

ASSESSING THE WORK ETHIC IN THE COMMUNITY AND SCHOOLS

Kosciusko Leadership Academy  
White Paper/Community Project

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BY

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## SYNOPSIS

The purpose of this study is to examine the current work ethic of the work force in Kosciusko County and to establish what the work ethic trends for the future of the county will be.

As we began to research this topic, it was widely apparent that very little information was available. We had hoped to find a standardized or nationally recognized survey which we could incorporate into our study for analyzing Kosciusko County compared to other areas of the country, but none were available. Thus, we truly started from scratch.

In order to show a trend or make any type of comparisons, it was important to have two study groups - the current work force and the local student body. (As an added extra, we felt it would be interesting to also survey our K.L.A. class members for comparison with our work force study group. Although this was not to be a major aspect of our study. The results of our K.L.A. classmates' responses may be found in the Appendix to this report.)

We set out to define work ethic; identify characteristics and behavioral traits which directly relate to work ethic; develop surveys for the work force and for our student body which would enable us to measure work ethic; and to report these findings to community leaders in Kosciusko County in order that they may put the information to use in improving and/or maintaining the work ethic of our work force.

## BACKGROUND RESEARCH

The economics of our world is centered around money made and money saved or spent. How one makes their money is primarily related to work. How much money is made, saved and spent is directly associated with ethics. What governs one's decisions to work, save and/or spend is one's work ethic.

Gerald Pine and Gail Innis reviewed the existing literature in the area of cultural and individual work values. They observed that the concept of work values is more viable for describing vocational behavior than for describing interests or satisfactions. Work Values were defined as "an individual's needs and priorities and consequent personal dispositions and orientation to work roles that have the perceived capacity to satisfy those needs and priorities." (Pine, 1987)

Many factors influence the individual work values. This same study suggests that work values are influenced by sociological, cultural, economic and historical factors. More specifically, these influences include "ethnicity, subcultures, sexroles, historical cohorts, socio-economic status, significant others, society and economic conditions." (Pine, 1987, pg 282) Each of these factors then combine to influence psychological processes that ultimately formulate individual work values.

Time magazine reported that American laborers are working harder and at more jobs than ever before. The main reason for this, according to the author, is necessity. "For all the U.S. economy's performance, hourly pay has never quite caught up with past inflation." (McCarroll 1982, pg 40) This then supports the previous claim that socioeconomic conditions are a key factor in the development of work ethic. Furthermore, the decision to work when singularly assessed, is directly related to the wants and needs of the individual.

Work-satisfying, challenging work - has become perhaps our most precious luxury, while the couch-potato inertia that passes for leisure has become as common as dirt." (Shames 1989, pg 30) According to Shames, satisfied workers are few and far between. In an effort to make ends meet, and prove indispensability, workers are not selecting true leisure, but are compelled to work obsessively to maintain security. Is this the mind set characteristic today's teenagers?

The small town life, according to James Jess, nurtures entrepreneurship. "Small towns foster a strong work ethic. There is also a strong sense of participation and community togetherness and the absence of class distinctions." (Jess 1988, pg 71) Therefore, if small towns are the driving force behind a strong work ethic, is there a satisfaction among the workers or are they caught up in the traditions of past generations? Would larger cities embrace such a philosophy? Urban areas would more likely adhere to the previous stance that work is a necessity to meet one's financial responsibilities and desires for possessions. Money equals freedom and jobs equal money.

The key then seems to be that the more earning power one has, the

greater the opportunities for fulfilling one's desires. Earning power is directly proportional to educational and experiential levels. Therefore, this should be directly reflected in school curriculum and delineated specifically to the future work force of America.

Who comprises this future work force? According to a Gallup Youth Survey, it is a set of nice normal kids living ordinary lives. "Many teens, particularly older ones, are materialistic. A recent study of college freshman found that the percentage who think it is essential or very important to be "very well off financially" had jumped from 43.5 percent in 1967 to almost 70 percent today." (Gallup, pg 80) The priority to be well off financially is an ideal goal. Many youth settle for the immediate gratification of purchasing items before their peers, through minimum wage jobs. Others are unable to meet the stringent educational requirements for preparation for potentially high earning positions and accept the minimum college courses to achieve satisfactory earning power that would not be classified as "very well off".

America has been built on the idea of upward mobility, but the current slum—actually the entire economic experience of the past decade—has raised the specter of downward mobility." (Benenson, Stencel 1982, pg 595) This pessimistic view is a result of "the nation's retrenchment, the highly competitive job market, the decline of high paying blue-collar jobs, and the transition to a computer and technology oriented society." (Benenson, Stencel 1982, pg 595) The job opportunities for unskilled laborers are diminishing. College is becoming increasingly important.

One young man stated, "Growing up in the '80's is not an easy thing to do. There is a lot working against us in terms of values and ideals. However, what separates those who fail from those who succeed...is a strong sense of self." (Balmaseda 1988, pg 1C) Raising self esteem must be a key component to the educational structure if the system is to set about the task of better preparing future adults. This is but one problem schools and teens are facing today.

Being Unspecial in the Shopping Mall High School", delineated several problems teenagers and schools face today. Some of these are: 1) Passivity is overwhelming. 2) Whenever Americans have spotted a new problem, they have turned the problem into a course and added it to the curriculum. 3) The freedom to choose wisely or unwisely, to engage in or avoid learning, is not distributed equally across the student body." (Powell 1985, pg 255) Classroom apathy on the part of the students compounds the problem. In Karen Schnieder's article (1986) she stated that the kids don't try because parents and teachers fail to stir and inspire them. This seems to be a direct reflection of a generation accustomed to being entertained. However, one can not place sole blame of student failure on the student unless the schools accept some responsibility in alleviating the boredom, and attempting to meet the students' needs.

If the schools don't alter this course of dissatisfaction and the failure to meet students needs, the population of dropouts will continue to escalate. The dropouts compound the problem of a productive work ethic that fosters growth and stability in the economic future of the United States. "Many dropouts face unemployment or poor-paying work as they compete with high school and college graduates for jobs." (Glazer 1989, pg 215) Unemployment then compounds the problem because many dropouts, who

are unemployed will go on welfare or become criminals.

"Today, dropping out has resumed its traditional meaning, and people who dropout are losers—especially high schoolers, who suffer tremendous disadvantage when they leave school without earning a diploma." (Strother 1986, pg 326) Yet young people continue to drop out. Is it because they need to work, or don't fit into the school genre? A survey conducted in Oregon identified the following reasons teens drop out: dislike of school in general, dissatisfaction with teachers, lack of credits, dislike of a specific school, boredom, lack of interest, pregnancy, and a desire to attend an alternative education program.

