

## A Comprehensive Approach to Model Development -The Effect of U.S. Retail Employees' Work Experiences on Job Performance, Job Satisfaction, and Retail Career Intention-

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## 연구모델 개발의 포괄적 접근 -미국 소매업 종사자의 직무 경험이 소매업 직업 성과와 직업 만족 그리고 소매업 직업 선택의도에 미치는 영향-

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### Abstract

In a highly competitive marketplace, U.S. retailers are challenged to attract, recruit, and retain a skilled workforce. The purpose of our research was to examine the impact of young retail employees' work experiences on their job performance, job satisfaction, and career intention using a comprehensive approach to model development. The model was developed in three phases over a four-year period using both qualitative and quantitative methodologies. During Phase 1, we conducted focus group interviews to guide the development of the questionnaire. Work experience was initially operationalized as role conflict, role ambiguity, supervisory support, and work involvement. Using a student sample(n=470) from U.S. universities, we employed multiple regression to determine the significance of relationships between their work experience, job satisfaction, and retail career intention. During Phase 2, we expanded our investigation to include retail work experiences of teens employed while they were in high school. The teen sample(n= 898) was drawn from students enrolled in work-study programs in 16 U.S. high schools, and data were analyzed using structural equation modeling (hereafter SEM). During Phase 3, we expanded our model to include two new variables, job characteristics and job performance. Based on a national sample(n=803) of U.S. university students, we employed SEM to holistically determine if retail employees' work experience impacted their job performance, job satisfaction, and retail career intention. During each phase, job satisfaction consistently was the superior antecedent of retail career intention. Among the work experience variables, supervisory support had a positive impact on job satisfaction, while role conflict, role ambiguity, and work involvement exhibited inconsistent effects on job outcomes. The strong relationship between job satisfaction and retail career intention should make job satisfaction a priority for retailers.

**Key words:** Role conflict, Role ambiguity, Supervisory support, Work involvement, Job performance;  
역할 갈등, 역할 모호성, 감독자 지도, 직무 관여, 직업 성과

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## I. Introduction

There are unprecedented career opportunities in the U.S. retail industry for young employees. Yet, retailers continue to face major obstacles in recruiting talented young university graduates due to the negative stereotypes of the industry (Rhoads et al., 2002). Retailers are challenged to develop strategies that will overcome the perceptions of long hours, low pay, and unfavorable work-life issues associated with the industry (Feinberg, 1996; Rhoads et al., 2002; Swinyard et al., 1991). Exacerbating the problem are the annual turnover rates of 100% and more that are common in the retail industry (Frazier, 2005). In a highly competitive marketplace, retailers must attract, recruit, and retain a skilled workforce that is expected to increase by 4.2% between 2000 and 2010 (U.S. Department of Labor, 2002a).

Many retailers depend upon young employees to staff their part-time positions. Over 30% of retail workers are under 24 years old and employed part time (U.S. Department of Labor, 2002b). The impact of these formative work experiences is especially critical for young employees who are typically inexperienced in their new roles. Because young employees often develop negative perceptions of retail careers while working part-time, they do not recognize retailing as a potential career. Unfortunately, many part-time, entry-level retail jobs provide minimal supervision leaving young employees with no role models to foster the development of valuable work traits and habits. The result of an untrained workforce may include frequent absenteeism, low morale, high employee turnover, poor customer service, and ultimately decreased business profits. By providing positive work experiences, retailers may benefit from having employees that could solve problems, efficiently complete tasks, and ultimately, become promising employees.

The purpose of our research was to examine the impact of young retail employees' work experiences on their job performance, job satisfaction, and career intention using a comprehensive approach to model development. Understanding these relationships is beneficial for educators as they prepare students for retail careers and help them formulate realistic expecta-

tations. In this paper, we first present a literature review of the constructs that guided the model development process. Next, we explain each of the three phases in chronological sequence including the sample, constructs measured, data analysis employed, findings, and resulting model. Finally, we offer a discussion of the results, implications for retailers and educators, limitations, and suggestions for future research.

