

Employee retention through the use of an exit interview

by

Martha Anne Stock

A Thesis Submitted to the  
Graduate Faculty in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF SCIENCE

Interdepartmental Program: Industrial Relations  
Industrial Relations

Signatures have been redacted for privacy

University  
AMES, IOWA

1996

*TABLE OF CONTENTS*

ACKNOWLEDGMENTS.....	iii
INTRODUCTION .....	1
LITERATURE REVIEW .....	2
METHOD .....	27
RESULTS .....	36
DISCUSSION .....	55
REFERENCES CITED.....	73
APPENDIX A. ORIGINAL UNIVERSITY EXIT SURVEY.....	83
APPENDIX B. REVISED UNIVERSITY EXIT INTERVIEW.....	86
APPENDIX C. UNIVERSITY EMPLOYEE INTERVIEW.....	109

## ACKNOWLEDGMENTS

I would like to thank the participants of this study who dedicated their time and sincerity to cooperate and make this project possible. I would also like to thank the Provost Office for their helpfulness and support of the study. Finally I would like to thank Dr. Kathy Hanisch for the time and commitment she gave this study, and the members of the research team who put a huge effort into this project.

## INTRODUCTION

The purpose of this study was to develop and administer an exit interview and questionnaire to identify possible issues that may be used to improve retention of faculty at a midwestern state university. The interviews included tenure-track faculty who were voluntarily resigning or retiring from their University positions. A comparison group of employees who were employed by the University was also included. The interviews were based on variables that the literature shows to be important, such as some components of job satisfaction (work, pay, promotion, co-worker, and supervisor) and employee voice. The interviews also assessed organizational withdrawal behaviors that may precede turnover or retirement. The interview consisted of primarily closed-ended questions with a section of open-ended questions. After administering the interviews from summer 1994 to fall 1995, statistical analyses were completed. Descriptive statistics and correlational analyses were conducted. The results were evaluated and possible problem areas identified. Recommendations to the University administration will be made about possible methods to improve faculty retention.

## LITERATURE REVIEW

### *The Importance of Employee Retention*

An organization needs tools to help retain its employees because the cost of turnover is significant. This cost not only includes the initial investment of hiring a replacement, but many other factors such as the training costs accrued with the previous employee, wages paid to the new employee while he/she is training, errors and inefficiencies of the new employee, lower morale in present employees due to attrition, and increased demand on managers of the new employees (Hinrichs, 1971). Garretson and Teel (1982) mention other costly factors involved in turnover including costs of the exit interview, lower productivity prior to an employee actually resigning, costs of attracting the new employee, interview costs, expenses associated with medical and psychological exams of the employee being hired, and moving expenses. Some research has estimated the cost of hiring a new employee. Hiring costs can range, now dated, from \$1,000 to hire a clerk (Hulin, 1966) to more than \$300,000 for a combat ready fighter pilot (Atchison & Lefferts, 1972). Mirvis and Lawler (1977) estimate the cost of replacing a non-managerial employee to be above \$2,500. Garretson and Teel (1982) estimate employee replacement costs between \$2,290 to \$10,360. These replacement costs illustrate the importance of reducing turnover.

However, the assumption should not be made that all turnover is detrimental to organizations or that organizations should reduce all turnover. There are instances when turnover may be acceptable. For example, it may be that technological change necessitates some degree of turnover. However, the case of greatest interest and importance to the organization is when a low performing employee quits and can be replaced by a higher performing employee (Porter & Steers, 1973). The key to an efficient organization is not retaining all employees,

but to have "selective control of attrition" (Hinrichs, 1971). A human resources program that is cost effective will attempt to minimize turnover among high performers (Cascio, 1982). Dalton, Krackhardt, and Porter (1981) have made a distinction between functional and dysfunctional turnover. Functional turnover is defined as turnover that is beneficial to the organization. The individual wants to leave the organization and the organization is not concerned about the loss because it considers the individual a below average performer. Dysfunctional turnover is the case in which an employee wants to leave the organization, but the organization wishes to retain the individual because the individual has made valuable contributions to the organization. Abelson and Baysinger (1984) agree with these definitions, but expand on them further. They state that dysfunctional turnover is divergence from the equilibrium where the costs of turnover equal the costs of retention. This relationship is shown in Figure 1.

Diverging in either direction (spending more on turnover or more on retention) is inefficient because it moves away from the organization's minimum cost point. Abelson and Baysinger (1984) specify retention costs to include higher compensation, promotion and intraorganization transfer, conflict enhancement, and diminished staffing flexibility. Turnover costs include the things mentioned earlier in this paper that Abelson and Baysinger (1984) categorize as higher administrative overhead, new employee socialization, opportunity costs to the organization, and group dynamics interfered with by new staff. Even when the organization wishes to retain certain individuals because of the benefits they bring to the organization, the cost of retaining them may outweigh the value of keeping them in the organization. The organization must however, realize that any point past the optimal turnover rate is dysfunctional; where the cost of turnover exceeds the cost of retention of the

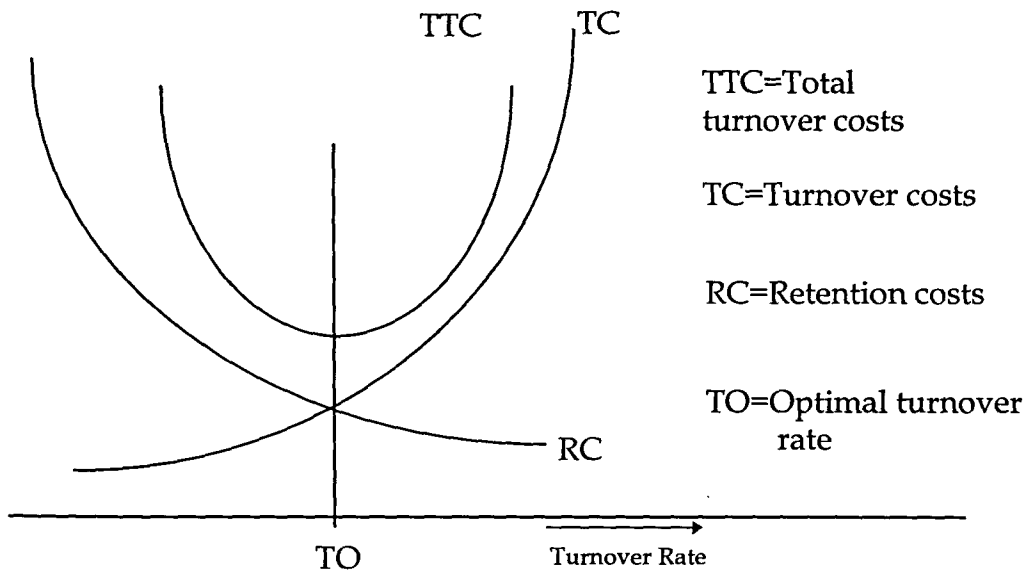


Figure 1: Abelson and Baysinger's (1984) optimal turnover rate

productive employee. The organization should then take the necessary steps to retain productive employees. The goal is therefore to "minimize dysfunctional turnover without artificially suppressing functional turnover" (Dalton et al., 1981). When dysfunctional turnover exists, the organization wants to make special efforts to meet the needs of the productive employees to keep them from leaving the organization. However, an indication of what those needs are must first be determined by the organization.

#### *The Relationship Between Performance and Turnover*

The observation that turnover of the under productive or less productive employees is beneficial to the organization, while the turnover of high performers is harmful to the organization introduces the question of the probability of an organization losing its high performers. If the organization only lost the low performers, turnover would likely be welcomed by the organization, in spite of the cost. On the other hand, if the high performers were more likely to leave, the organization should be making significant investments in reducing turnover. The question of whether stayers or leavers perform better has produced mixed results (Martin, Price & Mueller, 1981; Wells & Muchinsky, 1985; Keller, 1984; Stumpf & Dawley, 1981; Kanfer, Brandt & Crosby, 1988). There may be a general tendency, however, to suggest that higher performers are more likely to leave than lower performers (Martin et al., 1981). Theoretically, higher performers may be more likely to stay because they are more rewarded by the organization than lower performers, which is positively related to the productive employees' job satisfaction, and should reduce their probability of resigning (McEvoy & Cascio, 1987). However, higher performers may be more likely to leave the organization because their high performance increases their



mobility and ease of finding another job (Price, 1977). Therefore, higher performance allows employees to translate dissatisfaction into leaving easier (Lucas, Babakus & Ingram, 1990).

Schwab (1991) performed a study on the employee performance-turnover relationship that is relevant to the proposed study. He measured the relationship between performance and turnover of tenure-track professors at a large midwestern public university. He chose to measure performance by number of research citations, because research was an aspect of performance that was emphasized by the University more than community service or teaching. Citations are also externally visible to other employers (i.e., other universities). He found a positive relationship between performance and turnover ( $r=.30$ ) for tenured faculty. High performing faculty were in a situation that was conducive to a positive performance-turnover relationship. Because of their visible performance through publications and presentations, they also have an external labor market demand that leads to potential lateral mobility. This positive relationship was found in spite of the fact that the University this study was conducted at has a history of rewarding high performers. For untenured faculty he found quite different results; a negative performance-turnover relationship ( $r=-.31$ ). This relationship could be due to two issues. First, low performers are probably aware of the fact that they do not have a good chance of attaining tenure and quit. Second, in this university, untenured faculty's salary was 97 percent of peer institutions, giving untenured faculty little incentive to move to another university for pay increases (Schwab, 1991). Furthermore, untenured faculty may not be as visible because they have not had time to produce as many publications as well as the time lag between research publications and their corresponding citations.

Lucas, et al., (1990) stated that there are two important issues in turnover. First is the desirability of changing jobs, and second is the perception of difficulty in finding other employment. In the case of high performing professors, they may not typically perceive difficulty in finding other employment, and if they are not satisfied with their job, they have all the incentive necessary to quit. Schwab's (1991) study shows that retention of the faculty who are high performers, especially tenured, is an extremely relevant issue in the University setting. However, it is also important to look at untenured faculty, particularly those who are high performers, for reasons they have in common with each other, and with the tenured faculty for leaving such as co-worker or supervisor dissatisfaction.

### *The Importance of Job Satisfaction and Turnover*

An important variable to consider when investigating turnover is job satisfaction. Job satisfaction is a logical variable to consider because when a person holds positive regard for an object, that person will behave favorably toward that object (Hom, Katerberg, & Hulin, 1979). Brayfield and Crockett (1955) state "...organisms tend to avoid those situations which are punishing and to seek out situations that are rewarding. To the extent that worker dissatisfaction indicates that the individual is in a punishing situation we should expect dissatisfied workers to be absent more often and to quit the job at a higher rate than individuals who are satisfied with their work (p. 415)."

Job satisfaction is a frequently studied variable as a correlate of employee turnover. Overall, the relationship between job satisfaction and employee turnover is consistently negative and usually about -.40 or less (Mobley, Horner, & Hollingsworth, 1978). There have been at least two studies that have

decreased turnover by increasing job satisfaction of clerical employees (Ford, 1969; Hulin, 1968).

In Hulin's study (1968), he initially measured the job satisfaction of female clerical workers. At the time of initial measurement, annual turnover was 30%. In response to the areas where employees expressed a lack of satisfaction, the organization implemented a program to increase satisfaction. Two years after the implementation, Hulin measured the employees' job satisfaction and the organization's turnover level again. He found a significant increase in job satisfaction in four of the five areas measured (as the implementation was intended to achieve). Furthermore, he also found that turnover had decreased to 12%. Mirvis and Lawler (1977) state that by increasing employees' job satisfaction by .5 standard deviations in an organization, they expected a direct savings of \$17,664 in turnover costs, although this figure would be different for every company.

Although job satisfaction is not the strongest correlate of turnover, it is considered extremely valuable and practical because it gives organizations specific knowledge about what aspects of jobs need to be improved. This knowledge is not afforded by some other stronger correlates such as intention to leave or organizational commitment (Hom, et al., 1979).

Because there is a consistent relationship between job satisfaction and turnover, job satisfaction is considered an important variable in the prediction of turnover. However, because the relationship is consistently no stronger than it is, many researchers have hypothesized intervening variables between job satisfaction and turnover. These moderating variables imply conditional causality, not direct causality (Miller, Katerberg, & Hulin, 1979). Examples of

these are found in the work of Arnold and Feldman (1982), Mobley, et al., (1978), and Hanisch and Hulin (1991).

Arnold and Feldman's model, shown in Figure 2, is an example of a model that uses an intervening variable between job satisfaction and turnover. In this model, age has an effect on tenure, job satisfaction has an effect on intention to search, and organizational commitment has an effect on perceived job security. Tenure, intention to search for alternatives, and perceived job security cause turnover.

Mobley, et al., (1978) proposed the model presented in Figure 3. They theorize that in the turnover process job satisfaction leads to thinking of quitting, which leads to intention to search, followed by intention to quit/stay, which finally leads to turnover or staying. They suggest that age/tenure has an effect on both job satisfaction and probability of finding an acceptable alternative; and probability of finding an acceptable alternative has an effect on intention to search and intention to quit/stay. Their results indicated that intention to quit/stay was the only variable that had a significant impact on turnover. Mobley, et. al's (1978) model uses these intervening variables to help explain the relationship between job satisfaction and turnover. Miller, et al., (1979) collapsed Mobley, et. al's (1978) model into four general categories: Withdrawal behavior (turnover), withdrawal cognitions (intention to quit, intention to search, thinking of quitting), job satisfaction, and career mobility (age/tenure, probability of finding an acceptable alternative). They replicated and supported the model presented in Figure 3 with the exception of career mobility accounting for significant variance beyond withdrawal cognitions and beyond both satisfaction and withdrawal cognitions.

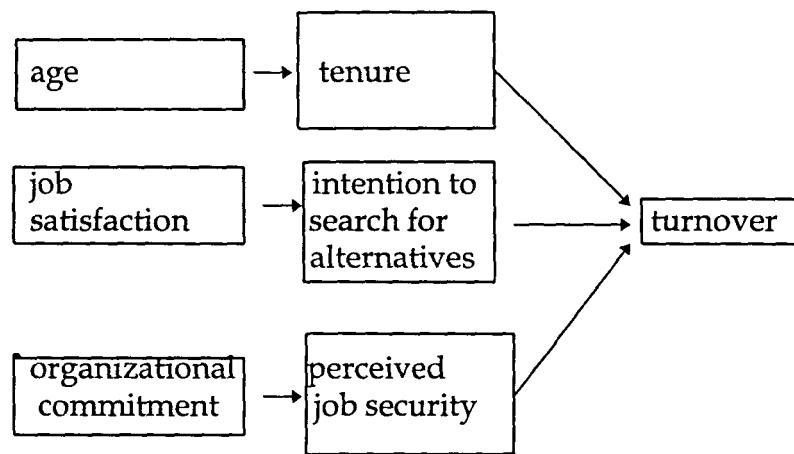


Figure 2: Arnold and Feldman's (1982) model of the turnover process.

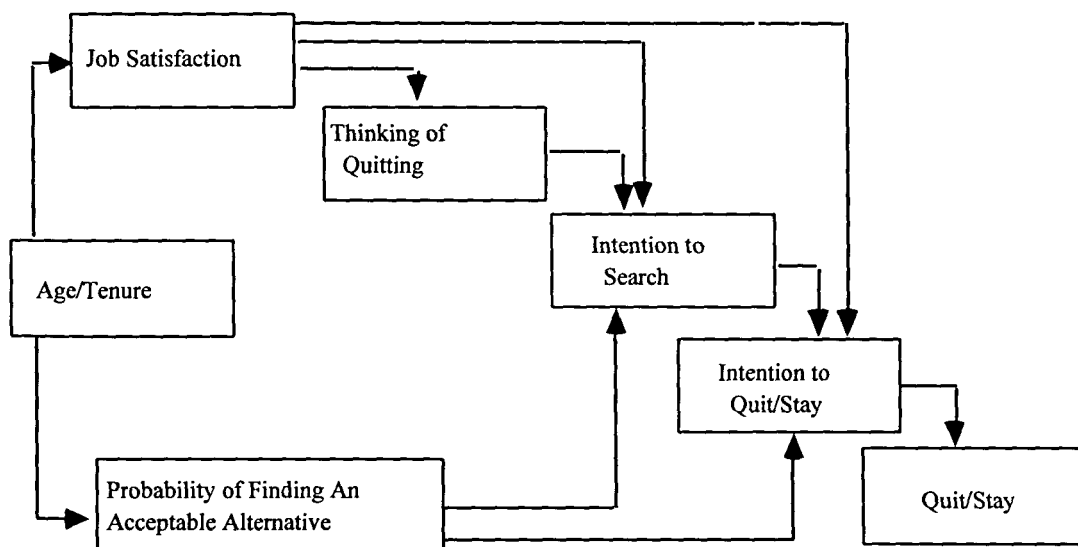


Figure 3: Mobley, Horner, and Hollingsworth's (1978) model of the turnover process.

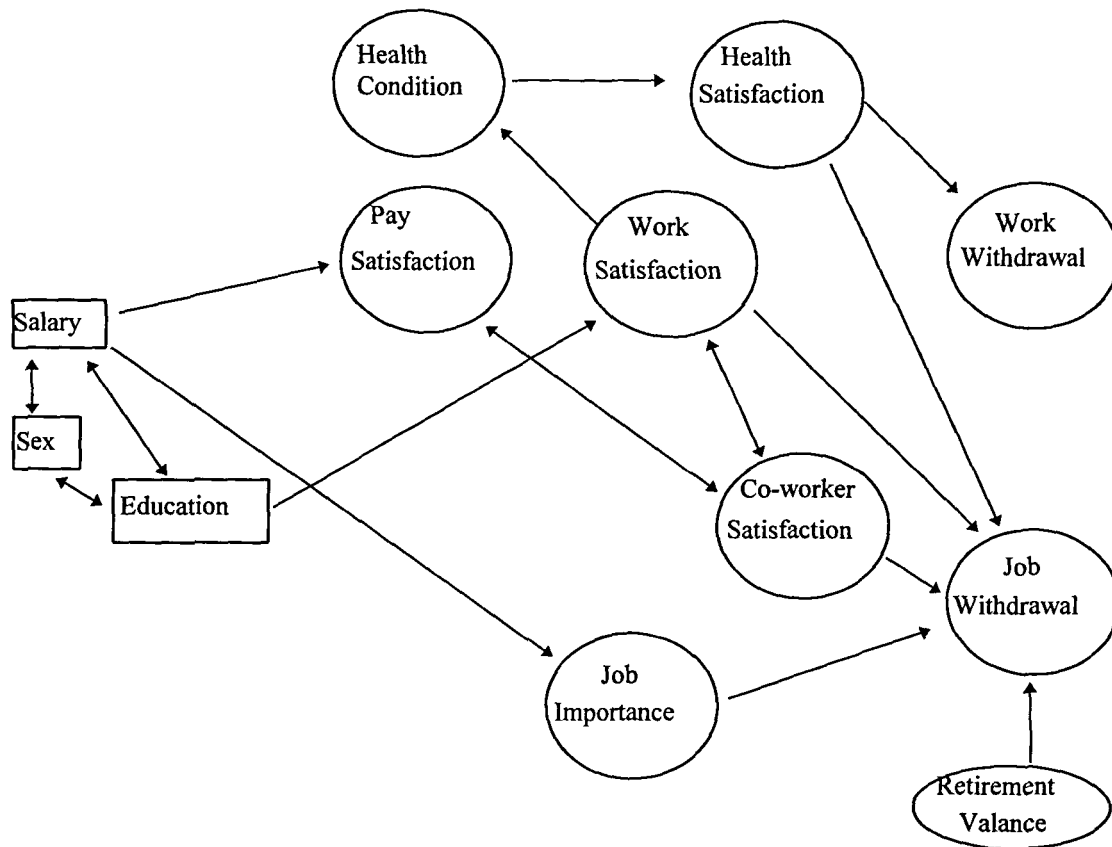


Figure 4: Hanisch and Hulin's (1991) model of the withdrawal process.

Hanisch and Hulin's (1991) model breaks job satisfaction down into more specific components as shown in Figure 4. This model shows several specific components of job satisfaction: Pay satisfaction, work satisfaction, and co-worker satisfaction. Turnover is represented in this model by job withdrawal and includes both resignation and retirement (the inclusion of retirement will be discussed later). Along with the specific components of job satisfaction, other variables important in the prediction of job withdrawal are health satisfaction, job importance, health condition, and retirement valance. Not only does this model emphasize the need for additional explanatory variables, it also shows the importance of representing the specific components of job satisfaction separately. A specific representation of the factors of job satisfaction will identify why an employee is dissatisfied, that will potentially provide the organization with specific information on how to retain the employee (Porter & Steers, 1973).

#### *Summary of Models and Application to This Study*

We did not use all of the intervening variables in the models described in this paper (see Figures 2, 3, and 4). The intervening variables we did not use in this study included: Intention to search for alternatives, probability of finding an acceptable alternative, thinking of quitting, intention to search, and intention to quit/stay. These variables are not relevant when a person has already resigned or retired from his/her job, only when he/she is considering leaving. Furthermore, we were not testing a causal model, but were interested primarily in understanding the attitudes and behaviors of those exiting from an organization.