Are these students aware of the poor economic future they face? Do they care? Is there a poor work ethic in today's teens or is the work ethic centered around feeling productive? (If they don't feel productive elsewhere, will a job, any job, raise that feeling of being worthwhile?) Can students combine work and school or are these components mutually exclusive?

The general consensus of research shows pros and cons to working students. The pros being that a job teaches skills, responsibility, and discipline. "Jobs may seem right out of the Founding Fathers' educational manual for how to bring up self-reliant, work-ethic driven, productive youngsters. But in fact, these jobs undermine school attendance and involvement, impart few skills that will be useful later in life, and simultaneously skew the values of teenagers, especially their ideas about the worth of the dollar." (Gardner 1986, pg 25) Another author said, "Working kids don't necessarily reflect a strong work ethic. They're into the work but where's the ethic? What's the ethic in thinking 'what's the least I can do to get by in school?' What's particularly valuable about the attitude that I'll take the easy classes and get out of school as soon as possible?" (Mauk 1987, pg E1)

Studies indicate that working students show an increased tendency toward lower grades, drug use and dropping out." (Moore 1988, pg 87) Therefore, the research opposing students working appears to out weigh the research supporting it. Thus, it does not seem realistic that the work ethic is enhanced by students working. Nor does research reflect that dropouts, joining the work force, will fare any better. So, what can schools do to prevent students from dropping out and increase work ethic? What is the role of the family and community? Can the community help?

One of the hottest educational issues affecting business is what some see as the deteriorating quality of education and its inevitable consequence: an endangered supply of adequately educated young people for the nation's work force...A shortage not of jobs but of qualified workers looms on the horizon. That is why business is coming back to school." (Justiz, Kameen 1987, pg 380) One way they are getting involved is through summer youth job programs. One business in California is supplying a shuttle bus to take kids to jobs. These programs do not support combining work and school but demonstrate that the two can be compatible with flexibility in scheduling and the focus remaining on education.

Sustained attention to the following goals by parents, employers, businesses and community may also assist with the development of a respect for education and a strong work ethic. "1) Americans must understand

the needs of youth in today's society and deal with them as a resource. 2) Offer more responsibility and better paid jobs with clear paths of promotion to high school graduates. 3) Schools must be more flexible in the ways they teach and are organized. 4) Communities must improve the transition from school to work. 5) Review model school programs that motivate young people and encourage school success. 6) Develop widespread opportunities with added chances to learn for school dropouts. 7) Launch a system of lifelong learning that is fair to young people who do not attend college. 8) Increase opportunities for young people to serve their communities. 9) Emphasize the need of young people for supportive adult relationships. 10) Enlist the balanced participation of all potential sources of public and private funding." (William T. Grant Foundation 1988, pg 410-411)

Schools will require major structural reform. One author even suggests "Class time, in particular should be reduce, simply because students and teachers could employ much of it for better purposes. Teachers need a more flexible day, they need to get away from the exhausting routine of large group instruction, they need to spend time with students in different formats, and they need to talk more to each other about teaching and about students. Students need to have their class time reduced because so many classes are wholly boring and without education purpose." (Powell 1985, pg 255) This is very controversial overall reconstruction. Feasibility and practicality of such a drastic change are questionable.

Other suggestions are simple and more realistic. "Lengthen the school day and year, cut the median class size down from 17.8 to 10 students, computerize, tailor courses to the needs of individual students, promote students based on performance not on time served, recruit teachers from business and industry, set new priorities in school systems, and bring business and industry into the public school system." (Lisack 1989, pg 30)

"Short-term occupational predictions and labor force projections point to a strong growth of jobs in the white-collar service sector, growth in high tech jobs will not be substantial and there will be a growing shortage of skilled workers to fill the millions of new jobs expected by the end of the decade. Long-term occupational predictions suggest hundreds of jobs in new emerging fields. Many of these jobs will require advanced technical skills." (Miller, Coady 1984, pg 12) Projections are promising for those who value education and continue to pursue it.

The new jobs will also require more education than the old ones and that, too, will make them harder to fill." (Cooper 1988, pg 443) The largest growth area will be in jobs that require a minimum of four years of high school and four years of college or more. Again, the focus for success comes back to education. Simplistically, it appears to be that the more you learn the more you earn.

Obviously there is no easy answer. The problem consists of several complex issues including a population of teenagers who must recognize the reality that education is the best chance for success and stability. Schools need to build the responsibility and discipline needed to succeed in society and communities need to support the educational efforts. Finally, businesses, who are finding the work forces significantly lacking in skills and training can collaborate with students and the schools to build a



stronger work force and work ethic. The future is what we make of it. There is no single future; there are only alternative futures." (Lapin 1985, pg 11)

## THE STUDY

### Developing the Surveys:

In developing our study, we attempted to first identify characteristics and behavioral traits believed to be closely related to one's work ethic. These included such personal characteristics and traits as one's feelings related to job responsibility, satisfaction, achievement, and ambitions. Also one's feelings regarding a sense of teamwork, volunteerism, self-improvement, morals and ethical issues.

Keeping this in mind, we then developed a survey to gather information relating to these traits in our work force and student body study groups. In doing so, we designed our survey questions in such a way as to obtain data relating to the demographic, educational and work related characteristics of both study groups. To obtain more specific data regarding the traits previously identified as being closely associated with work ethic, the questions asked regarding "work related" characteristics were structured to cover four broad based sub-areas. These categories are:

1. Job Satisfaction
2. Motivation and Personal Desires
3. Loyalty and Commitment to One's Employer
4. Morals and Ethical Issues

Please note that when assigning questions to these categories, we did in fact realize that many of the questions could be interpreted to cover more than one sub category. Therefore, our personal discretion was used in the placing of a particular question into one of the categories. This action was necessary for general purposes of data summation.

In an effort to ensure that our study was in accordance with accepted research standards and practices and thus would be deemed to be reliable, we enlisted the assistance of Dr. Daniel M. Snively, a professor of research methods at Grace College in Winona Lake, Indiana to review our surveys. Dr. Snively reported to us that our format and questions were in order and would require no changes in order to be considered valid.

It was determined that responses to the survey would be recorded by the respondents on a "Scantron" scoring card. This would help eliminate concerns that employers and teachers would be reviewing their responses to the questions and would also assist in the final tabulation of results. In addition, each survey would have a postage paid return envelope attached.