### 1. Effects of Work Experience on Job Performance and Job Satisfaction

Our review of literature on retail work experience indicated the interrelatedness among work experience, job performance, job satisfaction, and career intention (Babin & Boles, 1996; Igbaria et al., 1994; Rhoads et al., 2002). Work experience is the affective aspect of the job (Babin & Boles, 1996; Igbaria et al., 1994) that can determine employees' well-being at work (Babin & Boles, 1996). Work experience is a combination of constructs related to (1) job characteristics (i.e., salary, workweek, feedback, participation, autonomy, variety, and control), (2) psychological outcomes (i.e., job satisfaction, job burnout, organizational commitment and turnover) (Rhoads et al., 2002), and (3) role stress (conflict and ambiguity) (Rizzo et al., 1970).

Researchers have alleged that employee's work experience was an indicator of the quality of the work environment and that it impacted job satisfaction (Babin & Boles, 1996). Further, job satisfaction can influence an employee's intention to remain with an organization (Hom & Kinicki, 2001; Singh, 2000). While numerous studies have investigated these variables in a variety of fields, none have been identified that have examined them among high school and university students. Yet, it is during this time that students often enter the retail workforce and gain work experience. We initially operationalized work experience as role conflict, role ambiguity, supervisory support, and work involvement based on the work of Babin and Boles (1996).

#### 1) Role conflict

Role conflict can occur when different and incom-

patible responsibilities are required of the same employee (Rizzo et al., 1970). An example of role conflict results when a company espouses a customer orientation at the corporate level, but prioritizes sales over service at the store level. Role conflict also can occur when impatient consumers demand individual attention and supervisors have set deadlines for employees to markdown merchandise. Strong arguments have been presented in the literature in support of the negative relationship between role conflict and job satisfaction (Babin & Boles, 1996, 1998; Behrman & Perreault, 1984; Brown & Peterson, 1994; Fischer, 2001; Igbaria et al., 1994). Further, employees who experience role conflict are less likely to stay with the company (Igbaria et al., 1994).

### **2) Role ambiguity**

Another aspect of role stress often experienced by retail employees is role ambiguity (Brown & Peterson, 1994; Dubinsky & Hartley, 1986; Rizzo et al., 1970). Role ambiguity means that employees lack clarity concerning their job responsibilities and how their job performance will be evaluated (Rizzo et al., 1970). Role ambiguity can occur when employees lack product knowledge to assist consumers in making purchase decisions and when they lack autonomy to make work-related decisions. Employees who experience role ambiguity tend to under perform (Dubinsky & Skinner, 1984) and experience dissatisfaction with their jobs (Babin & Boles, 1996, 1998; Hartenian, Hadaway, & Badovick, 1994; Igbaria et al., 1994). Reducing role ambiguity during the early employment stage can be a determinant in an employee's attachment to the organization (Igbaria et al., 1994; Johnston et al., 1990).

### **3) Supervisory support**

Supervisory support is the consideration shown to employees and the extent to which supervisors provide direction, encouragement, and mentoring (Babin & Boles, 1996). Feedback from supervisors provides information that is critical if employees are to realize the results of work-related efforts in progressing toward desired end goals (Fried & Ferris, 1987). Retail employees experience less role conflict and

role ambiguity when they consider their supervisors to be supportive (Babin & Boles, 1996). College students often are employed by retailers in part-time positions at a critical time when they are formulating decisions about future careers. Unfortunately, there may be few qualified supervisors of part-time workers to serve as role models and to foster their professional development (Schneider & Stevenson, 1999).

### **4) Work involvement**

Work involvement (Billings & Moos, 1981) is the degree to which employees perceive co-workers are dedicated to their jobs (Babin & Boles, 1996). Working with motivated and dedicated co-workers has a "spillover" effect in that other employees tend to be satisfied with their own jobs, and they also report experiencing less stress (Babin & Boles, 1996). The genesis of work involvement is congruence between the qualifications of individuals and the responsibilities of the jobs for which they have been hired (Dubinsky et al., 1986).

### **5) Job characteristics**

As model development progressed, it became evident that variables other than those currently included in work experience could affect employees' job performance, job satisfaction, and career intention. Drawing from the job characteristics model (Hackman & Oldham, 1976), researchers have studied the influence of job characteristics' four dimensions on the behavioral and psychological outcomes of salespeople (Churchill et al., 1974). Conceptually, these four dimensions are the degrees to which (1) feedback is given to employees, (2) employees participate in or influence decisions that affect their jobs, (3) employees perform a variety of tasks, and (4) employees exercise discretion in carrying out work assignments (Singh, 1998). Provision of high levels of autonomy, variety, and participation in a job leads to intrinsic motivation because these characteristics enhance the experienced meaningfulness of work (Ilgen & Hollenbeck, 1991). Moreover, correlations exist among job characteristics and job outcomes such as satisfaction and performance (Fried & Ferris, 1987).

