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ABSTRACT

A two-phase study was conducted to determine the habits, attitudes, and values that industry and education consider desirable and important for workers. In phase I a computer search revealed sixty-three such affective work competencies which were then categorized into fifteen clusters. To objectively quantify each of the clusters, an evaluation instrument named the Affective Work Competencies Inventory (AWCI) was developed, which measured the behavior or performances of students and workers for each cluster. In phase II (which is described in greater detail in CE 018 917) an occupational matrix was developed to properly use the Inventory in relation to different vocational and technical occupations. Nine thousand inventories were printed and administered to students, workers, teachers, and supervisors in Missouri. It was found that mean composite AWCI scores for (1) vocational students were greater than for academic students; (2) workers were greater than for vocational students; (3) occupational areas significantly differed; (4) female workers were significantly higher than for male workers; and (5) teachers, supervisors, and workers differed. Recommendations for effective use of this data include the development of curriculum materials to instruct students in affective work competencies, and the conduct of experimental programs to determine which teaching methods are effective and to what degree students retain the competencies they acquire. (The appendix contains a sample AWCI form.) (ELG)

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ED167728

# NECESSARY WORK VALUES, HABITS, AND ATTITUDES:

## A FINAL REPORT

Project # 1368

Department of Practical Arts  
and Vocational-Technical Education

College of Education

University of Missouri-Columbia  
1978

Project sponsored by the Research Coordinating Unit of the  
Missouri State Department of Elementary and Secondary Education  
Jefferson City, Missouri

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David P. Beach

Principal, ...  
...  
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EDUCATION & WELFARE  
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NECESSARY WORK VALUES, HABITS, AND ATTITUDES

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PREFACE

With advancing technology, the occupational structure of our society is changing from that of producing goods to that of providing services. As a result, machines are completing many of the psychomotor activities (tasks) once performed by the worker and an increasing number of workers are providing services for other people or machines. With this occupational shift the presently prepared worker is finding an earlier obsolescence of specific job skills or knowledge and a work environment where work values, work habits, and work attitudes have become the criteria for job survival.

Unfortunately, many educators still concentrate most of their efforts to assist students in learning performance skills and cognitive information. They consider the acquisition of desirable work habits, work values, and work attitudes (affective work competencies) as an incidental factor in the instructional program.

But, for vocational educators, the opportunity to prepare their students with desirable affective worker characteristics is excellent. During class sessions, specific affective work competencies could be described, discussed, and practiced. With role playing, modeling, personal inventories, or situational assignment sheets, teachers can help class members develop the

desirable work habits, work values, or work attitudes that are necessary for successful employment.

In order for vocational teachers to prepare instructional materials and lesson plans regarding the affective work competencies, they must first know which worker characteristics (affective work competencies) are necessary or desirable. To meet this need, Phase I of a project funded by the Missouri Research Coordinating Unit within the Missouri State Department of Elementary and Secondary Education was designed to obtain information about the behavior and characteristics of working individuals and to investigate the procedures that would help students learn desirable worker characteristics.

#### PROJECT PHASE I

##### Review of Literature and Research

An initial goal of the project was to identify the work habits, work values, or work attitudes that are considered desirable and important by industry and educators. Computer services were utilized to search the thousands of relevant articles, books, and research reports dealing with this subject. A careful analysis of the resulting information revealed that 63 specific affective work competencies had been described by industry and educators. Table I is a summary portion of the desirable affective work characteristics compiled from this research.

TABLE 1

AFFECTIVE WORK COMPETENCIES (AWC'S)  
LISTED BY INDUSTRY AND EDUCATORS\*

---

1. Punctual	33. Courteous
2. Cooperative	34. Pleasant
3. Capable	35. Responsive
4. Follows directions	36. Personality
5. Responsible	37. Endurance
6. Emotionally stable	38. Tolerance
7. Initiative	39. Shyness
8. Honest	40. Tender-mindedness
9. Dependable	41. Overall job performance
10. Helpful	42. Healthy
11. Loyal	43. Creative
12. Adaptable	44. Considerate
13. Efficient	45. Speedy
14. Ambitious	46. Influence
15. Quality of work	47. Orderly
16. Dedicated	48. Patient
17. Reliable	49. Poise
18. Accurate	50. Interested
19. Persevering	51. Curious
20. Judgement	52. Forceful
21. Concentrating	53. Active
22. Careful	54. Aware
23. Cheerful	55. Resourceful
24. Enthusiastic	56. Appreciative
25. Independent	57. Perceptive
26. Quantity of work	58. Achievement
27. Intelligent	59. Compensation
28. Personal appearance	60. Security
29. Alert	61. Variety
30. Devoted	62. Working conditions
31. Recognition	63. Friendly
32. Leadership potential	

---

\*AWC's 1 through 31 were listed by both industry and educators (common), while AWC's 32 through 41 were listed only by industry and AWC's 42 through 63 were listed only by educators.

### Synthesis of Material

After the affective work competencies (AWC's) listed by industry and educators were identified (Table 1), they were clustered according to their common elements. Research team members used definitions and interpretations to categorize each characteristic. This classification resulted in the 15 clusters of AWC's listed in Table 2. Each cluster represents a common area of affective work competency that can be used by the teacher in an instructional program.

TABLE 2  
CLUSTERED AFFECTIVE WORK COMPETENCIES

- 
1. Ambitious
  2. Cooperative/Helpful
  3. Adaptable/Resourceful
  4. Considerate/Courteous
  5. Independent/Initiating
  6. Accurate/Quality of Work
  7. Careful/Alert/Perceptive
  8. Pleasant/Friendly/Cheerful
  9. Responsive/Follow Directions
  10. Emotionally Stable/Judgemental/Poised
  11. Persevering/Patient/Enduring/Tolerant
  12. Neat/Orderly/Personal Appearance/Manner
  13. Dependable/Punctual/Reliable/Responsible
  14. Efficient/Quantity of Work/Achieving/Speedy
  15. Dedicated/Devoted/Honest/Loyal/Conscientious
- 

### Instrument Preparation

To objectively quantify each of the clustered affective work competencies, a unique evaluation instrument was prepared-- the Affective Work Competencies Inventory. On the premise that "people evaluate attitude in terms of behaviors", specific

behavior/performances (criterion indicators) were selected for each competency cluster.

For example, criterion indicators were prepared for competency cluster Number 8 (Pleasant/Friendly/Cheerful) to delineate how often the student or worker:

- a. smiles
- b. greets others
- c. speaks favorably
- d. responds to greetings from others
- e. encourages others
- f. etc.