### The Test Group:

We determined that we could effectively survey 1,000 individuals or approximately 1.67% of the county's population. Of these 1,000 surveys, it was decided that 600 would be distributed to the work force, and 400 to the student body. Since our student research was to be completed in a controlled classroom environment, we were assured of obtaining an extremely high rate of response. Without this assurance in the study of the work force, we felt it would be practical to survey a larger

group of workers.

In order to reach a diversified group of local workers, we obtained a list of area employers from the Kosciusko County Personnel Association.

The student group studied would come from grades 7-12 and would be reached with the assistance of teachers in the Warsaw Community School District.

#### Distributing the Surveys:

##### Work Force

To distribute the surveys to the 30 employers represented in the Kosciusko County Personnel Association, we first addressed a letter to one representative from each firm introducing ourselves and our "White Paper" project. In this letter we also stated the approximate date the surveys would be sent to their attention and the specific need for the survey to be distributed to a random selection of their work force.

Each employer received a number of surveys equal in proportion to the percent of employees they had in comparison to the total study group. A letter accompanied the surveys to again express the necessity of a random sampling of the employees and the date the completed surveys were to be returned.

The following is a list of the 30 employers who were asked to distribute surveys:

BASF Corporation	First National Bank	Peabody ABC Corp.
Bertsch Food Service	Heaters Engineering *	R.R. Donnelley & Sons
Biomet, Inc.	Helvey & Associates	Sea Nymph, Inc.
Cardinal Center, Inc.	Ivy Tech. College	Sun Metal Products
Chore-Time Brock	Kimble Glass, Inc.	Tyler Machinery
Creighton Brothers	Kos. Comm. Hospital	United Telephone
Da-Lite Screen Co.	Lake City Bank	Warsaw Chemical
Dalton Foundries, Inc.	Morton Thiokol, Inc.	Whitley Products
Dana Corporation *	NIPSCO	Winona Corp.
DePuy	Othy, Inc.	Zimmer, Inc. *

\* Surveys were not distributed.

##### Student Body

We met with the principals at each school as well as the participating teachers to summarize the purpose for our study and to review survey procedures.

All students in 7-8 grade have a "Tiger Time" break period. Surveys were distributed to every 8th teacher (via mail boxes) at this grade level for distribution to the students in their "Tiger Time" groups.

Ninth graders are all required to take Biology, thus we reached this age group via Biology classes ranging from basic studies to college preparatory.

Grades 10-12 were reached through their English classes since 4 years of English is required for each student. The surveys were distributed to remedial, general, and college preparatory classes.

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## SUMMARY OF RESULTS

### Response Rates:

#### Work Force

Of the 600 surveys originally scheduled for distribution to the work force, only 463 were ever actually distributed. Three employers in the county elected not to distribute the survey to their employees. One employer acknowledged that they were in the midst of a series of layoffs, and felt that their respondents may not respond to the survey as they would under normal circumstances and thus, bias the results. Another employer did not distribute the survey due to a clerical error resulting from a change in personnel. The final employer simply elected not to participate and provided no further explanation. Since the number of surveys distributed to the work force still exceeded the number of students being surveyed, and since time prohibited us from re-submitting additional surveys, we felt we could still obtain a representative sampling of the community from the remaining group.

Of the 463 surveys sent out, we received 244 back. This gave us a response rate of 53%. This is considered to be an excellent response rate by accepted research standards.

#### Student Body

Four hundred surveys were distributed to the student body and 368 were returned. This was a response rate of 92%. Once again, this was more than enough to give us a representative sampling of our students.

### Survey Results:

Attached you will find copies of both surveys. These copies also indicate the percentage of respondents answering in each category. Below we have outlined a summary of these results.

#### A. Demographics

##### Work Force

The majority of the respondents in the adult study group were males (57%). The vast majority of all respondents fell between the ages of 30 - 57 years old. This figure consists of 35% of the total group being between the ages of 30-39 years of age and 37% of the total group being between 40-57 years of age. The majority of the respondents are currently married (72%) and have 2-3 children (56%). Of the total population included in this group, and additional 14% of the respondents indicated that they had been previously married, but are not currently so due to either divorce or death of spouse. Of the total population included in this group that indicated that they do have children, 53% indicated that these children do currently live at home with the actual respondent. When responding to

questions concerning current income and employment, the largest response groups came from those earning \$19,000-26,999 (31%), and from those working in manufacturing job positions (31%).

#### Student Body

The majority of the respondents in the student study group were male (55%). The vast majority of all respondents fall between the ages of 14-17 years old (64%). This figure consists of 36% of the population being in the 14-15 year old age group and 28% being in the 16-17 year old age group. A full two-thirds (66%) of the respondents indicated that their parents were currently married to one another. An additional 28% indicated that their parents were divorced; 3% widowed; and 3% came from parents who are single. The vast majority of all respondents in this group indicated that they do have siblings (92%). Of this total, 37% had one sibling and 38% had 2-3 siblings. Sixty-five percent of this study group indicated that they currently live with both parents, while 30% indicated that they live with only one parent. The other 5% indicated that they live with a guardian or "other".

#### B. Education

##### Work Force

When responding to the questions regarding the highest level of formal education obtained, 94% of the study group indicated that they were at least high school graduates. A total of 43% had pursued post-high school opportunities (20% Jr. College/Trade School; 18% - 4 Year Colleges; and 5% - Graduate School). When responding to the questions regarding the amount of absenteeism they had during an average school year, 49% indicated that they missed 2 or less days of school; 39% missed 3-5 days; and 12% over 6 days per year. When asked how often the respondent had been subject to disciplinary action taken at school during an average year, a full two-thirds (66%) indicated never. Thirty percent indicated once or twice per year, and 4 percent indicated more than three times per year. When responding to the question regarding the school year that had the most influencing effect on their future work ethic, the most common response was 10th-12th grades (49%). When asked what was the major influencing factor during that time period leading to the effect on their work ethic, the most common responses given were a teacher (30%) or family (30%).

##### Student Body

The vast majority of respondents in the student group were currently of high school age (82%). When asked to respond to the question regarding the highest level of formal education they plan to obtain, 39% indicated they plan to graduate from a 4 year college, 19% plan to graduate from a graduate school, 20% plan to attend a Jr. College/Trade School, 18% plan to graduate from high school, and 4% intend to drop out of school completely. When asked how many days of school they miss in an average year, the most common response given was less than two days per year (40%). Thirty-two percent of this group indicated that they are absent 3-5 days per year and 28% indicated that they miss more than 6 days per year. When asked how many times during a year that the respondent has disciplinary action taken against them in an average year, the most common response was

never (49%). Thirty percent of the respondents indicated that they had disciplinary action taken against them 1-2 times per year, and 19% indicated that they had such action taken against them over three times per year.