### *Variables that Influence Job Satisfaction*

Porter and Steers (1973) identify four categories that have an effect on job satisfaction: Organization-wide factors, immediate-work-environment factors, job-related factors, and personal factors. Organization-wide factors include variables that affect an employee that are not determined within the employee's immediate work group, such as pay and promotion policies.

A negative relationship has been found between pay and promotion and withdrawal (turnover and absenteeism) in several studies (Friedlander & Walton, 1964; Hulin, 1968; Knowles, 1964; Patchen, 1960; Ronan, 1967; Saleh, Lee & Prien, 1965). The theoretical explanation of this negative pay and promotion relationship with turnover that has the greatest support involves the way an employee perceives equity in the rewards he/she receives compared to the effort he/she gives. If an employee can not find a way to restore equity, he/she may increase the number of absences, ask for a transfer, or resign (Miner, 1992). Knowles (1964) even found that failure to receive an "expected wage" was a better predictor of voluntary turnover than the actual amount of the wage.

The second category that Porter and Steers (1973) mention having an effect on job satisfaction is immediate-work-environment factors that include such things as supervisory style and the nature of peer group interaction. Turnover was shown to have a negative relationship with supervisor satisfaction in studies by Saleh et al. (1965), Ley (1966), Hulin (1968), and Telly, French, and Scott (1971). However, Taylor and Weiss (1969a, 1969b) did not find this negative relationship. Satisfactory peer group interactions have also been shown to have a negative relationship with turnover (Evan, 1963; Hanisch & Hulin, 1990,1991; Hulin, 1968; Faris, 1971). Co-worker satisfaction has been shown to be important in retention, although the findings are not universal (Porter & Steers, 1973; Taylor & Weiss 1969a, 1969b; and Telly et al., 1971).

The third category of factors affecting job satisfaction is job-related factors, that refer to variables such as the overall reaction to job content, job autonomy and responsibility, and role clarity. Overall reaction to job content deals with satisfaction with assigned tasks. Work satisfaction has been shown to have a negative relationship with turnover in several studies (Saleh et al., 1965; Katzell, 1968; Hanisch & Hulin, 1990, 1991; Taylor & Weiss, 1969a, 1969b; Telly et al., 1971; Wild, 1970). Hulin (1968) found no relationship between work satisfaction and turnover. The general relationship seems to hold true however for both blue and white collar positions (Porter & Steers, 1973). Job autonomy has to do with being able to make decisions about the way you do your work, and responsibility means that you take credit for the outcomes of your work. The final job-related factor is role clarity. Several studies have found that role clarity also has a negative relationship with turnover (Weitz, 1956; Youngberg, 1963; Macedonia, 1969; Lyons, 1971).

The final category of factors that influence job satisfaction are personal factors which include age and tenure with the organization (Porter & Steers, 1973). Many studies have shown that age has a strong negative relationship with turnover (Minor, 1958; Fleishman & Berniger, 1960; Shott, Albright & Glennon, 1963; Ley, 1966; Bassett, 1967; Downs, 1967; Stone & Athelstan, 1969; Faris, 1971; Robinson, 1972). Although Downs (1967) and Shott et al. (1963) found mixed results. Tenure also has shown a negative relationship with turnover in the studies by Fleishman and Berniger (1960), Shott et al. (1963), Knowles (1964), and Robinson (1972).

### *The Importance of Employee Voice and Turnover*

Spencer's (1986) study has shown that organizations having a high number of mechanisms for employees to voice dissatisfaction are associated with high

retention rates. Voice is defined as trying to change a problematic situation (Spencer, 1986). Past research has focused on leaving, only one of multiple options for dissatisfied employees. Very rarely has previous research emphasized the alternative of staying and trying to change the situation. When employees have this alternative, they may choose it instead of resigning (Spencer, 1986). The theoretical ground work for this research was laid by Hirschman (1970, 1974) who proposed the two alternatives of exit and voice. Voice is extremely important to the organization when people who make decisions in the organization lack knowledge, in which case voice can be a rich source of information (Hirschman, 1974). Spencer's (1986) study found that employee voice mechanisms such as a grievance procedure or survey feedback resulted in a significant negative relationship with employee turnover. His results showed that the more opportunity the organization gives employees to voice dissatisfaction about their work situation, the lower the turnover rate. Spencer (1986) suggests that by offering mechanisms to voice dissatisfaction, organizations may be able to stop intent to leave from ever happening.

#### *Turnover as an Aspect of Job Withdrawal*

Both absenteeism and turnover are generally seen as forms of withdrawal. There are several general ways of conceptualizing the relationship between the two variables (Burke & Wilcox, 1972; Gupta & Jenkins, 1982). One viewpoint suggests that withdrawal behaviors are on a continuum. Absenteeism precedes turnover, and represents the same decision, but on a smaller scale (Herzberg, Mausner, Peterson & Capwell, 1957). A second viewpoint states that absences are alternative behaviors to turnover; this position is supported by several Tavistock researchers (Hill & Trist, 1955; Rice & Trist, 1952). In support of the second view, they propose that absences are a disturbance in an ongoing

relationship, while turnover is the severance of the relationship. Talachi (1960) argued that employees who are dissatisfied find a minimum level of performance, and maintain only that level, continuously enacting undesirable organizational behaviors. Another position states that there is no relationship between absenteeism and turnover (March & Simon, 1958).

Generally, past research has found the relationship between absenteeism and turnover to be positive on the individual level (Beehr & Gupta, 1978; Behrend & Pocock, 1976; Fleishman, Harris & Burt, 1955; Gupta & Beehr, 1979; Gupta & Jenkins, 1982; Martin, 1971; Ronan, 1963; Van Zelst & Kerr, 1953; Waters & Roach, 1971, 1979; White, 1960). Gupta and Jenkins (1982) believe these results negate both the second and third view point (alternative and null relationships). The third viewpoint is negated by a relationship being found, and the second viewpoint is negated by the fact that it is a positive relationship.

Several researchers have found support for the first viewpoint, a progressive relationship between absenteeism and turnover (Burke & Wilcox, 1972; Knox, 1961; Lyons, 1972; Melbin, 1961; Muchinsky, 1977). Kraut (1975) supports viewing turnover as an extreme behavior along a continuum. Burke and Wilcox (1972) found that absenteeism grew progressively worse until finally ending in termination. They mention however, that part of this effect may have been a result of strict attendance procedures. If the organization studied had not had strict control over attendance, Burke and Wilcox (1972) believe they may have gotten results that favored the alternative behaviors viewpoint. Employees would have been able to choose to withdraw through absenteeism without being held accountable and eventually terminated. Burke and Wilcox (1972) believe that based on their findings, organizations should not make stricter absenteeism policies, but they should use absenteeism as a flag, to get the organization's attention, and direct it to look for underlying dissatisfactions. However, Gupta

and Jenkins (1982) point out that absences immediately prior to turnover may simply be due to job search activities, such as applying and interviewing. This would appear to be a progressive relationship, but may not represent a withdrawal behavior based on underlying dissatisfaction.

The work of some researchers (Hanisch & Hulin, 1990, 1991; Roznowski & Hanisch, 1990) emphasizes the fact that organizational withdrawal is more than just absenteeism and turnover. Several researchers (Gupta & Jenkins, 1980, 1982; Hanisch & Hulin, 1990, 1991; Roznowski & Hanisch, 1990; Zaharia & Baumeister, 1978) hypothesize that organizational withdrawal includes many other behaviors such as lateness, early retirement, and escapist drinking. Hanisch and Hulin (1990, 1991) and Roznowski and Hanisch (1990) suggest that withdrawal behaviors occur in patterns or families of behaviors, not as isolated events. These patterns of behaviors can serve as predictors of turnover, therefore they argue that research should include a wider range of withdrawal variables (Hanisch & Hulin, 1990). Employees have a general tendency to cope with complex organizational environments in an adaptive way that manifests in many behaviors. Attitudes lead to an entire repertoire of behaviors (Roznowski & Hanisch, 1990) which should be looked at together, and not just individually. When turnover is considered as an aspect of withdrawal, the cost of turnover (described earlier) is only a portion of the entire costs of the behavioral pattern of withdrawal.

Gupta and Jenkins (1980) define employee withdrawal as a "volitional response to perceived aversive conditions, designed to increase the physical and/or psychological distance between the employee and the organization." Hanisch and Hulin (1990, 1991) specify two components of organizational or employee withdrawal; job withdrawal and work withdrawal. Job withdrawal is defined by Hanisch and Hulin (1990) as "employees' efforts to remove

themselves from a specific organization and their work role; withdrawal from their job." Two manifestations of job withdrawal empirically supported by Hanisch and Hulin (1990, 1991) were resigning and retiring. Work withdrawal is defined as "behaviors dissatisfied individuals use to avoid aspects of their specific work role or minimize the time spent on their specific work tasks while maintaining their current organizational and work-role memberships" (Hanisch & Hulin, 1990, 1991). A causal model with correlates of these withdrawal behaviors was presented in Figure 4.

#### *Retirement as an Aspect of Job Withdrawal*

In the past, researchers have specifically said that retirement should not be included in the category of voluntary turnover because it was typically not under the volitional control of the individual (Abelson & Baysinger, 1984; Gupta & Jenkins, 1982). However, since congress abolished mandatory retirement in 1986 with tenured faculty exempt from compliance until January 1, 1994, it is now functionally very similar to resigning and should be considered a part of the withdrawal process (Hanisch & Hulin, 1990, 1991). No longer is an older person forced to leave his/her job, it is his/her choice to leave. People are not expected to continue working until a certain age nor to quit at a certain age. This change in mandatory retirement leaves employees' voluntary decision to retire likely due to such factors as how satisfied they are with their work, how they feel about their co-workers and working conditions, how satisfied they are with the pay they receive, and how important they feel their job is; the same factors that play an important role in employees' decision to quit a job (Hanisch & Hulin, 1990). An employee who wants to remove him or herself from a specific organization can take early retirement as a form of job withdrawal.

Retention of the retiring, who are typically the employees with the most tenure, may involve some different considerations than the resigning employees, however. Although the employees who have been with the company the longest may have more to offer the company than employees who have not been with the company as long, they may cost the company more than new employees. Employees with more years of service are likely paid well and have more benefits, and in some cases, they may have only maintained, or even decreased performance output. If these conditions are true, they may be able to be replaced by younger, less expensive employees with a great deal of potential at a lower cost (Miner, 1992). This is certainly not always the case. For example, there are times when an employee with more years of service has been continuously gaining knowledge about the organization and his/her job, which is worth more than the higher price that may be demanded to retain him/her. This is again an issue of productivity. Older employees that are more productive should be given extra retention efforts, while turnover of the under productive employees with the most tenure (usually through retirement) may serve a function for the organization. This is an area that organizations should investigate when considering retention and retirement issues.

### *The Exit Interview*

Retention of the high performers is important to an organization. One way an organization can identify areas needing improvement in order to retain employees is through an exit interview. An exit interview is a way of assessing why employees are leaving. Common denominators in dissatisfaction revealed by the exit interview can be valuable information to the organization for future employee retention and employee relations (Melcher, 1955). If the organization has problem areas that are causing it to lose productive employees, the exit

interview can help specify what they are and help facilitate continuous improvement. Giacalone and Duhon (1990) state that the exit interview can be used "as a tool to uncover organizational characteristics that may contribute to employee turnover." Hilb (1978) comments that the goal of the exit interview is "getting objective information about an employee's reasons for leaving. The strengths and weaknesses of the company and the job (Diagnosis Function) and realistic suggestions for improvement (Therapy Function) should also be discussed."

Exit interviews have been used in many different forms to attempt to uncover the information that the organization feels is important. Smith and Kerr's (1953) study of 48 companies' exit interviews investigated the frequency that employees report for leaving such as inadequate pay, poor housing/excessive rent, promotion, communication with higher levels, supervisor, health, transportation, confidence in management, company's interest in employee welfare, personal happiness as affected by job experience, co-workers, job security, and working conditions. The top five reasons they found for people leaving were pay, transportation, working conditions, poor health, and job security. Although these reasons are important, employees needs may have changed since 1953.

Lefkowitz and Katz (1969) looked at the following voluntary avoidable reasons for leaving a factory job: Nature of the work, working conditions, personal relations—peers or supervisors, piece rates, absolute amount of money to be earned, and accepting another job. They found different responses to the exit interview about why employees were leaving depending on if the interview was done by a member of management or an outside consultant. If an outside agent performs the exit survey instead of someone within the organization (such as management), the following effects are likely:



- uncovering, by the outside agent, of additional factors, and entirely different reasons for termination than management found
- more mention of management
- dissatisfaction with management (not mentioned before)
- more dissatisfaction with the job content
- employees reported lower earnings from their new jobs (Hinrichs, 1971)

Lefkowitz and Katz' (1969) research gives evidence to the sensitive nature of the exit survey, and the benefits of it being performed by someone who is not a superior of the employee.

In an overview of 18 organizations, Garretson and Teel (1982) found the topics covered in exit interviews, in the order most commonly covered were: Reason for departure, new job and salary, rating of job, supervision, working conditions, advancement opportunities, training, pay, the possibility of the employee returning, the possibility of having prevented the departure, things liked best about the job, things liked least about the job, and suggestions.

Unfortunately, the exit interview is not always used to its full potential to improve the company, and sometimes the results are not used at all. In Garretson and Teel's (1982) study of 18 major organizations, they found that 33% of the organizations did not view the exit interview as a tool to improve the work environment by identifying problems, and 42% said they made no changes in policies, procedures, or the work environment in response to the exit interviews. To which Garretson and Teel (1982) respond, "If they feel that the information obtained is useless, why do they go to the trouble and expense of collecting it?" Not only is the company expending unnecessary effort and time, they may be hurting themselves by building a reputation among the employees of not acting on their intentions of improving things by administering an exit interview, or not taking the employees' viewpoints seriously.

Although the exit interview is an extremely useful tool for employee retention, it does have some weaknesses. One of the most prominent weaknesses is the risk of employee falsification. Joyce Lain Kennedy (1993), providing advice to the general public said:

...Beware the exit interview. If you go through one, limit your remarks to happy talk. Even if the company, in a sincere attempt to gain nuggets of wisdom, brings in an outside consultant who comes back a year later for a second, and, the consultant hopes, more candid exit interview, you have absolutely nothing to gain by revealing just how incompetent your boss is, or whistle-blowing on other corporate skeletons. Despite the assurances of confidentiality, be relentlessly positive in your comments...The exit interview is not the time to unload years of pent-up rage...Leave on an amicable note, realizing that one day you may need every last one of your references. (Job Market, p.1)

Kennedy (1993) is openly encouraging leavers to falsify for their own benefit. Organizations have no way of knowing if employees are being honest, and in many cases it would be easier for employees not to be. Employees may view negative comments as burning bridges behind them; they may later need the organization's assistance in some way (e.g., future references). It may be easier, for example, for exiting employees to say that they are going back to school or moving to a better climate than that they did not like their job or had been sexually harassed by their supervisor. The category of employees leaving for unavoidable reasons (e.g., moving or pregnancy) may be overstated due to this type of falsification (Dalton, et al., 1980). These comments have been supported by several other researchers (Garretson & Teel, 1982; Giacalone & Duhon, 1990; Hilb, 1978; Lefkowitz & Katz, 1969). It is not difficult to imagine a scenario in which an organization hires an employee who handles the job adequately enough not to be dismissed, but he/she feels a great deal of strain and stress

under the demands of the job or problems with the supervisor. If this person's spouse is offered a job that requires relocation, the couple may decide to move; although they may have stayed if the employee had been satisfied and successful in his/her job. In this case, the leaving employee can easily say that the reason he/she is leaving is his/her spouse, when there is actually more to the situation that he/she does not wish to reveal to anyone in the organization.

There are several ways to reduce the problem of falsification in the exit interview. The first way an organization can enhance an employee's truthful tendencies is to have someone who is not associated with the leaver's department or management interview the employee, for instance the organization can use an outside consultant (Lefkowitz & Katz, 1969). An employee may be afraid to be honest with the department manager because of the need for future references (Garretson & Teel, 1982; Giacalone & Duhon, 1990; Lefkowitz & Katz, 1969). In-house exit interviews tend to be deficient as compared to consultant exit interviews in identifying dissatisfaction and conflict with management and in identifying overall intensity of dissatisfaction (Hinrichs, 1975; Lefkowitz & Katz, 1969).

Another way to increase truthfulness is to ensure confidentiality and anonymity. Some companies may not promise this because of the extra work necessary, but it increases employee openness if they know nothing can be used against their future (Smith & Kerr, 1953).

One issue of employee truthfulness on the exit interview that has not been studied much (if at all) in the past is retirees' responses to the exit interview. Historically, the exit interview has not been offered to retirees. However, theoretically speaking, they may be more honest than employees who are resigning. Retirees may not have the fear of getting poor recommendations in the future if they do not intend to go back to work. Furthermore, they may feel

that discussing the problems and giving suggestions to the organization they have been a part of for a long time may benefit it in the future. Because they may have a longer past with the organization than those resigning, doing something beneficial for the organization (if they believe the exit interview will be used in a beneficial way) may be more appealing to them. By including retirees in the sample of people who participate in an exit interview, perhaps more accurate and useful issues will be identified. There may however be a difference between the type of response obtained from early retirees and late retirees. Early retirement may be a manifestation of organizational withdrawal (Hanisch & Hulin, 1990, 1991). While an employee retiring at an age that is older than the mean retirement age may be a sign of job satisfaction.

### *Hypotheses*

Given the previous literature review, the following results would be expected:

- Pay satisfaction, co-worker satisfaction, work satisfaction, and supervisor satisfaction should be higher in those who stay with the organization than those who resign or retire.
- Health satisfaction should be higher, and health conditions should be better in those resigning and their comparisons, than those retiring and their comparisons (due to age).
- Those leaving should be less satisfied than those who are still employed with the voice mechanisms available in the organization and less satisfied with job characteristics.

Those who resign and retire should exhibit more work withdrawal behaviors than those who stay, based on a progressive model of withdrawal (although this could also be due to missing work for job interviews).

## METHOD

### *Subjects and Sample*

Tenured and tenure-track faculty members at a large midwestern state university were asked to complete a structured exit interview about their reasons for leaving their job, work attitudes, withdrawal behaviors, and, where relevant, retirement attitudes. The interviews were done in the 1994-1995 fiscal year, or shortly before or after this time period. Two comparison groups of faculty, employed by the University, also completed a structured interview with questions that were the same or very similar as those leaving. One comparison group was similar to those retiring, and one was similar to those resigning in terms of department, sex, and age. The sample was comprised of 22 faculty who resigned, 31 who retired, 29 employees that were similar to those resigning, and 29 employees that were similar to those retiring. (For each person that resigned or retired, there was usually more than one person asked from the department to be in the comparison group. So some leavers may have ended up with more than one comparison individual participating, and some without any, if the comparison individuals chose not to participate). The faculty that participated represented a total of 33 different departments at the University. The total sample included 82 males and 29 females. Eighty-eight percent were Caucasian. The average age of individuals in this study was approximately 54 with a standard deviation of 12.20. Most of those resigning were assistant professors (67%), while most of those retiring were full professors (81%). The participants income on average was \$62,644 with a standard deviation of \$25,736. Information about individual's age, tenure, and salary was obtained from university personnel records to insure accuracy.

We have reason to believe that the leaving groups were comparable to their employee comparison groups, because they were similar in terms of

department, age, tenure (length of service) - which was more similar for the retirees and their comparison group than the resigning group and their comparison group, and gender. All of the comparison employees were chosen from the same department, as those who were leaving. The average age for the resigning group was 41.68, the resigning-comparison group was 42.66; the average age for the retire group was 63.77 and the retire-comparison group was 62.48. The average years of service for the resigning group was 4.18; for the resigning comparison group, it was 7.10; for the retirees it was 30.00; and for the retire-comparison group, it was 30.45. Gender was coded as 1=male and 2=female, so a mean of gender does not take numerical meaning, but it does show how similar the groups were by how close the numbers are. The mean for gender of the resign group was 1.55, the mean for sex of the resign-comparison group was 1.45, the retire group was 1.06, and the retire-compare group was 1.07.

### *Procedure*

When employees informed the Provost Office of their resignation or retirement, the research team sent the employees a letter to inform them of this study and to request their participation in an exit interview. The letter was then followed by a telephone call to set up a time for them to participate in the interview. The interviews generally took place in the faculty member's office at the time agreed upon by the interviewer and the faculty member. A member of the department of the person leaving, who was still employed, was then chosen (one who was as similar as possible to the leaving person on demographic variables such as sex, race, age, years of service, and job title) to participate in an interview. These employees were contacted and interviewed in the same manner as those who were resigning and retiring.

The data collection procedures were similar to the procedures used by Hanisch and Hulin (1990, 1991) in their research with faculty and staff on withdrawal behaviors.