To partially determine the extent to which a person is Dependable/Punctual/Reliable/Responsible (cluster Number 13), criterion indicators were prepared to measure the degree a student or worker:

- a. completes assignments on time
- b. meets deadlines
- c. carries out instructions
- d. begins work on time
- e. etc.

A source pile of criterion indicators and their referent competency clusters were evaluated for content validity by a panel of experts (workers, educators, psychologists, and psychometricians). Initial instruments were prepared and pilot-tested. A semi-finalized version of the Affective Work Competencies Inventory is included in Appendix A.

## PROJECT PHASE II

### Instrument Standardization

A sequential portion of the project was funded by the Missouri Research Coordinating Unit. Because the successful



worker's requisites of skill and knowledge are different among occupations (for example, the electronic technician's psychomotor and cognitive requirements are very distinct from those of an auto mechanic), it was hypothesized that necessary affective work competencies may also be different among occupations.

To properly utilize the Affective Work Competencies Inventory (AWCI) an occupational matrix was developed to include each of the different vocational and technical occupations represented in Missouri. After appropriate quasi-cluster sampling procedures had been established, nine thousand inventories were printed and administered to students, teachers, supervisors and workers throughout Missouri.

Data collection and analysis procedures have been completed. The statistical reliabilities of the AWCI instrument were found to exceed 0.97 (Kuder Richardson 20 and Spearman-Brown Split Half).<sup>1</sup>

The resulting quantitative indices for all 15 competency clusters within each of the six vocational service areas are included in the next section.

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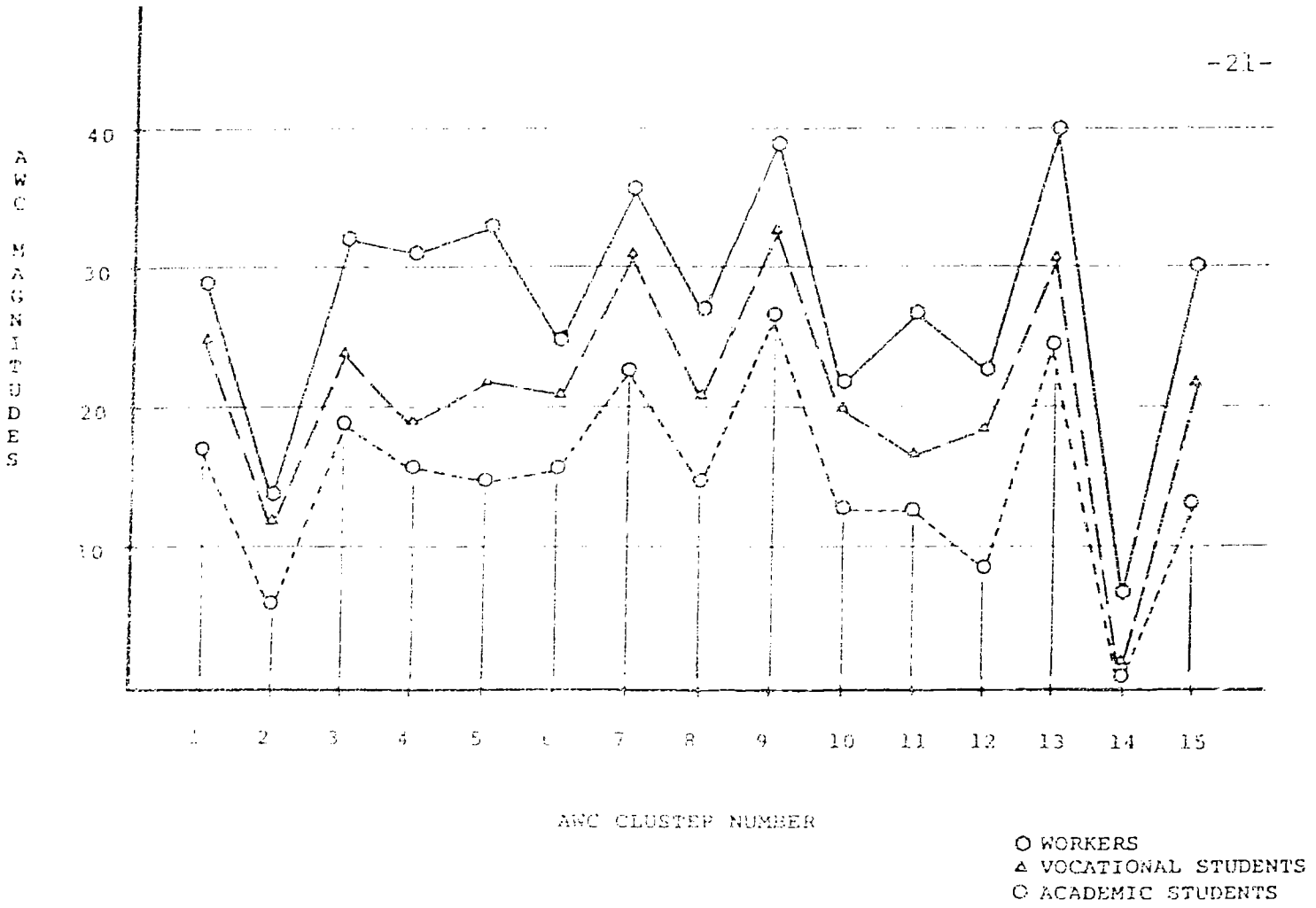
<sup>1</sup>Reliabilities above .8 are very good; above .9 are excellent.

## STUDY RESULTS

Thousands of workers, supervisors, and teachers have participated in this study; computer processing was utilized to perform a comprehensive data analysis of their inventory responses. The resulting summaries are briefly illustrated by Figures 1 through 7.