### C. Work Related Characteristics

#### Work Force

When asked to respond to questions regarding their current job fields and their current income level the respondents indicated the following:

Job Fields: 31% Manufacturing      28% Administrative/Management  
17% Clerical/Secretarial      13% Technical      11% Other

Income:      2%-\$0-9,999      24%-\$10,000-18,999      31%-\$19,000-26,999  
                 24%-\$27,000-40,000      19%-\$40,000+

In addition, the majority of the respondents (55%) indicated that they had held 2-3 jobs since completing their formal education. When asked how many hours of work they performed in an average week, they indicated the following:

Avg. Hours/Week: 34%-41-45 Hours      22%-40 Hours      22%-46-50 Hours  
                                 16%-Over 50 Hours      6%- Less than 40 Hours

67% indicated that they felt their time in school did have an effect on their current work habits.

When asked to respond to the questions contained in the broad based sub-category of "Job Satisfaction" the following data was obtained:

1. 80% of the respondents are satisfied with current job.
2. 80% of the respondents are satisfied with current employer.
3. 93% indicated that having a challenging job was important to them.
4. 74% indicated that if their basic needs were being met, the amount of money being paid would still be important to their job satisfaction.

When asked to respond to the questions relating to the broad-based sub-category of "Motivation and Personal Desires", the following data was obtained:

1. 64% indicated that they would accept a new position offering greater responsibilities without a pay raise.
2. 93% indicated that they would be willing to attend free classes, work shops and seminars after business hours without pay.
3. 93% indicated that personal recognition of their performance was important.
4. 94% indicated that they actively try to think of new ways to improve their job performance.
5. 81% indicated they had received a promotion in their career.
6. 91% indicated that they do not pace themselves at work to prevent completion of the tasks to early.

When asked to respond to the questions relating to the broad-based sub-category of "Loyalty & Commitment to One's Employer", the following data was obtained:

1. 62% indicated that they think about their work at home.
2. 73% indicated that if they had work that could be performed

- at home, they would be willing to do so.
3. 76% indicated that they have worked through a lunch hour.
  4. 67% indicated that they have never refused to work overtime.
  5. 80% indicated that they would be willing to work overtime without overtime pay during a company crisis.
  6. 88% indicated they would be willing to volunteer to assist their employer with a community project without being paid to do so.
  7. When asked how many days of work the respondent misses during an average year (excluding vacation), the vast majority indicated 0-2 days. This number consists of 26% missing no days, 48% missing 1-2 days.
  8. 86% indicated that they are never late for work more than once per month.
  9. 86% indicated that they had never had disciplinary action taken against them by their employer.
  10. 70% indicated that they would use all of their vacation before losing it due to a company's vacation policy.

When asked to respond to the questions relating to the broad-based sub-category of "Morals and Ethical Issues", the following data was obtained:

1. 71% indicated that they have never used a sick day as a vacation/personal day.
2. 89% indicated that they have never worked under the influence of drugs or alcohol.

#### Student Body

The responses given by the students in this group of work-related questions were given based on what they thought their future job related actions or characteristics would be upon completion of their plans for formal education.

When asked questions about their anticipated income levels and job fields, the following were the responses given by this study group:

Job Fields: 5% Manufacturing      10% Administrative/Management  
               8% Clerical/Secretarial    12% Technical      65% Other

Income:            7%--\$0-9,999      19%--\$10,000-18,999      25%--\$19,000-26,999  
                       25%--\$27,000-40,000      33%--\$40,000+

In addition, the majority of the respondents (58%) indicated that they anticipated having 2-3 jobs throughout their working career. When asked how many hours of work they anticipated to work in an average week, they indicated the following:

Avg. Hours/Week: 36%--46-50 Hours      29%--Over 50 Hours      16%--41-45 Hours  
                       10%--40 Hours                      9%-- Less than 40 Hours

70% of the respondents indicated that they felt what they are learning in school will be useful to their future job.

When asked to respond to the questions contained in the broad based sub-category of "Job Satisfaction" the following data was obtained:

1. 91% indicated that they thought they would be satisfied



- with their job.
2. 91% indicated that they thought they would be satisfied with their employer.
  3. 74% indicated that having a challenging job would be important to them.
  4. 67% indicated that if their basic needs were met, the amount of money they were paid would still be important to their job satisfaction.

When asked to respond to the questions relating to the broad-based sub-category of "Motivation and Personal Desires", the following data was obtained:

1. 59% indicated that they would accept a new position offering greater responsibilities without a pay raise.
2. 84% indicated that they would be willing to attend free classes work shops or seminars after business hours without pay.
3. 78% indicated that personal recognition of their performance was important.
4. 72% indicated that they actively try to think of new ways to improve their job performance
5. 49% indicated they expected to receive a promotion in their career.
6. 60% indicated that they thought it was not a good idea to pace oneself at work to keep from getting done too early.

When asked to respond to the questions relating to the broad-based sub-category of "Loyalty & Commitment to One's Employer", the following data was obtained:

1. 63% indicated that they would think about work at home.
2. 72% indicated that they would be willing to take work home to be completed.
3. 52% indicated that they would be willing to work through lunch.
4. 93% said they would be willing to work overtime.
5. 72% indicated that they would be willing to work overtime without overtime pay during a company crisis.
6. 72% indicated that they would volunteer to help their employer with a community project without pay.
7. When asked how many days of work the respondent expected to miss during an average year (excluding vacation), 44% indicated 0-2 days. This number consists of 15% missing no days, 29% missing 1-2 days. The second most common response (17%) given was 6-10 days.
8. 85% indicated that they do not expect to be late for work more than once per month.
9. 80% indicated that they did not expect to have their employer take disciplinary action against them.
10. 56% indicated that they would use all of their vacation rather than lose it due to a company's policy.

When asked to respond to the questions relating to the broad-based sub-category of "Morals and Ethical Issues", the following data was obtained:

1. 51% indicated that they felt it would not be O.K. to use a sick day as a vacation/personal day.
2. 91% indicated that they would never work under the influence of drugs or alcohol.

## CONCLUSIONS

Overall, the majority of our work force study group responded very positively to the work ethic related questions. While we have no comparison studies from any other communities to weigh our results against, we feel Kosciusko County would compare very highly nationwide with regard to work ethics. This makes Kosciusko County a good place for new businesses to locate.

The student body study group responded very similarly overall to the work force study group. Thus, by comparison, we feel positively about the future of Kosciusko County's work force. However, there are some specific trends and comparisons between the two groups which do warrant mentioning.