Some of the participants who were resigning or retiring filled out a paper and pencil version of the questionnaire if they were unable to schedule an interview or if the researchers weren't notified soon enough before they left the University to schedule an interview.

The response rates, by sample, are shown in Table 1.

Table 1

	Response Rates		
	Response Rates	Percent who did paper/pencil version	Percent who did computer version
RESIGN	.67 (22/33)	.68 (15/22)	.32 (7/22)
RESIGN-COMPARISON GROUP	.78 (29/37)	NA	1.00
RETIRE	.91 (31/34)	.35(11/31)	.65 (20/31)
RETIRE-COMPARISON GROUP	.62 (29/47)	NA	1.00

The overall response rate was .75. Although the response rates did vary between the groups, even the lowest group's response rate of .62 is still a respectable response, and many of those who were unable to participate did not outright refuse, but were out of town, or unable to be reached.

Although there was not enough information to figure the response rate of the previous exit survey administered by the Provost's Office, only a handful responded every year. The procedures used in this study represent an improvement over previous years with regard to response rate.

The data were collected by trained graduate and undergraduate interviewers using laptop computers. The interviewers met with the individuals at their office, set up the computer, retrieved the questionnaire program from the disk, and keyed in the individuals' identification numbers. The first part of the interview consisted of open-ended questions, and in the second part of the interview, participants read and answered the questions on the computer by responding directly using the keyboard. During this time, the interviewer was in the room away from the computer screen to insure privacy of response. The interviews took between 30 minutes and two hours to complete.

The open-ended portion of the interview included such things as reason for leaving, and if the individual was generally satisfied or dissatisfied. This information was typed into the computer by the interviewer.

Where necessary, a paper and pencil version of the survey was mailed to faculty who could not be reached in person, were on vacation, didn't have time because they were moving, or who left before the computer version was completed and ready to be used. The paper and pencil version was the same as the computer-based interview version, using the same questions and wording. Table 1 shows how many individuals responded by paper and pencil and how many participated in the interview. Those leaving (the retiring and the resigning employees) were sent the paper and pencil version if they were unable to do the interview because we were concerned that the sample size of these groups would be very small if we did not try to reach them in this way. Because there was an unlimited pool of employees, they were not sent a survey version because additional employees could likely be obtained (the sample size of those leaving was predetermined and not within our control). To have enough data to increase the generalizability the results, it was critical to have as many of the resigning



and retiring employees participate in the study, so the paper and pencil form was used when necessary.

### *The Previous Survey*

The previous exit survey, presented in Appendix A, was sent to faculty who voluntarily terminated their employment with the University. The previous survey requested name and department was administered only to those resigning, and completed surveys were sent to the Provost's Office. It was a pencil and paper questionnaire that was sent through campus mail or the U.S. postal service. It did not attempt to find many negative reasons for the termination, but appeared to look primarily at issues that were not under the control of the University (e.g., location/community). This survey and administration procedures contained problems such as low response rate, lack of confidentiality, and a lack of information about job satisfaction.

### *Changes to the Previous Survey*

This study improved the exit survey by increasing the response rate, adding confidentiality, finding information about job satisfaction, and uncovering both positive and negative reasons why faculty leave (resign and retire) the University.

Confidentiality is an added dimension of the new survey because the respondents were not asked to fill in their names, and they were assured that their names would not be associated with their data. Employees may feel that it is a threat to their future to say anything negative about their work experience or their department with their name tied to it (Hinrichs, 1971). The research team collected the data and have informed the Provost's Office of the trends and problem areas that were found, but did not disclose individual responses. The

Provost's Office will therefore not have access to individuals' data. This was made clear to the participants, several of whom mentioned the importance of the confidentiality, and after they were reassured of this aspect, proceeded to provide sensitive information.

Reason for departure was assessed by an open ended question to keep from restricting the employees' responses. The previous survey only offered responses that appeared to be out of the control of the University (better job elsewhere, personal, location/community, change of careers, and other) except employment terminated (see Appendix A). It did not attempt to elicit any information about dissatisfaction with the job, department, department chair, co-workers, organization, etc.

The item assessing the changes necessary to retain women and minorities (see Appendix A) was generalized and asked of all employees completing the survey, with additional response options. Having all employees complete all questions allowed for assessing the retention needs and opinions of productive employees, both those who were women or minorities and those who were not.

Items that were included from the previous survey in the current study were: Future employment, employment search activity, encouraged to seek other employment, actions taken to retain, actions which could have been taken to retain, recommendations to the University, recommending the University to other faculty, and other comments or observations.

#### *Additions to the Previous Survey*

The interview for those resigning/retiring employees, shown in Appendix B, was intended to find out what is causing the organizational withdrawal; to find out why people are resigning and retiring. Appendix C shows the interview for the comparison groups of employees. The purpose was to find common

denominators as reasons for leaving, so an attempt to solve problems at the University can be made. The interviews therefore focused on things that lead to resigning and retiring to determine what had caused employees to engage in job withdrawal. By identifying and then working to eliminate the source of the problem (e.g., job dissatisfaction), we hope to eliminate the problem (withdrawal behaviors, including dysfunctional turnover).

### *The Current Instrument*

The interviews investigated specific components of job satisfaction. Work satisfaction, co-worker satisfaction, pay satisfaction, supervisor satisfaction, and health satisfaction as presented in a causal model by Hanisch and Hulin (1991) were assessed. Work, pay and benefits, co-workers, and supervisor satisfaction were measured by scales from the Job Descriptive Index (JDI) (Smith, Kendall & Hulin, 1969). The JDI is a standardized measure that has been demonstrated to have high internal consistency and reliability and an acceptable level of test-retest reliability (Kopelman, Rovenpor, & Millsap, 1992; Kinicki, Carson, & Schriesheim, 1991; Hulin, 1968; Quinn & Kahn, 1967; Vroom, 1964;). It is also considered a valid measure (Hulin, 1968, Porter & Steers, 1973; Quinn & Kahn, 1967; Smith, Kendall, & Hulin, 1969; Vroom, 1964). The JDI co-worker satisfaction scale is represented by the faculty satisfaction variable. The JDI work satisfaction scale asks respondents to evaluate their satisfaction with the actual tasks that they do on their job. The JDI pay satisfaction scale evaluates how pleased participants are with the pay they receive from the University. The JDI supervisor satisfaction scale is labeled as DEO satisfaction and represents individuals' satisfaction or dissatisfaction with the department executive officer.

Health satisfaction was measured by a scale from the Retirement Descriptive Index (RDI), also a standardized measure (Smith et al., 1969; Vroom, 1964). The

RDI health satisfaction scale is a measure of employees' perception of their health. The health condition scale is a measure of participants' existent health conditions.

Employees were also asked about their satisfaction with the amount and quality of mechanisms available to them to voice their dissatisfactions, based on the work of Spencer (1986) and Hirschman (1970, 1974) (see Appendices B and C for specific questions). There were three items in the questionnaire to assess participants' feelings about their voice mechanisms, ways in which they can make their dissatisfactions known and get something done about them. However, the item that asked how effective their expressions of dissatisfaction were, turned out to have a logical flaw, and the item that asked them how often they actually voiced their dissatisfactions did not relate well with the item that asked about their opportunity to express their dissatisfactions ( $r=.06$ ). This left a single item assessment of this concept (opportunity to express dissatisfaction), which was not preferable, but was retained because of its importance to the study.

The job characteristics scale was an experimental scale comprised of items on job importance, job repetitiveness, job autonomy, job responsibility, and task conflict (see appendices B and C for specific questions).

Questions about organizational withdrawal were also included to evaluate a pattern of adaptive withdrawal responses correlating with the termination of work. This included a range of what are considered organizationally inappropriate work behaviors (i.e., work withdrawal), such as lateness, absenteeism, and using work time irresponsibly (Hanisch & Hulin, 1990, 1991). Questions were also included about behaviors that are positive and helpful to the organization such as, volunteering to teach class for a colleague who was sick, and saying good things about the University.

Performance measures used in the study include salary, average salary increases, and average annual citations. Average annual percentage salary increases were evaluated over the past eight years, or since the individual began at the University, whichever was shorter. Average annual citations were looked at for the past eight years, or since the person graduated with his/her Ph. D., which ever was shorter. Citations were found by looking up the individuals in the Social Science Citation Index or the Science Citation Index. Percentage salary increases were figured by using the personnel records to find the percent difference between each year, and average the changes over the years included.

## RESULTS

### *Correlations Among Scales*

In the correlations shown in Table 2, the resign-comparison group and retire-comparison group were combined to form a group labeled as stayers, and the resigning and retiring employees were combined as the leavers. This division into the two main groups represents the primary interests of this study, namely retention of employees, and helps compensate for the small sample sizes that make it difficult to generalize findings or detect statistical effects.

The JDI co-worker satisfaction (faculty satisfaction) scale had a reliability of .93 and scores ranged from 0 to 57. The JDI work satisfaction scale had a scale reliability of .88 and values ranged from 11 to 54. The JDI pay satisfaction scale had a reliability of .84 and ranged from 6 to 36. The JDI supervisor (DEO) satisfaction scale had a reliability of .88 and a range from 6 to 54. The RDI health satisfaction scale had a reliability of .75, scores ranged from 5 to 27. The health condition scale had a reliability of .65 and a range of 28 to 38. Positive behaviors had a reliability of .78 and values ranged from 12 to 50. Withdrawal behaviors also had a reliability of .78 and had a range of 14 to 55. The job characteristics scale had a reliability of .49 and scores ranged from 14 to 25. The voice item ranged from 1 to 5.

Table 2  
Correlations Between Variables for the Stayers and the Leavers

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Row mean	Row SD
1. Sex <sup>a</sup>	-																1.26	0.45
2. Age	<b><i>-.63</i></b>	-															516	12.52
3. Tenure	<b><i>-.52</i></b>	<b><i>.87</i></b>	-														1932	13.54
4. Salary	<b><i>-.46</i></b>	<b><i>.63</i></b>	<b><i>.68</i></b>	-													59813	23246
5. Salary increase (%)	<b><i>-.08</i></b>	<b><i>-.19</i></b>	<b><i>-.19</i></b>	<b><i>.13</i></b>	-												4.45	2.90
6. Average citations	<b><i>-.25</i></b>	<b><i>.34</i></b>	<b><i>.41</i></b>	<b><i>.36</i></b>	<b><i>-.03</i></b>	-											4.71	10.91
7. Job characteristics (5) <sup>b</sup>	<b><i>-.07</i></b>	<b><i>.12</i></b>	<b><i>.20</i></b>	<b><i>.32</i></b>	<b><i>-.16</i></b>	<b><i>-.06</i></b>											208	2.41
8. Voice (1)	<b><i>-.25</i></b>	<b><i>-.42</i></b>	<b><i>.44</i></b>	<b><i>.44</i></b>	<b><i>-.10</i></b>	<b><i>.19</i></b>	<b><i>.60</i></b>	-									230	1.23
9. Work satisfaction (18)	<b><i>-.01</i></b>	<b><i>.10</i></b>	<b><i>.01</i></b>	<b><i>.32</i></b>	<b><i>-.01</i></b>	<b><i>.01</i></b>	<b><i>.57</i></b>	<b><i>.60</i></b>	<b><i>.88</i></b>								4486	10.29
10. Health satisfaction (9)	<b><i>-.26</i></b>	<b><i>.28</i></b>	<b><i>.22</i></b>	<b><i>.18</i></b>	<b><i>-.05</i></b>	<b><i>.09</i></b>	<b><i>.30</i></b>	<b><i>.39</i></b>	<b><i>.38</i></b>	<b><i>.75</i></b>							2091	5.21
11. Pysatisfaction (12)	<b><i>-.21</i></b>	<b><i>.10</i></b>	<b><i>.26</i></b>	<b><i>.55</i></b>	<b><i>.14</i></b>	<b><i>.33</i></b>	<b><i>.49</i></b>	<b><i>.39</i></b>	<b><i>.47</i></b>	<b><i>.34</i></b>	<b><i>.81</i></b>						2473	7.77
12. Family satisfaction (19)	<b><i>-.01</i></b>	<b><i>.21</i></b>	<b><i>.24</i></b>	<b><i>.37</i></b>	<b><i>.11</i></b>	<b><i>.16</i></b>	<b><i>.48</i></b>	<b><i>.36</i></b>	<b><i>.46</i></b>	<b><i>.36</i></b>	<b><i>.47</i></b>	<b><i>.93</i></b>					4467	13.45
13. DDOsatisfaction (18)	<b><i>-.08</i></b>	<b><i>.08</i></b>	<b><i>.26</i></b>	<b><i>.16</i></b>	<b><i>.06</i></b>	<b><i>.07</i></b>	<b><i>.44</i></b>	<b><i>.54</i></b>	<b><i>.26</i></b>	<b><i>.12</i></b>	<b><i>.39</i></b>	<b><i>.35</i></b>	<b><i>.88</i></b>	<b><i>.31</i></b>	<b><i>-.14</i></b>	<b><i>-.12</i></b>	3983	13.21
14. Health correlation (19)	<b><i>-.18</i></b>	<b><i>.21</i></b>	<b><i>.15</i></b>	<b><i>.21</i></b>	<b><i>-.02</i></b>	<b><i>.17</i></b>	<b><i>.31</i></b>	<b><i>.29</i></b>	<b><i>.33</i></b>	<b><i>.76</i></b>	<b><i>.43</i></b>	<b><i>.41</i></b>	<b><i>.06</i></b>	<b><i>.65</i></b>	<b><i>.09</i></b>	<b><i>-.41</i></b>	3557	2.15
15. Positive behaviors (8)	<b><i>.02</i></b>	<b><i>-.01</i></b>	<b><i>-.11</i></b>	<b><i>.01</i></b>	<b><i>.12</i></b>	<b><i>-.14</i></b>	<b><i>-.03</i></b>	<b><i>.05</i></b>	<b><i>-.02</i></b>	<b><i>.07</i></b>	<b><i>-.12</i></b>	<b><i>-.01</i></b>	<b><i>.01</i></b>	<b><i>.11</i></b>	<b><i>.78</i></b>	<b><i>.18</i></b>	3043	10.61
16. Work Withdrawal (14)	<b><i>.11</i></b>	<b><i>-.30</i></b>	<b><i>-.27</i></b>	<b><i>-.15</i></b>	<b><i>.16</i></b>	<b><i>-.06</i></b>	<b><i>-.16</i></b>	<b><i>-.36</i></b>	<b><i>-.12</i></b>	<b><i>-.30</i></b>	<b><i>-.07</i></b>	<b><i>-.18</i></b>	<b><i>-.20</i></b>	<b><i>-.34</i></b>	<b><i>-.14</i></b>	<b><i>.78</i></b>	21.71	7.81
Column	1.26	52.57	18.78	65.202	6.16	4.29	20.33	6.98	47.26	22.41	25.81	42.93	46.11	38.41	31.75	23.74		
Column SD	0.44	11.93	13.38	27.767	3.51	7.03	2.52	2.38	8.80	5.71	8.65	14.67	9.36	20.1	7.87	7.52		

Notes: Leavers are above the main diagonal, stayers are below the main diagonal.

Average, sample-weighted, coefficient alpha underlined and inserted in the main diagonal.

Bold and italicized values indicate  $r$  significant  $p < .05$ . Decimal point omitted from correlations and reliabilities.

Sample size of leavers ranged from 41 to 53. Sample size of stayers ranged from 56 to 58.

<sup>a</sup>Sex was coded with 1=male and 2=female

<sup>b</sup>Number of items composing each scale

### *Similarities Between the Stayers and Leavers*

Table 2 shows that there are many similarities and differences in the relationships between variables across the two groups. The fact that there are similarities suggests that there are some underlying relationships that are consistent whether someone has left his/her job or not. Citation average and salary both show a positive and in the case of the stayers, statistically significant relationship (stayers  $r=.36$ , leavers  $r=.27$ ). Salary also shows a significant, positive relationship with pay satisfaction (stayers  $r=.55$ , leavers  $r=.62$ ), and with faculty satisfaction (stayers  $r=.37$ , leavers  $r=.38$ ). There is a positive (and significant for the stayers) relationship between citation average and pay satisfaction for both stayers and leavers (stayers  $r=.33$ , leavers  $r=.26$ ).

DEO satisfaction shows a positive, significant relationship with work satisfaction (stayers  $r=.26$ , leavers  $r=.32$ ), job characteristics (stayers  $r=.44$ , leavers  $r=.27$ ,  $p>.05$ ), and voice (stayers  $r=.54$ , leavers  $r=.52$ ) in both groups. Both groups show a significant negative relationship between work withdrawal behaviors and health condition (stayers  $r=-.34$ , leavers  $r=-.41$ ), and between work withdrawal behaviors and health satisfaction (stayers  $r=-.30$ , leavers  $r=-.36$ ).

### *Differences Between the Stayers and Leavers*

It is interesting to note that a t-test found significant differences ( $p<.05$ ) between the means of the two groups for salary increase, DEO satisfaction, and health conditions, which is similar to the results produced by the ANOVA when the entire sample was separated into four groups (i.e. resigning, resigning-comparison, retiring, and retiring comparison groups).

The fact that there are differences in the two groups shows that there are some relationships that, in this sample, are more pronounced for the leaving, and some that are more evident for those still employed.



The job characteristics scale shows positive significant relationships with some of the satisfaction scales in the stayers that are not significant in the leavers: pay satisfaction--stayers  $r=.49$ , leavers  $r=.13$ ; faculty satisfaction--stayers  $r=.48$ , leavers  $r=.11$ . The job characteristics variable also shows positive, significant relationship in stayers with voice--stayers  $r=.60$ , leavers  $r=.15$ ; salary--stayers  $r=.32$ , leavers  $r=-.07$ ; and health satisfaction--stayers  $r=.30$ , leavers  $r=.03$ .

Health satisfaction shows a larger, positive and significant relationship in stayers with pay satisfaction, faculty satisfaction, and job characteristics than for leavers: pay satisfaction--stayers  $r=.34$ , leavers  $r=.12$ ; faculty satisfaction--stayers  $r=.36$ , leavers  $r=.12$ ; job characteristics--stayers  $r=.30$ , leavers  $r=.03$  (as mentioned above).

The voice item positively correlates ( $p<.05$ ) with all of the satisfaction scales for the stayers, and for the leavers it has nonsignificant correlations for all scales (except DEO satisfaction), and even small negative correlations for some: work satisfaction--stayers  $r=.60$ , leavers  $r=-.25$ ; health satisfaction--stayers  $r=.39$ , leavers  $r=-.07$ ; pay satisfaction--stayers  $r=.39$ , leavers  $r=.16$ ; faculty satisfaction--stayers  $r=.36$ , leavers  $r=.20$ . The only satisfaction scale that this does not hold true for is DEO satisfaction, where both groups show significant positive correlations. Voice also showed a positive, significant relationship with health condition (stayers  $r=.29$ , leavers  $r=.14$ ) and job characteristics (as mentioned above, stayers  $r=.60$ , leavers  $r=.15$ ) in the stayers.

#### *Means and Standard Deviations*

The means and standard deviations of variables analyzed in the study (demographics, voice, job characteristics, work satisfaction, health satisfaction, pay satisfaction, faculty satisfaction, DEO satisfaction, health condition, positive behaviors, and work withdrawal behaviors) are presented in Table 3 for all four

groups (retirees and their comparison group, and the resigning employees and their comparison group). The samples were not combined at this point to display all differences in the groups and to keep from masking any effects resulting from differences that exist between groups.

The only variables that were found to be significantly different using a one-way ANOVA,  $p < .05$ , were salary, salary increase, DEO satisfaction and voice (see Table 3 for which specific groups were different). There were several other variables that had noticeable differences (e.g., positive behaviors were lower in both leaving groups relative to their comparison groups), however due to the small sample sizes of the groups, the ANOVA did not detect them. Trends in the data are noted below for the results in Table 3; future research with a larger sample size is necessary to evaluate statistical significance.

Although they are not flawless measures, performance was assessed by current salary, percent average salary increases, and citation average. The resigning employees had more citations than their comparison group, however the retirees did not have more than their comparison group. The resigning employees earned slightly more salary than their comparison group, but again, the retirees did not earn more than their comparison group. Both those resigning and retiring were getting lower percent annual salary increases on average than their employee comparison groups.