### Vocational students, academic students, and workers.

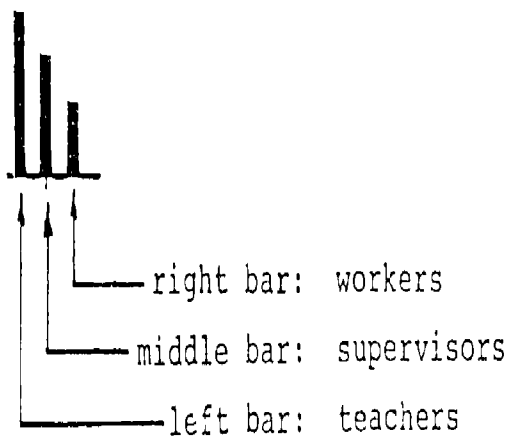
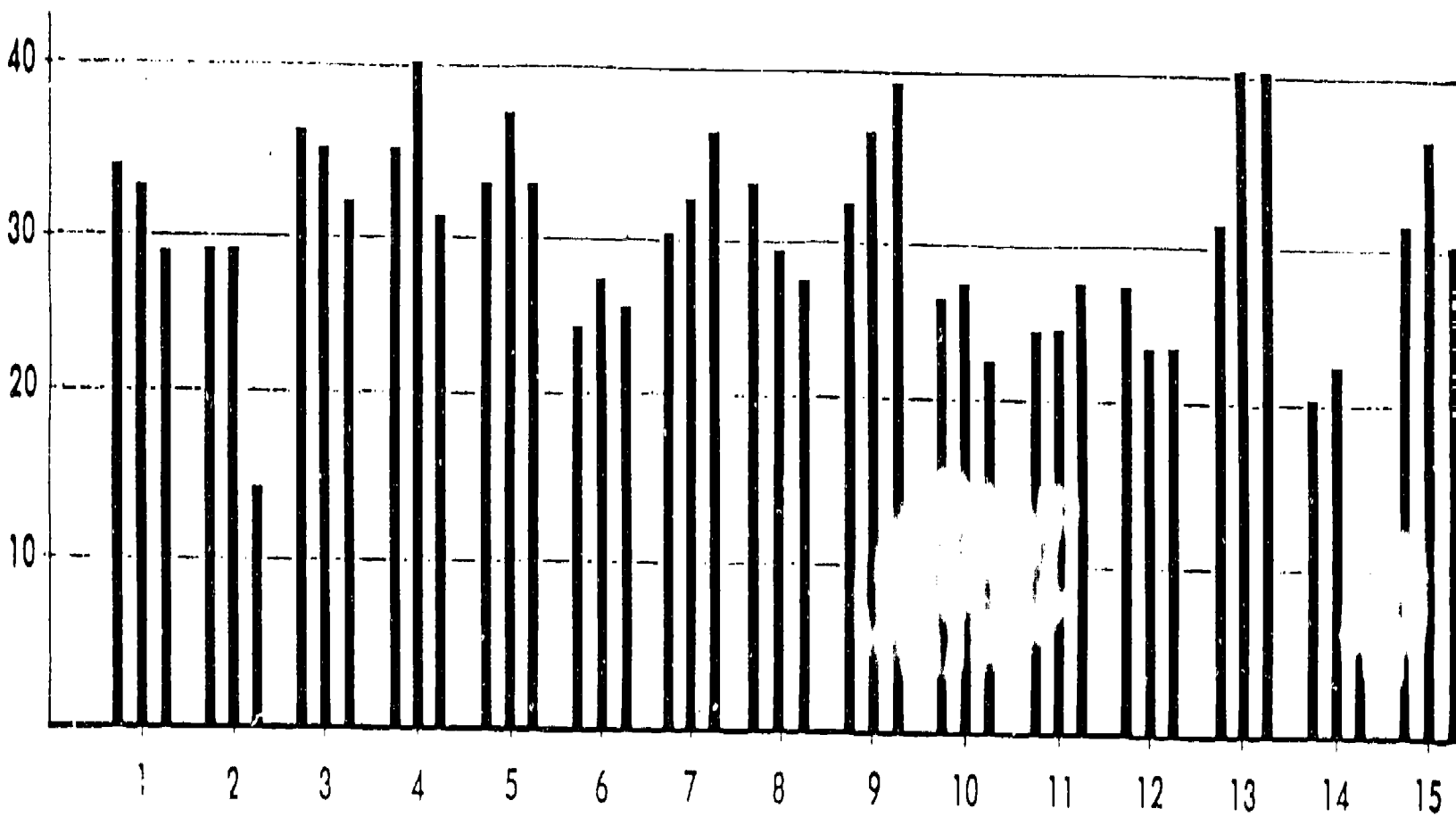
Figure 1 is a graph depicting relative magnitudes of the affective characteristics for workers, vocational students, and academic students. The results of the analysis indicate that workers scored consistently higher than vocational or academic students in each of the fifteen AWC clusters. Further analysis reveals that vocational students scored consistently higher than academic students. Therefore, it appears that workers possess the highest affective work competency rating followed by vocational students and then academic students.



LEGEND: AWC Clusters:

- 1. Ambitious
- 2. Cooperative/Helpful
- 3. Adaptable/Resourceful
- 4. Independent/Initiating
- 5. Accurate/Quality of Work
- 6. Pleasant/Friendly/Cheerful
- 7. Responsive/Follow Directions
- 8. Careful/Alert/Perceptive
- 9. Considerate/Courteous
- 10. Emotionally Stable/Judgemental/Poised
- 11. Persevering/Patient/Enduring/Tolerant
- 12. Neat/Orderly/Personal Appearance/Manner
- 13. Dependable/Punctual/Reliable/Responsible
- 14. Efficient/Quantity of Work/Achieving/Speedy
- 15. Dedicated/Devoted/Honest/Loyal/Conscientious

Figure 1 RELATIVE MAGNITUDES OF AWCI SCORES FOR VOCATIONAL STUDENTS, ACADEMIC STUDENTS AND WORKERS



LEGEND: AWC Clusters

1. Ambitious
2. Cooperative/Helpful
3. Adaptable/Resourceful
4. Independent/Initiating
5. Accurate/Quality of Work
6. Pleasant/Friendly/Cheerful
7. Responsive/Follow Directions
8. Careful/Alert/Perceptive
9. Considerate/Courteous
10. Emotionally Stable/Judgemental/Poised
11. Persevering/Patient/Enduring/Tolerant
12. Neat/Orderly/Personal Appearance/Manner
13. Dependable/Punctual/Reliable/Responsible
14. Efficient/Quantity of Work/Achieving/Speedy
15. Dedicated/Devoted/Honest/Loyal/Conscientious

Figure 2

RELATIVE MAGNITUDES OF AWC SCORES  
FOR TEACHERS, SUPERVISORS AND WORKERS

### Teachers, Supervisors, and Workers

Figure 2 is a vertical bar chart that represents relative AWCI scores for teachers, supervisors, and workers. Notice that, although teacher attitudes and values are "better" than those of workers, they are still significantly less than those of supervisors. The highest scoring clusters for all three groups appear to be clusters 13, 9, and 4, while the lowest scoring clusters are 14, 6, 10, 11, and 12. No attempt was made to distinguish between service areas for these three

### Occupational Service Areas

Figure 3 depicts the mean scores of workers within each of the six vocational service areas. Relative profiles are shown for all 15 competency clusters measured by the Affective Work Competencies Inventory. These illustrations reveal that workers in Home Economics, Health, or Business and Office occupations tend to have greater affective characteristics scores. Distributive or Trade and Industrial service area workers had lower scores.