### **6) *The relationships among job performance, job satisfaction, and retail career intention***

The relationship between job performance and job satisfaction was of particular interest because of inconsistent findings in the literature (Brown & Peterson, 1993, 1994; Dubinsky & Skinner, 1984). Walker et al. (1977) conceptualized salesperson job satisfaction primarily as a function of performance outcome rather than a direct function of effort exerted. In positing that performance completely mediates the relationship between work experience and job satisfaction, most sales force research studies have operationalized job performance narrowly relative to short-term outcomes and have not considered the psychological value of work itself. However, the prevailing conceptual notion that sales performance strongly influenced job satisfaction and mediated the effects of antecedent variables on job satisfaction (Walker et al., 1977) has not been supported or is only weakly related in the majority of empirical studies (Brown & Peterson, 1993).

Therefore, we investigated whether work experience influenced job satisfaction only through the mediation of performance or whether it had a direct effect on satisfaction that was not contingent on performance. Studies conducted with industry professionals indicate that job satisfaction is related to their commitment to the organization (Dubinsky & Hartley, 1986; Hartenian et al., 1994; Johnston et al., 1990) and turnover intention (Hom & Kinicki, 2001; Singh, 2000). Thus, we investigated whether work experience, job performance, and job satisfaction were casually related to retail career intention of young employees.

## **2. Model Development**

This comprehensive research model was developed in three phases over a four-year period using both qualitative and quantitative methodologies.

### **1) Phase 1**

During Phase 1, we (1) explored university students' perceptions of their work experiences and job satisfaction, and (2) tested the significance of rela-

tionships between their work experience, job satisfaction, and retail career intention. We conducted five focus group interviews ( $n=35$ ) to guide the development of the research instrument. To measure the constructs of work experience, the following scales were used: role conflict and role ambiguity (Rizzo et al., 1970), supervisory support and work involvement (Babin & Boles, 1996). Churchill et al.'s (1974) modified scale measured job satisfaction, and Singh's (2000) scale measured students' intentions to pursue retail careers. All items were measured using 5-point Likert scales.

Self-administered questionnaires ( $n=800$ ) were distributed to collaborating faculty in eight U.S. universities. The purposive sample ( $n=470$ ) was drawn from students enrolled in programs with a merchandising focus (e.g., fashion merchandising, retailing, and consumer studies). Participants were at least 18 years of age and had current or recent retail work experience. Although graduates from these programs prepared for and were experienced, highly-qualified candidates for careers in the retail industry, they frequently pursued careers in other fields. Therefore, they were a population of interest to both retailers and educators.

The majority of the participants in this study were female (90.2%) fashion merchandising majors (54.5%) who were classified as seniors (51.5%). Most of the students (61.9%) worked part time and reported work experience in a variety of retail areas including sales (86.2%), cashiering (64%), visual merchandising (48.7%), stock keeping (38.1%), and administration (30%). In addition to their academic work load, 45% of the students worked 20 to 29 hours per week, and 29.8% of them worked more than 30 hours a week.

Exploratory factor analyses were conducted to identify the dimensions of work experience and job satisfaction. Reliabilities were calculated using Cronbach's alpha. The work experience dimensions were conceptually distinct and labeled as role conflict, role ambiguity, supervisory support, and work involvement. Four underlying dimensions of job satisfaction were identified as emotional, value, pay, and advancement. Using multiple regression analyses, we confirmed that college students' work experience

impacted their job satisfaction and career intention. As hypothesized, the work experience dimensions were significantly related to emotional, value, pay, and advancement satisfaction. Additionally, supervisory support and work involvement were positively related to career intention while role ambiguity was negatively related to career intention. Most importantly, emotional satisfaction with the job was the most robust determinant of career intention(Fig. 1).