Table 3  
Means and Standard Deviations of Demographic Variables and Survey Items

	RESIGN		RESIGN-COMPARE		REIRE		REIRE-COMPARE	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Demographics</b>								
Sex <sup>a</sup>	1.55	0.51	1.45	0.51	1.06	0.25	1.07	0.26
Age	41.68	8.00	42.66	8.31	63.77	4.18	62.48	4.15
Tenure	4.18	2.50	7.10	5.40	30.06	5.12	30.45	7.28
Salary	50,715.86 <sup>b</sup>	26,397.04	50,328.45 <sup>b</sup>	19,940.20	66,269.13 <sup>c</sup>	18,576.89	80,134.72 <sup>d,e</sup>	26,681.10
Salary Increase (%)	4.85	3.83	6.57 <sup>f</sup>	3.53	4.17 <sup>f</sup>	2.03	5.75	3.72
Average Citations	2.98	6.11	2.23	4.06	5.82	13.10	6.34	8.68
<b>Survey Items</b>								
Voice (1) <sup>f</sup>	3.35 <sup>e</sup>	1.35	3.27 <sup>h</sup>	1.22	4.00	1.05	4.31 <sup>e,h</sup>	1.04
Job Characteristics (5)	21.40	2.60	20.00	2.20	20.68	2.06	20.66	2.79
Work Satisfaction (18)	47.84	8.34	46.55	8.64	44.29	9.36	47.97	9.05
Health Satisfaction (9)	21.05	5.35	22.00	5.99	20.83	5.17	22.83	5.48
Pay Satisfaction (10)	23.84	8.36	24.90	7.68	25.31	7.46	26.79	9.57
Faculty Satisfaction (19)	42.83	13.58	40.38	16.02	45.77	13.49	45.57	12.88
DEO Satisfaction (18)	36.61 <sup>e</sup>	14.20	44.00	9.81	41.77	12.42	48.14 <sup>e</sup>	8.60
Health Condition (19)	35.45	2.61	36.34	2.30	35.66	1.82	36.48	1.77
Positive Behaviors (8)	32.20	11.47	34.79	7.80	30.00	10.47	32.76	7.95
Withdrawal Behaviors (14)	21.47	4.90	25.86	8.22	21.90	8.89	21.62	6.20

**Notes.**

- <sup>a</sup> Sample size was 20 for average citations, job characteristics, voice and health condition; 19 for work satisfaction, health satisfaction, and pay satisfaction; 18 for faculty satisfaction and DEO satisfaction; 15 for positive behaviors and work withdrawal behaviors.
- <sup>b</sup> Sample size was 30 for voice, health satisfaction, faculty satisfaction, and DEO satisfaction; 29 for pay satisfaction and health condition; 28 for job characteristics and positive behaviors.
- <sup>c</sup> Sample size was 28 for DEO satisfaction and positive behaviors.
- <sup>d</sup> Sample size was 28 for faculty satisfaction.
- <sup>e</sup> Sex was coded with 1=male and 2=female.
- <sup>f</sup> Number of items composing each scale.
- <sup>h</sup> Means that were significantly different from each other at the .05 level using one-way ANOVA, Tukey's Studentized Range (HSD) Test.

The participants' pay can be viewed through their salary and the pay satisfaction scale. Although the resigning employees' mean salary was slightly higher, they were not as satisfied with their pay as their comparison group. The retirees were not as satisfied as their comparison group either, however, their salary was lower. These results support the hypothesis that those leaving would be less satisfied with their pay than those staying.

Surprisingly, the resigning employees were more satisfied with their faculty colleagues than their comparison group, as were the retirees with their comparison group, although the retirees difference was very small. This finding is in the opposite direction of the hypothesis that employees who stay will be more satisfied with their colleagues than those who leave.

The retire-comparison group had the highest mean on the work satisfaction scale and the retirees had the lowest. The resigning employees' mean was higher than their comparison group. The retirees results support the hypothesis that those who leave will be less satisfied with their work, but the results for the resigning employees do not.

The retire-comparison group reported the highest opportunity to express their dissatisfactions, and they were significantly higher than the resigning employees and the resigning-comparison groups. The retirees support the hypothesis that those who leave will feel they have less opportunity to express their dissatisfactions, but the resigning group does not.

The differences on DEO satisfaction are very noticeable, although the only significant difference found was between the retire-comparison group and the resigning employees. There is still quite a difference between the means of both of the leaving groups and their comparison group. The findings for both the

resigning and the retiring group support the hypothesis that those who leave will be less satisfied with their DEO than those who stay.

For the job characteristics scale, both of the leaving groups were higher than their relevant comparison group, which does not support the hypothesis that those who leave view their job characteristics as less desirable.

Both of the leaving groups scored lower than their comparison group on the health satisfaction scale and the health condition scale, which supports the hypotheses that those who leave will be less satisfied with their health, and report more health conditions.

The positive behavior scale showed that stayers engaged in more positive behaviors than leavers. Interestingly enough, the work withdrawal behavior scale showed that the only people who did noticeably more work withdrawal behaviors were the resign-comparison group. The resign-comparison group had the highest mean on both work withdrawal and positive behaviors. The retire-comparison group supported the hypothesis that those who leave are more likely to exhibit more withdrawal behaviors, representing a progression model, while the results for the resigning-comparison group were in the opposite direction.

### *Open-Ended Questions*

Two important questions in the open-ended portion of the interview were finding out if the participant reported being generally satisfied or dissatisfied with his/her job, and what was the main reason the resigning employees and retirees left. The open-ended questions were scored by creating different categories and having raters choose categories and code each answer. After creating the coding scheme, two coders coded a sample of several interviews which produced an

agreement rate of 88% in the coding. Each answer on all interviews was then coded independently by two different people to insure inter-rater reliability. When there was a difference in response between the two coded answers, two people would go back to the response in question, and choose the most appropriate answer. The results to these questions are presented in Table 4.

Table 4  
Responses to the Open-Ended Questions

	RESIGN	RESIGN COMPARE	RETIRE	RETIRE COMPARE
<i>Question 1: Satisfied or Dissatisfied</i>				
Satisfied	68%	86%	77%	90%
Dissatisfied	32%	4%	13%	10%
Both or undecided	0%	10%	10%	0%
<i>Question 2: Main Reason for leaving</i>				
Work in general	4.8%	--	3.2%	--
DEO or supervisor	4.8%	--	0%	--
Administration	0%	--	6.5%	--
Community	4.8%	--	0%	--
Department	9.5%	--	6.5%	--
Personal	28.6%	--	0%	--
Better job	47.6%	--	0%	--
Health/age	0%	--	54.8%	--
Time with family	0%	--	9.7%	--
Hobbies/leisure	0%	--	6.5%	--
Retirement benefits/financial reasons	0%	--	6.5%	--
Other	0%	--	6.5%	--

*Note:* Sample size not noted on these items to respect the confidentiality of participants.

The stayers (employees who were compared to those resigning and retiring) were generally more satisfied than the leavers, with the retire-comparison group being the most satisfied of all four groups (90%). Instead of choosing both or undecided, most of the remainder of the leavers (most noticeably in the resigning group) chose dissatisfied, with the largest number of dissatisfied individuals in the resigning group (32%).

The most frequent main reason for leaving among those resigning was a better job followed by personal reasons (e.g., spouse job). Other responses included work in general, DEO or supervisor, community, and department.

The most common main reason for leaving for the retirees was health/ age. Although this category may have negative connotations, that was not the case for all respondents. Some people were classified into this category by responding that they wanted to leave the University while their health was still good, not that they had to leave because their health was bad. Other main reasons for retiring included work in general, the administration, department, time with family, hobbies/leisure, and retirement benefits/financial reasons.

### *Categorical Responses*

Several of the questions on the survey were analyzed by looking at them in a categorical manner. The results for these questions are presented in Table 5.

Table 5  
Response Frequencies to Categorical Items

	RESIGN*	RESIGN- COMPARE	RETIRE	RETIRE COMPARE
<i>What is your position title at the University<sup>d</sup>?</i>				
1. Instructor	0.0%	0.0%	0.0%	0.0%
2. Assistant Professor	66.7%	62.1%	3.2%	6.9%
3. Associate Professor	14.3%	24.1%	12.9%	6.9%
4. Full Professor	14.3%	13.8%	80.6%	79.3%
5. Other (please explain to the interviewer)	4.8%	0.0%	3.2%	6.9%
<i>When you leave<sup>b</sup> from your position at the University do you think you will (If you were interested in leaving your job at the University in the next year, what would you most likely do?)<sup>c</sup></i>				
1. Try to find, or have already found, a similar full-time job	70.0%	75.9%	0.0%	6.9%
2. Try to find, or have already found, a different full-time job	20.0%	13.8%	3.2%	3.4%
3. Quit teaching and/or administrative duties, but maintain research and/or writing activities	10.0%	0.0%	25.8%	17.2%
4. Try to find, or have already found, a similar part-time job	0.0%	3.4%	3.2%	6.9%
5. Try to find, or have already found, a different part-time job	0.0%	0.0%	6.5%	3.4%
6. Try to find, or have already found, voluntary work in the community	0.0%	0.0%	12.9%	0.0%
7. Stop working all together	0.0%	0.0%	29%	0.0%
8. (Retire)	--	0.0%	--	41.4%
9. None of the above (please explain to the interviewer)	0.0%	6.9%	19.4%	20.7%
<i>Do you have a new job? (The stayers were not asked this question.)</i>				
1. Yes	81.0%	--	16.1%	--
2. No	19.0%	--	83.9%	--
<i>If you have a new job, is your salary (If you were leaving the University, what would be the lowest salary you would consider?)</i>				
1. more than \$10,000 higher than your University job	26.3%	24.1%	0.0%	24.1%
2. \$5,000 to \$10,000 higher than your University job	31.6%	24.1%	3.3%	6.9%
3. \$1,000 to \$4,999 higher than your University job	15.8%	31.0%	0.0%	6.9%
4. within \$1,000 of your University job	5.3%	6.9%	0.0%	6.9%
5. \$1,000 to \$4,999 lower than your University job	5.3%	6.9%	0.0%	0.0%
6. \$5,000 to \$10,000 lower than your University job	0.0%	0.0%	3.3%	3.4%
7. more than \$10,000 lower than your University job	5.3%	0.0%	10.0%	0.0%
8. I do not have a new job (I would not consider another job)	10.5%	6.9%	83.3%	51.7%
<i>Would you recommend the University to others as a good place to be a faculty member?</i>				
1. Definitely yes	23.8%	48.3%	32.3%	58.6%
2. Yes, but with reservations	57.1%	41.4%	64.5%	34.5%
3. Probably not	19.0%	6.9%	0.0%	3.4%
4. Definitely not	0.0%	3.4%	3.2%	3.4%



Table 5 Continued

	RESIGN*	RESIGN- COMPARE	RETIRE	RETIRE COMPARE
<i>Were you encouraged by your University COLLEAGUES to leave? (Have any of your colleagues encouraged you to leave in the past year?)</i>				
1. No.	85.7%	89.7%	87.1%	96.6%
2. Yes, I received an informal but explicit request to retire.	0.0%	0.0%	0.0%	0.0%
3. Yes, I received indirect pressure and subtle indications that I should leave.	0.0%	6.9%	0.0%	3.4%
4. Yes, I received information that indicated that it would be in my best interests to leave.	9.5%	0.0%	0.0%	0.0%
5. Other (please explain to the interviewer).	4.8%	3.4%	12.9%	0.0%
<i>Were you encouraged by your DEPARTMENT CHAIR (DEO) to leave? (Has your Department Chair encouraged you to leave in the past year?)</i>				
1. No.	90.5%	93.1%	90.3%	96.6%
2. Yes, I received an informal but explicit request to leave.	0.0%	3.4%	0.0%	0.0%
3. Yes, I received indirect pressure and subtle indications that I should leave.	0.0%	0.0%	3.2%	0.0%
4. Yes, I received information that indicated that it would be in my best interests to leave.	9.5%	0.0%	0.0%	0.0%
5. Other (please explain to the interviewer).	0.0%	3.4%	6.5%	3.4%
<i>Were you encouraged by other University ACADEMIC ADMINISTRATORS to leave? (Have any other University Academic Administrators encouraged you to leave in the past year?)</i>				
1. No.	100.0%	93.1%	93.5%	100.0%
2. Yes, I received an informal but explicit request to leave.	0.0%	0.0%	0.0%	0.0%
3. Yes, I received indirect pressure and subtle indications that I should leave.	0.0%	0.0%	0.0%	0.0%
4. Yes, I received information that indicated that would be in my best interests to leave.	0.0%	0.0%	0.0%	0.0%
5. Other (please explain to the interviewer).	0.0%	6.9%	6.5%	0.0%
<i>Did you go (Have you gone) through the tenure review process at the University?</i>				
1. Yes	42.9%	34.5%	80.6%	86.2%
2. No	57.1%	44.8%	19.4%	13.8%
3. (I am currently going through the tenure review process)	—	20.7%	—	0.0%
<i>Which item best describes your feelings about the tenure review process you PERSONALLY EXPERIENCED at the University?</i>				
1. fair (based on ability)	35.0%	37.9%	60.0%	75.9%
2. biased/discriminatory	5.0%	6.9%	3.3%	3.4%
3. tenure standards changed for each person	5.0%	3.4%	3.3%	0.0%
4. tenure standards were unclear	5.0%	6.9%	3.3%	6.9%
5. policy rules were not followed	0.0%	3.4%	0.0%	0.0%
6. I did not go through the tenure review process at the University	40.0%	34.5%	23.3%	10.3%
7. other (please explain to the interviewer)	10.0%	6.9%	6.7%	3.4%

Table 5 Continued

	RESIGN <sup>a</sup>	RESIGN- COMPARE	RETIRE	RETIRE COMPARE
<i>Which item best describes your feelings IN GENERAL about the tenure review process at the University?</i>				
1. fair (based on ability)	50.0%	34.5%	46.7%	58.6%
2. biased/ discriminatory	16.7%	3.4%	3.3%	3.4%
3. tenure standards changed for each person	5.6%	20.7%	26.7%	20.7%
4. tenure standards were unclear	16.7%	17.2%	3.3%	10.3%
5. policy rules were not followed	0.0%	0.0%	0.0%	0.0%
6. other (please explain to the interviewer)	11.1%	24.1%	20.0%	6.9%
<i>Which item best describes your feelings about the promotion process (for example from associate to full professor) you PERSONALLY EXPERIENCED at The University?</i>				
1. fair (based on ability)	33.3%	34.5%	61.3%	82.8%
2. biased/ discriminatory	5.6%	3.4%	6.5%	3.4%
3. promotion standards changed for each person	0.0%	6.9%	6.5%	10.3%
4. promotion standards were unclear	5.6%	0.0%	12.9%	0.0%
5. policy rules were not followed	0.0%	0.0%	0.0%	0.0%
6. I did not go through the promotion review process at the University	50.0%	51.7%	6.5%	3.4%
7. other (please explain to the interviewer)	5.6%	3.4%	6.5%	0.0%

Notes. <sup>a</sup> Sample size not noted on these items to respect confidentiality of participants.

<sup>b</sup>References to leaving were specific to resignation for the resign survey and the resign-comparison survey group and retirement for the retire survey and retire-comparison survey.

<sup>c</sup>Places where the wording for the stayers was different from the leavers have been show in parentheses.

<sup>d</sup>The specific university was identified in the actual survey.

The resigning employees and their comparison group were primarily assistant professors, while the retirees and their comparison group were primarily full professors. The resigning employees and their comparison group were primarily interested in finding a similar full time job after their University job. Retires were interested in quitting teaching but maintaining research and writing, and stopping work altogether. The most common response for the retire-comparison group was that they would retire if they were to leave the University. Eighty-one percent of the resigning employees said they had a new job, while only 16.1% of the retirees did (which was fairly consistent with the intentions they expressed in the previous question).

Both groups of employees were more willing to recommend the University to others than those leaving. While none of the resigning employees said they would definitely not recommend the University to others (each of the other groups had responses to this option), when the two lowest answers are combined, into a not recommend category, the resigning group is the highest with 19%. The resign-comparison group was closest to the resigning employees with a combined percent of 10.3.

The group that felt the least encouraged to leave was the retire-comparison group (on all three related questions). They were least encouraged to leave by their colleagues, their DEO, and by academic administrators.

The retirees and their comparison group felt that they had the most fair tenure review, with the retire-comparison group responding the highest. The retire-comparison group also showed the biggest difference in their evaluation of the tenure review system for themselves personally versus for the tenure system in general (75.9% responded that their personal experience was fair, while 58.6% of the same group said the tenure system in general was fair). The only group that had fewer people respond that their personal tenure process was fair than the general tenure process was fair was the resigning employees. Fifty percent of them said the general system was fair, while only 35% of them said their personal tenure experience was fair.

Table 6

	Gender Differences			
	Males (N=82) <sup>a</sup>		Females (N=29) <sup>b</sup>	
	mean	SD	mean	SD
<i>Demographics</i>				
Age	57.34	10.23	42.79	10.83
Tenure	23.20	12.38	7.28	8.26
Salary	69,648.74	24,979.24	42,838.86	15,720.93
Salary increase	5.32	3.24	5.42	3.69
Average citations	5.37	9.96	1.80	4.34
<i>Survey Items</i>				
Voice (1) <sup>c</sup>	4.00	1.09	3.11	1.35
Job characteristics (5)	20.65	2.41	20.53	2.53
Work satisfaction (18)	46.39	9.52	46.86	7.05
Health satisfaction (9)	22.58	4.93	19.32	6.37
Pay satisfaction (12)	26.54	7.94	22.00	8.3
Faculty satisfaction (19)	44.74	13.33	40.70	15.96
DEO satisfaction (18)	44.47	10.74	39.86	13.52
Health condition (19)	36.33	1.67	35.21	2.90
Positive behaviors (8)	32.71	9.62	31.76	8.33
Work withdrawal behaviors (14)	22.61	7.58	23.68	7.99

*Notes*

<sup>a</sup>Sample size was 80 for voice and work satisfaction; 79 for health satisfaction and work withdrawal behaviors; 78 for job characteristics, pay satisfaction, faculty satisfaction, and health condition; 77 for DEO satisfaction; 75 for positive behaviors.

<sup>b</sup>Sample size was 28 for job characteristics, voice, work satisfaction, pay satisfaction, and DEO satisfaction; 27 for average citations, health satisfaction, and faculty satisfaction; 25 for work withdrawal behaviors and positive behaviors.

<sup>c</sup>Number of items composing each scale.

*Gender Differences*

Although it was not a focus of the study, it was useful to compare men and women on the demographics and scales. Many organizations are concerned about the retention of minorities and women, especially organizations such as the University that are expected to meet federal affirmative action expectations. It is therefore useful to see how female employees perceive their environment as compared with males at the University. A post-hoc comparison of means for males and females (from the entire sample) is shown in Table 6.

A t-test showed that the means on salary, average citations, voice, health satisfaction, pay satisfaction, DEO satisfaction, and health condition were significantly different for men and women ( $p < .10$ ). In general, trends in Table 6 shows that while females get slightly larger percentage increases of salary and report more work satisfaction, men get paid more, have more citations per year, feel they have more opportunity to express their dissatisfactions, report better job characteristics, have higher health, pay, faculty, and DEO satisfaction, report better health conditions, do more positive behaviors, and less work withdrawal behaviors.

Because there were only a few women in the retiring and retire-comparison group, there could be a confounding age variable in the comparison made on gender since those two groups had a higher mean age, and they were mostly men. To compare men and women of a more equal age, we evaluated the men and women from just the resigning group and its respective comparison group (see Table 7).

Table 7  
Gender Differences Using the Resigning Group and the Resigning Comparison  
Group

	Males (N=26) <sup>a</sup>		Females (N=25) <sup>b</sup>	
	mean	SD	mean	SD
<i>Demographics</i>				
Age	44.58	7.42	39.80	8.22
Tenure	7.00	4.84	4.64	4.07
Salary	59,379.15	25,845.38	41,256.64	14,263.10
Salary increase (%)	6.28	3.34	5.35	3.93
Average citations	3.19	5.29	1.80	4.54
<i>Survey Items</i>				
Voice (1) <sup>c</sup>	3.56	1.19	3.04	1.30
Job characteristics (5)	20.40	2.43	20.75	2.51
Work satisfaction (18)	46.21	9.95	47.92	6.76
Health satisfaction (9)	23.75	4.15	19.50	6.32
Pay satisfaction (12)	25.87	7.49	23.08	8.18
Faculty satisfaction (19)	41.54	13.81	41.09	16.52
DEO satisfaction (18)	43.27	9.18	39.13	14.22
Health condition (19)	36.92	1.28	35.08	2.94
Positive behaviors (8)	36.91	9.36	30.71	8.04
Work withdrawal behaviors (14)	23.95	6.96	24.81	8.20

*Notes:*

<sup>a</sup>Sample size was 25 for voice, and job characteristics; 24 for work satisfaction, health satisfaction, pay satisfaction, faculty satisfaction, and health conditions; 23 for work withdrawal behaviors; 22 for DEO satisfaction, and positive behaviors.

<sup>b</sup>Sample size was 24 for job characteristics, work satisfaction, health satisfaction, pay satisfaction, and DEO satisfaction; 23 for average citations, and faculty satisfaction; 21 for positive behaviors, and work withdrawal behaviors.