### Male and Female Workers

Interpretation of Figure 4, however, may offer an explanation to the occupational service area variation. Comparing the AWCI scores for male workers with the AWCI scores of female workers shows that females have significantly greater scores. Since the Home Economics, Health, or Business and Office employees are predominately female, their respective service area scores are high.

ambition

cooperative/helpful

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

adaptable/resourceful

independent/initiating

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

accurate/quality of work

pleasant/friendly/cheerful

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

responsive/follow directions

careful/alert/perceptive

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

considerate/courteous

emotionally stable/judgemental/poised

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

persevering/patient/enduring/tolerant

neat/orderly/personal appearance/manner

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

dependable/punctual/reliable/responsible

efficient/quantity of work/achieving/speedy

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

AGRICULTURAL [REDACTED]  
 BUSINESS & OFFICE [REDACTED]  
 DISTRIBUTIVE [REDACTED]  
 HEALTH [REDACTED]  
 HOME ECONOMICS [REDACTED]  
 TRADE & INDUSTRIAL [REDACTED]

Figure 3 AWCI PROFILES FOR WORKERS  
 WITHIN THE SIX VOCATIONAL SERVICE AREAS

Figure 3 AWCI PROFILES FOR WORKERS  
(cont.) WITHIN THE SIX VOCATIONAL SERVICE AREAS

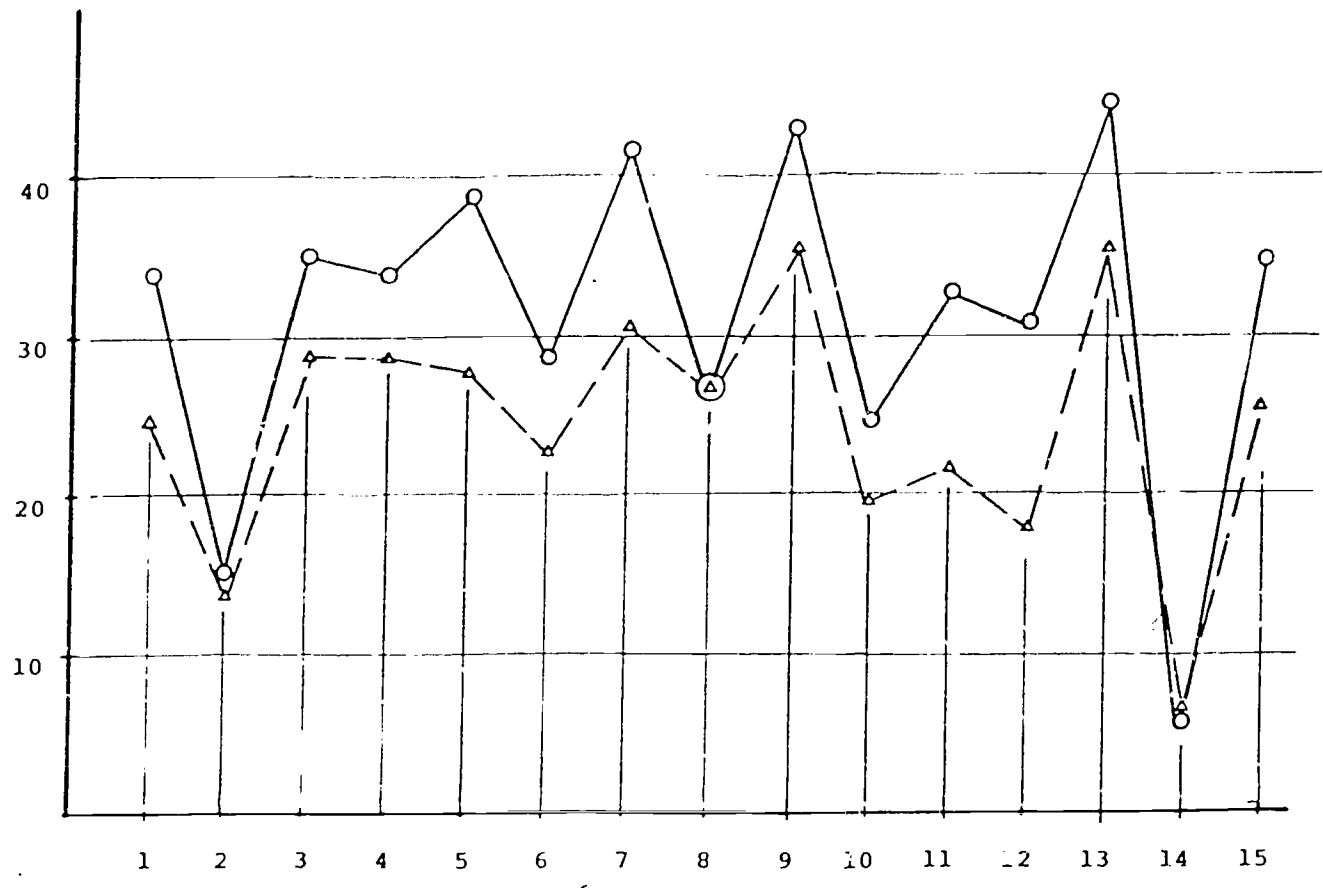
dedicated/devoted/honest/loyal/conscientious

AGRICULTURAL	██
BUSINESS & OFFICE	██
DISTRIBUTIVE	██
HEALTH	██
HOME ECONOMICS	██
TRADE & INDUSTRIAL	██

Cluster Indices

The AWCI scores of workers were analyzed according to 25 different occupations from the six service areas for each of the fifteen AWC clusters (Figure 5). The scores for each occupation were normalized, with the highest numbers representing the greatest degree of affective work competencies possessed. Insufficient data was available for three of the occupations. The results of this analysis revealed that within each of the six service areas, the following occupations scored consistently highest: Sales (Distributive), Production (Agriculture), Secretarial (Business and Office), Medical Emergency Technician (Health), Institutional Management (Home Economics), and Automotive (Trade and Industrial).