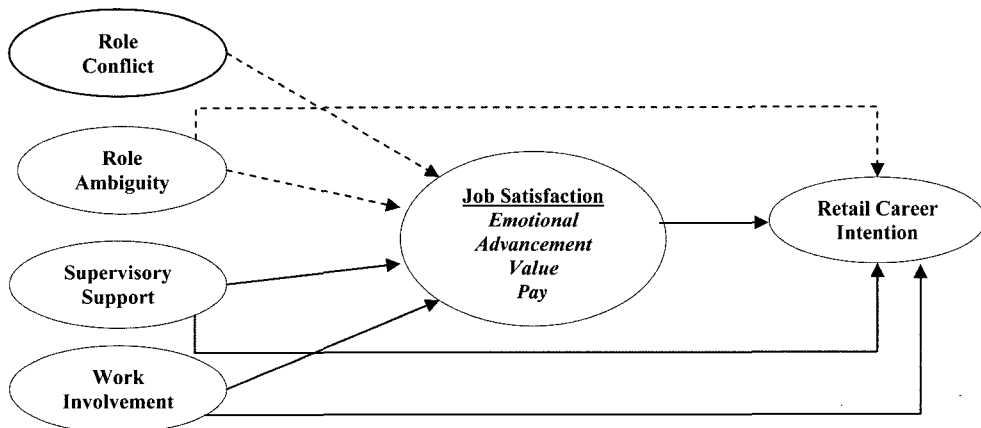
**2) Phase 2**

During the second phase, we developed a framework based on work experience, job satisfaction, and retail career intention using SEM. More than 80% of teens work while in high school, and working in retail is one of the most popular jobs for teens(Grensing-Popal, 1999). Thus, teens begin forming their impressions about retail careers before they enter college. Therefore, we expanded our investigation to include retail work experiences of teens employed while they were in high school. We conducted two focus group interviews(n=21) to determine if part-time retail work experiences for high school and college students were similar and, if so, to further refine the questionnaire. Results suggested that high school employees preferred supervisors who were professional and work environments that were challenging and provided a sense of accomplishment. Results indicated that developing positive or negative per-

ceptions of their retail work experiences affected teens' intention to pursue retail careers. Consequently, no additional changes were made to the questionnaire.

The teen sample(n=898) was drawn from students enrolled in work-study programs in 16 U.S. high schools. To measure work experience, role conflict and role ambiguity(Rizzo et al., 1970), supervisory support and work involvement(Babin & Boles, 1996) scales were used. A modified Churchill et al., (1974) scale measured job satisfaction and Singh's (2000) scale measured career intention. All items were measured using 5-point Likert scales.

The majority of participants were female(61%), seniors(75%) who were employed in the retailing (41%), hospitality(26%), service(16%), and other (17%) industries. Surprisingly, 37% of the sample worked between 16 and 20 hours per week, while 46% worked more than 20 hours per week. A measurement model was developed by conducting confirmatory factor analysis(hereafter CFA) on the multi-item scales. Results of CFA obtained for the measurement model, consisting of four exogenous (i.e., role conflict, role ambiguity, supervisory support, work involvement) and two endogenous variables(i.e., job satisfaction, career intention), revealed an overall good fit with a chi square of 540.228(df= 173;  $p < .001$ ), GFI of .94, CFI of .93, and RMSEA of .05. Factor loadings of the twenty indicators for the



Note: .....➔ denotes negative relationship.

**Fig. 1. Regression Model for Merchandising College Students(n = 470)**

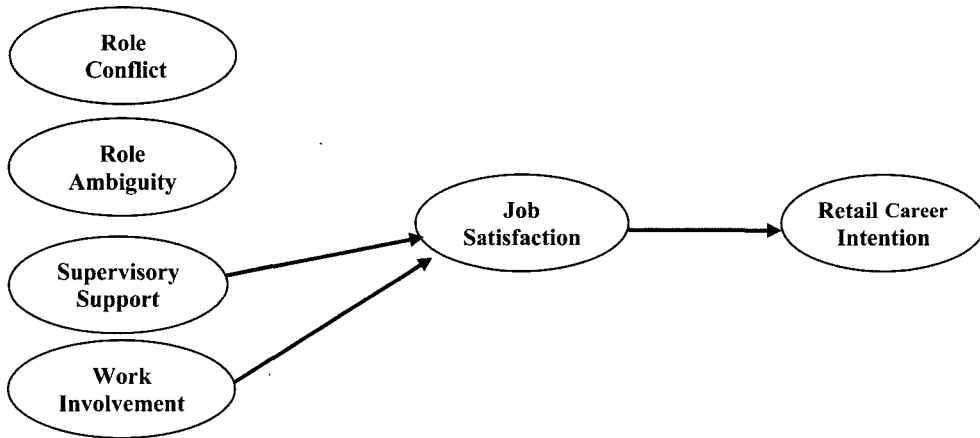


Fig. 2. The SEM model of Teens(n=898)