<sup>c</sup>Number of items composing the scale

A t-test found that salary, voice, health satisfaction, pay satisfaction, DEO satisfaction, and health condition were significantly different ( $p < .10$ ). The results were in the same direction as the previous Table 6 except for salary increase, in this case females were lower. The results were more extreme (the means were further apart) in the case of health satisfaction, health condition, and positive behaviors, and less extreme for salary, voice, pay satisfaction, faculty satisfaction, and DEO satisfaction. Overall these results show that while women evaluated their job characteristics as slightly better than men, and reported higher work satisfaction, men earn a higher salary, feel that they have more opportunity to voice dissatisfactions, report higher satisfaction with health, pay, faculty, and DEO, have better health conditions, do more positive behaviors, and fewer negative behaviors.

#### *Discriminant Function Analysis of Leavers and Stayers*

Discriminant Function analysis was used to predict the status of leaving or staying. Attitudinal measures of the JDI work satisfaction, health satisfaction, faculty satisfaction, DEO satisfaction, and pay satisfaction were used. The analysis predicting whether someone would leave from the attitudinal measures was not significant,  $F=2.29$ ,  $p > .09$ , canonical correlation=.36. This nonsignificant effect could be because the predictors being used are general attitudes, which should lead to a family of outcomes, and this analysis looked only at one behavioral outcome. People who are dissatisfied at work do not only express it by resigning

and retiring, there are many ways that dissatisfaction can be manifested (doing poor quality work, absence from work, lack of productivity, etc.). Thus, it makes sense that when only looking at one of the many outcomes of a general attitude, only a small effect would be seen.



## DISCUSSION

The proposed hypotheses had mixed results across the different variables. The strongest finding was that both leaving groups were more dissatisfied with their DEOs than the staying groups. The results around these hypotheses will be discussed in further detail in this section.

### *Implications from the Correlations Among Scales (Presented in Table 2)*

When one looks at the correlations between the demographic variables and the survey items in Table 2, there are certain relationships that would be expected from the literature. It appears that many of these expected relationships show up in the stayers, but not in the leavers. Perhaps this happens because the leavers have some underlying problem, dissatisfaction, issue, or group of issues, (giving them incentive to leave), that has the effect of suppressing the relationships between the other variables in the study.

While looking at the table overall, just counting statistically significant results, one may notice that the stayers show a total of 51 relationships, while the leavers only show 25 statistically significant relationships. A more parsimonious explanation of the existence of expected relationships in the stayers, but not the

leavers would be as follows. The leavers are a more diverse group, and are less likely to show associations as a group because they are so different from one another, while the stayers are a more stable, homogenous group that respond in the expected ways and are more like each other. The structure is simply not as strong in the leavers as it is in the stayers, who may have a more global job satisfaction.

Looking at the overall picture of Table 2, there appear to be three main variables that do not express the expected relationship to other variables in the leavers, but that do show up in the stayers. These variables include job characteristics, health satisfaction, and voice.

#### *Relationships That Are Seen in the Stayers, But Not in the Leavers*

In the stayers, job characteristics shows a relationship that would be expected (if not in the literature, then intuitively) with voice, salary, health satisfaction, pay satisfaction, faculty satisfaction, DEO satisfaction, and health condition (voice--stayers  $r=.60$ , leavers  $r=.15$ ; salary--stayers  $r=.32$ , leavers  $r=-.07$ ; health satisfaction--stayers  $r=.30$ , leavers  $r=.03$  pay satisfaction--stayers  $r=.49$ , leavers  $r=.13$ ; faculty satisfaction--stayers  $r=.48$ , leavers  $r=.11$ ; DEO satisfaction--stayers  $r=.44$ , leavers  $r=.27$ ). Although the relationship between job characteristics and voice may not

have been researched previously, one might expect that they would be positively related, since they are both aspects of a job that are created and influenced by management or supervision. One may also speculate that jobs with more positive characteristics are paid more, consist of more satisfying work, and are less stressful on a person's health. For example, that may be why many individuals get a college degree, not only because the jobs they can get pay better, but because they are also more enjoyable work with better characteristics. This relationship between job characteristics and the above mentioned variables is not seen in the leavers.

In the stayers, health satisfaction shows a relationship with voice, pay satisfaction, faculty satisfaction, and job characteristics (pay satisfaction--stayers  $r=.34$ , leavers  $r=.12$ ; faculty satisfaction--stayers  $r=.36$ , leavers  $r=.12$ , job characteristics--stayers  $r=.30$ , leavers  $r=.03$ ). This is the relationship that would be expected, since health satisfaction is your perception of your health, and stressful, unsatisfactory conditions at work can decrease satisfaction with health, however, this relationship is not shown in the leavers.

Voice shows the expected relationship with job conditions, work satisfaction, health satisfaction, pay satisfaction, faculty satisfaction and health condition in the stayers and not the leavers (work satisfaction--stayers  $r=.60$ , leavers  $r=-.25$ ; health satisfaction--stayers  $r=.39$ , leavers  $r=-.07$ ; pay satisfaction--stayers  $r=.39$ , leavers

$r=.16$ ; faculty satisfaction--stayers  $r=.36$ , leavers  $r=.20$ ; health condition--stayers  $r=.29$ , leavers  $r=.14$ ; and job characteristics--stayers  $r=.60$ , leavers  $r=.15$ ).

### *Relationships that are Seen in Both Groups*

There are relationships that are seen in both the leavers and the stayers. These include the relationships with salary, relationships with DEO satisfaction, and the relationship between work withdrawal behaviors and health satisfaction and health condition.

In both groups, salary had a positive relationship with citation average, pay satisfaction and faculty satisfaction (citation average--stayers  $r=.36$ , leavers  $r=.27$ , pay satisfaction--stayers  $r=.55$ , leavers  $r=.62$ , and faculty satisfaction--stayers  $r=.37$ , leavers  $r=.38$ ). Perhaps this is because average citations, salary, and pay satisfaction all represent a performance concept that is not impacted by the underlying issue of dissatisfaction (e.g., most organizations try to compensate their better performers more highly to retain them). Colleagues too may be more friendly to the higher performers which could increase the higher performers satisfaction with colleagues.

DEO satisfaction showed positive relationships with job characteristics, voice, and work satisfaction in both groups (work satisfaction--stayers  $r=.26$ , leavers

$r=.32$ , job characteristics--stayers  $r=.44$ , leavers  $r=.27$ ,  $p>.05$ , and voice--stayers  $r=.54$ , leavers  $r=.52$ ). These relationships would be expected because in many ways a DEO influences job characteristics, voice opportunities, and work tasks.

There is also a relationship between work withdrawal behaviors and health satisfaction (stayers  $r=-.30$ , leavers  $r=-.36$ ) and work withdrawal behaviors and health condition (stayers  $r=-.34$ , leavers  $r=-.41$ ) for both stayers and leavers. Work withdrawal behaviors has a natural relationship with the health scales because often a person must withdraw from work for health reasons (e.g., can't come in to work because he/she is ill).

While, for what ever reason, leavers do not always respond affectively in the way the literature predicts, the relationship of DEO satisfaction with other variables does seem to remain present. Perhaps this is part of the key to retention of employees in this organization. Of first importance would be for the DEO to improve and maintain relations with all faculty. Furthermore, perhaps the DEO could play a more active role of the intermediary, to be sensitive to employees issues, and to help find solutions.

*Implications of the Comparison of Means (Presented in Table 3)**Performance and Turnover*

While the results are somewhat mixed for the resigning employees and their comparison group for performance (the resigning employees have more citations, but their comparison group was getting larger salary increases), it appears that overall (especially for the retiring), based on these measures, it is the productive employees who stay at the University. This is good news for the organization because they want to retain the most productive. However, this is not to say that there are not retirees and people resigning that are productive employees. It should also be noticed that it is more costly to keep the retire-comparison group, because they earn a higher salary. There are also some concerns that should be acknowledged about the measures used for performance. It is assumed that a higher salary represents higher performance, and thus greater mobility. While universities probably pay more to the productive employees, a higher salary may not represent mobility because those that are receiving a higher salary may be less likely to leave because they may not be able to get that amount elsewhere. Average salary increase also should be based on performance, but may at times be influenced by factors such as the employee's relationship with the supervisor. Finally, citation average would certainly increase if a person were very successful

in the research field, however, they would also increase if someone wrote poor articles that were often criticized.

### *Pay and Turnover*

The literature has shown that pay is negatively related to turnover (Friedlander & Walton, 1964; Hulin, 1968; Knowles, 1964; Patchen, 1960; Ronan, 1967; Saleh, Lee & Prien, 1965). This relationship was demonstrated in the pay satisfaction scales for both the resigning and the retiring groups, with the stayers being more satisfied with their pay than the leavers (mean for the resigning group=23.84, mean for resigning-comparison group 24.90, mean for the retiring group=25.31, mean for retiring-comparison group=26.79). The retire-comparison group was also making more money, which reinforces the negative relationship between pay and turnover.

### *Co-Workers and Turnover*

The literature has shown co-worker satisfaction to be negatively related to turnover (Evan, 1963; Hanisch & Hulin, 1990,1991; Hulin, 1968; Faris, 1971). However, in this sample, the opposite was found. Although it is not a significant difference, both the resigning employees and the retirees were slightly more

satisfied with their co-workers than their comparison group (mean for the resigning group=42.85, mean for resigning-comparison group 40.38, mean for the retiring group=45.77, mean for retiring-comparison group=45.57). This means that, in this sample, it is not the co-workers that are the reason people leave, there must be other reasons.

### *Work Satisfaction and Turnover*

The retire-comparison group had a higher mean on the work satisfaction scale than the retire group. This is consistent with the literature cited earlier in this paper (Saleh et al., 1965; Katzell, 1968; Hanisch & Hulin, 1990, 1991; Taylor & Weiss, 1969a, 1969b; Telly et al., 1971; Wild, 1970). The resigning employees and their comparison group didn't show this pattern ( mean for the resigning group=47.84, mean for resigning-comparison group 46.55, mean for the retiring group=44.29, mean for retiring-comparison group=47.97). These results suggest that in this sample, people who retire are not as satisfied with the actual tasks of their job as their comparison group. However, people who quit their jobs in this sample were more satisfied with them than their employee comparison group.



### *Voice and Turnover*

The fact that the retire-comparison group scored highest on the voice variable (mean for the resigning group=3.35, mean for resigning comparison group=3.27, mean for the retiring group=4.00, mean for retiring comparison group=4.31) lends support to Hirschman's (1970, 1974) theory that if employees have ways to express their dissatisfactions, and change situations they don't like, they are less likely to leave. Changing the current situation is an alternative to exiting. This result, however, is not seen in the resigning employees and their comparison group.

### *DEO Dissatisfaction*

The differences found on the DEO satisfaction scale represent a finding that could be very important to the University (mean for the resigning group=36.61, mean for resigning-comparison group 44.00, mean for the retiring group=41.77, mean for retiring-comparison group=48.14). There are statistically significant differences between the retire-comparison group and the resigning employees, and the differences between both leaving groups and their comparison group appear to be approaching significance. So, both of the groups of current employees are more satisfied with their DEOs than the people they were compared to that are leaving, which is consistent with the literature (Saleh et al.,

1965; Ley, 1966; Hulin, 1968; and Telly, French, & Scott, 1971). This seems to be an area that the University could improve to increase retention. DEO dissatisfactions seems to be a common denominator among those leaving. Perhaps an improvement in DEO supervision could increase employees' satisfaction, and make them less likely to seek jobs elsewhere or retire.

#### *Work Withdrawal Behaviors*

The stayers reported more work withdrawal behaviors than the leavers (mean for the resigning group=21.47, mean for resigning-comparison group 25.86, mean for the retiring group=21.90, mean for retiring-comparison group=21.62). The pattern of withdrawal behaviors represented here by the work withdrawal behaviors scale supports the alternative relationship between withdrawal and turnover in the resigning employees (very little existed between the retirees and their comparison group). This means that an employee who needs to withdraw may fulfill this need either through work withdrawal (things that take you away from your work, such as absences) or through job withdrawal (things that remove you from your job, such as resigning). The people in the study who did not quit and had the need to withdraw could do so through work withdrawal behaviors. It is interesting that the stayers reported more work withdrawal behaviors, even

though they would have more to risk by revealing this information. It lends support to the participants' acceptance of the confidentiality of the study.

#### *Implications of Responses to the Open-Ended Questions (Presented in Table 4)*

##### *Dissatisfaction among those leaving*

The fact that more resigning employees and retiring employees reported being generally dissatisfied validates the need for the exit interview to improve causes of dissatisfaction (dissatisfied resigning group=32%, dissatisfied resigning-comparison group=4%, dissatisfied retiring group=13% dissatisfied retiring-comparison group=10%). If all of the people who quit and retired were no less satisfied than those who stayed, exit interviews would not be as beneficial for retention purposes.

While the majority of people leaving gave responses that were out of the University's control (personal and health/age), there were still several other reasons given that the University does have control over, including work in general, DEO or supervisor, better job, administration, and department. These represent areas that the University could improve on, for example, through improving DEO supervision (e.g., training for the DEOs).

*Implications from the Categorical Questions (Presented in Table 5)*

The finding that the resigning employees and their comparison group were the most likely not to recommend the University to others appears to indicate that those who have come to the University recently are less likely to recommend it, especially the resigning (combining the probably not and the definitely not responses: resigning group=19%, resigning-comparison group=10.3%, retiring group=3.2%, and the retire-comparison group=6.8%). However in some ways this could represent an effect of length of service, since that is a main variable that differs between the resigning employees/resigning-comparison group and the retirees/retire-comparison group. It appears that those who have been at the University for a longer period of time are more willing to recommend it. This could be simply due to cognitive dissonance ("I have spent my whole life here, therefore, it must be good"), or perhaps it has to do with the fact that people who have been here longer are more loyal, and see the rough times simply as a blip in the big picture, but not characteristic of the University.

*Attitudes about the Tenure System*

Many individuals in the retire-comparison group and retiring group were more likely to say the tenure system was fair for them personally but was not fair

in general (in the retire-comparison group, 75.9% responded that their personal experience was fair, while 58.6% of the same group said the tenure system in general was fair). This could represent a perception of a change in the tenure system. Since many of them received tenure some time ago, it could be that they no longer feel that it is as fair as it was. The resigning employees exhibited an opposite trend; more said that the tenure system in general was fair than those who said that it was fair for them personally. Fifty percent of them said the general system was fair, while only 35% of them said their personal tenure experience was fair. This could mean that those leaving perceive that they had a personally unfair experience with the tenure system. Both of these groups responses may indicate that there needs to be some further research at this specific university into the tenure system and the fairness with which it is administered overall, and on an individual basis.

### *Implications of Gender Differences*

The findings on gender differences show that women are making less money, have lower average salary increases (%), have fewer citations, have less opportunity to voice dissatisfactions, are less satisfied with health, pay, faculty colleagues, DEO, report worse health conditions, more withdrawal behaviors, and

fewer positive behaviors at this university than men. It should be acknowledged that some women may have less total life satisfaction due to more role expectations (e.g., they may be expected to take on more responsibility at home). There may also be differences inherent to disciplines, and differences were not examined by discipline. However, the differences may actually be due to conditions at the University. The University needs to be sensitive to women's needs to help improve their situation, since they, as a group, appear to be having a more difficult time. Again, perhaps this could be improved through improved relationships with the DEO, who often has the power to change job situations and is usually the closest contact an employee has to the administration.

### *Implications for All Organizations*

Organizations typically place a great deal of importance on recruiting and hiring individuals that will fit into their organization well, and increase the organization's productivity. But organizations are not always attentive to ways to keep the employees once they have them. It is important for all organizations to re-examine their exit interviews to see if they are accurately identifying the reasons people are leaving their organization. Furthermore, organizations should

be examining the results of an exit interview to see that they are actually being acted upon to keep the productive people satisfied and active in the organization.

Not only should organizations be concerned about people who quit and retire, they should be aware that people who stay on the job who are dissatisfied may be expressing their dissatisfaction through alternative withdrawal behaviors that are costly to the organization.

#### *Implications for the University*

This study has several results that are useful to the University. It has shown that a larger percent of people who quit or retire (especially those resigning), than those who stay on their jobs, are indeed dissatisfied with their jobs when they leave. This means that there are problems the University could address to improve the satisfaction of the employees. It has also shown that there may need to be some reconsideration of the fairness of how the tenure process is administered.

One result of this study which should not be overlooked is the apparent importance of the exit interview for the retiring, who have never been included before this study. They had the highest response rate (91%). This is an excellent opportunity for them to bring closure to their work experience, and a gesture of

concern on the part of the University, not to mention the important information that can be gained by including them in the exit interview process.

Possibly the most important finding, is the importance of the role of the DEO. DEOs need to be trained to be sensitive to employees issues, putting personal biases aside, and to be a concerned intermediary between the University and the employee. Although this may take time and resource investments, the return will be the University's greatest asset, their key people.

#### *Limitations of This Study*

This study had some limitations that should be mentioned. One problem is that some of the participants filled out a paper and pencil version while others participated in an interview. Although it is possible that one group provided more or more accurate information than another (e.g., in an interview people may say more because there is someone waiting for an answer and it is more awkward to skip questions), the increase in sample size that was afforded by including the paper and pencil version allowed for the use of statistical analyses. In the future, if this interview is continued, a comparison could be done between those who answer by paper and pencil, and those who answer by interview format to see if there are differences.



Another issue with this study was that some of the items were experimental. The job characteristics scale had a somewhat low reliability of .49 and the concept of voice was only represented by one item. Both of these variables should have further research into ways to create more reliable scales.

Additionally, in this study, if individuals are dissatisfied and leaving, it is difficult to know if it is the dissatisfaction that caused the individuals to leave, or if individuals become dissatisfied after they have chosen to leave. It should be acknowledged that it is possible that instead of individuals leaving because they are dissatisfied, they become dissatisfied after they choose to leave to create cognitive consistency.

It is also a limitation of this study that the only performance measure that wasn't related to salary was average citations, which is related only to research skills, not teaching. No measure of teaching performance was available for use in this study, which as a result does not present a complete picture of an employee's performance at the University.

The overall results of this study address exploratory questions about retaining employees through the use of an exit interview. The generalizability of the results is constrained by the characteristics of the samples, for example, the samples are

from the same organization. However, within the limitations there are important results that should be studied in further research.

## REFERENCES CITED

- Abelson, M.A., & Baysinger, B.D. (1984). Optimal and dysfunctional turnover: Toward an organizational level model. *Academy Of Management Review*, 9 (2), 231-341.
- Arnold, H.J., & Feldman, D.C. (1982). A multivariate analysis of the determinants of job turnover, *Journal of Applied Psychology*, 67, 350-360.
- Atchison, T.J., & Lefferts, E.A. (1972). The prediction of turnover using Herzberg's job satisfaction technique. *Personnel Psychology*, 25, 53-64.
- Basset, G.A. (1967). *A study of factors associated with turnover of exempt personnel*. Crotonville, N.Y.: Behavioral Research Service, General Electric Company.
- Baysinger, B.D., & Mobley, W.H. (1983). Employee turnover: Individual and organizational analyses. In K.M. Rowland, & G.R. Ferris (Eds.), *Research in personnel and human resources management*, Vol. 1: (pp 269-319). Greenwich, CT: JAI Press.
- Beehr, T.A., & Gupta, N. (1978). A note on the structure of employee withdrawal. *Organizational Behavior and Human Performance*, 21, 73-79.
- Behrend, H. , & Pocock, S. (1976). Absence and the individual: A six-year study in one organization. *International Labour Review*, 114, 311-327.
- Brayfield, A.H., & Crockett, W.H. (1955). Employee attitudes and employee performance. *Psychological Bulletin*, 52 (5), 396-424.
- Burke, R.J., & Wilcox, D.S. (1955). Employee attitudes and employee performance. *Psychological Bulletin*, 52, 396-424.
- Cascio, W.F. (1982). *Costing human resources: The financial impact of behavior in organizations*. Boston: Kent.

- Dalton, D.R., Krackhardt, D.M., & Porter, L.W. (1981). Functional turnover: An empirical assessment. *Journal of Applied Psychology*, 66 (6), 716-721.
- Downs, S. (1967). Labour turnover in two public service organizations. *Occupational Psychology*, 41, 137-142.
- Faris, G.F. (1971). A predictive study of turnover. *Personnel Psychology*, 24, 311-328.
- Fleishman, E.A., & Berniger, J. (1960). One way to reduce office turnover. *Personnel*, 37, 63-69.
- Fleishman, E.A., & Harris, E.F. (1960). Patterns of leadership behavior related to employee grievances and turnover. *Personnel Psychology*, 15, 43-56.
- Fleishman, E.A., Harris, E.F., & Burt, H.E. (1955). *Leadership and supervision in industry*. Columbus, Ohio: Bureau of Educational Research, Ohio State University.
- Ford, R.N. (1967). *Motivation through the work itself*. New York: American Management Association.
- Friedlander, F., & Walton, E. (1964). Positive and negative motivations toward work. *Administrative Science Quarterly*, 9, 194-207.
- Garretson, P., & Teel, K.S. (1982). The exit interview: Effective tool or meaningless gesture? *Personnel*, July/Aug., 70-77.
- Giacalone, R.A., and Duhon, D. (1990). Assessing intended employee behavior in exit interviews. *The Journal of Psychology*, 125 (1), 83-90.
- Guest, R.H., (1955). A neglected factor in labour turnover. *Occupational Psychology*, 29, 217-231.
- Gupta, N., & Beehr, T.A. (1979). Job stress and employee behaviors. *Organizational Behavior and Human Performance*, 23, 373-389.