AWC  
MAGNITUDES



AWC CLUSTER NUMBER

▲ MALE  
○ FEMALE

LEGEND: AWC Clusters

1. Ambitious
2. Cooperative/Helpful
3. Adaptable/Resourceful
4. Independent/Initiating
5. Accurate/Quality of Work
6. Pleasant/Friendly/Cheerful
7. Responsive/Follow Directions
8. Careful/Alert/Perceptive
9. Considerate/Courteous
10. Emotionally Stable/Judgemental/Poised
11. Persevering/Patient/Enduring/Tolerant
12. Neat/Orderly/Personal Appearance/Manner
13. Dependable/Punctual/Reliable/Responsible
14. Efficient/Quantity of Work/Achieving/Speedy
15. Dedicated/Devoted/Honest/Loyal/Conscientious

Figure 4 RELATIVE MAGNITUDES OF AWCI SCORES FOR MALE AND FEMALE WORKERS



AWC CLUSTER

Figure 5 --- Occupational Cluster Indices

OCCUPATION	Dedicated/Devoted/Honest/Loyal/Conscientious Efficient/Quantity of Work/Achieving/Speedy Dependable/punctual/Reliable/Responsible Neat/Orderly/Personal Appearance/Manner Persevering/Patient/Enduring/Tolerant Emotionally Stable/Judgemental/Poised Responsive/Follow Directions Pleasant/Friendly/Cheerful Careful/Alert/Perceptive Accurate/Quality of Work Independent/Initiating Considerate/Courteous Adaptable/Resourceful Cooperative/Helpful Ambitious															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Sales	58	44	70	57	61	54	67	47	62	59	41	48	63	27	65	
Mid-Management	60	38	60	70	71	42	57	41	66	47	37	49	77	20	61	
Production	70	70	79	60	75	70	58	15	104	75	45	3	75	29	62	
Agricultural Business		52		70	63	60	59				6			37	68	
Agricultural Mechanics	48	37	57	53	45	49	58	48	71	35	39	22	69	18	50	
Horticulture	54	50	68	61	65	46	70	58	74	68	46	37	72	37	66	
Clerical	65	37	76	74	87	57	86	63	86	49	58	71	94	19	70	
Secretarial	77	47	86	82	102	67	90	53	92	64	76	63	100	28	81	
Accounting & Data Entry	70	40	71	73	85	55	78	45	75	54	60	57	88	29	72	
Typing	35	29	15	-20	25	25	75	25	104	29	20	34	37	-9	32	
Nursing	74	50	53	92	69	36	67	73	63	31	43	47	76	29	66	
Community Health Aide	Insufficient Data															
Medical Emergency Tech	50	25	41	85	75	41	87	84	75	37	65	59	95	8	40	
Dental	Insufficient Data															
Institution Management	60	19	82	85	56	72	93	74	91	45	73	63	93	20	65	
Child Care	24	16	63	58	20	50	6	35	83	76	42	27	90	-10	22	
Food	69	26	72	68	57	50	82	68	87	42	67	63	86	17	66	
Clothing	50	33	50	50	50	50	33	50	50	16	50	50	66	50	60	
Cosmetology	Insufficient Data															
Metalworking	56	22	67	72	83	36	67	71	78	47	62	49	77	19	55	
Building & Construction	25	28	35	45	50	-4	46	44	50	20	15	25	52	18	32	
Automotive	68	36	77	100	83	47	80	64	102	66	63	58	94	27	76	
Electrical & Repair	62	27	57	65	60	43	65	60	78	37	43	41	88	14	56	
Drafting	70	27	93	57	96	62	100	79	85	77	60	54	68	20	85	
Supervisors	52	48	70	80	79	50	65	55	87	43	43	48	81	34	82	

