spread across the entire state. The alphabetical program listing, Appendix B, reveals the names and types of the various programs.

The number of bureaus, divisions and programs in the department have increased within the past two years. Having **selected** the respondents

³⁸ See for example, *Texas Health Bulletin*, October - November 1993.

from the organizational charts of several bureaus and divisions the researcher estimates the ratio of supervision to staff to be 1:7. There are different types of employee training programs that exist in the Texas Department of Health. For example, the computer (technical) skill training program is based on the needs of a particular program. The technical **skill** program is not offered to employees as may be needed, but as may be required.

Supervisory

Training programs exist in the Texas Department of Health through the on-the-job processes. Most of the training is based on the employee's length of time on the job with a minimum regard to the levels of education and area of specialization of the training participants. Seminar and workshop sessions also **form** part of these processes. In addition, the department has other educational opportunities available for its employees. The education tuition reimbursement is one of the opportunities. However, reimbursement is not tied to a particular training and/or course attached to this educational opportunity. The only criterion is that the training **and/or** courses undertaken should help to improve employee **skills** and/or performances on the job. The department views supervisory management training as a productive and effective method to achieve its goals. Hence the Texas Department of Health Commissioner's Task Force on Human Resources proposed that "a core curriculum of supervisory training must be completed by all new supervisors within three months of their assuming supervisory responsibilities and within 12 months by all existing **supervisors.**"³⁹

³⁹ Commissioner's Task Force on Human Resources, Administrative Update, May 1994, p. 27

Organizational Changes

Recent changes have taken place in the agency. As part of the legislatively mandated changes in 1993, among health and human services agencies, purchased health services, vendor drugs, county indigent health care, disproportionate share, medical transportation and EPSDT (a health screening program for children) were transferred to Texas Department of Health from the Department of Human Services (**DHS**). All the genetics screening and counseling previously at Mental Health and Mental Retardation (**MHMR**) were transferred to Texas Department of Health.

The Department of Human Services (**DHS**) gained the long term care programs from the Texas Department of Health (**TDH**) as a result of the changes. Effective September 1, 1993, the number of public health regions of the TDH Agency increased from eight (8) to eleven (11). See Appendix C. According to Texas health Bulletin of October – November 1993, the change is meant to promote better delivery of state services by establishing uniform regional boundaries and numbers for all health and human services.

Certain types of changes require, as a condition of meeting the health needs of the people of Texas as well as to streamline the Health and Human Services programs. Such currently valid changes are conclusive for effective management. A final overall note is that effective management is required for standard and traditional supervisory management training. The method used to address this research question is discussed in Chapter IV.

CHAPTER IV

Research Methodology

This applied research project is a descriptive study utilizing survey research to collect data. The expectations of the survey instrument are discussed in this chapter. This chapter also defines the study population. The study was limited to an analysis of the influences of three major types of training received by seventy supervisors toward the factors related to employee job satisfaction and motivation.

Discussion on survey research and the reason why survey research was chosen as the data collection method are also presented. Survey research is appropriate to the research purpose as it allows for getting the perceptions of supervisors, and to summarize these perceptions over a large group of people (Babbie, 1992: 262). The limited amount of time available to complete the project also makes survey research appropriate.

Job Satisfaction

Job satisfaction concept was operationalized through a list of eight statements representing eight factors related to employee job satisfaction. These factors are found in the supervisory management training literature. The respondents' responses to the questions represent their attitude to each of the corresponding supervisory management training concepts. The respondents were asked to indicate whether they strongly agree, agree, don't know, disagree or strongly disagree for each of the three major types of training. The responses were assigned numerical measures as shown in Table 4.1.

Table 4.1
Numerical Measures

Strongly Agree (SA)	2
Agree (A)	1
Don't Know (DK)	0
Disagree (D)	-1
Strongly Disagree (SD)	-2

The questions sought to distinguish differences in the degree of employee job satisfaction for each type of supervisory management training. Although not explicitly stated, it is widely known that there are varying degrees of status between supervisory positions in the Texas Department of Health. Despite these differences, variation in the overall measures of factors related to employee job satisfaction for pre-entry education, in-service (formal) education and in-service (on-the-job) training were observed.

Motivation

The motivation concept was operationalized through a list of six statements representing six factors related to employee motivation. These statements are also found in the supervisory management training literature. Again, the respondents' responses to the questions represent their attitude toward each of the corresponding supervisory management training concept. As stated before, they were asked to indicate whether they strongly agree, agree, don't know, disagree or strongly disagree for each of the three major types of training. They were assigned the same numerical measures as shown in Table 4.1.

The questions also sought to distinguish between the differences in the degree of employee motivation on each type of supervisory management training. Variation in the overall measures of factors related to employee motivation for pre-entry education, in-service (formal) education and in-service (on-the-job) training were observed.

Population and Sampling Frame

There are about twenty-five bureaus and more than one hundred divisions in Texas Department of Health (TDH). The bureaus are located at the TDH head office in Austin. Some divisions are located across the entire state. To gather information representing these bureaus and divisions, the survey focuses on head office of the Texas Department of Health at Austin. A self-administered questionnaire was utilized to obtain information. The level of measurement was ordinal. The unit of analyses are individuals (supervisors) in different divisions of the bureaus. A list of 70 supervisors was obtained from the department directory as well as bureau's and divisions' organizational charts.

An official letter requesting permission to conduct the survey research as well as to distribute and receive questionnaires through the Texas Department of Health inter-office mailing system was submitted to the Deputy Commissioner of Health (See Appendix F). The letter also contains the purpose of the research and the reasons why it is necessary for the researcher to complete the project. One major reason is that it is a partial fulfillment to a Master of Public Administration Degree at Southwest Texas State University. An approval was given by the Deputy Commissioner for Programs, Carol S. Daniels on August 10, 1994.

Distribution of the Survey Instruments

The survey questionnaires were distributed to **70** supervisors. An option was to mail the questionnaires to supervisors at their home addresses. Inter-office mail was deemed faster and was assumed to improve the rate of response. A cover letter was attached to the questionnaire identifying the researcher, explaining the purpose of the research and requesting a response by a specific date. A self-addressed envelope was enclosed in each **letter/questionnaire** to increase the response rate. The **surveys** were sent out on September **15,1994**. The respondents were given **5** weeks to return the survey. They were asked to return the survey by October **21,1994**. By this date, **37** respondents returned their questionnaires. The researcher did not find it necessary to send out a follow up survey. This was due to an initial response of **53** percent.