While the majority of our work force correspondants (31%) were currently working in manufacturing fields and earning \$19,000-26,999; our student study group expected to work in "Other" fields (65%) with only 5% expecting to be in a manufacturing related industry, and estimating their annual income to be \$40,000 or more (33%). When analyzing what "Other" may mean to our students at this rate of income, some thoughts we had were rock stars, professional sports figures, and movie stars. On the other hand, it could also mean doctors, lawyers and other professionals. In any case, their aspirations are high.

When examining the education level reached by our work force versus the educational level our students plan to achieve, once again the students came out on top with very high intentions. Fifty-eight percent of the students planned to complete at least 4 years of college or more. While our work force indicated that only 23% had completed four years of college or more.

In the area of Job Satisfaction, more students (91%) stated they expected to be satisfied with their jobs and employers, than workers actually reported that they were satisfied (80%). However, challenge and money had less importance for the students (74% and 67% respectively), than for our actual work force (93% and 74%). In any case, these figures are high, as the background research has indicated most people are not satisfied with their jobs. It is possible that the students hope to have greater job satisfaction, yet are still naive to the realities of the work world.

When reviewing the area of Motivation and Personal Desires, the student study group consistently scored lower than the work force study group. This indicates less willingness on the part of our students to accept additional responsibility without a corresponding increase in pay; less concern over recognition for their performance; less interest in trying to improve job performance; and fewer students who feel it is not proper to "pace" oneself at work. Corresponding with this, only 49% of students expected they would ever receive a promotion in their career versus 81% of the workers who had achieved a promotion at some point in their career. With this decrease in motivation and personal desires, it is conceivable that less than half of our incoming work force would be promoted

during their careers.

In considering Loyalty and Commitment to One's Employer, responses from both groups were nearly equivalent on the issue of thinking about and doing work at home, with the work force responding positively at 62% and 73% respectively, and the students responding at 63% and 72%. Students were less likely to work through lunch and less likely to work overtime without additional compensation, but as long as they were being compensated they expected to be more willing to work overtime. This may reflect the current structure of activities as they are set out in our school system today. The students generally are used to having homework, they receive a daily lunch hour without fail, and are not generally asked to put in any extra time.

Seventy-four percent of the work force indicated that they miss 0-2 days of work in an average work year (excluding vacation). In comparison, only 44% of the students surveyed expected to miss 0-2 days of work in an average year, and the second most common response given was 6-10 days (17%). This correlates to the information obtained in the educational portion of the survey where results indicated that today's students were prone to missing more school than our adult study group missed when they were in school. Students responded 28% missing 6 or more days of school each year, with adults indicating only 12% had missed 6 or more days of school in an average school year. This raises much concern regarding an expected increase in absenteeism for our future work force.

Nearly equivalent responses were received from the two groups regarding late arrival to work. The adult work force having one percent more who are late for work at least once a month than what the students expected. The adult group had encountered less disciplinary action by their employers (14%), than the students expected to receive (20%). This data corresponded with the adults reporting they had received less disciplinary action during school than the students we studied. Finally, more students (44%) expected they would be willing to forego vacation time in order to complete tasks that were needed to be done than adults (30%).

An analysis of the Moral and Ethical Issues questions brought two key points to light. First, while 71% of the work force indicated that they had never used a sick day as a vacation/personal day, only 51% of the student study group felt this would be wrong. Again, this may reflect back to their absenteeism in school. Finally, a vast majority of workers indicated that they had never went to work under the influence of drugs or alcohol. What was even more promising was the student response of an overwhelming 91% who felt they would not ever work under the influence of drugs or alcohol. This reflects very strong ethics on the part of the residents of Kosciusko County and hopefully may be an indication that we are winning the fight against drugs and alcohol abuse!

## RECOMMENDATIONS

Based on the previous conclusions, we felt it appropriate to make some recommendations in order to ensure a continued strength in the work ethic of Kosciusko County's work force.

Our students of today, and work force for tomorrow, have very high ideals and expectations in regards to continued education, income, and job fields. This is fantastic, however, history has shown us that dreams don't always come true. Thus, it is important for us to nurture our students along to ensure they have the necessary skills and tools to plan for and reach their goals. We must convince our students of the importance of good grades, proper study habits, and regular attendance to school and work. We must be certain that all students have a clear understanding of the criterion for acceptance and success in college. We must teach them budgetting and financial planning techniques, family planning, etc...

The continuation of such programs as Junior Achievement and the Job Fair are essential. These programs actually bring the work force into the schools to meet and work with the students. Also the Partners in Education program which has brought teachers back into the general work force to learn what skills their students will need when they get into the real world is an excellent program and should not only be continued, but stepped up to include more teachers and employers.

Co-op Work/Study programs are excellent for giving the student a taste of the work life while also providing them with an opportunity to earn extra money. However, the jobs they are performing generally are minimum wage, low level positions which do not interface closely with the upper level positions they are aspiring to enter. Thus, the view they receive becomes distorted and does not reflect what will actually be required of them in order to accomplish their ultimate goals. Thus, perhaps closer attention to what jobs the students are being placed into and increased participation by more of the community's employers would be helpful.

The Adopt a School program is good, but we need to see more area employers included, and those who are currently included need to become more involved.

Overall, our recommendation is more involvement by our work force, employers and parents in the education of our children in order that they may be more completely prepared for the real world.

Our plan is to pursue publication of this study, so that other communities may benefit from our research as well, and thus provide us with a better source of comparison. Again, we feel confident that Kosciusko County would compare favorably.

In addition, we would recommend that a future K.L.A. class follow up this study in 5 - 10 years to see how our students are fairing in the work world, and what the outlook is for our new students.

14.

15.

APPENDIX

## WORK ETHIC SURVEY

The Kosciusko Leadership Academy is working in conjunction with area employers and schools to assess the work ethic of our community and to determine what we can expect for the future. Through the information obtained in this survey, we hope to assist the community's employers and schools in developing programs that will enhance our area's growth and development.

Please help us by completing the attached survey. We do not need your name. Your individual responses will be held completely confidential.

Our survey responses will be tallied by computer, so we are asking that you mark your responses in pencil on the enclosed computer card. There is an example shown of how to do this on the card itself.

Once you have completed the survey, please return it to us in the enclosed postage paid envelope. Thanks for your help.

### INSTRUCTIONS:

Using a No.2 lead pencil, please mark the response that most accurately reflects your current position on the enclosed scoring card. Mark only one answer per item.