six constructs were statistically significant(.33 to .90,  $p < .001$ ), and reliabilities of the six constructs ranged from .62 to .89 respectively. This is sufficiently high to demonstrate that the indicators and their underlying constructs were acceptable for hypothesizing their causal relationships.

Results of the structural model revealed a good model fit with a chi square of 549.41( $df=177$ ;  $p < .001$ ), GFI of .94, CFI of .93, and RMSEA of .05. Three relationships hypothesized by the structure model were significant. It indicated that teens' work involvement and supervisory support were the influential antecedents to job satisfaction. Additionally, job satisfaction was a determinant of career intention (Fig. 2).

### 3) Phase 3

To broaden our understanding of how the retail industry can attract and retain university students, we expanded our model to include two new variables, job characteristics and job performance. We employed SEM to holistically determine if retail employees' work experience impacted their job performance, job satisfaction, and retail career intention. The data were collected from a national sample at 14 U.S. universities with retail or retail-related programs. The sample was expanded to include a more representative population in terms of gender, major fields of study, and a wider geographical area than that included in Phase 1.

Self-administered questionnaires were distributed to students during regularly scheduled classes. Participants were at least 18 years of age and had current or recent retail work experience. Of the 1576 questionnaires distributed, 803 usable instruments were returned for a 50.9% response rate. Based on our previous research, our final model was structured to explain how retail employees' work experiences (i.e., role conflict, role ambiguity, supervisory support, work involvement, job characteristics) impacted participants' job performance, job satisfaction, and retail career intention.

The following scales were used to measure role conflict and role ambiguity(Rizzo et al., 1970), supervisory support and work involvement (Babin & Boles, 1996), job characteristics(Hackman & Oldham, 1980), job satisfaction(Babin & Boles, 1998; Churchill et al., 1974), job performance(Bush, 1990), and career intention(Singh, 2000). Demographic information also was generated from the questionnaire(e.g., age, gender, major, years of retail experience, hours worked per week and job responsibilities). The majority of the participants were female(72.3%), seniors(69.0%), business majors (64.0%) who were primarily studying marketing and retailing, while merchandising majors accounted for 34% of the sample. Participants had experience in a variety of areas including sales(77.6%), cashiering (68.2%), visual merchandising(42.4%), stock keeping (39.3%), and administration(34.4%).

**Table1. Measurement Model Results**

Construct/Indicator	S.F.L. <sup>a</sup>	SE	t-value	Construct reliability <sup>b</sup>	Extracted variance <sup>c</sup>
<b>Role ambiguity</b>					
X3: I know exactly what is expected of me <sup>f</sup> .	0.72	-	-	0.97	0.92
X4: I know what my responsibilities are <sup>f</sup> .	0.76	0.07	15.10		
X5: There are clear, planned goals and objectives for my job <sup>f</sup> .	0.57	0.06	13.18		
<b>Role conflict</b>					
X1: I receive incompatible requests from two or more people.	0.66	-	-	0.94	0.89
X2: I have to break a rule or policy to carry out an assignment.	0.46	0.08	8.53		
<b>Work involvement</b>					
X6: It is hard to get people to do any extra work <sup>f</sup> .	0.83	-	-	0.96	0.94
X7: Few people ever volunteer <sup>f</sup> .	0.71	0.05	17.26		
X8: A lot of people seem to be just putting in their time <sup>f</sup> .	0.63	0.05	15.90		
<b>Supervisory support</b>					
X9: My supervisor criticizes employees over minor things <sup>f</sup> .	0.73	-	-	0.98	0.93
X10: My supervisor tends to talk down to employees <sup>f</sup> .	0.78	0.06	17.04		
X11: My supervisor really stands up for employees.	0.58	0.05	14.03		
<b>Job characteristics</b>					
X12: The job is quite simple and repetitive <sup>f</sup> .	0.66	-	-	0.97	0.88
X13: The job denies me any chance to use my personal initiative or judgment <sup>f</sup> .	0.61	0.07	13.12		
X14: The job requires me to use number of complex or high level of skills.	0.58	0.06	12.67		
X15: The job itself is not very significant or important in the broader scheme of things <sup>f</sup> .	0.46	0.06	10.47		
<b>Retail job performance</b>					
Y1: My job performance is better than that of other employees.	0.76	-	-	0.97	0.92
Y2: I manage my time better than most employees.	0.79	0.07	14.64		
Y3: I complete tasks quickly.	0.51	0.05	12.17		
<b>Retail job satisfaction</b>					
Y4: I feel fairly well-satisfied with my job.	0.80	-	-	0.98	0.95
Y5: I find real enjoyment in my work.	0.86	0.05	24.20		
Y6: Working in retail is worthwhile.	0.70	0.05	19.91		
<b>Retail career intention</b>					
Y7: It is likely that I will actively pursue a retail career.	0.74	-	-	0.97	0.94
Y8: I never want to work in retail again <sup>f</sup> .	0.87	0.08	14.15		