The Survey Instrument

The survey instrument included the items identified through the literature review and the researcher's personal knowledge of the topic. The survey items were divided into three parts:

Job Satisfaction and Motivation: Questions relevant to the factors identified through the literature review under job satisfaction and motivation were asked on each of the three types of supervisory management training. Both job satisfaction and motivation were measured in scale. They incorporated each of the elements of employee job satisfaction and motivation that was discussed in the literature. See Appendix D. The survey layout is the Likert measurement (ordinal) survey designed to reveal the levels of the impact on employees from the influences.

Background Information: This contains questions of a personal nature.

The information was used solely to group supervisors in order to determine if any relationships exist between respondents who exhibit similarities in their answers.

Supervisory Management Training Open Response: The respondents were allowed the opportunity to express any opinion they may have regarding the Supervisory Management Training in their bureaus, divisions or TDH in general that was, but not included as survey items.

Analysis of Data

Upon return, the survey questionnaires were analyzed using descriptive secondary methods. The sample means were obtained. The means were computed and used to describe perception of supervisors at the Texas Department of Health.

There were eight questions for job satisfaction. Each individual was given 5 possible responses of strongly agree, agree, don't know, disagree, and strongly disagree. They were coded from 2, strongly agree to -2, strongly disagree, hence, the 8 item scale incorporated the 8 elements of employee satisfaction; organization policy and administration, supervision, salary, interpersonal relations, working conditions, status, job security and personal life. The job satisfaction scale ranged from of **16** to **-16** (which is **2** and **-2** multiplied by the 8 items respectively).

Six questions for motivation were also given 5 possible responses of strongly agree, agree, don't know, disagree, and strongly disagree. They were coded from 2, strongly agree to -2 strongly disagree. The **6** item scale incorporated the **6** elements of employee motivation, achievement, recognition, work itself, responsibility, advancement and growth. The scale

has a maximum value of 12 (2 x 6 items) and a minimum value of -12 (-2 x 6 items).

Strengths and Weaknesses of Survey

Survey research has its strengths and weaknesses. Babbie (1992: 278-282) suggests that survey research is "especially appropriate for making descriptive studies of large populations." Babbie also indicates that the survey is "flexible in amount of questions asked, strong on reliability, and easy to replicate. The standardization of the data collected allows for generalization using survey research method (Babbie, 1992). These conditions apply to this study because this is a descriptive study and the number of supervisors at Texas Department of Health is quite large.

Babbie also suggests that survey research has the weakness of "being somewhat artificial and potentially superficial in the coverage of topics and thereby weak on validity." It is difficult to gain a full sense of social processes in their natural settings through the use of survey. The attitudes of respondents may be affected by virtue of having been asked questions through the user of surveys. The weaknesses were alleviated with by adding a section for comments. Comments reflect a richer set of experiences, perceptions and attitudes than closed ended questionnaire items alone. The findings of the survey research are presented in Chapter V.

Chapter V

Findings

This research project describes the perceptions of supervisors about how three major types of supervisory management training influence job satisfaction and motivation in Texas Department of Health. The raw scores for each element **of job** satisfaction and motivation are summarized in Appendix D. The three major supervisory management training studied are listed in the left-hand column of the table. The fourteen categories of factors studied are listed horizontally under job satisfaction and motivation.

Major initial findings of this review are that employee job satisfaction and motivation is predicated on a sound supervisory management training program. Training of supervisors is a continuing process dependent upon the initial formal or informal education received by supervisors and the training **needs/requirements**. The training considered most valuable is conducted on an in-senice (on-the-job) basis.

Respondents' Background Information

This section of the survey contains questions of a personal nature. The information was solely used to group **supervisors** in order to describe the respondents. The survey **results** indicate a high level of education among the respondents. Almost 70 percent had completed college and almost a third had graduate training (see Table 5.1).

Table 6.1
Respondents Education
(N=37)

Education	Number	Percent
High school graduates	2	5.4
Some college	5	13.5
College graduates	14	37.0
Graduate training	12	32.4
Not answering	4	10.8
Total	37	100

There were 4 respondents in salary grade level between 10-12, 25 were on salary grade level 13 and above. This represented 68 percent. Finally, 8 (22%) respondents did not indicate their salary grade level.

Respondents in the first-level supervisory position were 11 (30 percent). Second level were 17 (46 percent). Third level or higher were 5 (14 percent). Four (11 percent) respondents did not indicate their level of supervision.

Twenty 54 percent respondents indicated that they had not received frequent on-the-job training. One third (33 percent) had received frequent on-the-job training. Five respondents (14 percent) did not indicate whether they received frequent on-the-job training or not.

Twenty-two respondents attended between 1-3 management training sessions in the last two years. This number represents 59 percent; 7 respondents (19 percent) attended between 4-6 management training

sessions in the last two years; 6 respondents (17 percent) attended over six management training sessions in the last two years while 1 respondent (3 percent) voluntarily indicated "none." Four respondents did not give any indication representing 10.81 percent.

The respondents tenure in their current position seemed fairly evenly divided between short and long. In all, 3 respondents (8 percent) said they have been employed in their current positions for one year or less; 13 respondents (35 percent) indicated 1–3 years length of current position; 9 respondents (24 percent) have been in current positions for 4–6 years and 8 respondents (22 percent) said they have been employed in their current position for over 6 years while 4 respondents (11 percent) did not respond to the question.

None of the respondents who returned their questionnaires is under the age of 25. Four respondents are between 25–35 years of age. There are 19 (51 percent) respondents who are between the ages of **35–45** years while 10 respondents (27 percent) are over 45 years of age. Again, 4 respondents (11 percent) abstained from indicating their age. This question was optional.

Another optional question was the respondents' gender. Even though optional, 15 respondents (**41percent**) are male, while 18 (49 percent) are female. There were 4 (11percent) abstains.

Race was an optional question also, but 28 respondents are White representing 76 percent of the total of 37 questionnaires returned. Only one respondent is Black and one is American **Indian/Alaskan**, representing **2percent** respectively. There are 2 Hispanic respondents (6 percent) while 4 (11percent) abstained from indicating their race.