1. Your sex is:  
a. Male 57% b. Female 43%
2. Your age group is:  
a. Less than 18 0% b. 18-29 years 21% c. 30-39 years 35% d. 40-57 years 37% e. 58 or more 7%
3. Your marital status is:  
a. Single 14% b. Married 72% c. Divorced 13% d. Widowed 1%
4. How many children do you have?  
a. None 21% b. 1 11% c. 2-3 56% d. 4 or more 12%
5. If you have children, do they:  
a. Live with you 53% d. Live on their own 22%  
b. Live with another parent 7% e. No children 17%  
c. Live with a guardian 1%
6. Please indicate the highest level of formal education you have completed:  
a. Less than high school diploma 6% d. 4 years college 18%  
b. High school graduate 51% e. Graduate school 5%  
c. Jr. college/trade school/2 year college 20%

7. Please indicate your individual annual income level:

- |                      |     |                      |     |
|----------------------|-----|----------------------|-----|
| a. 0-\$ 9,999        | 2%  | d. \$27,000-\$40,000 | 24% |
| b. \$10,000-\$18,999 | 24% | e. Over-\$40,000     | 19% |
| c. \$19,000-\$26,999 | 31% |                      |     |

8. Your present job position is primarily:

- |                              |     |              |     |
|------------------------------|-----|--------------|-----|
| a. Manufacturing             | 31% | d. Technical | 13% |
| b. Clerical/Secretarial      | 17% | e. Other     | 11% |
| c. Administrative/Management | 28% |              |     |

EDUCATIONAL:

9. What class did you do best in when you were in school?

- |         |                   |            |            |          |
|---------|-------------------|------------|------------|----------|
| a. Math | b. Social Studies | c. Science | d. English | e. Other |
| 37%     | 16%               | 12%        | 23%        | 12%      |

10. What class did you do worst in when you were in school?

- |         |                   |            |            |          |
|---------|-------------------|------------|------------|----------|
| a. Math | b. Social Studies | c. Science | d. English | e. Other |
| 25%     | 15%               | 23%        | 26%        | 11%      |

11. In an average school year, how many days were you absent from school?

- |             |             |              |                 |
|-------------|-------------|--------------|-----------------|
| a. 0-2 days | b. 3-5 days | c. 6-10 days | d. Over 10 days |
| 49%         | 39%         | 9%           | 3%              |

12. How many times during each school year would you say you had disciplinary action taken against you?

- |          |              |              |                    |
|----------|--------------|--------------|--------------------|
| a. Never | b. 1-2 times | c. 3-4 times | d. 5 or more times |
| 66%      | 30%          | 2%           | 2%                 |

13. Please enter what grade in school you feel had the most effect on your future work ethic:

- |          |            |            |              |              |
|----------|------------|------------|--------------|--------------|
| a. K-3rd | b. 4th-6th | c. 7th-9th | d. 10th-12th | e. Over 12th |
| 6%       | 6%         | 15%        | 49%          | 24%          |

14. What was the primary influencing factor of this effect? (refer to question 13)

- |              |     |           |     |            |     |          |     |
|--------------|-----|-----------|-----|------------|-----|----------|-----|
| a. A teacher | 30% | b. Family | 30% | c. Friends | 13% | d. Other | 27% |
|--------------|-----|-----------|-----|------------|-----|----------|-----|

15. What would you say was your average grade in school?

- |      |     |      |     |      |     |      |    |      |    |
|------|-----|------|-----|------|-----|------|----|------|----|
| a. A | 12% | b. B | 51% | c. C | 34% | d. D | 0% | e. F | 0% |
|------|-----|------|-----|------|-----|------|----|------|----|

WORK RELATED:

16. On the average, how many days of work do you miss per year (other than vacation)?

- |      |     |        |     |        |     |         |    |               |    |
|------|-----|--------|-----|--------|-----|---------|----|---------------|----|
| a. 0 | 26% | b. 1-2 | 48% | c. 3-5 | 21% | d. 6-10 | 4% | e. 10 or more | 5% |
|------|-----|--------|-----|--------|-----|---------|----|---------------|----|

17. How many jobs have you held since completing your formal education?

- |      |     |        |     |        |     |         |    |            |    |
|------|-----|--------|-----|--------|-----|---------|----|------------|----|
| a. 1 | 17% | b. 2-3 | 55% | c. 4-7 | 27% | d. 8-12 | 0% | e. Over 12 | 0% |
|------|-----|--------|-----|--------|-----|---------|----|------------|----|

18. How many hours do you work on an average each week?

a. Less than 40 6% b. 40 22% c. 41-45 34% d. 46-50 22% e. Over 50 16%

Please answer either, a. Yes, or b. No, to the questions below:

19. Would you say you are satisfied with your current job?

a. Yes 80% b. No 20%

20. Did your time in school have an effect on your work habits?

a. Yes 67% b. No 33%

21. Considering your basic needs were met, would the amount of money you were paid be important to your job satisfaction?

a. Yes 74% b. No 26%

22. If you had work you could perform at home, would you be willing to take work home?

a. Yes 73% b. No 27%

23. If your employer has a "use it or lose it" vacation policy, would you use it even though you had work to get done before year end?

a. Yes 70% b. No 30%

24. Is it important for your job to be challenging?

a. Yes 93% b. No 7%

25. If your company were to offer you the opportunity to attend free classes, workshops, or seminars after regular business hours, would you?

a. Yes 93% b. No 7%

26. If you were offered the chance to fill a new position with greater responsibilities, but no pay raise, would you accept it?

a. Yes 64% b. No 36%

27. Have you ever refused to work overtime?

a. Yes 33% b. No 67%

28. Would you volunteer to assist your employer with a community project knowing you would not be paid?

a. Yes 88% b. No 12%

29. Have you ever used a sick day as a vacation/personal day?

a. Yes 29% b. No 71%



30. Is 'recognition for your performance important to you?  
a. Yes 93% b. No 7%
31. Would you say you are satisfied with your employer?  
a. Yes 80% b. No 20%
32. Have you ever had disciplinary action taken against you by an employer?  
a. Yes 14% b. No 86%
33. Do you actively try to think of new ways to improve your job performance?  
a. Yes 94% b. No 6%
34. Have you ever been promoted?  
a. Yes 81% b. No 19%
35. When you work, do you pace yourself so that you don't get done too early?  
a. Yes 9% b. No 91%
36. Have you ever worked under the influence of drugs or alcohol?  
a. Yes 11% b. No 89%
37. Do you think much about your work when you are at home?  
a. Yes 62% b. No 28%
38. Do you ever work through your lunch?  
a. Yes 76% b. No 24%
39. If you were asked to work extra hours during a "company crisis" without overtime pay, would you be willing to?  
a. Yes 80% b. No 20%
40. Are you ever late for work more than once per month?  
a. Yes 14% b. No 86%

Thank you for taking the time to assist us in this community project.