$\chi^2=557.68$  (df = 202, p-value<0.001); GFI =0.942; AGFI =0.920; CFI=0.937; RMR = 0.047

Notes; <sup>a</sup>Standardized factor loading; the first item for each construct was set to 1;

<sup>b</sup>calculated as  $[\sum(\text{std. loading})^2] / [\sum(\text{std. loading})^2 + \sum\xi_i]$ ;

<sup>c</sup>calculated as  $[\sum\text{std. loading}]^2 / [\sum\text{std. loading}^2 + \sum\xi_i]$ ;

<sup>f</sup>data was recoded

## II. Results

### 1. Measurement Model

Before testing the full structural equation model,

multiple indicators of each construct were grouped according to content in order to equalize the measurement weighting across indicators (Byrne, 2001). As a result, we used twenty-three items to measure eight latent constructs: role conflict, role ambiguity,

Table 2. Correlation and  $\Phi^2$  of Constructs

Construct	1	2	3	4	5	6	7	8
Role ambiguity	1	0.20	0.04	0.20	0.11	0.07	0.18	0.03
Role conflict	0.45	1	0.21	0.50	0.11	0.00	0.17	0.07
Work involvement	-0.19	-0.45	1	0.19	0.17	0.08	0.13	0.06
Supervisory support	-0.45	-0.71	0.43	1	0.16	0.00	0.22	0.05
Job characteristics	-0.31	-0.34	0.41	0.40	1	0.00	0.53	0.19
Job performance	-0.27	0.03	-0.28	-0.05	-0.02	1	0.02	0.00
Job satisfaction	-0.42	-0.42	0.36	0.47	0.73	0.14	1	0.32
Career intention	-0.17	-0.26	0.24	0.22	0.44	0.02	0.57	1

Note: the lower diagonal represents for the correlation between each construct, and the upper represents  $\Phi^2$

supervisory support, work involvement, job characteristics, job performance, job satisfaction, and retail career intention. For the purpose of validating the applied measurements, CFA using maximum likelihood, was employed. The result of CFA<Table 1> showed that all items loaded significantly( $t$ -value> 1.96) on their corresponding latent constructs, which indicated that convergent validity was obtained. The reliabilities and variance extracted for each variable also indicated that the measurements were reliable and valid. The reliability and variance extracted for a latent construct must be computed separately for each multiple indicator construct in the model using indicator standardized loadings and measurement errors(Hair et al., 1998). All construct reliabilities exceeded 0.94, while a commonly used threshold value for acceptable reliability is 0.70. The variance extracted measure, which was a complimentary measure to the construct reliability value, exceeded 0.92 with the exception of two which were .88 and .89. Guidelines suggest that the variance extracted value should exceed 0.50 for a construct(Hair et al., 1998).

Discriminant validity is supported when the Average Variance Extracted(AVE) between each pair of constructs is greater than  $\Phi^2$ (i.e., the squared correlation between two constructs). This criterion is considered the most stringent test of discriminant validity and was met for all possible construct pairs (Maxham & Richard, 2002). In <Table 2>,  $\Phi^2$  never exceeded AVE between each pair of constructs. Therefore, discriminant validity was obtained.