Summary of Respondents Background Information

This section of the survey questionnaire did not constitute a major role of the research issues, but it stands to represent the demography and characteristics of categories of supervisors employed at Texas Department of Health. It may also serve as a quick review or study that may attract the interest of the top management and the Human Resources Division of the Texas Department of Health.

For the most part the respondents were white males. Most had held their position between 1 and 6 years. They also tended to be over 35 years old. In addition, most had not received frequent on the job **supervisory** training.

Results

The results of the study are organized around two concepts relevant to effective "supervision," employee job satisfaction and motivation. The researcher sought to determine the expressed overall degree of job satisfaction with regard to eight job satisfaction and six motivation factors. Each respondent was asked to rate each training type ability to enhance employee motivation and job satisfaction. The scores obtained are recorded as ordinal data.

Basically, this study examined the relationship between the types of supervisory training and job satisfaction and motivation. The result of the survey is summarized in Tables **5.2** and **5.3**. For the most part the results were disappointing. The sample means clustered around "neutral" impact. Nevertheless, the respondents believed that in-service (on-the-job) training contributed the most to employee motivation and job satisfaction.

Surprisingly, the respondents indicated that pre-entry education actually had a slight negative influence on employee job satisfaction.

Table 6.2
Job Satisfaction Mean-Score

Training Type	Overall Score	Mean Score
Pre-Entry Education	-47	-1.27
In-Service (Formal) Education	32	.86
In-Service (on-the-job) Training	124	3.35

Table 5.3
Motivation Mean-Score

Training Type	Overall Score	Mean Score
Pre-Entry Education	1	.03
In-Service (Formal) Education	67	1.81
In-Service (on-the-job) Training	121	3.73

The "job satisfaction and Motivation" overall score for each type of training is the summation of the score for each of the factors related to employee job satisfaction and motivation as shown in Appendix D. The researcher must emphasize that the numbers are very close to the center. Figure 5.1 and 5.2 show the mean score for both job satisfaction and motivation. Figure 5.1 summarizes the maximum score of **16** to a minimum score of **-16** for job satisfaction. Figure 5.1 also summarizes the maximum score of **12** to minimum score of **-12** for motivation.

Figure 5.1
Job Satisfaction Mean Score Scale
(not to scale)

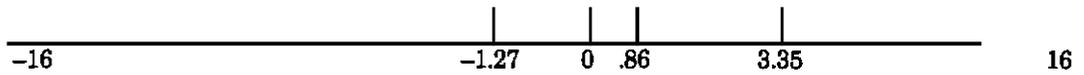
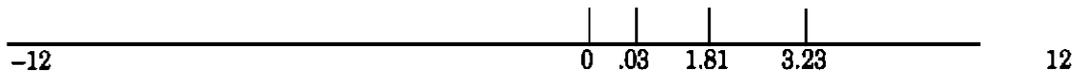


Figure 5.2
Motivation Mean Score Scale
(not to scale)



Both the job satisfaction and motivation indicate that the overall picture of the respondents do not feel very strongly one way or the other. However, the summary **rankings** of the types of supervisory management training that influenced job satisfaction and motivation are shown in Table 5.4 below:

Table 5.4
Summary Ranking

Job Satisfaction	Motivation
In-Service (on-the-job) Training	In-Service (on-the-job) Training
In-Service (formal) Education	In-Service (formal) Education
Re-Entry Education	Pre-Entry Education

The results indicate that in-service (on-the-job) training seems to be the most likely to contribute to employee job satisfaction and motivation. The next is in-service (formal) education. Finally, supervisors think that **pre-**entry education might not be helpful. This study seems to support the recommendation of the Texas Department of Health – Commissioner's Task Force on Human Resources which proposed compulsory and systematic supervisory training for all new and existing supervisors.

Open Response

This section of the survey questionnaire allowed the respondents to express any opinion they have regarding the supervisory management training in their respective divisions. The comments section of the questionnaire from the respondents seems to indicate that there are problems with supervisory training at Texas Department of Health. The respondents' comments are reproduced without any changes. See Appendix F. The next chapter VI summarized as well as **offered** recommendations of the research findings.

CHAPTER VI

Summary and Recommendation

Summary

The study described in the preceding chapters was designed to understand the perceptions of supervisors about how three major types of supervisory management training influence the factors found to be related to employee job satisfaction and motivation. The basic premise underlying this approach was that public sector supervisors' efforts to improve employee job satisfaction and motivation must be based upon empirical foundations of management training in order to most effectively utilize limited resources.

After reviewing the literature on supervisory management training as well as job satisfaction and motivation, the researcher came to a conclusion that most of the supervisory management training has been based on the amount of satisfaction and the extent of motivation an employee received under supervision. Ironically, most of the research studies have been conducted on small groups of workers in particular work settings. A specified public sector department maintained this tradition.

As noted in Chapter II, however, some theoretically-guided attempts have been made to assess academic contents of the types of supervisory management training programs. Because of the presence of the definitive information, the study undertaken was descriptive in nature, and was intended to be part of an organizational assessment to identify factors needing supervisory attention. The researcher was seeking results for a particular agency because of a large variety of programs it runs. As such, the researcher was not greatly concerned in generalizing the research findings.

Testing of means to determine significant differences was not performed, hence scores must be interpreted relatively. The evidence suggests that two out of the three types of supervisory management training; in-service (on-the-job) training and in-service (formal) education lead to some degree of benefits to employee job satisfaction and motivation.

Recommendations

The appropriateness of any type of supervisory management training depends on the weight of the needs, the advantages and the expectancy of the supervisors. The types of supervisory management training that are most beneficial to job satisfaction also are beneficial to motivation. They are ranked, first, in-service (on-the-job) training, second, in-service (formal) education, and third, pre-entry education.

The next and most crucial step in specifying supervisory training needs is to reduce the functions to statements of activities. That is, the agency must define the specific procedures the supervisors must engage in, and engage in skillfully to discharge the functions effectively. These activities, as the agency defines them, become the grounds for training. They are, in effect, the scripts for the various supervisory roles.