**Please return your completed answer card in the enclosed postage paid envelope by March 23th.**

## STUDENT WORK ETHIC SURVEY

### INSTRUCTIONS:

Using a No.2 lead pencil, please mark the response that most accurately reflects your position on the enclosed scoring card. Mark only one answer per question.

1. Your sex is:

a. Male 55% b. Female 45%

2. Your age group is:

a. Less than 12 0% b. 12-13 years 18% c. 14-15 years 36% d. 16-17 years 28% e. 18 or above 18%

3. Your parent's marital status is:

a. Single 3% b. Married 66% c. Divorced 28% d. Widowed 3%

4. How many brothers and sisters do you have?

a. None 8% b. 1 37% c. 2-3 38% d. 4 or more 17%

5. Do you live with:

a. Both parents 65% b. One parent 30% c. A guardian 2% d. Other 3%

6. Please indicate the highest level of formal education you plan to complete:

a. Less than high school diploma 4% d. 4 years college 39%  
b. High school graduate 18% e. Graduate school 19%  
c. Jr. college/trade school/2 year college 20%

7. When you go to work, what do you expect your yearly income will be?

a. 0-\$ 9,999 7% d. \$27,000-\$40,000 25%  
b. \$10,000-\$18,999 19% e. Over-\$40,000 33%  
c. \$19,000-\$26,999 25%

8. What type of job would you like to have:

a. Manufacturing 5% d. Technical 12%  
b. Clerical/Secretarial 8% e. Other 65%  
c. Administrative/Management 10%

### EDUCATIONAL:

9. What class do you do best in at school?

a. Math 32% b. Social Studies 11% c. Science 14% d. English 16% e. Other 27%

10. What class do you do worst in at school?

a. Math 23% b. Social Studies 24% c. Science 19% d. English 20% e. Other 14%

11. How many days are you generally absent during the school year?
- a. 0-2 days 40% b. 3-5 days 32% c. 6-10 days 20% d. Over 10 days 8%
12. How many times during a school year would you say you have disciplinary action taken against you?
- a. Never 49% b. 1-2 times 32% c. 3-4 times 13% d. 5 or more times 6%
13. What grade do you make most often in school?
- a. A 15% b. B 48% c. C 30% d. D 7% e. F

WORK RELATED:

Now, let's imagine that you are out of school and working at a regular job. Please answer the questions below the way you think it will be for you at your job.

14. On the average, how many days of work do you think you will miss each year (other than vacation)?
- a. 0 15% b. 1-2 29% c. 3-5 13% d. 6-10 17% e. 10 or more 2%
15. Throughout your working career, how many different jobs do you think you will have?
- a. 1 15% b. 2-3 58% c. 4-7 23% d. 8-12 2% e. Over 12 2%
19. On an average, how many hours would you work each week?
- a. Less than 40 9% b. 40 10% c. 41-45 16% d. 46-50 36% e. Over 50 29%

Please answer either, a. Yes, or b. No, to the questions that follow:

17. Do you think you would probably be satisfied with your job?
- a. Yes 91% b. No 7%
18. Do you think what you are learning in school now will be useful to you in your job?
- a. Yes 70% b. No 29%
19. Considering your basic needs were met, would the amount of money you were paid be important to your job satisfaction?
- a. Yes 67% b. No 33%
20. If you had work you could perform at home, would you be willing to take work home?
- a. Yes 72% b. No 28%
21. If your employer has a "use it or lose it" vacation policy, would you use it even though you had work to get done before year end?
- a. Yes 56% b. No 44%

22. Is it important for your job to be challenging?  
a. Yes 74% b. No 26%
23. If your company were to offer you the opportunity to attend free classes, workshops, or seminars after regular business hours, would you?  
a. Yes 84% b. No 16%
24. If you were offered the chance to fill a new position with greater responsibilities, but no pay raise, would you accept it?  
a. Yes 59% b. No 41%
25. Would you be willing to work overtime?  
a. Yes 93% b. No 7%
26. Would you volunteer to assist your employer with a community project knowing you would not be paid?  
a. Yes 72% b. No 28%
27. Is it O.K. to use a sick day as a vacation or personal day?  
a. Yes 49% b. No 51%
28. Would recognition for your job performance be an important issue to you?  
a. Yes 78% b. No 22%
29. Do you think you will be satisfied with the company you work for?  
a. Yes 91% b. No 9%
30. Do you expect that your employer will ever have to take disciplinary action against you?  
a. Yes 20% b. No 80%
31. Would you try to think of new ways to improve your job performance?  
a. Yes 72% b. No 28%
32. Do you think you will ever receive a promotion?  
a. Yes 49% b. No 51%
33. Do you think it is a good idea to pace yourself at work so that you don't get done too soon?  
a. Yes 40% b. No 60%
34. Would you ever work under the influence of drugs or alcohol?  
a. Yes 9% b. No 91%

35. Would you think much about your work when you were at home?

a. Yes 63% b. No 37%

36. Would you be willing to work through your lunch break?

a. Yes 52% b. No 48%

37. If you were asked to work extra hours during a "company crisis" without overtime pay, would you be willing to?

a. Yes 72% b. No 28%

38. Do you expect you would be late for work more than once per month?

a. Yes 15% b. No 85%

39. Do you have a savings account with a bank?

a. Yes 75% b. No 25%

## K.L.A. CLASS WORK ETHIC SURVEY

The Kosciusko Leadership Academy is working in conjunction with area employers and schools to assess the work ethic of our community and to determine what we can expect for the future. Through the information obtained in this survey, we hope to assist the community's employers and schools in developing programs that will enhance our area's growth and development.

Please help us by completing the attached survey. We do not need your name. Your individual responses will be held completely confidential.

Our survey responses will be tallied by computer, so we are asking that you mark your responses in pencil on the enclosed computer card. There is an example shown of how to do this on the card itself.

Once you have completed the survey, please return it to us in the enclosed postage paid envelope. Thanks for your help.

### INSTRUCTIONS:

Using a No.2 lead pencil, please mark the response that most accurately reflects your current position on the enclosed scoring card. Mark only one answer per item.