## 2. Structure Model

Results of the structure model revealed a good fit; a chi square of 386.16( $df=157$ ;  $p<.001$ ), GFI of .95, CFI of .95, and RMSEA of .05. Most relationships hypothesized in our model were significant. This structure model explained 30.4% of the variance of job performance, 63.3% of job satisfaction, and 26.6% of retail career intention.

In sum, the hypothesized relationships in the structural model were significant as follows: role ambiguity to job performance( $\beta= -.50$ ,  $p<.001$ ) and job satisfaction( $\beta= -.17$ ,  $p<.001$ ); supervisory support to job satisfaction( $\beta= .11$ ,  $p<.05$ ); job characteristics to job performance( $\beta=.13$ ,  $p<.05$ ) and job satisfaction ( $\beta=.67$ ,  $p<.001$ ) and job satisfaction to retail career intention( $\beta=.52$ ,  $p<.001$ ). The result of the final structural equation model after excluding insignificant paths is presented in (Fig. 3).

## III. Conclusions

Throughout the process of developing this comprehensive model, our purpose was to examine how young retail employees' work experiences affected job performance, job satisfaction and, ultimately, their career intention. We found no relationship between job performance and retail career intention. During each phase, job satisfaction consistently was the superior antecedent of retail career intention. Among the work experience variables, supervisory support had a positive impact on job satisfaction,



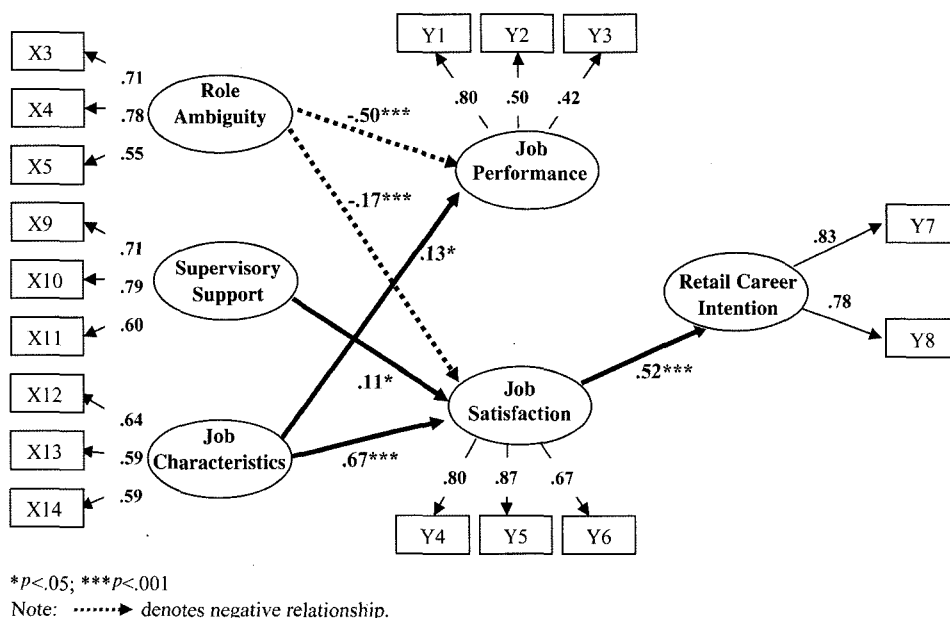


Fig. 3. Final SEM Model for University Students(n =803)

although role conflict, role ambiguity, and work involvement exhibited inconsistent effects on job outcomes.

The retail industry is attracting young employees as part-time employees, and retailers must determine how to retain the most promising of them in the industry. The strong relationship between job satisfaction and retail career intention makes job satisfaction a priority for retailers. The results of this study determined that the characteristics of the job itself are important in determining if employees find retail jobs satisfying. Retail supervisors must be innovative in restructuring part-time jobs that are often “boring and routine” into jobs that require higher-level skills and can be more interesting and satisfying. Supervisors play a key role in the work experiences of young retail employees.

Young employees prefer to work with supervisors who treat them with respect, but who also are capable of providing leadership and giving honest feedback (Jamrog, 2002). Supervisors who are creative can tap into the reservoir of talent and skills that young employees often are eager to use when asked. Supervisors are the communication link between the company and employees. Consequently, supervisors

can help reduce role ambiguity by ensuring that all employees receive and understand their job responsibilities and criteria on which their job performance will be evaluated.