Even though the subordinates may be in the position to know the weaknesses and needs of their supervisors, they are not often asked to determine those needs. Many supervisors would not like the idea of their subordinates being asked for such information. There is need for a pre-supervisory development program. Job competency profiles for first time supervisory positions form the basis for the identification of candidates for this program. The program must aim to develop a thorough grounding in the supervisory role and in three vocational work areas, a three week on-the-job

learning assignment will give exposure to the work areas; a one week seminar on the supervisory role and on basic management, administrative and leadership skills and finally, subsequent job assignments have to be provided for successful program participants.

In conclusion, the overall results of this applied research provide directions for determining an appropriate supervisory management training program. The literature review does not determine any one training that will meet all the needs of the supervisor. Although the present study is unable to test any hypothesis, future research could explore the possibility of using job satisfaction and motivation as independent variables and types of employee training as dependent variables.

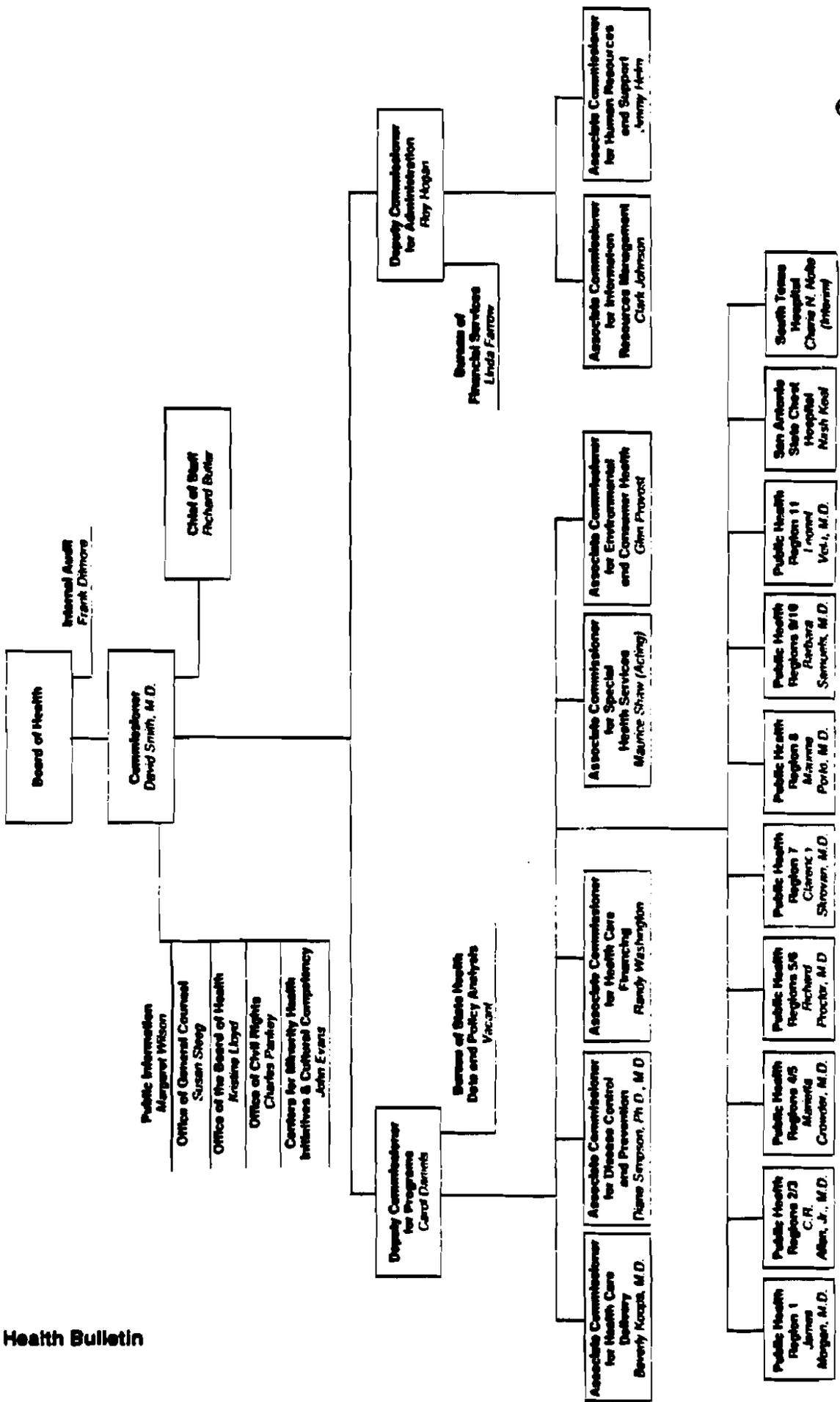
APPENDICES

APPENDIX A

**Texas Department of Health
Executive Organizational Chart**

TEXAS DEPARTMENT OF HEALTH Executive Organizational Chart

Texas Health Bulletin



APPENDIX B

Alphabetical Program Listing for Texas Department of Health

ALPHABETICAL PROGRAM LISTING

Abortion Facility Reporting & Licensure Section (8407 Wall Street)	834-6647
Accounting (G201)	7215
Administration, Deputy Commissioner for (M751)	7488
Adult Health/Disability Program (G407)	7534
Alzheimer's Disease Program (G407)	7534
Amputee Surgical Center Licensure Section (8407 Wall Street)	834-6647
AI Department (S1018)	7278
Acheson Programs Branch (8407 Wall Street)	834-6600
Athletic Trainers, Advisory Board of (8407 Wall Street)	834-6615
Automated Data Services, Bureau of (1205)	7664
ADS Hot Line (G02)	7341
Computer Room (John Winans Building)	7498
Data Entry (John Winans Building)	7398
Scheduling (John Winans Building)	7306
Neural Network Factor Surveillance System (M528)	7402
Rolling Center Licensure Section (8407 Wall Street)	834-6647
Board of Marriage and Family Therapists (8407 Wall Street)	834-6657
Board of Health Officers (M736)	7484
Roads Environmental and Consumer Health (1609)	7675
Breast & Cervical Cancer Screening (G408)	7534
Budget Division (G204)	7485
Cancer (G116)	7558
Cancer (1304)	7419
Cancer Registry Division (4412 Spicewood Springs Bldg. 600)	502-6680
Cash Receiving (G201)	7315
Center for Rural Health Initiatives (211 E. 7th Street, Ste. 915)	478-8691
Centers for Minority Health Initiatives and Cultural Competency (1608)	7555
Central Plant Operations	7351
Children's Health Division (M422)	7355
Children with Special Health Care Needs (CDC program) (M442)	7355
Chronic Disease Prevention & Control, Bureau of (G402)	7200
Chronic Disease Prevention Division, (G408)	7534
Chil Nights, Office of (M760)	7827
Claims & Review (G206)	7435
Classification Unit (G112)	7302
Code Enforcement Officers (8407 Wall Street)	834-6659
Commissioners of Health (M751)	7375
Communicable Disease Control, Bureau of (1402)	7455
Community Health Mapping (M555)	7773
Community Oriented Primary Care, Bureau of (1405)	7771
Computer Repair Center (S-122)	2740
Consumer Health Protection, Bureau of (2201 Donley Drive)	719-0200
Credit Union	454-4638
Custodial Services Supervisors (M104)	7730
Custodial Services Manager (1103)	7646
Deaf Health Services, Bureau of (1202)	7323
Deafness, Board of Examiners of (8407 Wall Street)	834-6601
Disease Control & Prevention, Associate Commissioner for (1406)	7729
Disease Response Program (8407 Wall Street)	834-6700
Early Childhood Intervention (ECI) Program (4412 Spicewood Springs)	502-4900
Emergency Management, Bureau of (8407 Wall Street)	834-6700
Emergency Medical Services Division (8407 Wall Street)	834-6700
Employee Time Records (G209)	7270
Employee Wellness Program (M631)	7405
Environmental & Consumer Health, Associate Commissioner for (1705)	7541
Environmental Health, Bureau of (8407 Wall Street)	834-6640
Epidemiology, Bureau of (1301)	7268
Epilepsy Program (M149)	7798
Equipment Repair Shop (S109)	7651
Facility Lending (W239)	7760
Family Health Services, Associate Commissioner for (M362)	7321
File Library (S109)	7260
Financial Services, Bureau of (G103)	7640
Fiscal Division (G207)	7425