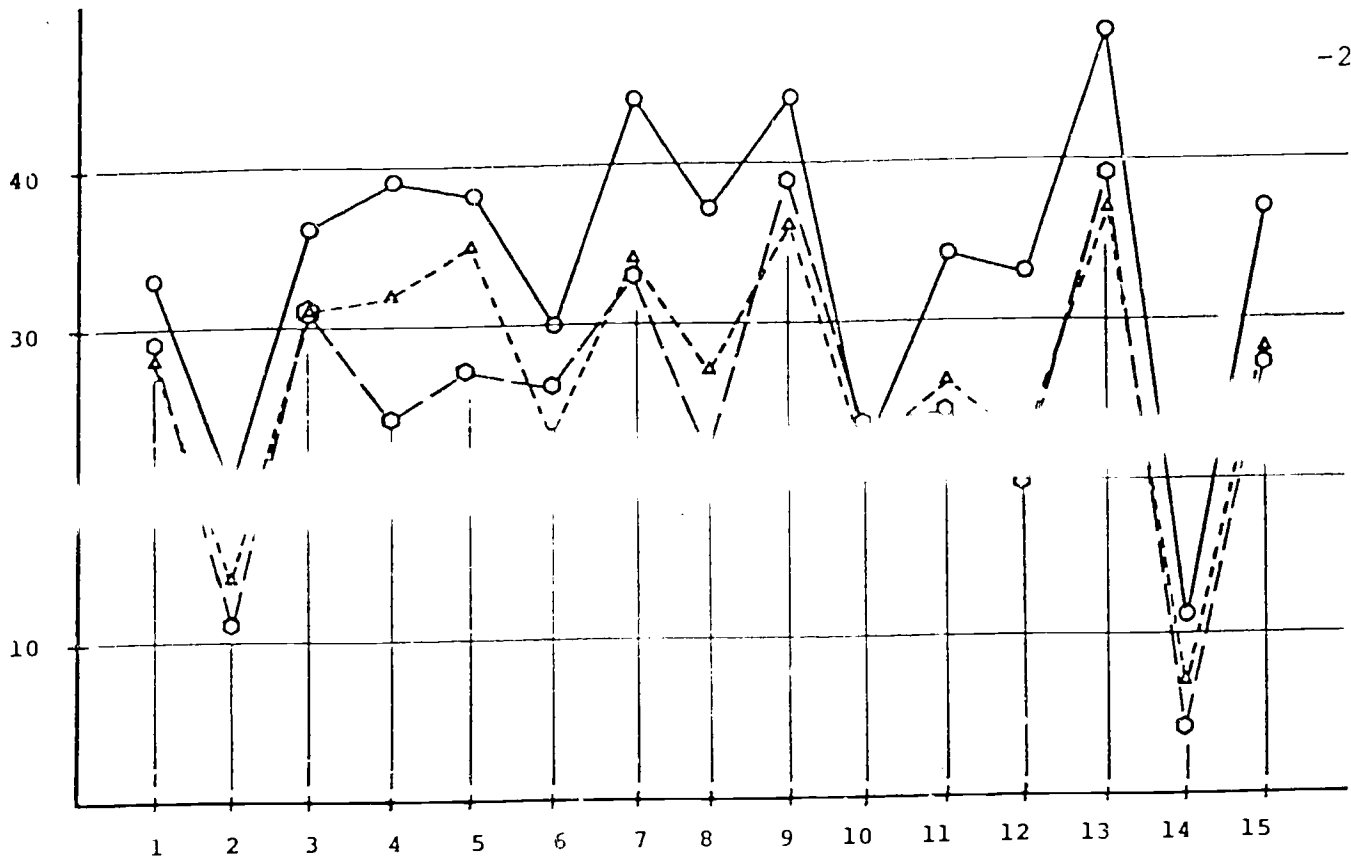
### Age

A comparison of workers grouped according to age for each of the fifteen AWC clusters is shown in Figure 6. As indicated by the line graph, workers over the age of 45 (symbol -O) scored consistently higher than workers between 25 and 45 (symbol -Δ) and workers under the age of 25 (symbol -O) on fourteen of the fifteen AWC clusters. Workers between 25 and 45 and workers under 25 were relatively close in their scoring on the majority of AWC clusters. Only on clusters 4 and 5 were the "between 25 and 45" age group significantly higher than the "under 25" age group. Cluster 14 was low for all three age categories.

### Work Experience

Figure 7 is a vertical bar graph depicting relative cluster scores for individuals with varying lengths of work experience: less than 2 years, 2 through 6 years, and more than 6 years. In general, workers having more than 6 years of experience scored significantly higher. Furthermore, work attitudes, habits and values were similar for persons having less than 2 years work experience and those having between 2 and 6 years of work experience.

A  
W  
C  
M  
A  
G  
N  
I  
T  
U  
D  
E



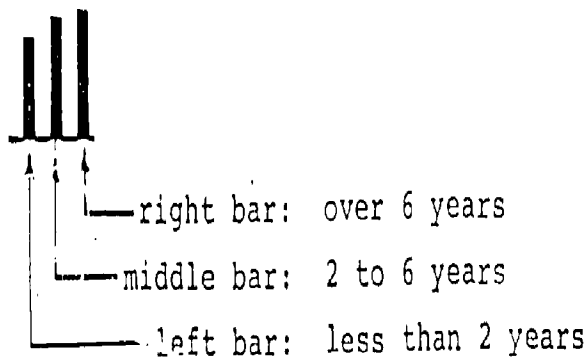
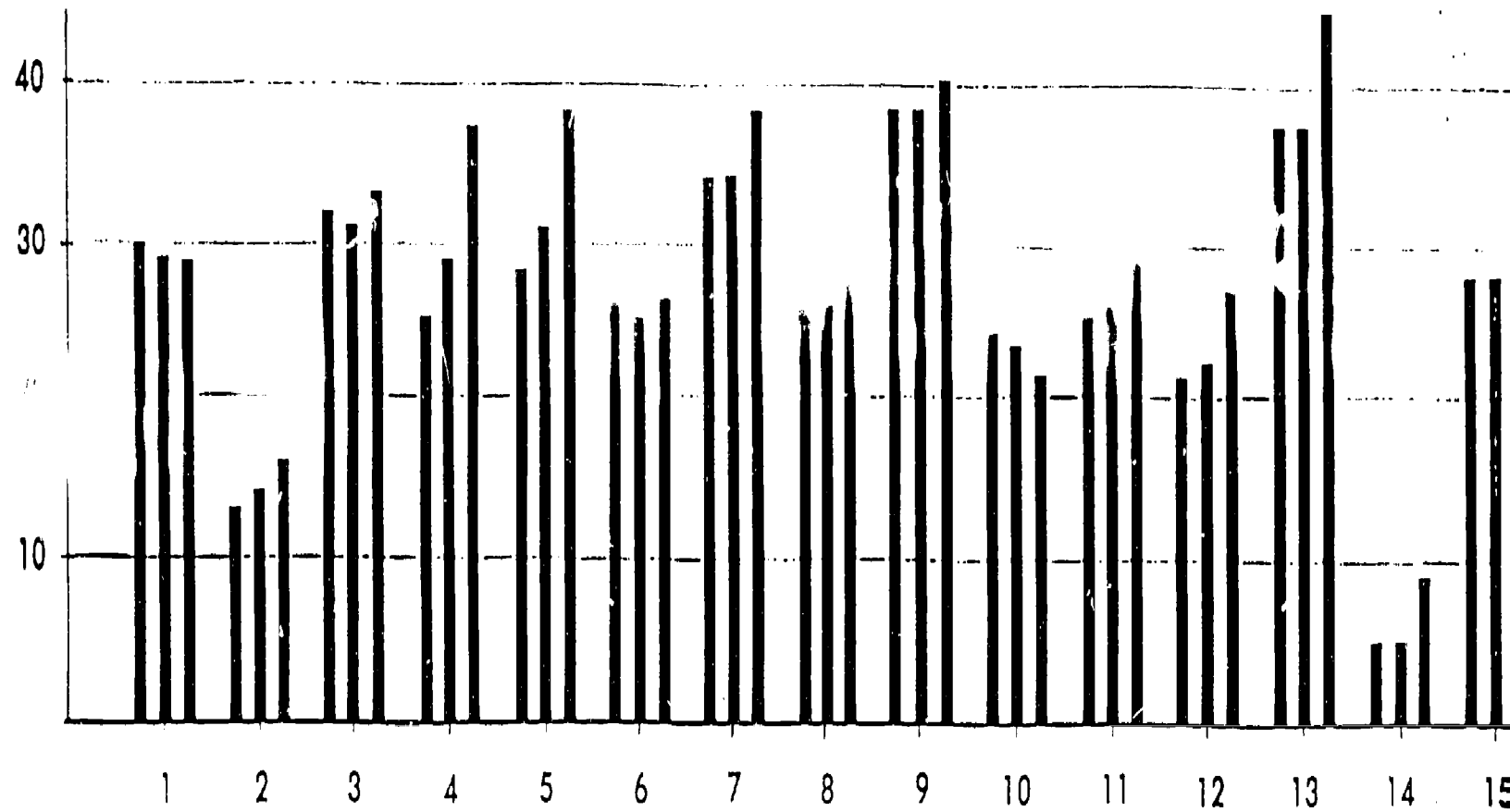
AWC CLUSTER NUMBER