- Gupta, N., & Jenkins, G.D. (1980). *The structure of withdrawal: Relationships among estrangement, tardiness, absenteeism, and turnover*. Springfield, Va.: National Technical Information Service.
- Gupta, N., & Jenkins, G.D. (1982). Absenteeism and turnover: Is there a progression? *Journal of Management Studies*, 19 (4), 395-412.
- Hanisch, K.A., & Hulin, C.L. (1991). General attitudes and organizational withdrawal: An evaluation of a causal model. *Journal of Vocational Behavior*, 39, 110-128.
- Hanisch, K.A., & Hulin, C.L. (1990). Job attitudes and organizational withdrawal: An examination of retirement and other voluntary withdrawal behaviors. *Journal of Vocational Behavior*, 37, 60-78.
- Herzberg, R., Mausner, B., Peterson, R., & Capwell, D. (1957). *Job attitudes: Review and research and opinion*. Pittsburgh: Psychological Service of Pittsburgh.
- Hirschman, A.O. (1970). *Exit, voice, and loyalty*. Cambridge, Mass.: Harvard University Press.
- Hirschman, A.O. (1974). Exit, voice, and loyalty: Further reflections and a survey of recent contributions. *Social Science Information*, 13 (1): 7-26.
- Hilb, M. (1978). The standardized exit interview. *Personnel Journal*, June, 327-329,336.
- Hill, J.M., & Trist, E.L. (1955). Changes in accidents and other absences with length of service: A further study of their incidence and relation to each other in an iron and steel works. *Human Relations*, 8, 121-152.
- Hinrichs, J.R. (1971). Employees going and coming: The exit interview. *Personnel*, Jan/Feb, 30-35.

- Hinrichs, J.R. (1975). Measurement of reasons for resignation of professionals: questionnaire versus company and consultant exit interviews. *Journal of Applied Psychology*, 60 (4), 530-532.
- Hom, P.W., Katerberg, R., & Hulin, C.L. (1979). Comparative examination of three approaches to the prediction of turnover. *Journal of Applied Psychology*, 64, 280-290.
- Hulin, C.L. (1966). Job satisfaction and turnover in female clerical population. *Journal of Applied Psychology*, 50, 280-285.
- Hulin, C.L. (1968). Effects of changes in job-satisfaction levels on employee turnover. *Journal of Applied Psychology*, 52, 122-126.
- Kanfer, R., Brandt, D.M., & Crosby, J.V. (1988). Investigating behavioral antecedents of Turnover at three job tenure levels. *Journal of Applied Psychology*, 73 (2), 331-335.
- Katzell, M.E. (1968). Expectations and dropouts in schools of nursing. *Journal of Applied Psychology*, 52, 154-157.
- Keller, R.T. (1984). The role of performance and absenteeism in the prediction of turnover. *Academy of Management Journal*, 27, 176-183.
- Kennedy, J.L. (1993). Walk, don't run for the exit sign. *The Des Moines Register*, Sep.19, Job Market, 1.
- Kildbrige, M., (1961). Turnover, absence, and transfer rates as indicators of employee dissatisfaction with repetitive work. *Industrial and Labor Relations Review*, 15, 21-32.
- Kinicki, A.J., Carson, K.P., & Schreisheim, C.A. (1991). *The construct validity of the Job Descriptive Index (JDI): Review, critique and analysis*. Unpublished manuscript.

- Kopelman, R.E., Rovenpor, J.L., & Millsap, R.E. (1992). Rationale and construct validity evidence for the job search behavior index: because intentions (and new year's resolutions) often come to naught. *Journal of Vocational Behavior*, 40, 269-287.
- Knowles, M.C., (1964). Personal and job factors affecting labour turnover. *Personnel Practice Bulletin*, 20, 25-37.
- Knox, J.B. (1961). Absenteeism and turnover in an Argentine factory. *American Sociological Review*, 26, 424-428.
- Kraut, A.I. (1975). Predicting turnover of employees from measured job attitudes. *Organizational Behavior and Human Performance*, 13, 233-243.
- Lefkowitz, J., & Katz, M.L. (1969). Validity of exit interviews. *Personnel Psychology*, 22 (4), 445-455.
- Ley, R. (1966). Labour turnover as a function of worker differences, work environment, and authoritarianism of foreman. *Journal of Applied Psychology*, 50, 497-500.
- Lucas, G.H., Babakus, E., Ingram, T.N. (1990). An empirical test of the job satisfaction turnover relationship: Assessing the role of job performance for retail managers. *Journal of Academy of Marketing Science*, 18 (3), 199-208.
- Lyons, T.F. (1972). Turnover and absenteeism: A review of relationships and shared correlates. *Personnel Psychology*, 25, 271-281.
- Lyons, T., (1971). Role clarity, need for clarity, satisfaction, and withdrawal. *Organizational Behavior and Human Performance*, 6, 99-110.
- Macedonia, R.M., (1969). Expectation-press and survival. Unpublished doctoral dissertation, Graduate School of Public Administration, New York University.
- March, J.G., & Simon, H.A. (1958). *Organizations*, New York: Wiley.

- Martin, J. (1971). Some aspects of absence in a light engineering factory. *Occupational Psychology*, 45, 77-89.
- Martin, T.N., Price, J.L., & Mueller, C.W. (1981). Job performance and turnover. *Journal of Applied Psychology*, 66, 116-119.
- McEvoy, G.M., & Cascio, W.F. (1987). Do good or poor performers leave? A meta-analysis of the relationship between performance and turnover. *Academy of Management Journal*, 30, 744-762.
- Melbin, M. (1961). Organizational practice and individual behavior: absenteeism among psychiatric aides. *American Sociological Review*, 26, 14-23.
- Melcher, R.D. (1955). Getting the facts on Employee resignations: An exit interview program. *Personnel*, May, 504-515.
- Meyer, H., & Mann, F. (1962). *Who Leaves? A study of background characteristics of engineers associated with turnover*. Crotonville, N.Y.: General Electric, Company, Behavioral Science Research.
- Miller, H.E., Katerberg, R., & Hulin, C.L. (1979). Evaluation of the Mobley, Horner, and Hollingsworth model of employee turnover. *Journal of Applied Psychology*, 64 (5), 509-517.
- Miner, J.B. (1992). *Industrial-Organizational Psychology*. New York, McGraw-Hill.
- Minor, F.J. (1958). The prediction of turnover of clerical employees. *Personnel Psychology*, 11, 393-402.
- Mirvis, P.M., & Lawler E.E. (1977). Measuring the financial impact of employee attitudes. *Journal of Applied Psychology*, 62, 1-8.
- Mobley, W.H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62 (2), 237-240.



- Mobley, W.H., Griffeth, R.W., Hand, H.H., & Meglino, B.M. (1979). Review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, 86, 493-522.
- Mobley, W.H., Horner, S.O., & Hollingsworth, A.T. (1978). An evaluation of precursors of hospital employee turnover. *Journal of Applied Psychology*, 63 (4), 408-414.
- Mowday, R.T., Steers, R.M., & Porter, L.W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14, 224-247.
- Muchinsky, P.M. (1977). Employee absenteeism: A review of the literature. *Journal of vocational behavior*, 10, 316-340.
- Muchinsky, P.M. (1987). *Psychology applied to work: An introduction to industrial and organizational psychology* (2nd ed.). Chicago: Dorsey Press.
- Patchen, M., (1960). Absence and employee feelings about fair treatment. *Personnel Psychology*, 13, 349-360.
- Porter, L.W., & Steers, R.M. (1973). Organizational, work, and personal factors in employee turnover and absenteeism. *Psychological Bulletin*, 80 (2), 151-176.
- Porter, L.W., Steers, R.M., Mowday, R.T., & Boulian, P.V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59, 603-609.
- Price, J.L. (1977). *The study of turnover*. Ames: <University> Press.
- Quinn, R.P., & Kahn, R.L. (1967). Organizational psychology. *Annual Review of Psychology*, 18, 437-466.
- Rice, A.K., & Trist, E.L. (1952). Institutional and sub-institutional determinants of change in labor turnover. *Human Relations*, 5, 347-372.

- Robinson, D.D. (1972). Prediction of clerical turnover in banks by means of a weighted application blank. *Journal of Applied Psychology*, 56, 282.
- Ronan, W.W. (1963). A factor analysis of eleven job performance measures. *Personnel Psychology*, 16, 255-268.
- Ronan, W.W., (1967). A study of some concepts concerning labour turnover. *Occupational Psychology*, 41, 193-202.
- Roznowski, M., & Hanisch, K.A. (1990). Building systematic heterogeneity into work attitudes and behavior measures. *Journal of Vocational Behavior*, 36, 361-375.
- Saleh, S.D., Lee, R.J., & Prien, E.P. (1965). Why nurses leave their jobs-An analysis of female turnover. *Personnel Administration*, 28, 25-28.
- Schwab, D.P. (1991). Contextual variables in employee performance-turnover relationships. *Academy of Management Journal*, 34 (4), 966-975.
- Shott, G.L., Albright, L.E., & Glennon, J.R. (1963). Predicting turnover in an automated office situation. *Personnel Psychology*, 16, 213-219.
- Smith, P.C., Kendall, L.M., & Hulin, C.L. (1969). *The measurement of satisfaction in work and retirement: A strategy for the study of attitudes*. Skokie, IL: Rand McNally.
- Smith, F.J., & Kerr, W.A. (1953). Turnover factors as assessed by the exit interview. *The Journal of Applied Psychology*, 37 (5), 352-355.
- Spencer, D.G. (1986). Employee voice and employee retention. *Academy of Management Journal*, 29, 488-502.
- Steers, R.M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46-56.

- Stone, T.H., & Athelstan, G.T. (1969) The SVIB for women and demographic variables in the prediction of occupational tenure. *Journal of Applied Psychology*, 53, 408-412.
- Stremmel, A.J. (1991). Predictors of intention to leave child care work. *Early Childhood Research Quarterly*, 6, 285-298.
- Stumpf, S.A., & Dawley, P.K. (1981). Predicting voluntary and involuntary turnover using absenteeism and performance indices. *Academy of Management Journal*, 24, 148-163.
- Talacchi, S. (1960). Organizational size, individual attitudes and behavior: an empirical study. *Administrative Science Quarterly*, 44, 216-223.
- Taylor, K., & Weiss, D. (1969) a. Prediction of individual job termination from measured job satisfaction and biographical data. (Research Report No. 30) Minneapolis: University of Minnesota, Work Adjustment Project, October.
- Taylor, K., & Weiss, D., (1969) b. Prediction of individual job turnover from measured job satisfaction. (Research Report No.22) Minneapolis: University of Minnesota, Work Adjustment Project, May.
- Telly, C.S., French, S.L., & Scott, W.G. (1971). The relationship of inequity to turnover among hourly workers. *Administrative Science Quarterly*, 16, 164-172.
- Van Zelst, R.H., & Kerr, W.A. (1953). Workers attitudes toward merit ratings. *Personnel Psychology*, 6, 159-172.
- Vroom, V. (1964). *Work and motivation*. New York: Wiley.
- Waters, L.K., & Roach, D. (1971). Relationship between job attitudes and two forms of withdrawal from the work situation. *Journal of Applied Psychology*, 55, 92-94.

- Waters, L.K., & Roach, D. (1979). Job satisfaction, behavioral intention, and absenteeism as predictors of turnover. *Personnel Psychology, 32*, 393-397.
- Weitz, J. (1956). Job expectancy and survival. *Journal of Applied Psychology, 40*, 245-247.
- Wells, D.L., & Muchinsky, P.M. (1985). Performance antecedents of voluntary and involuntary managerial turnover. *Journal of Applied Psychology, 70*, 329-336.
- Welsch, H.P., & La Van, H. (1981). Inter-relationships between organizational commitment and job characteristics, job satisfaction, professional behavior, and organizational climate. *Human Relations, 12*, 1079-1089.
- White, B.L. (1960). Job attitudes, absence from work and labour turnover. *Personnel Practice Bulletin, 16*, 18-23.
- Wild, R. (1970). Job needs, job satisfaction, and job behavior of women manual workers. *Journal of Applied psychology, 54*, 157-162.
- Youngberg, C.F. (1963). An experimental study of "job satisfaction" and turnover in relation to job expectancies and self expectations. Unpublished doctoral dissertation, New York University
- Zaharia, E.S., & Baumeister, A.A. (1978). Technician turnover and absenteeism in public residential facilities. *American Journal of Mental Deficiency, 82*, 580-593.

## APPENDIX A: ORIGINAL &lt;UNIVERSITY&gt; EXIT SURVEY

Name: \_\_\_\_\_ Resignation date: \_\_\_\_\_  
 Date Questionnaire completed: \_\_\_\_\_

I. Demographic Information:

Department: \_\_\_\_\_  
 College: \_\_\_\_\_  
 Faculty Rank: \_\_\_\_\_  
 Tenure Status: \_\_\_\_\_  
 Years at Iowa State \_\_\_\_\_  
 Gender (M or F): \_\_\_\_\_

## Ethnicity (check below)

\_\_\_\_\_ Asian or Pacific Islander  
 \_\_\_\_\_ Black  
 \_\_\_\_\_ Caucasian  
 \_\_\_\_\_ Hispanic  
 \_\_\_\_\_ Native American  
 \_\_\_\_\_ Other; Specify \_\_\_\_\_

## II. Reason(s) for Departure

Identify with a #1 the primary reason and indicate with checks other reasons if they influenced your decision to resign.

Better Job Elsewhere

\_\_\_\_\_ more prestigious position  
 \_\_\_\_\_ more prestigious institution  
 \_\_\_\_\_ higher pay  
 \_\_\_\_\_ better benefits  
 \_\_\_\_\_ better facilities or program  
     funding  
 \_\_\_\_\_ better advancement opportunities  
 \_\_\_\_\_ better fit of position to  
     professional interests

Change of Careers

\_\_\_\_\_ moving into administration  
 \_\_\_\_\_ desire nonacademic job  
 \_\_\_\_\_ returning to school

Other (Please specify below):

Personal

\_\_\_\_\_ spousal job accommodation  
 \_\_\_\_\_ health reasons  
 \_\_\_\_\_ move closer to  
     family/friends

Location/Community

\_\_\_\_\_ prefer larger city  
 \_\_\_\_\_ prefer more racially or  
     ethnically diverse  
     community  
 \_\_\_\_\_ prefer different weather  
 \_\_\_\_\_ prefer different part of  
     country

Employment Terminated

\_\_\_\_\_ nonrenewal of appointment  
 \_\_\_\_\_ denial of tenure

III. Future Employment (if have accepted another job); please describe the position, employer, and location.

IV. For each of the following items, please circle the letter of the statement that best describes your situation.

What was the level of your employment search activity?

- a) I sought another job; I intentionally entered the job market.
- b) I made a few inquiries about jobs, but did not consider myself "on the market."
- c) I made it known to a few individuals that I would consider leaving.
- d) The first contact was unsolicited by me, but I was interested from the start.
- e) The first contact was unsolicited by me and I was initially reluctant to pursue it.

Were you encouraged by your <University> peers or academic administrators to seek other employment?

- a) No.
- b) Yes, I received an explicit request (i.e., tenure denied or appointment not renewed).
- c) Yes, I received an informal but explicit request.
- d) Yes, I received indirect pressure and subtle indications.
- e) Yes, I received signs that indicated that it would be in my best interests to move.

V. Were there actions taken by the department, college, or university in an attempt to retain you and discourage your resignation?

- \_\_\_\_\_ no
- \_\_\_\_\_ yes; if yes, please describe the actions

VI. Were there actions the department, college, or university could have taken that would have altered your decision to resign (or increased the chances you would stay)?

- \_\_\_\_\_ no
- \_\_\_\_\_ yes; if yes, please describe the actions

VII. Answer this section only if you are a woman or a minority.

Which of the following best characterizes the general campus environment for women or minorities? (Answer for women if you are female and for minorities if you are a minority.)

\_\_\_\_\_ supportive

\_\_\_\_\_ chilly

\_\_\_\_\_ hostile

\_\_\_\_\_ neutral

What changes are needed at <UNIVERSITY> to increase retention of women or minority faculty? (Please be as specific as possible and use the back of this questionnaire if more space is needed).

VIII. What do you think about<University> and its future (directions it is moving, emphases, leadership, etc.) and what recommendations can you offer to strengthen <University>? (Use the back of this questionnaire if more space is needed).

IX. Would you recommend <University> to others as a good place to be a faculty member?

\_\_\_\_\_ yes, definitely

\_\_\_\_\_ yes, with reservations

\_\_\_\_\_ probably not

\_\_\_\_\_ definitely not

X. Please provide below any other comments or observations you wish to make about <University>. (Use the back of this questionnaire if more space is needed).

## APPENDIX B: REVISED &lt;UNIVERSITY&gt; EXIT INTERVIEW

## Open-Ended Questions:

1. Please describe your job duties at <UNIVERSITY>
2. Have you been generally satisfied or dissatisfied with your job?
3. What made you satisfied? What made you dissatisfied?
4. What did you do when you were dissatisfied to relieve your dissatisfaction?
5. Was it effective in relieving your dissatisfaction?
6. Was your job at <University> what you expected it would be when you took the job?
7. If not, how was it different?
8. What is the main reason you are leaving the <University>?
9. Are there any other reasons you are leaving the <University>?
10. What date (approximately) did you start thinking you might like to leave your <University> job
11. Did you behave differently or do things differently in relation to your job at <University> after you started to think about leaving (e.g., use your vacation, stop being involved in department decisions, infrequently attend meetings)?
12. Were there actions taken by your department, college, or someone at the University in an attempt to retain you? Or were you encouraged to leave? Please explain?
13. Were there actions the department, college, or University could have taken that would have altered your decision to leave? Please describe.
14. What are your plans for future retirement?
15. Do you have plans to seek employment or volunteer work after retirement from <University>?
16. What changes need to be made to assist in retaining faculty at <University>?
17. What do you think about <University> and its future (e.g., emphases, leadership)?
18. There has been a lot of talk about diversity in organizations and also at <University>. What are your feelings on this issue?
19. Please offer any comments or observations you think would be helpful to this research study or <University> administration.

For the resigning group, the following questions were asked instead of questions 16 and 17:

1. Have you accepted another job elsewhere?
2. Please describe the position, employer, and location (these responses will be placed in categories and aggregated with others' responses so you cannot be identified).



This exit interview is intended to find out why faculty at <University> retire from their jobs. This portion of the interview will take approximately 20 minutes. We will be asking you a variety of questions about your job attitudes and job behaviors. There are no right or wrong answers to the questions. We intend to identify why individuals decide to retire. This project will involve measuring the responses of everyone who retires in the 1994-1995 fiscal year. The Provost office supports this research effort, but will not be shown your responses. The data you provide will be assigned a three digit code for identity and to insure anonymity. Your individual responses to this interview will only be seen by the research team. We will not show your responses to your department or anyone else in any form other than aggregated. It is our personal and professional commitment to uphold your confidentiality and anonymity. If you wish to discuss issues concerning your retirement with someone in the Provost's office, you are invited to contact them personally. The Provost's office is concerned about the issues surrounding your retirement, but has relinquished the right to see your individual responses to this exit interview. The Provost's office intends to use the aggregated results to improve conditions at <University>. Dr. Kathy Hanisch and Martha Stock genuinely thank you for your participation in this exit interview.

Please answer the following questions as accurately as you can. Your answers will be kept completely confidential.

1. What is your position title at <UNIVERSITY>?
  - A. Instructor
  - B. Assistant Professor
  - C. Associate Professor
  - D. Full Professor
  - E. Other (please explain to the interviewer)
  
2. When you retire from your position at Iowa State University do you think you will
  - A. Try to find, or have already found, a similar full-time job
  - B. Try to find, or have already found, a different full-time job
  - C. Quit teaching and/or administrative duties, but maintain research and/or writing activities
  - D. Try to find, or have already found, a similar part-time job
  - E. Try to find, or have already found, a different part-time job
  - F. Try to find, or have already found, voluntary work in the community
  - G. Stop working all together
  - H. None of the above (please explain to the interviewer)
  
3. Do you have a new job?
  - A. Yes
  - B. No

4. If you have a new job, is your salary
  - A. more than \$10,000 higher than your <UNIVERSITY> job
  - B. \$5,000 to \$10,000 higher than your <UNIVERSITY> job
  - C. \$1,000 to \$4,999 higher than your <UNIVERSITY> job
  - D. within \$1,000 of your <UNIVERSITY> job
  - E. \$1,000 to \$4,999 lower than your <UNIVERSITY> job
  - F. \$5,000 to \$10,000 lower than your <UNIVERSITY> job
  - G. more than \$10,000 lower than your <UNIVERSITY> job
  - H. I do not have a new job
  
5. Would you recommend <UNIVERSITY> to others as a good place to be a faculty member?
  - A. Definitely yes
  - B. Yes, but with reservations
  - C. Probably not
  - D. Definitely not
  
6. In general, what is your overall feeling toward your retirement?
  - A. very positive
  - B. positive
  - C. somewhat positive
  - D. neither positive or negative, neutral
  - E. somewhat negative
  - F. negative
  - G. very negative
  
7. Were you encouraged by your <UNIVERSITY> COLLEAGUES to retire?
  - A. No.
  - B. Yes, I received an informal but explicit request to retire.
  - C. Yes, I received indirect pressure and subtle indications that I should retire.
  - D. Yes, I received information that indicated that it would be in my best interests to retire.
  - E. Other (please explain to the interviewer).
  