Fitting and Dispensing of Hearing Instruments (8407 Wall Street)	834-6784
Food & Drugs Division (2201 Donley Drive)	719-0200
Fronting Information Center (1404)	7684
General Counsel, Office of (M731)	7338
General Sanitation Division (8407 Wall Street)	834-6635
General Services Division (S118)	7211
Genetics Screening and Counseling Division (Denton, Tx)	817-383-3561
Genetic Management Division (1509)	7520
Compliance & Monitoring (1511)	7470
Contract Development (1507)	7470
Payments & Receipts (1504)	7570
Hansen's Disease Program (1209)	7417
Hazard Communication Branch (8407 Wall Street)	834-6600
Health Care Financing, Associate Commissioner for (11044 Research Blvd.)	308-5302
Health Facility Licensure & Certification Division (8407 Wall Street)	834-6650
Health Maintenance Organization Panel (8407 Wall Street)	834-6650
Health Related Professions Registry (8407 Wall Street)	834-6602
Hepatitis Assistance Program (M149)	7796
HIV/AIDS Public Information (G308)	7304
HIV Division (G301-A)	7209
HIVSTD Medication Program (M140)	7357
HIVSTD Control, Bureau of (G301)	7463
Home Health Agency Licensure Section (8407 Wall Street)	834-6647
Home Health Aide Training Program (8407 Wall Street)	834-6647
Hospital Architectural (8407 Wall Street)	834-6650
Hospital Care Division (M555)	7770
Hospital Licensure (8407 Wall Street)	834-6648
Human Resources and Support, Associate Commissioner for (G103)	7738
Human Resources, Bureau of (G106)	7302
Human Resources, Bureau of (G112) TDD	458-7714
Human Resources Officers (G112)	7302
Immunization Initiative Division (1310)	7264
Infectious Disease Branch (8407 Wall Street)	834-6600
Industrial Hygiene Branch (8407 Wall Street)	834-6600
Infectious Disease Epidemiology & Surveillance Division (1305)	7228
Information Resources Management, Associate Commissioner for (1205)	7793
Injury Prevention and Control (1305)	7266
Insurance (G110)	7545
Integrated Client Encounter Services (ICES) (1921 Cedar Bend Drive, Ste. 140)	838-8828
Internal Audit (1401)	7354
Investigators Section (M731)	7431
Library Health Care Division (M143)	7798
Laboratories, Bureau of (A700)	7318
Chemical Services Division (A103)	7430
Consumer Chemistry (A310)	7587
Clinical Chemistry (A114.1)	7333
Environmental Chemistry (A310)	7587
Inorganic Chemistry (A310)	7587
Metals Analysis (A310)	7587
Newborn Screening (A105)	7333
Organic Chemistry (A310)	7587
Revelation Chemistry (A310)	7587
Microbiological Services Division (A207)	7581
Bacteriology Mycology (A203)	7581
Parasitology Entomology (A4)	7605
Medical Serology Branch (A501)	7514

Abortion Facility Reporting & Licensure Section (8407 Wall Street)	834-6647
Accounting (G201)	7215
Administration, Deputy Commissioner for (M751)	7488
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Board of Health Officers (M736)	7484
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Breast & Cervical Cancer Screening (G408)	7534
Budget Division (G204)	7485
Cancer (G116)	7558
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Cash Receiving (G201)	7315
Center for Rural Health Initiatives (211 E. 7th Street, Ste. 915)	478-8691
Centers for Minority Health Initiatives and Cultural Competency (1608)	7555
Central Plant Operations	7351
Children's Health Division (M422)	7355
Children with Special Health Care Needs (CDC program) (M442)	7355
Chronic Disease Prevention & Control, Bureau of (G402)	7200
Chronic Disease Prevention Division, (G408)	7534
Chil Nights, Office of (M760)	7827
Claims & Review (G206)	7435
Classification Unit (G112)	7302
Code Enforcement Officers (8407 Wall Street)	834-6659
Commissioners of Health (M751)	7375
Communicable Disease Control, Bureau of (1402)	7455
Community Health Mapping (M555)	7773
Community Oriented Primary Care, Bureau of (1405)	7771
Computer Repair Center (S-122)	2740
Consumer Health Protection, Bureau of (2201 Donley Drive)	719-0200
Credit Union	454-4638
Custodial Services Supervisors (M104)	7730
Custodial Services Manager (1103)	7646
Deaf Health Services, Bureau of (1202)	7323
Deafness, Board of Examiners of (8407 Wall Street)	834-6601
Disease Control & Prevention, Associate Commissioner for (1406)	7729
Disease Response Program (8407 Wall Street)	834-6700
Early Childhood Intervention (ECI) Program (4412 Spicewood Springs)	502-4900
Emergency Management, Bureau of (8407 Wall Street)	834-6700
Emergency Medical Services Division (8407 Wall Street)	834-6700
Employee Time Records (G209)	7270
Employee Wellness Program (M631)	7405
Environmental & Consumer Health, Associate Commissioner for (1705)	7541
Environmental Health, Bureau of (8407 Wall Street)	834-6640
Epidemiology, Bureau of (1301)	7268
Epilepsy Program (M149)	7798
Equipment Repair Shop (S109)	7651