Educators can help students understand the importance of part-time positions as preparation for potential careers. Through their academic coursework, students can learn to identify retail jobs where they can use initiative, problem solving skills, and creative thinking. In a classroom setting, students can learn the roles of supervisors and how to work with individuals with various management styles. Educators also can teach students to be proactive in their own employment by knowing what information should be provided and asking for it when it is not available.

#### IV. Limitations and Future Research

The purposive nature of our sample limits the generalizability of the results of this study. Another limitation to this study is the self-reported measure of job performance, although it would have been virtually impossible to obtain performance evaluations from supervisors of participants in this study. However,

other researchers have used self-reports to measure job performance (Babin & Boles, 1996; Churchill et al., 1985) with no evidence of upward bias. Variables other than those we tested may have accounted for a substantial impact on intent to pursue a retail career. Extending this research to examine the effects of other demographic (e.g., gender, age, major, and education) and personal characteristics (e.g., professionalism, personality, and employee's job motivation) would increase our understanding of job satisfaction and retail career intention. It also would be practical to know if there are correlations between tenure in the industry and major field of study, gender, job-specific personality traits, or other related variables.

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## 요 약

활발한 미국 소매업 시장에는 그 어느 때 보다 많은 취업과 고용의 기회가 있다. 소매업이 타 산업이나 혹은 소매업 간에서 경쟁적 우위를 차지하기 위해서는 유능한 인재의 확보가 우선적이다. 그러나 대학교육을 이수한 젊은 인재들의 소매업에 대한 부정적 인식과 또한 소매업 종사자의 높은 이직률은 현재 소매업의 증가하는 인적 요구를 수용하기 어렵게 한다. 따라서 대부분의 미국 소매업에서는 24세 이하의 젊은 임시직 고용인으로 인재를 확충하고 있는 현실이다. 그러나 적절한 직업 훈련이나 직업 역할에 대한 감독자의 충분한 지도 없이 형성되는 그들의 일시적인 소매업 직무 경험은, 소매업종에 대한 부정적 인식을 가중시키고 있다. 이러한 제한적인 직무 경험은 곧 소매업 자체에도 부정적인 파급효과를 낳게 되어 소매기업 자체의 이익을 저하함은 물론, 장기적 안목에서 유능한 인재를 소매업으로 유입할 수 없게 만드는 요인이 되는 것이다. 따라서 본 연구는 대부분 고등학교 시절부터, 임시직 고용인으로 출발하는 미국 젊은 소매업 종사자들의 '직무 경험'이 어떻게 그들의 '직업 성과'와 '직업 만족' 궁극적으로는 장래의 '소매업 직업 선택'에 인과적 영향을 미치는지를 연구하였다. 연구방법은, 4년간에 걸쳐 5회의 focus group interview 와 총 2,171명에 대한 3회의 설문지조사가 미국 고등학교 및 대학생들을 대상으로 시행되었다. 이러한 광범위한 양적, 질적 접근에 대하여 회귀분석, 확증적 요인분석, 구조방정식 모델의 분석을 함으로써 본 연구 주제에 대한 포괄적인 연구모델이 개발되었다. 연구결과로는 젊은 임시직 소매업 고용인들의 직무 경험 중 '감독자 지도'와 '직무 관여'는 일관되게 '직업 만족'과 '직업 성과'에 긍정적 영향을 미치고 있었다. 그러나 '역할 갈등'과 '역할 모호성'은 '직업 만족' 및 '직업 성과'에 비 일관된 부정적 영향을 미치고 있었다. 한편 '직업 성과'는 '직업 만족'과 '소매업 직업 선택의도'에 대해 영향을 미치지 않은 반면, '직업 만족'은 '직업 선택의도'에 직접적인 결정적 요소로 일관된 영향을 나타내었다. 따라서 본 연구를 통해 미국 젊은 학생들이 고등학교 시절부터 보편적으로 경험하게 되는 소매업 직무 경험에서, 혁신적인 감독자들로부터 적절하게 직무에 대한 지도를 훈련 받고 또한 높은 수준의 직무 관여를 소매업 종사자들이 경험한다면, 그들의 직업 만족은 증가하고 이는 곧 장래에 그들이 소매업을 직업으로 선택하게 할 수 있는 가장 최우선적인 동력이라는 것을 확인하였다.