8. Were you encouraged by your DEPARTMENT CHAIR (DEO) to retire?
  - A. No.
  - B. Yes, I received an informal but explicit request to retire.
  - C. Yes, I received indirect pressure and subtle indications that I should retire.
  - D. Yes, I received information that indicated that it would be in my best interests to retire.
  - E. Other (please explain to the interviewer).
  
9. Were you encouraged by other <UNIVERSITY> ACADEMIC ADMINISTRATORS to retire?
  - A. No.
  - B. Yes, I received an informal but explicit request to retire.
  - C. Yes, I received indirect pressure and subtle indications that I should retire.
  - D. Yes, I received information that indicated that it would be in my best interests to retire.
  - E. Other (please explain to the interviewer).

10. Did you go through the tenure review process at <University>?
- A. Yes
  - B. No
11. Which item best describes your feelings about the tenure review process you PERSONALLY EXPERIENCED at <University>?
- A. fair (based on ability)
  - B. biased/discriminatory
  - C. tenure standards changed for each person
  - D. tenure standards were unclear
  - E. policy rules were not followed
  - F. I did not go through the tenure review process at <University>
  - G. other (please explain to the interviewer)
12. Which item best describes your feelings IN GENERAL about the tenure review process at <University>?
- A. fair (based on ability)
  - B. biased/discriminatory
  - C. tenure standards changed for each person
  - D. tenure standards were unclear
  - E. policy rules were not followed
  - F. other (please explain to the interviewer)
13. Which item best describes your feelings about the promotion process (for example from associate to full professor) you PERSONALLY EXPERIENCED at <University>?
- A. fair (based on ability)
  - B. biased/discriminatory
  - C. promotion standards changed for each person
  - D. promotion standards were unclear
  - E. policy rules were not followed
  - F. I did not go through the promotion review process at <University>
  - G. other (please explain to the interviewer)
14. Was your pay equitable within your department at <UNIVERSITY>?
- A. yes
  - B. no
15. Was your pay at <UNIVERSITY> equitable within the labor market?
- A. yes
  - B. no
16. How often in the past year did you feel you were in conflict with your department chair or supervisor at <University>?
- A. Once or more a week in the past year
  - B. Three or four times a month in the past year
  - C. One or two times a month in the past year
  - D. Once every two months in the past year
  - E. Three or four times in the past year
  - F. Once or twice in the past year
  - G. Never in the past year

17. How important to you was your job in the past year at <University>?
- A. extremely important
  - B. very important
  - C. moderately important
  - D. not very important
  - E. not at all important
18. Is the nature of your <University> job repetitive?
- A. extremely repetitive
  - B. very repetitive
  - C. moderately repetitive
  - D. not very repetitive
  - E. not at all repetitive
19. Is your job at <UNIVERSITY> autonomous (do you feel that you make the decisions about the work you do)?
- A. extremely autonomous
  - B. very autonomous
  - C. moderately autonomous
  - D. not very autonomous
  - E. not at all autonomous
20. How important are your professional work tasks to you?
- A. extremely important
  - B. very important
  - C. moderately important
  - D. not very important
  - E. not at all important
21. In your job at <UNIVERSITY>, how often in the past year were you given responsibility for the work you did?
- A. always
  - B. most of the time
  - C. sometimes
  - D. not very often
  - E. never
22. How often in the past year did you feel that your work tasks (e.g., teaching and research responsibilities) were in conflict with one another in your <UNIVERSITY> job?
- A. always
  - B. most of the time
  - C. sometimes
  - D. not very often
  - E. never

23. How often in the past year did you feel you were given an adequate opportunity to express dissatisfaction (e.g., discussions with your department chair or supervisor) about aspects of your job at <UNIVERSITY>?

- A. always
- B. most of the time
- C. sometimes
- D. not very often
- E. never

24. How often in the past year did you express your dissatisfaction about aspects of your job at <UNIVERSITY> to a university administrator or committee?

- A. always
- B. most of the time
- C. sometimes
- D. not very often
- E. never

25. How often in the past year did you feel that your expressions of dissatisfaction were effective?

- A. always
- B. most of the time
- C. sometimes
- D. not very often
- E. never

26. Approximately what percent of your vacation time did you use in the past year

- A. None
- B. 25%
- C. 50%
- D. 75%
- E. 100%
- F. I do not get any vacation time at <UNIVERSITY>

We would like to note that some of the following items may seem similar and some may seem like opposites to you, but they will not to others. Asking several questions provides a more complete and accurate picture of individuals' feelings and perceptions. Thank you, in advance, for your understanding. Remember, all of your answers are confidential.

The following questions ask you to think about the WORK that you do at <UNIVERSITY>. What is your WORK like MOST of the time? For each question indicate "Yes" if the item describes your work, "No" if the item does not describe your work, and "?" only if you cannot decide.

Fascinating

- A. Yes
- B. No
- C. ?

**Routine**

- A. Yes
- B. No
- C. ?

**Satisfying**

- A. Yes
- B. No
- C. ?

**Boring**

- A. Yes
- B. No
- C. ?

**Good**

- A. Yes
- B. No
- C. ?

**Creative**

- A. Yes
- B. No
- C. ?

**Respected**

- A. Yes
- B. No
- C. ?

**Pleasant**

- A. Yes
- B. No
- C. ?

**Useful**

- A. Yes
- B. No
- C. ?

**Tiresome**

- A. Yes
- B. No
- C. ?

**Challenging**

- A. Yes
- B. No
- C. ?

Frustrating

- A. Yes
- B. No
- C. ?

Simple

- A. Yes
- B. No
- C. ?

Gives sense of accomplishment

- A. Yes
- B. No
- C. ?

Dull

- A. Yes
- B. No
- C. ?

A source of pleasure

- A. Yes
- B. No
- C. ?

Awful

- A. Yes
- B. No
- C. ?

Interesting

- A. Yes
- B. No
- C. ?

Please respond by either selecting Yes if the item characterizes your HEALTH, No if the item does not characterize your health, and select "?" only if you cannot decide

Have a lot of minor ailments

- A. Yes
- B. No
- C. ?

Need little or no medical care

- A. Yes
- B. No
- C. ?

Feel tired all the time

- A. Yes
- B. No
- C. ?

Failing

- A. Yes
- B. No
- C. ?

Must be careful what I do

- A. Yes
- B. No
- C. ?

Excellent

- A. Yes
- B. No
- C. ?

Never felt better

- A. Yes
- B. No
- C. ?

Poor

- A. Yes
- B. No
- C. ?

Better condition than most people my age

- A. Yes
- B. No
- C. ?

The following items ask you to think about the PAY AND BENEFITS you receive from your job at <University>. What are your PAY AND BENEFITS like MOST of the time? For each item indicate "Yes" if the item describes your pay and benefits, "No" if the item does not describe you pay and benefits, and "?" only if you cannot decide.



Income adequate for normal expenses

- A. Yes
- B. No
- C. ?

Barely live on income

- A. Yes
- B. No
- C. ?

Bad

- A. Yes
- B. No
- C. ?

Income provides luxuries

- A. Yes
- B. No
- C. ?

Insecure

- A. Yes
- B. No
- C. ?

Less than I deserve

- A. Yes
- B. No
- C. ?

Highly paid

- A. Yes
- B. No
- C. ?

Underpaid

- A. Yes
- B. No
- C. ?

Well paid

- A. Yes
- B. No
- C. ?

Unfair

- A. Yes
- B. No
- C. ?

Enough for what I need

- A. Yes
- B. No
- C. ?

Good retirement package

- A. Yes
- B. No
- C. ?

The following items ask you to think about your most recent DEPARTMENT CHAIR at <University>. What is your DEPARTMENT CHAIR like MOST of the time? For each item indicate "Yes" if the item describes your department chair, "No" if the item does not describe your department chair, and "?" only if you cannot decide. All answers are confidential.

Hard to please

- A. Yes
- B. No
- C. ?

Impolite

- A. Yes
- B. No
- C. ?

Praises good work

- A. Yes
- B. No
- C. ?

Tactful

- A. Yes
- B. No
- C. ?

Up-to-date

- A. Yes
- B. No
- C. ?

Quick-tempered

- A. Yes
- B. No
- C. ?

Tells me where I stand

- A. Yes
- B. No
- C. ?

Annoying

- A. Yes
- B. No
- C. ?

Stubborn

- A. Yes
- B. No
- C. ?

Knows job well

- A. Yes
- B. No
- C. ?

Bad

- A. Yes
- B. No
- C. ?

Intelligent

- A. Yes
- B. No
- C. ?

Lazy

- A. Yes
- B. No
- C. ?

Around when needed

- A. Yes
- B. No
- C. ?

Interferes with my work

- A. Yes
- B. No
- C. ?

Gives confusing directions

- A. Yes
- B. No
- C. ?

Knows how to supervise

- A. Yes
- B. No
- C. ?

Cannot be trusted

- A. Yes
- B. No
- C. ?

The following items ask you to think about the majority of your FACULTY COLLEAGUES at <UNIVERSITY>. What are your FACULTY COLLEAGUES like MOST of the time? For each item indicate "Yes" if the item describes your colleagues, "No" if it does not describe your colleagues, and "?" only if you cannot decide. All answers are confidential.

Stimulating

- A. Yes
- B. No
- C. ?

Boring

- A. Yes
- B. No
- C. ?

Slow

- A. Yes
- B. No
- C. ?

Ambitious

- A. Yes
- B. No
- C. ?

Stupid

- A. Yes
- B. No
- C. ?

Responsible

- A. Yes
- B. No
- C. ?

Waste of time

- A. Yes
- B. No
- C. ?

Intelligent

- A. Yes
- B. No
- C. ?

Easy to make enemies

- A. Yes
- B. No
- C. ?

Talk too much

- A. Yes
- B. No
- C. ?

Smart

- A. Yes
- B. No
- C. ?

Lazy

- A. Yes
- B. No
- C. ?

Unpleasant

- A. Yes
- B. No
- C. ?

Active

- A. Yes
- B. No
- C. ?

Narrow interests

- A. Yes

- B. No
- C. ?

- Loyal
- A. Yes
  - B. No
  - C. ?

- Bother me
- A. Yes
  - B. No
  - C. ?

- Work well together
- A. Yes
  - B. No
  - C. ?

- Helpful
- A. Yes
  - B. No
  - C. ?

The following section asks you questions about your HEALTH CONDITIONS. Please respond by selecting "Yes" if you have the health condition, and "No" if you do not have the health condition. The questions are important to this research, and your answers are completely confidential.

- Heart disease/condition
- A. yes
  - B. no

- Stroke (any type)
- A. yes
  - B. no

- Kidney problems
- A. yes
  - B. no

- Eye problems (does not include corrective lenses)
- A. yes
  - B. no

- Ear problems
- A. yes
  - B. no

Back problems

- A. yes
- B. no

Respiratory or lung problems

- A. yes
- B. no

Joint problems (knee, elbow, etc.)

- A. yes
- B. no

Blood disease

- A. yes
- B. no

Cancer

- A. yes
- B. no

High blood pressure

- A. yes
- B. no

Felt depressed lately?

- A. yes
- B. no

Severe headaches

- A. yes
- B. no

Ulcer

- A. yes
- B. no

Do you have shortness of breath upon exerting yourself?

- A. yes
- B. no

Do you have frequent headaches?

- A. yes
- B. no

Are you unable to fall asleep at night or have difficulty staying asleep?

- A. yes
- B. no

Do you frequently have stomach pains?

- A. yes
- B. no

Do you often feel exhausted for no good reason?

- A. yes
- B. no

Do you often catch colds?

- A. yes
- B. no

The following items ask what you think retirement will be like. We are interested in your opinion about your RETIREMENT SITUATION. Please select "Yes" if you think the item would describe your retirement situation, "No" if the item would not describe your retirement situation, and "?" only if you cannot decide.

Tiresome

- A. Yes
- B. No
- C. ?

Discouraging

- A. Yes
- B. No
- C. ?

Exciting

- A. Yes
- B. No
- C. ?

Good

- A. Yes
- B. No
- C. ?

Fascinating

- A. Yes
- B. No
- C. ?



Hard

- A. Yes
- B. No
- C. ?

Boring

- A. Yes
- B. No
- C. ?

Challenging

- A. Yes
- B. No
- C. ?

Interesting

- A. Yes
- B. No
- C. ?

Useless

- A. Yes
- B. No
- C. ?

Limited

- A. Yes
- B. No
- C. ?

Same thing every day

- A. Yes
- B. No
- C. ?

Creative

- A. Yes
- B. No
- C. ?

Nothing to do

- A. Yes
- B. No
- C. ?

Nothing to look forward to

- A. Yes
- B. No
- C. ?

Relaxing

- A. Yes
- B. No
- C. ?

New things to do

- A. Yes
- B. No
- C. ?

Gives Sense of Accomplishment

- A. Yes
- B. No
- C. ?

1. Are you retiring earlier, later, or at the approximate time you had expected to retire?

- A. earlier than expected
- B. at the approximate time
- C. later than expected

2. All things considered, how desirable to you is retirement from work in general?

- A. very UNdesirable
- B. UNdesirable
- C. slightly UNdesirable
- D. neutral; neither desirable or undesirable
- E. slightly desirable
- F. desirable
- G. very desirable

3. The retirement benefits provided by <University>

- A. caused me to retire sooner than I had anticipated.
- B. did not have an effect on my retirement decision.
- C. caused me to retire later than I had expected.
- D. other (please explain to interviewer).

4. Did you know that by law, after January 1, 1994, you did not have to retire?

- A. yes
- B. no

5. If you could have afforded to, would you have retired earlier than you did?

- A. yes
- B. no

6. Which of the following general categories best describes the MAIN REASON you retired from your job at <University>?

- A. Work Reasons
- B. Personal Reasons
- C. Health Reasons

In the following questions please estimate as accurately as you can how often you felt a certain way or engaged in the following behaviors in relation to your job at <UNIVERSITY> in your last year. All answers are confidential. Please choose one of the following responses for each statement:

- A. never in the past year
- B. one to two times in the past year
- C. three to four times in the past year
- D. once every two months in the past year
- E. one to two times a month in the past year
- F. three to four times a month in the past year
- G. once or more a week in the past year

1. late to teach your classes, seminars, or scheduled meetings
2. say good things about <University> to others
3. desired to be absent from seminars, classes, or scheduled meetings
4. unprepared for scheduled meetings, seminars, or classes
5. do poor quality work
6. cancel or miss class, seminars, or scheduled meetings even though you could have been there
7. difficult to arrive on time to classes, seminars, and scheduled meetings
8. give work to graduate or undergraduate students that you really should have done yourself
9. work more than 50 hours a week
10. talk to co-workers about non-work related issues when you should have been attending to your work
11. make compromises in your work tasks (e.g., teaching) because of the amount of time it would have taken you to do it the best way
12. absent from your job when you should have been there
13. fail to attend scheduled meetings
14. drink alcohol because your job was stressful

15. tamper with equipment so that you did not have to get work done
16. let others do your work for you
17. take responsibility for initiating needed changes in your work
18. think about retiring from your job because of work-related issues
19. make excuses to go somewhere to get out of work
20. away from your office when you should have been there (e.g., office hours)
21. work with newer faculty members to help them learn their job in the organization
22. neglect those tasks that do not affect your performance appraisal or pay raise
23. do administrative tasks when you were not obligated to
24. leave work-related activities (e.g., scheduled meetings) early
25. do things that were not required on your job that make <University> a better place to work
26. look forward to going to your office to work
27. receive feedback on your job performance from your department chair or supervisor
28. contribute your time to tasks to help out the organization that would not be considered required by your job
29. feel appreciated by your department chair or supervisor because of the work you had done

Was a specific faculty member or any other person at the university ASSIGNED to be your mentor at any time when you were at <UNIVERSITY>?

- A. Yes, a specific person at the university was assigned to be my mentor.
- B. Yes, a specific person at the university was my mentor but he/she was not assigned to the position.
- C. No, I did not have a mentor at <UNIVERSITY>.
- D. Other (please explain to the interviewer)

If you had a mentor at <UNIVERSITY>, what type of impact did this person have on your career at <UNIVERSITY>?

- A. Very positive
- B. Somewhat positive
- C. Slightly positive
- D. Neither positive or negative
- E. Slightly negative
- F. Somewhat negative
- G. Very negative
- H. I did not have a mento

Thank you for participating in this exit interview!!

The interview for those that were who resigned was the same with the exception of the following:

- All references to retiring were changed to resigning.
- Question 6 on page 87 was replaced with the following question:

In your current or next year of employment at <University> which of the following best describes your expected level of employment search activity?

A. I will seek another job; I will intentionally enter the job market.

B. I will make a few inquiries about jobs, but will not consider myself "on the market."

C. I will make it known to a few individuals outside of <UNIVERSITY> that I will consider leaving <UNIVERSITY>.

D. The first contact would have to be unsolicited by me, but I would be interested from the start.

E. The first contact would have to be unsolicited by me and I would be reluctant to pursue it.

F. I will not look for a new job.

- The retirement satisfaction scale on pages 101-103 was not included .
- The questions 1-6 on page 103-104 about retirement were not included.

# APPENDIX C: <UNIVERSITY> EMPLOYEE INTERVIEW

## Open-Ended Questions:

1. Please describe your job duties at <UNIVERSITY>
2. Have you been generally satisfied or dissatisfied with your job?
3. What made you satisfied? What made you dissatisfied?
4. What did you do when you were dissatisfied to relieve your dissatisfaction?
5. Was it effective in relieving your dissatisfaction?
6. Was your job at <University> what you expected it would be when you took the job?
7. If not, how was it different?
8. What is the main reason you work for the <University>?
9. Are there any other reasons? If so, what are they?
10. Do you intend to keep working at <University> for the foreseeable future? Please explain.
11. What type of things would encourage you or make it appealing to quit your current job?
12. Are there negative things in your job that you think could be change by someone in your department, college, or at the University? If so, what are they?
13. Do you think individuals at the University want to know if you are dissatisfied with aspects of your job? Please explain.

## FOR EMPLOYEE-QUIT:

14. If you were going to quit your job at <University>, what type of job would you seek?
15. In what ways would you want your next job to be different from your current job?

## FOR EMPLOYEE-RETIRE:

16. If you were going to retire from your job at <University>, would you seek another job?
17. If YES, in what ways would you want your next job to be different from your current job?
18. If NO, how do you plan to spend your retirement?

## FOR BOTH:

19. Do you have any plans to seek employment or volunteer work after your retirement from <University>?
20. What changes need to be made to assist in retaining faculty at <University>?
21. What do you think about <University> and its future (e.g., emphases, leadership)?
22. There has been a lot of talk about diversity in organizations and also at <University>. What are your feelings on this issue?
23. Please offer any comments or observations you think would be helpful to this research study or <University> administration.

This interview is intended to assess how faculty at <University> feel about their jobs. This portion of the interview will take approximately 20 minutes. We will be asking you a variety of questions about your job attitudes and job behaviors including your plans, if any, to quit working at <UNIVERSITY>. There are no right or wrong answers to the questions. This project will involve measuring the responses of a sample of individuals who are employed at <University> in the 1994-1995 fiscal year. The Provost's office supports this research effort, but will not be shown your responses. The information you provide will be assigned a three digit code for identity and to insure anonymity. Your individual responses to this interview will only be seen by the research team. We will not show your responses to your department or anyone else in any form other than aggregated. It is our personal and professional commitment to uphold your confidentiality and anonymity. The Provost's office is interested in the issues covered in this interview, but has relinquished the right to see your individual responses to this interview. The Provost's office intends to use the aggregated results to improve conditions at <University>. Dr. Kathy Hanisch and Martha Stock genuinely thank you for your participation in this interview.

Please answer the following questions as accurately as you can. Your answers will be kept completely confidential.