Medical Virology Branch (A501) 7515
 Support Services Division (A700) 7318
 Administrative Services (A700) 7318
 Laboratory Services (A809) 7569
 Laboratory Reporting (A700) 7578
 Specimen Acquisition (A610) 7578
 Staff Services/Accounting (A700) 7317
 Library (1404) 7559
 Licensing & Certification, Bureau of (6407 Wall Street) 834-6645
 Literature & Forms, Office Supply, Shipping & Receiving (Misses) 7761
 Mailroom (1109) 7201
 Maintenance Supply (S119) 7213
 Managed Care, Bureau of (11044 Research Blvd.) 338-6508
 Management Support, Bureau of (11044 Research Blvd.) 338-6523
 Marriage & Family Therapists, Board of Examiners of (6407 Wall Street) 834-6657
 Massage Therapy Registration Program (6407 Wall Street) 834-6618
 Materials Acquisition & Management Division (W239) 7744
 Meat Safety Assistance Division (MSA) (1606) 7443
 MSA Compliance (1606) 7422
 Medical Appeals, Bureau of (11044 Research Blvd.) 338-6579
 Medical Physicists (6407 Wall Street) 834-6655
 Medical Radiological Technologists Certification Program (6407 Wall Street) 834-6617
 Medical Standards on Motor Vehicle Operations Division (6407 Wall Street) 834-6700
 Medicare Certification (6407 Wall Street) 834-6650
 Medicare Disclosure Panel (6407 Wall Street) 834-6650
 Milk & Dairy Products Division (2201 Donley Drive) 719-0200
 Minority Health, Office of (1606) 7829
 Motor Vehicle Occupant Protection Program (1305) 7403
 NCI Program (G407) 7534
 National Maternal and Child Health Center on Cultural Competency (1606) 7858
 Neonatal Screening (M376) 7700
 Non-Communicable Disease & Epidemiology & Toxicology Division (1401) 7269
 Nursing Facility Administrators Board (6407 Wall Street) 834-6787
 Nutrition Services, Bureau of (M260) 7444
 Occupational Health Division (6407 Wall Street) 834-6600
 Office Supply (Misses) 7761
 Opticians Registry (6407 Wall Street) 834-6661
 Payroll (G209) 7231
 Performer's Board of Examiners (6407 Wall Street) 834-6751
 Personnel Action Verification (G112) 7302
 Pharmacy Division (W140) 7500
 Print Shop Job Estimates (S102-A) 7205
 Print Shop Job Status (S102-A) 7204
 Product Safety Program (2201 Donley Drive) 719-0200
 Professional Counselors, Board of Examiners (6407 Wall Street) 834-6658
 Professional Licensing & Certification Division (6407 Wall Street) 834-6628
 Programs, Deputy Commissioner for (M751) 7378
 Property Office (W239) 7748
 Public Health Promotion Division (M631) 7405
 Public Health Region 7, Sub Office (1101 Camino La Costa) 7400
 Purchased Health Services, Bureau of (11044 Research Blvd.) 487-9975
 Purchased Health Services, Bureau of (11044 Research Blvd.) 338-6508
 Purchasing (W239) 7744
 Quick Copy Center (T307) 7230
 Radiation Control, Bureau of (6407 Wall Street) 834-6666
 Licensing, Registration & Standards Division (6407 Wall Street) 834-6668
 Compliance & Inspection Division (6407 Wall Street) 834-6886
 Radiation Control 24 Hour Emergency 7460
 Reel Shop (1921 Cedar Bend St., 130) 873-1205
 Records Administrator (T404) 7635
 Refugee Health Screening Program (1204) 7494

Regional Programming, Office of (M655) 7770
 Reproduction Shop (S102) 7597
 Reprographics & Library Services Division (S102-A) 7561
 Respiratory Therapists, Advisory Board of (6407 Wall Street) 834-6632
 Safety Officer (W239) 7748
 Sexual Assault Prevention & Crisis Svcs. (6407 Wall Street) 834-6700
 Sexually Transmitted Disease Control (STD) Division (G406) 7223
 Shellfish Sanitation Control Division (2201 Donley Drive) 719-0200
 Smoking & Health, Office of (M528) 7402
 Social Worker Examiners Board (6407 Wall Street) 834-6755
 Special Health Services, Associate Commissioner for (M532) 7298
 Speech-Language Pathology & Audiology, Committee of Examiners (6407 Wall Street) 834-6627
 State Health Data & Policy Analysis, Bureau of (M660) 7261
 Data Management (M660) 7261
 Health Professions Resources Center (M660) 7261
 Federal Funds Policy Division/SLIAG (M622) 7261
 Strategic Planning & Policy Development Division (M660) 7261
 Statistical Services Division (R110) 7362
 Data Management Branch (R116) 7509
 Nosology Branch (R1120) 7359
 Research & Analysis Branch (R114) 7509
 Support Services, Bureau of (G103) 7722
 Telecommunications (T102) 7749
 Texas Diabetes Council (G401) 7490
 Trauma Program (6407 Wall Street) 834-6700
 Travel Office (G103) 7777
 Tuberculosis Elimination Division (T204) 7447
 Vendor Drug Division (11044 Research Blvd.) 338-6961
 Veterinary Public Health, Bureau of (1606) 7471
 VISTA Program (M631) 7712
 Vision, Hearing & Speech (M328) 7700
 Vital Statistics, Bureau of (R112) 7692
 Vital Statistics, Bureau of (R112), (TDD) 456-7719
 Vital Records Division (R112) 7692
 Adoption Branch (R124) 7481
 Amendment Branch (R119) 7693
 Certification Branch (R130) 7386
 Delayed Record Branch (R108) 7698
 Records Receiving Branch (R125) 7358
 Support Services Branch (R131) 7450
 Volunteer Services (M631) 7712
 Warehouse 7761
 Women and Children, Bureau of (M328) 7700
 Women's Health Division (M329) 7700
 Women, Infants & Children's (WIC) Program (M260) 7444
 WIC Contract & Financial Management (M260) 7444
 WIC Automation Management (M277) 7544
 WIC Automation Training (6712 Shoal Creek) 408-8700
 WIC Local Agency/Vendor Management (6712 Shoal Creek) 406-0777
 WIC Nutrition, Education, Outreach & Training (M230) 7437
 Zoonosis Control Division (1606) 7255