○ UNDER 25  
 △ BETWEEN 25 AND 45  
 ○ OVER 45

LEGEND: AWC Clusters

1. Ambitious
2. Cooperative/Helpful
3. Adaptable/Resourceful
4. Independent/Initiating
5. Accurate/Quality of Work
6. Pleasant/Friendly/Cheerful
7. Responsive/Follow Directions
8. Careful/Alert/Perceptive
9. Considerate/Courteous
10. Emotionally Stable/Judgemental/Poised
11. Persevering/Patient/Enduring/Tolerant
12. Neat/Orderly/Personal Appearance/Manner
13. Dependable/Punctual/Reliable/Responsible
14. Efficient/Quantity of Work/Achieving/Speedy
15. Dedicated/Devoted/Honest/Loyal/Conscientious

Figure 6 RELATIVE AWC I SCORES OF WORKERS ACCORDING TO AGE GROUPS



LEGEND: AWC Clusters

1. Ambitious
2. Cooperative/Helpful
3. Adaptable/Resourceful
4. Independent/Initiating
5. Accurate/Quality of Work
6. Pleasant/Friendly/Cheerful
7. Responsive/Follow Directions
8. Careful/Alert/Perceptive
9. Considerate/Courteous
10. Emotionally Stable/Judgemental/Poised
11. Persevering/Patient/Enduring/Tolerant
12. Neat/Orderly/Personal Appearance/Manner
13. Dependable/Punctual/Reliable/Responsible
14. Efficient/Quantity of Work/Achieving/Speedy
15. Dedicated/Devoted/Honest/Loyal/Conscientious

Figure 7 RELATIVE AWCI SCORES OF WORKERS  
ACCORDING TO WORK EXPERIENCE

## SUMMARY AND RECOMMENDATIONS

### Summary

Multiple regression procedures were used to analyze the variation of Affective Work Competencies Inventory (AWCI) scores for study participants. It was found that mean composite AWCI scores for:

- 1) vocational students were greater than those of academic students;\*
- 2) workers were greater than vocational students;\*
- 3) occupational areas were significantly different;\*\*
- 4) female workers were significantly higher than male workers;\*
- 5) teachers, supervisors and workers were different (supervisors = 404, teachers = 401, workers = 397)\*\*

### Recommendations

Empirical data are available regarding the affective characteristics that successful workers possess. For effective utilizations of this data, it will be necessary to develop curriculum materials that will help students acquire those identified and quantified affective work competencies. Additionally, experimental programs should be conducted to determine which instructional procedures are effective and to what degree students retain the affective competencies they acquire.

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\* significant at the 0.0001 level

\*\* significant at the 0.002 level

To acquaint vocational and technical education teachers with the educational strategies, teaching methods, and instructional materials that can help them present the affective work competencies more effectively to their students, appropriate teacher education programs, in-service workshops, and related information must be provided.

APPENDIX A  
AFFEKTIVE WORK COMPETENCIES INVENTORY  
(AWCI)

## AFFECTIVE WORK COMPETENCIES INVENTORY

The purpose of this inventory is to obtain information about the behavior and characteristics of working individuals.

Your responses are strictly confidential (your name is not required on this inventory), please answer as truthfully and completely as possible each item in the inventory.

**Directions:** Circle the number that most nearly represents your work behavior. There are five choices that may be made for each statement:

1. Never                      2. Seldom                      3. Sometimes                      4. Usually                      5. Always

THERE ARE NO RIGHT OR WRONG ANSWERS. There is no time limit, but you should work as rapidly as possible. Please respond to every item in the inventory.

### WHILE I'M AT WORK, I:

- |  | NEVER | 1 | 2 | 3 | 4 | 5 | ALWAYS |
|--|-------|---|---|---|---|---|--------|
| 1. Acquire new skills in order to advance on the job.          | 1     | 2 | 3 | 4 | 5 |   |        |
| 2. Help group members work together.                           | 1     | 2 | 3 | 4 | 5 |   |        |
| 3. Make adjustments to avoid mistakes                          | 1     | 2 | 3 | 4 | 5 |   |        |
| 4. Make decisions without help.                                | 1     | 2 | 3 | 4 | 5 |   |        |
| 5. Check my work for accuracy.                                 | 1     | 2 | 3 | 4 | 5 |   |        |
| 6. Greet others.   | 1     | 2 | 3 | 4 | 5 |   |        |
| 7. Follow step-by-step procedures as required.                 | 1     | 2 | 3 | 4 | 5 |   |        |
| 8. Follow safety rules.  | 1     | 2 | 3 | 4 | 5 |   |        |
| 9. Leave workplace and equipment in good condition for others. | 1     | 2 | 3 | 4 | 5 |   |        |
| 10. Control my temper.   | 1     | 2 | 3 | 4 | 5 |   |        |
| 11. Stay with boring tasks until completion.                   | 1     | 2 | 3 | 4 | 5 |   |        |
| 12. Arrange equipment and materials.                           | 1     | 2 | 3 | 4 | 5 |   |        |
| 13. Complete my work on time.                                  | 1     | 2 | 3 | 4 | 5 |   |        |
| 14. Systematically plan work activities.                       | 1     | 2 | 3 | 4 | 5 |   |        |
| 15. Accept work assignments.                                   | 1     | 2 | 3 | 4 | 5 |   |        |
| 16. Push my work on to other workers.                          | 1     | 2 | 3 | 4 | 5 |   |        |
| 17. Help others when there is a need.                          | 1     | 2 | 3 | 4 | 5 |   |        |
| 18. Adapt to new circumstances.                                | 1     | 2 | 3 | 4 | 5 |   |        |
| 19. Am reminded by others to begin work.                       | 1     | 2 | 3 | 4 | 5 |   |        |
| 20. Recheck work after changes, corrections or additions.      | 1     | 2 | 3 | 4 | 5 |   |        |
| 21. Complain about my job.                                     | 1     | 2 | 3 | 4 | 5 |   |        |
| 22. Deviate from instructions.                                 | 1     | 2 | 3 | 4 | 5 |   |        |
| 23. Am inattentive on the job.                                 | 1     | 2 | 3 | 4 | 5 |   |        |
| 24. Interrupt others.  | 1     | 2 | 3 | 4 | 5 |   |        |
| 25. Face problems objectively.                                 | 1     | 2 | 3 | 4 | 5 |   |        |
| 26. Am impatient with co-workers who work slower than me.      | 1     | 2 | 3 | 4 | 5 |   |        |
| 27. Follow a daily schedule.                                   | 1     | 2 | 3 | 4 | 5 |   |        |
| 28. Carry out instructions.                                    | 1     | 2 | 3 | 4 | 5 |   |        |
| 29. Increase my rate of work to meet job requirements.         | 1     | 2 | 3 | 4 | 5 |   |        |
| 30. Avoid work.  | 1     | 2 | 3 | 4 | 5 |   |        |
| 31. Set personal work/job goals.                               | 1     | 2 | 3 | 4 | 5 |   |        |
| 32. Participate in group activities.                           | 1     | 2 | 3 | 4 | 5 |   |        |