1. What is your position title at <UNIVERSITY>?
  - A. Instructor
  - B. Assistant Professor
  - C. Associate Professor
  - D. Full Professor
  - E. Other (please explain to the interviewer)
  
2. If you were interested in leaving your job at <University> in the next year, what would you most likely do?
  - A. Try to find a similar full-time job
  - B. Try to find a different full-time job
  - C. Quit teaching and/or administrative duties, but maintain research/writing activities
  - D. Try to find a similar part-time job
  - E. Try to find a different part-time job
  - F. Try to find voluntary work in the community
  - G. Stop working all together
  - H. Retire
  - I. None of the above (please explain to the interviewer)
  
3. Are you looking for or considering looking for a new job?
  - A. No, I am not currently looking for or considering looking for a new job.
  - B. Yes, I am currently looking for a new job.
  - C. Yes, I am considering looking for a new job in the next one to three months.
  - D. Yes, I am considering looking for a new job in the next six months.
  - E. Yes, I am considering looking for a new job in the next year.
  - F. Yes, I am considering looking for a new job in the next two years.
  - G. Yes, I am considering looking for a new job in the next three to five years.
  - H. Yes, I am considering looking for a new job in the next five to ten years.
  - I. Yes, I am considering looking for a new job in ten or more years from now.



4. If you were leaving <University> for a new job, what would be the lowest salary you would consider?
  - A. more than \$10,000 higher than your <UNIVERSITY> job
  - B. \$5,000 to \$10,000 higher than your <UNIVERSITY> job
  - C. \$1,000 to \$4,999 higher than your <UNIVERSITY> job
  - D. within \$1,000 of your <UNIVERSITY> job
  - E. \$1,000 to \$4,999 lower than your <UNIVERSITY> job
  - F. \$5,000 to \$10,000 lower than your <UNIVERSITY> job
  - G. more than \$10,000 lower than your <UNIVERSITY> job
  - H. I would not consider another job
  
5. Would you recommend <UNIVERSITY> to others as a good place to be a faculty member?
 

A. definitely yes	C. probably not
B. yes, but with reservations	D. definitely not
  
6. In general, what is your overall feeling toward your retirement from <UNIVERSITY>?
  - A. Very positive
  - B. Positive
  - C. Somewhat positive
  - D. Neither positive or negative, neutral
  - E. Somewhat negative
  - F. Negative
  - G. Very negative
  
7. Have any of your <UNIVERSITY> COLLEAGUES encouraged you to retire in the past year?
  - A. No.
  - B. Yes, I have received an informal but explicit request to retire.
  - C. Yes, I have received indirect pressure and subtle indications that I should retire.
  - D. Yes, I have received certain information that indicated it would be in my best interests to retire.
  - E. Other (please explain to the interviewer).
  
8. Has your DEPARTMENT CHAIR (DEO) encouraged you to retire in the past year?
  - A. No.
  - B. Yes, I have received an informal but explicit request to retire.
  - C. Yes, I have received indirect pressure and subtle indications that I should retire.
  - D. Yes, I have received certain information that indicated it would be in my best interests to retire.
  - E. Other (please explain to the interviewer).
  
9. Have any other <UNIVERSITY> ACADEMIC ADMINISTRATORS encouraged you to retire in the past year?
  - A. No.
  - B. Yes, I have received an informal but explicit request to retire.
  - C. Yes, I have received indirect pressure and subtle indications that I should retire.
  - D. Yes, I have received certain information that indicated it would be in my best interests to retire.
  - E. Other (please explain to the interviewer).

10. Have you gone through the tenure review process at <University>?

- A. yes
- B. no
- C. I am currently going through it

11. Which item best describes your feelings about the tenure review process you PERSONALLY EXPERIENCED at <University>?

- A. fair (based on ability)
- B. biased/discriminatory
- C. tenure standards changed for each person
- D. tenure standards were unclear
- E. policy rules were not followed
- F. I have not gone through the tenure review process at <University>
- G. other (please explain to the interviewer)

12. Which item best describes your feelings IN GENERAL about the tenure review process at <University>?

- A. fair (based on ability)
- B. biased/discriminatory
- C. tenure standards change for each person
- D. tenure standards are unclear
- E. policy rules are not followed
- F. other (please explain to the interviewer)

13. Which item best describes your feelings about the promotion process (for example from Associate to Full Professor) you PERSONALLY EXPERIENCED at <University>?

- A. fair (based on ability)
- B. biased/discriminatory
- C. promotion standards changed for each person
- D. promotion standards were unclear
- E. policy rules were not followed
- F. I have not gone through the promotion process at <University>
- G. other (please explain to the interviewer)

14. Is your pay equitable within your department at <UNIVERSITY>?

- A. yes
- B. no

15. Is your pay at <UNIVERSITY> equitable within the labor market?

- A. yes
- B. no

16. How often in the past year did you feel you were in conflict with your department chair or supervisor at <University>?
- A. Once or more a week in the past year
  - B. Three or four times a month in the past year
  - C. One or two times a month in the past year
  - D. Once every two months in the past year
  - E. Three or four times in the past year
  - F. Once or twice in the past year
  - G. Never in the past year
17. How important to you is your job at <University>?
- A. extremely important
  - B. very important
  - C. moderately important
  - D. not very important
  - E. not at all important
18. Is the nature of your <University> job repetitive?
- A. extremely repetitive
  - B. very repetitive
  - C. moderately repetitive
  - D. not very repetitive
  - E. not at all repetitive
19. Is your job at <UNIVERSITY> autonomous (do you feel that you make the decisions about the work you do)?
- A. extremely autonomous
  - B. very autonomous
  - C. moderately autonomous
  - D. not very autonomous
  - E. not at all autonomous
20. How important are your professional work tasks to you?
- A. extremely important
  - B. very important
  - C. moderately important
  - D. not very important
  - E. not at all important
21. In your job at <UNIVERSITY>, how often in the past year were you given responsibility for the work you did?
- A. always
  - B. most of the time
  - C. sometimes
  - D. not very often
  - E. never

22. How often in the past year did you feel that your work tasks (e.g., teaching and research responsibilities) were in conflict with one another in your <UNIVERSITY> job?
- A. always
  - B. most of the time
  - C. sometimes
  - D. not very often
  - E. never
23. How often in the past year did you feel you were given an adequate opportunity to express dissatisfactions (e.g., discussions with your department chair or supervisor) about aspects of your job at <UNIVERSITY>?
- A. always
  - B. most of the time
  - C. sometimes
  - D. not very often
  - E. never
24. How often in the past year did you express your dissatisfaction about aspects of your job at <UNIVERSITY> to a university administrator or committee?
- A. always
  - B. most of the time
  - C. sometimes
  - D. not very often
  - E. never
25. How often in the past year did you feel that your expressions of dissatisfaction were effective?
- A. always
  - B. most of the time
  - C. sometimes
  - D. not very often
  - E. never
26. Approximately what percent of your vacation time did you use in the past year?
- A. none
  - B. 25%
  - C. 50%
  - D. 75%
  - E. 100%
  - F. I do not get any vacation time at <UNIVERSITY>

We would like to note that some of the following items may seem similar and some may seem like opposites to you, but they will not to others. Asking several questions provides a more complete and accurate picture of individuals' feelings and perceptions. Thank you, in advance, for your understanding. Remember, all of your answers are confidential.

The following ITEMS ask you to think about the WORK that you do at <UNIVERSITY>. What is your WORK like MOST of the time? For each item indicate "Yes" if the item describes your work, "No" if the item does not describe your work, and "?" only if you cannot decide.

Fascinating

- A. Yes
- B. No
- C. ?

Routine

- A. Yes
- B. No
- C. ?

Satisfying

- A. Yes
- B. No
- C. ?

Boring

- A. Yes
- B. No
- C. ?

Good

- A. Yes
- B. No
- C. ?

Creative

- A. Yes
- B. No
- C. ?

Respected

- A. Yes
- B. No
- C. ?

Pleasant

- A. Yes
- B. No
- C. ?

Useful

A. Yes

B. No

C. ?

Tiresome

A. Yes

B. No

C. ?

Challenging

A. Yes

B. No

C. ?

Frustrating

A. Yes

B. No

C. ?

Simple

A. Yes

B. No

C. ?

Gives sense of accomplishment

A. Yes

B. No

C. ?

Dull

A. Yes

B. No

C. ?

A source of pleasure

A. Yes

B. No

C. ?

Awful

A. Yes

B. No

C. ?

Interesting

A. Yes

B. No

C. ?

The following items pertain to your perceptions of your HEALTH. What is it like MOST of the time? Indicate "Yes" if the item describes your health, "No" if the item does not describe your health, and "?" only if you cannot decide.

Have a lot of minor ailments

A. Yes

B. No

C. ?

Need little or no medical care

A. Yes

B. No

C. ?

Feel tired all the time

A. Yes

B. No

C. ?

Failing

A. Yes

B. No

C. ?

Must be careful what I do

A. Yes

B. No

C. ?

Excellent

A. Yes

B. No

C. ?

Never felt better

A. Yes

B. No

C. ?

Poor

A. Yes

B. No

C. ?

Better condition than most people my age

- A. Yes
- B. No
- C. ?

The following items ask you to think about the PAY AND BENEFITS you receive from your job at <University>. What are your PAY AND BENEFITS like MOST of the time? For each item indicate "Yes" if the item describes your pay and benefits, "No" if the item does not describe your pay and benefits, and "?" only if you cannot decide.

Income adequate for normal expenses

- A. Yes
- B. No
- C. ?

Barely live on income

- A. Yes
- B. No
- C. ?

Bad

- A. Yes
- B. No
- C. ?

Income provides luxuries

- A. Yes
- B. No
- C. ?

Insecure

- A. Yes
- B. No
- C. ?

Less than I deserve

- A. Yes
- B. No
- C. ?

Highly paid

- A. Yes
- B. No
- C. ?



Underpaid

- A. Yes
- B. No
- C. ?

Well paid

- A. Yes
- B. No
- C. ?

Unfair

- A. Yes
- B. No
- C. ?

Enough for what I need

- A. Yes
- B. No
- C. ?

Good retirement package

- A. Yes
- B. No
- C. ?

The following items ask you to think about your current DEPARTMENT CHAIR at <University>. What is your DEPARTMENT CHAIR like MOST of the time? For each item indicate "Yes" if the item describes your department chair, "No" if the item does not describe your department chair, and "?" if you cannot decide. All answers will be kept confidential.

Hard to please

- A. Yes
- B. No
- C. ?

Impolite

- A. Yes
- B. No
- C. ?

Praises good work

- A. Yes
- B. No
- C. ?

Tactful

A. Yes

B. No

C. ?

Up-to-date

A. Yes

B. No

C. ?

Quick-tempered

A. Yes

B. No

C. ?

Tells me where I stand

A. Yes

B. No

C. ?

Annoying

A. Yes

B. No

C. ?

Stubborn

A. Yes

B. No

C. ?

Knows job well

A. Yes

B. No

C. ?

Bad

A. Yes

B. No

C. ?

Intelligent

A. Yes

B. No

C. ?

Lazy

A. Yes

B. No

C. ?

Around when needed

- A. Yes
- B. No
- C. ?

Interferes with my work

- A. Yes
- B. No
- C. ?

Gives confusing directions

- A. Yes
- B. No
- C. ?

Knows how to supervise

- A. Yes
- B. No
- C. ?

Cannot be trusted

- A. Yes
- B. No
- C. ?

The following items ask you to think about the majority of your FACULTY COLLEAGUES at <UNIVERSITY>. What are your FACULTY COLLEAGUES like MOST of the time? For each item indicate "Yes" if the item describes your colleagues, "No" if the item does not describe your colleagues, and "?" only if you cannot decide. All answers are confidential.

Stimulating

- A. Yes
- B. No
- C. ?

Boring

- A. Yes
- B. No
- C. ?

Slow

- A. Yes
- B. No
- C. ?

Ambitious

A. Yes

B. No

C. ?

Stupid

A. Yes

B. No

C. ?

Responsible

A. Yes

B. No

C. ?

Waste of time

A. Yes

B. No

C. ?

Intelligent

A. Yes

B. No

C. ?

Easy to make enemies

A. Yes

B. No

C. ?

Talk too much

A. Yes

B. No

C. ?

Smart

A. Yes

B. No

C. ?

Lazy

A. Yes

B. No

C. ?

Unpleasant

A. Yes

B. No

C. ?

Active

A. Yes

B. No

C. ?

Narrow interests

A. Yes

B. No

C. ?

Loyal

A. Yes

B. No

C. ?

Bother me

A. Yes

B. No

C. ?

Work well together

A. Yes

B. No

C. ?

Helpful

A. Yes

B. No

C. ?

The following section asks you about your HEALTH CONDITIONS. Please respond by selecting "Yes" if you have the health condition, and "No" if you do not have the health condition. The questions are important to this research, and your answers are completely confidential.

Heart disease/condition

A. Yes

B. No

Stroke (any type)

A. Yes

B. No

Kidney problems

A. Yes

B. No

Eye problems (does not include corrective lenses)

- A. Yes
- B. No

Ear Problems

- A. Yes
- B. No

Back Problems

- A. Yes
- B. No

Respiratory or lung problems

- A. Yes
- B. No

Joint Problems (knee, elbow, etc.)

- A. Yes
- B. No

Blood disease

- A. Yes
- B. No

Cancer

- A. Yes
- B. No

High blood pressure

- A. Yes
- B. No

Felt depressed lately?

- A. Yes
- B. No

Severe headaches

- A. Yes
- B. No

Ulcer

- A. Yes
- B. No

Do you have shortness of breath upon exerting yourself?

- A. Yes
- B. No

Do you have frequent headaches?

- A. Yes
- B. No

Are you unable to fall asleep at night or have difficulty staying asleep?

- A. Yes
- B. No

Do you frequently have stomach pains?

- A. Yes
- B. No

Do you often feel exhausted for no good reason?

- A. Yes
- B. No

Do you often catch colds?

- A. Yes
- B. No

The following items ask what you think retirement will be like. We are interested in your opinion about your RETIREMENT SITUATION. Please select "Yes" if you think the item would describe your retirement situation, "No" if the item would not describe your retirement situation, and "?" only if you cannot decide.

Tiresome

- A. Yes
- B. No
- C. ?

Discouraging

- A. Yes
- B. No
- C. ?

Exciting

- A. Yes
- B. No
- C. ?

Good

- A. Yes
- B. No
- C. ?

Fascinating

A. Yes

B. No

C. ?

Hard

A. Yes

B. No

C. ?

Boring

A. Yes

B. No

C. ?

Challenging

A. Yes

B. No

C. ?

Interesting

A. Yes

B. No

C. ?

Useless

A. Yes

B. No

C. ?

Limited

A. Yes

B. No

C. ?

Same thing every day

A. Yes

B. No

C. ?

Creative

A. Yes

B. No

C. ?



Nothing to do

- A. Yes
- B. No
- C. ?

Nothing to look forward to

- A. Yes
- B. No
- C. ?

Relaxing

- A. Yes
- B. No
- C. ?

New things to do

- A. Yes
- B. No
- C. ?

Gives Sense of Accomplishment

- A. Yes
- B. No
- C. ?

1a. Do you plan to take early retirement if it is available to you?

- A. Yes
- B. No

1b. At the present time, what age do you intend to retire from your job at <University>?

- A. 50 to 55
- B. 56 to 60
- C. 61 to 62
- D. 63 to 64
- E. 65 to 66
- F. 67 to 68
- G. 69 to 70
- H. After age 70
- I. Given the choice, I would never retire from <UNIVERSITY>

2. All things considered, how desirable to you is retirement from work in general?

- A. very UNdesirable
- B. UNdesirable
- C. slightly UNdesirable
- D. neutral; neither desirable or undesirable
- E. slightly desirable
- F. desirable
- G. very desirable

3. The retirement benefits provided by <University>
- A. will cause me to retire sooner than I would like to.
  - B. will not have an effect on my retirement decision.
  - C. will cause me to retire later than I would like to.
  - D. other (please explain to interviewer).
4. Did you know that by law, after January 1, 1994, you did not have to retire?
- A. yes
  - B. no
5. If you could afford to, would you retire earlier than you plan to?
- A. yes
  - B. no
6. Which of the following general categories best describes the MAIN REASON you plan to retire from your job at <University>?
- A. Work Reasons
  - B. Personal Reasons
  - C. Health Reasons

The next section pertains to your thoughts and plans for retirement from your job at <UNIVERSITY>. Please answer regardless of whether or not you anticipate retiring at this time.

How often do you think about retiring from your job at <UNIVERSITY>?

- A. Never
- B. Rarely
- C. Seldom
- D. Sometimes
- E. Often
- F. Very often
- G. Constantly

How easy or difficult would it be for you to retire from your <UNIVERSITY> job in terms of finding other employment or voluntary work?

- A. Very difficult
- B. Difficult
- C. Somewhat difficult
- D. Neither easy or difficult
- E. Somewhat easy
- F. Easy
- G. Very easy

How easy or difficult would it be financially for you to retire from your <UNIVERSITY> job?

- A. Very difficult
- B. Difficult
- C. Somewhat difficult
- D. Neither easy or difficult
- E. Somewhat easy
- F. Easy
- G. Very easy

How easy or difficult would it be for you to retire from your <UNIVERSITY> job in terms of your family and home life?

- A. Very difficult
- B. Difficult
- C. Somewhat difficult
- D. Neither easy or difficult
- E. Somewhat easy
- F. Easy
- G. Very easy

How easy or difficult would it be for you to retire from your job at <UNIVERSITY> in terms of the time and effort you have invested in acquiring and maintaining your position at the university?

- A. Very difficult
- B. Difficult
- C. Somewhat difficult
- D. Neither easy or difficult
- E. Somewhat easy
- F. Easy
- G. Very easy

How easy or difficult would it be for you to retire from your <UNIVERSITY> job in terms of maintaining contact with your friends?

- A. Very difficult
- B. Difficult
- C. Somewhat difficult
- D. Neither easy or difficult
- E. Somewhat easy
- F. Easy
- G. Very easy

In the following questions please estimate as accurately as you can how often you have felt a certain way or engaged in the following behaviors in relation to your job at <UNIVERSITY> in the past year. All answers are confidential. Please choose one of the following choices for each item.

- A. never in the past year
- B. one to two times in the past year
- C. three to four times in the past year
- D. once every two months in the past year
- E. one to two times a month in the past year
- F. three to four times a month in the past year
- G. once or more a week in the past year

1. late to teach your classes, seminars, or scheduled meetings
2. say good things about <University> to others
3. desired to be absent from seminars, classes, or scheduled meetings
4. unprepared for scheduled meetings, seminars, or classes
5. do poor quality work
6. cancel or miss class, seminars, or scheduled meetings even though you could have been there
7. volunteer to help out your department because a colleague was sick (e.g., teach class)
8. difficult to arrive on-time to classes, seminars, and scheduled meetings
9. give work to graduate or undergraduate students that you really should have done yourself
10. work more than 50 hours a week
11. talk to co-workers about non-work related issues when you should have been attending to your work
12. make compromises in your work tasks (e.g., teaching) because of the amount of time it would have taken you to do it the best way
13. absent from your job when you should have been there
14. fail to attend scheduled meetings
15. drink alcohol because your job was stressful
16. tamper with equipment so that you did not have to get work done
17. let others do your work for you
18. take responsibility for initiating needed changes in your work

19. think about retiring from your job because of work-related issues
20. make excuses to go somewhere to get out of work
21. away from your office when you should have been there (e.g., office hours)
22. work with newer faculty members to help them learn their job in the organization
23. neglect those tasks that do not affect your performance appraisal or pay raise
24. do administrative tasks when you were not obligated to
25. leave work related activities (e.g., scheduled meetings) early
26. do things that were not required on your job that make <University> a better place to work
27. look forward to going to your office to work
28. receive feedback on your job performance from your department chair or supervisor
29. contribute your time to tasks to help out the organization that would not be considered required by your job
30. feel appreciated by your department chair or supervisor because of the work you had done

Was a specific faculty member or any other person at the university ASSIGNED to be your mentor since you started working at <UNIVERSITY>?

- A. Yes, a specific person at the university was assigned to be my mentor.
- B. Yes, a specific person at the university was my mentor but he/she was not assigned to the position.
- C. No, I have not had a mentor at <UNIVERSITY>.
- D. Other (please explain to the interviewer)

If you had a mentor at <UNIVERSITY>, what type of impact has this person had on your career at <UNIVERSITY>?

- A. Very positive
- B. Somewhat positive
- C. Slightly positive
- D. Neither positive or negative
- E. Slightly negative
- F. Somewhat negative
- G. Very negative
- H. I have not had a mentor

Thank you for participating in this interview!!

The interview for those that were still employed but were compared to the individuals who resigned was the same with the exception of the following:

- All references to retiring were changed to resigning.
- Question 6 on page 96 was replaced with the following question:

In your current or next year of employment at <University> which of the following best describes your expected level of employment search activity?

- A. I will seek another job; I will intentionally enter the job market.
  - B. I will make a few inquiries about jobs, but will not consider myself "on the market."
  - C. I will make it known to a few individuals outside of <UNIVERSITY> that I will consider leaving <UNIVERSITY>.
  - D. The first contact would have to be unsolicited by me, but I would be interested from the start.
  - E. The first contact would have to be unsolicited by me and I would be reluctant to pursue it.
  - F. I will not look for a new job.
- The retirement satisfaction scale on pages 124-126 was not included .
  - The questions 1a.-6 on page 126-127 about retirement were not included.