TDH Phone Directory

APPENDIX C

Texas Department of Health Regional Headquarters Map

APPENDIX D

Raw Scores for Each Element of Job Satisfaction and Motivation

**Raw Scores for Each Element of Job Satisfaction and Motivation
(N=37)**

Types of Supervisory Management Training	Influence															
	Job Satisfaction							Motivation								
	OP/AD	SUP	SAL	IR	WC	ST	JS	PL	Total	ACH	REC	WI	RES	ADV	GR	Total
PRE-ENTRY EDUCATION	2	5	-16	-5	2	-8	-12	-15	-47	0	-3	-2	2	2	2	1
IN-SERVICE FORMAL EDUCATION	17	20	-8	11	8	3	-12	-7	32	14	14	2	13	11	13	67
IN-SERVICE ON-THE-JOB TRAINING	40	31	-22	21	23	18	8	5	124	31	18	12	20	22	18	121

- | | | | |
|---------|------------------------------------------|-------|------------------|
| - OP/AD | - Organization Policy and Administration | - ACH | - Achievement |
| - SUP | - Supervision | - REC | - Recognition |
| - SAL | - Salary | - WI | - Work Itself |
| - IR | - Interpersonal Relation | - RES | - Responsibility |
| - WC | - Working Conditions | - ADV | - Advancement |
| - ST | - Status | - GR | - Growth |
| - JS | - Job Security | | |
| - PL | - Personal Life | | |

APPENDIX E
Survey Questionnaire

SOUTHWEST TEXAS STATE UNIVERSITY
601 University Drive
San Marcos, Texas 78666

Department of Political Science

Dear Texas Department of Health employee:

You have been selected to voluntarily participate in a research study which will examine the perceptions of supervisors on how each type of Supervisory Management **Training(SMT)** influences employees' job satisfaction and motivation in the Texas Department of Health.

This survey research is a requirement for the completion of a Master's Degree in Public Administration at Southwest Texas State University(SWTSU). This study and the attached survey remain independent of the Texas Department of Health. No one **except** faculty members of Southwest Texas State University will ever see your responses.

The purpose of this survey is to obtain information regarding your perceptions of the Supervisory Management Training in your Bureaus and/or Divisions. When results of this survey are tabulated and published, readers will not be able to identify any specific individual. The survey results will be viewed in terms of overall perception. **Please DO NOT sign, or in any way identify yourself on the survey.**

The survey contains **Twenty-three(23)** items. Part I. contains **fourteen(14)** items which examine your attitude and opinion in fundamental aspects of Supervisory Management **Training(SMT)**. Part **II.** contains **nine(9)** items requesting background information. Finally, Part **III.** provides you an opportunity to express your opinion regarding Supervisory Management **Training(SMT)**.

The Deputy Commissioner for Programs has approved using the inter-office mailing system to return the completed survey. In order for me to meet the deadline for the Research Project, please return the completed questionnaire with the enclosed self-addressed envelope before October 21, 1994.

If you have any questions regarding this survey, please contact me at (512)918-0744. Thank you in advance for your participation and cooperation.

FRANCIS IBEZIM, JR.
Vendor **Management** Division
Bureau of Nutrition Services
Shoal Creek Blvd.
Austin, Texas
(512)406-0777, Ex 203

For the purpose of responding to the enclosed questionnaire:

Pre-Entry Education is defined as: The education acquired through formal school environment (High School/College). This involves that portion of education which may be given an individual up to high school diploma and/or undergraduate degree in contemplation of entering a specific occupation.

In-Service (Formal) Education is defined as: The training received with employment in a regular educational institution usually for particular degrees and/or for a particular profession (Post Bachelors).

In-Service (On-The-Job) Training is defined as: The portion of post-entry education designed to improve performance or to prepare for a specific job assignment or duties within the employment.

This survey is designed to gather information regarding the perception of supervisors on how three types of Supervisory Management Training (SMT) influence the factors related to Employee Job Satisfaction (EJS) and Employee Motivation (EM) in day-to-day management to achieve organization goals.

Part I: EMPLOYEE JOB SATISFACTION and MOTIVATION

Part I of this survey is designed to gather information regarding your attitude and opinion concerning employees' job satisfaction and motivation. It consists of two (2) brief sections.

Section 2. Motivation – continued

6. Training emphasizes that employees' growth largely depends on supervisors' considerable attention to developing their skill levels.

Pre-Entry Education	In-Service (Formal) Education	In-Service (on-the-job) Training
SA A DK D SD	SA A DK D SD	SA A DK D SD
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Part II BACKGROUND INFORMATION

This section of the **survey** contains questions of a personal nature. The information will be used solely to group supervisors in order to determine if any relationships exist between respondents who exhibit similarities in their answers.

Please circle the appropriate letter to indicate your response.