### WHILE I'M AT WORK, I:

- |   | NEVER | 1 | 2 | 3 | 4 | 5 | ALWAYS |
|---|-------|---|---|---|---|---|--------|
| 33. regulate activities in terms of available time.     | 1     | 2 | 3 | 4 | 5 |   |        |
| 34. Make decisions without help.                        | 1     | 2 | 3 | 4 | 5 |   |        |
| 35. Try to eliminate errors.                            | 1     | 2 | 3 | 4 | 5 |   |        |
| 36. Complain.   | 1     | 2 | 3 | 4 | 5 |   |        |
| 37. Follow regulations.                                 | 1     | 2 | 3 | 4 | 5 |   |        |
| 38. Ignore an unsafe workplace.                         | 1     | 2 | 3 | 4 | 5 |   |        |
| 39. Disturb others who try to work.                     | 1     | 2 | 3 | 4 | 5 |   |        |
| 40. Maintain an even temperament.                       | 1     | 2 | 3 | 4 | 5 |   |        |
| 41. Complete work I start.                              | 1     | 2 | 3 | 4 | 5 |   |        |
| 42. Plan my activities for the day.                     | 1     | 2 | 3 | 4 | 5 |   |        |
| 43. Begin work on time.                                 | 1     | 2 | 3 | 4 | 5 |   |        |
| 44. Make suggestions about how to save time.            | 1     | 2 | 3 | 4 | 5 |   |        |
| 45. Lose interest in my work.                           | 1     | 2 | 3 | 4 | 5 |   |        |
| 46. Set goals for self-improvement.                     | 1     | 2 | 3 | 4 | 5 |   |        |
| 47. Involve new members into the workplace.             | 1     | 2 | 3 | 4 | 5 |   |        |
| 48. Adjust to various work situations.                  | 1     | 2 | 3 | 4 | 5 |   |        |
| 49. Work without close supervision.                     | 1     | 2 | 3 | 4 | 5 |   |        |
| 50. Maintain adequate and precise records.              | 1     | 2 | 3 | 4 | 5 |   |        |
| 51. Speak favorably about others.                       | 1     | 2 | 3 | 4 | 5 |   |        |
| 52. Follow directions.                                  | 1     | 2 | 3 | 4 | 5 |   |        |
| 53. Utilize personal protective equipment/clothing.     | 1     | 2 | 3 | 4 | 5 |   |        |
| 54. Damage the property of others.                      | 1     | 2 | 3 | 4 | 5 |   |        |
| 55. Get angry.  | 1     | 2 | 3 | 4 | 5 |   |        |
| 56. Make corrections without complaining.               | 1     | 2 | 3 | 4 | 5 |   |        |
| 57. Keep my work area clean.                            | 1     | 2 | 3 | 4 | 5 |   |        |
| 58. Say that I will do something and then do not do it. | 1     | 2 | 3 | 4 | 5 |   |        |
| 59. Make suggestions about how to save effort.          | 1     | 2 | 3 | 4 | 5 |   |        |
| 60. Gaze out the window or at the clock.                | 1     | 2 | 3 | 4 | 5 |   |        |
| 61. Accept new training.                                | 1     | 2 | 3 | 4 | 5 |   |        |
| 62. Work well as a group member.                        | 1     | 2 | 3 | 4 | 5 |   |        |
| 63. Adjust to new workers and supervisors.              | 1     | 2 | 3 | 4 | 5 |   |        |

*Please continue on the back page*



WHILE I'M AT WORK I:

NEVER ALWAYS

- 64. Take steps to complete work without constant supervision. 1 2 3 4 5
- 65. Become angry at others. 1 2 3 4 5
- 66. Listen to instructions. 1 2 3 4 5
- 67. Practice safe work habits. 1 2 3 4 5
- 68. Talk out of turn at group meetings. 1 2 3 4 5
- 69. Stay angry or upset all day. 1 2 3 4 5
- 70. Complete difficult tasks. 1 2 3 4 5
- 71. Return material and equipment to their proper places. 1 2 3 4 5
- 72. Am late for work or meetings. 1 2 3 4 5
- 73. Make suggestions about how to save materials. 1 2 3 4 5
- 74. Argue about my job assignments. 1 2 3 4 5
- 75. Accept challenging assignments. 1 2 3 4 5
- 76. Volunteer suggestions. 1 2 3 4 5
- 77. Adjust to change. 1 2 3 4 5
- 78. Respond to greetings from co-workers. 1 2 3 4 5
- 79. Read directions. 1 2 3 4 5
- 80. Keep work area clean and organized. 1 2 3 4 5

WHILE I'M AT WORK I:

NEVER ALWAYS

- 81. Annoy other people. 1 2 3 4 5
- 82. "Blow my stack". 1 2 3 4 5
- 83. Keep my records and files in order. 1 2 3 4 5
- 84. Improve my productivity. 1 2 3 4 5
- 85. Show pride in products or services rendered. 1 2 3 4 5
- 86. Work hard to accomplish new goals. 1 2 3 4 5
- 87. Report safety hazards. 1 2 3 4 5
- 88. Organize my work activities. 1 2 3 4 5
- 89. Put forth extra effort when I encounter difficulty. 1 2 3 4 5
- 90. Work hard only when someone is watching me. 1 2 3 4 5
- 91. Approach hazardous work areas with caution. 1 2 3 4 5
- 92. Keep my supplies neatly arranged. 1 2 3 4 5
- 93. Speak favorably of future work assignments. 1 2 3 4 5
- 94. Complain about my job tasks. 1 2 3 4 5
- 95. Am eager to perform work. 1 2 3 4 5

Grade or Occupation \_\_\_\_\_ Date \_\_\_\_\_

School or Firm \_\_\_\_\_ Address \_\_\_\_\_