1. Your sex is:

a. Male 71% b. Female 29%

2. Your age group is:

a. Less than 18 b. 18-29 years c. 30-39 years d. 40-57 years e. 58 or more  
23% 12% 65%

3. Your marital status is:

a. Single b. Married 94% c. Divorced 6% d. Widowed

4. How many children do you have?

a. None 18% b. 1 29% c. 2-3 35% d. 4 or more 12%

5. If you have children, do they:

a. Live with you 71% d. Live on their own 12%  
b. Live with another parent e. No children 17%  
c. Live with a guardian

6. Please indicate the highest level of formal education you have completed:

a. Less than high school diploma d. 4 years college 41%  
b. High school graduate 24% e. Graduate school 17%  
c. Jr. college/trade school/2 year college 18%

7. Please indicate your individual annual income level:

- |                      |     |                      |     |
|----------------------|-----|----------------------|-----|
| a. 0-\$ 9,999        | 6%  | d. \$27,000-\$40,000 | 47% |
| b. \$10,000-\$18,999 |     | e. Over-\$40,000     | 35% |
| c. \$19,000-\$26,999 | 12% |                      |     |

8. Your present job position is primarily:

- |                              |     |              |     |
|------------------------------|-----|--------------|-----|
| a. Manufacturing             | 12% | d. Technical | 24% |
| b. Clerical/Secretarial      |     | e. Other     | 6%  |
| c. Administrative/Management | 58% |              |     |

EDUCATIONAL:

9. What class did you do best in when you were in school?

- |         |                   |            |            |          |
|---------|-------------------|------------|------------|----------|
| a. Math | b. Social Studies | c. Science | d. English | e. Other |
| 41%     | 24%               | 17%        | 12%        | 6%       |

10. What class did you do worst in when you were in school?

- |         |                   |            |            |          |
|---------|-------------------|------------|------------|----------|
| a. Math | b. Social Studies | c. Science | d. English | e. Other |
| 18%     | 18%               | 24%        | 18%        | 12%      |

11. In an average school year, how many days were you absent from school?

- |             |             |              |                 |
|-------------|-------------|--------------|-----------------|
| a. 0-2 days | b. 3-5 days | c. 6-10 days | d. Over 10 days |
| 50%         | 44%         |              | 6%              |

12. How many times during each school year would you say you had disciplinary action take against you?

- |          |              |              |                    |
|----------|--------------|--------------|--------------------|
| a. Never | b. 1-2 times | c. 3-4 times | d. 5 or more times |
| 71%      | 24%          | 5%           |                    |

13. Please enter what grade in school you feel had the most effect on your future work ethic:

- |          |            |            |              |              |
|----------|------------|------------|--------------|--------------|
| a. K-3rd | b. 4th-6th | c. 7th-9th | d. 10th-12th | e. Over 12th |
|          | 12%        | 18%        | 35%          | 35%          |

14. What was the primary influencing factor of this effect? (refer to question 13)

- |              |     |           |     |            |    |          |     |
|--------------|-----|-----------|-----|------------|----|----------|-----|
| a. A teacher | 12% | b. Family | 47% | c. Friends | 6% | d. Other | 35% |
|--------------|-----|-----------|-----|------------|----|----------|-----|

15. What would you say was your average grade in school?

- |      |    |      |     |      |     |      |  |      |  |
|------|----|------|-----|------|-----|------|--|------|--|
| a. A | 6% | b. B | 71% | c. C | 23% | d. D |  | e. F |  |
|------|----|------|-----|------|-----|------|--|------|--|

WORK RELATED:

16. On the average, how many days of work do you miss per year (other than vacation)?

- |      |     |        |     |        |  |         |  |               |  |
|------|-----|--------|-----|--------|--|---------|--|---------------|--|
| a. 0 | 56% | b. 1-2 | 44% | c. 3-5 |  | d. 6-10 |  | e. 10 or more |  |
|------|-----|--------|-----|--------|--|---------|--|---------------|--|

17. How many jobs have you held since completing your formal education?

- |      |     |        |     |        |     |         |    |            |  |
|------|-----|--------|-----|--------|-----|---------|----|------------|--|
| a. 1 | 18% | b. 2-3 | 65% | c. 4-7 | 12% | d. 8-12 | 5% | e. Over 12 |  |
|------|-----|--------|-----|--------|-----|---------|----|------------|--|

18. How many hours do you work on an average each week?

a. Less than 40 6% b. 40 c. 41-45 38% d. 46-50 19% e. Over 50 37%

Please answer either, a. Yes, or b. No, to the questions below:

19. Would you say you are satisfied with your current job?

a. Yes 94% b. No 6%

20. Did your time in school have an effect on your work habits?

a. Yes 75% b. No 25%

21. Considering your basic needs were met, would the amount of money you were paid be important to your job satisfaction?

a. Yes 63% b. No 37%

22. If you had work you could perform at home, would you be willing to take work home?

a. Yes 88% b. No 12%

23. If your employer has a "use it or lose it" vacation policy, would you use it even though you had work to get done before year end?

a. Yes 31% b. No 69%

24. Is it important for your job to be challenging?

a. Yes 100% b. No

25. If your company were to offer you the opportunity to attend free classes, workshops, or seminars after regular business hours, would you?

a. Yes 100% b. No

26. If you were offered the chance to fill a new position with greater responsibilities, but no pay raise, would you accept it?

a. Yes 94% b. No 6%

27. Have you ever refused to work overtime?

a. Yes 19% b. No 81%

28. Would you volunteer to assist your employer with a community project knowing you would not be paid?

a. Yes 100% b. No

29. Have you ever used a sick day as a vacation/personal day?

a. Yes 12% b. No 88%



30. Is recognition for your performance important to you?  
a. Yes 82% b. No 18%
31. Would you say you are satisfied with your employer?  
a. Yes 88% b. No 12%
32. Have you ever had disciplinary action taken against you by an employer?  
a. Yes 24% b. No 76%
33. Do you actively try to think of new ways to improve your job performance?  
a. Yes 100% b. No
34. Have you ever been promoted?  
a. Yes 88% b. No 12%
35. When you work, do you pace yourself so that you don't get done too early?  
a. Yes b. No 100%
36. Have you ever worked under the influence of drugs or alcohol?  
a. Yes 29% b. No 71%
37. Do you think much about your work when you are at home?  
a. Yes 100% b. No
38. Do you ever work through your lunch?  
a. Yes 100% b. No
39. If you were asked to work extra hours during a "company crisis" without overtime pay, would you be willing to?  
a. Yes 100% b. No
40. Are you ever late for work more than once per month?  
a. Yes 24% b. No 76%

Thank you for taking the time to assist us in this community project.

**Please return your completed answer card in the enclosed postage paid envelope by March 23th.**

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