1. What is your highest level of formal education?
 - a. Less than high school
 - b. High school graduate
 - c. Some college
 - d. College graduate
 - e. Graduate training

2. What is your grade level?
 - a. Salary Group **1-3**
 - b. Salary Group **4-5**
 - c. Salary Group **6-7**
 - d. Salary Group **8-9**
 - e. Salary Group **10-12**
 - f. Salary Group **13** and above

3. What group best fits your situation?
 - a. First-level Supervisor
 - b. Second-level Supervisor
 - c. Third-level Supervisor or Higher

4. I receive frequent on-the-job training.
 - a. No
 - b. Yes (please specify)

5. How many management training sessions have you attended in the last 2 years?
 - a. **1 - 3**
 - b. **4 - 6**
 - c. over 6

6. How long have you been employed in your current position?

- a. One year or less
- b. **1 – 3** years
- c. **4 – 6** years
- d. Over **6** years

7. What is your age? (**optional**)

- a. Under **25**
- b. **25 – 35**
- c. **36 – 45**
- d. Over **45**

8. What is your sex? (**optional**)

- a. Male
- b. Female

9. What is your race? (**optional**)

- a. White
- b. Black
- c. Hispanic
- d. American **Indian/Alaskan**
- e. **Asian/Pacific** Islander

APPENDIX F

Some Supervisory Management Training Reproduced Open Responses from Respondents

"Training is not scheduled on a routine basis; new supervisors, or new to the department, need to be scheduled into a pre-designated set of courses. These need to include, but not be limited to, evaluation system, sexual harassment, how to deal with difficult employees, time management, and budget. All of these **affect** the morale and management of subordinates."

"Promotion into supervisor position is often based on length of service and not on supervisory ability or training."

"Training is specified by job classification to a master list which is updated on an infrequent basis. Training is based on position and grade with little regard for specific job function. Training at higher levels is based on who pays for the course, not on the need for the individual to be trained. TDH training courses are valid and allow for greater understanding of the organizational structure. However, at the Branch Chief level we are not given the authority commensurate to our responsibility. Pay is another factor – when Branch Chiefs are the same grade as subordinates, we truly have a problem – responsibility vs. pay scale."

"Not consistently applied in my division nor within the Health Department. Upper management does not choose to attend training which hampers ability of 1st and 2nd line supervisors to effect **change/improvements**. High level (i.e., quality) courses needed in **collaboration/mediation** skills."

"An excellent mix of workshops, seminars and conferences are available and the bureau has been very generous in providing education and training opportunities."

"I have not had any supervisory or management training here at TDH."

"This division offers lots of opportunities for training. I have attended a week long management training and have attended seminars offered by **SWTU**. I have also had the opportunity to decline one workshop due to conflicts. I have been encouraged to assist my employees in their own career development."

"I have found the supervisory management training to be minimal. The individuals put in supervisory positions are often selected based on their technical

abilities. Often, they have little, if any supervisory experience. The individuals are then expected to succeed in their new positions with little supervisory training. We have in the last year or two started offering more courses, but they are sporadic and are usually offered to current supervisors. They are rarely offered to new supervisors to help prepare them for future positions."

"For the most part, there is an absence of management training in the department, with the exception of some **CQI** training. Perhaps the worse effect of this lack of training is evidenced by many of our bureaus, divisions, and even associateships being run by physicians with little or no management skills resulting from no management training. **TDH** needs to either train these individuals or shift managerial responsibility to individuals who have had extensive management training and experience."

APPENDIX G

**Letters to Deputy Commissioner for
Programs/Responses**

TEXAS DEPARTMENT OF HEALTH
 Austin, Texas
INTER-OFFICE

TO: David R. Smith, M.D.
 Commissioner of Health

THRU: Deputy Commissioner for Programs
~~Associate Comm. for Health Care Dev.~~
 Chief, Bureau of Nutrition Services
 Director, LAVM Division
 Program Specialist III, LAVM Div.
 Management Auditor II, LAVM Div.

FROM: Francis C. Ibezim, Jr.

DATE: July 11, 1994

SUBJECT: .Request and Permission: Applied Research Project

This letter is a formal and official request to conduct an Applied Research Project in the Texas Department of Health. I am currently a graduate student at Southwest Texas State University, San Marcos.

This survey research study is a requirement for the completion of a Master's Degree in Public Administration at SWTSU. The purpose is to obtain information regarding supervisory managers' perceptions of types of supervisory training programs as they affect their employees' job satisfaction and motivation in TDH Agency.

To meet the required percent of returns of research questionnaires, I am also requesting your permission to distribute and receive these questionnaires through inter-office mails. The survey research is also a required credit hour course offered in the Fall semester, 1994.

If you have any question regarding this survey, please contact me at (512)406-0777 or (512)918-0744. Thank you for your cooperation in advance.

Sincerely

Francis Ibezim, Jr.

Francis Ibezim, Jr., Vendor Compliance Specialist
 Local Agency & Vendor Management
 Bureau of Nutrition Services

*I'd want to see
 the survey, the research
 design, time to complete,
 etc., before approving.*

TEXAS DEPARTMENT OF HEALTH
Austin, Texas
INTER-OFFICE

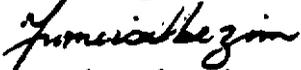
TO: Deputy Commissioner for Programs
FROM: Francis C. Ibezim, Jr.
DATE: July 26, 1994
SUBJECT: Request and Permission: Applied Research Project

In response to your request, permit me to explain that your approval is the first step to this Applied Research Project. A second step is to prepare An Applied Research Prospectus (on the research topic). This prospectus must include: preferably my place of work (Government Agency) where survey questionnaires will be conducted, the research design, the methodology, and completion time schedule (must be within the fall semester August-December, 1994).

The prospectus must be submitted to SWT Graduate Committee by August 10, 1994. The committee (**Readers**) will review the prospectus for approval and **permission** to register for the course will be granted at that time.

Your approval will be very much appreciated. Definitely, I will be very glad to send you the approved prospectus which will contain your request. I will also attach any survey questionnaire prepared and as may be edited by the Applied Research Proctor. Thanks for your assistance.

Sincerely



Francis Ibezim, Jr., Vendor Compliance Specialist
Local Agency & Vendor Management
Bureau of Nutrition Services

TEXAS DEPARTMENT OF HEALTH
AUSTIN INTER-OFFICE TEXAS

83

TO: Frances Ibezim, Jr.
Vendor Compliance Specialist
Bureau of Nutrition Services

FROM: Eric Dixon 
Office of the Deputy Commissioner for Programs

DATE: August 10, 1994

SUBJECT: Approval of Applied Research Project

Per our phone conversation, Deputy Commissioner Carol Daniels has granted you preliminary approval to begin your applied research project. Subsequent approval is contingent upon your submittal of the items requested by Carol Daniels in a note attached to your memo of July 11, 1994. Those items include: survey, research design, and time of completion. You stated in your July 26, memo you would be happy to submit this material in your approved prospectus. Thank you and good luck with your project.

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