

From temporary to permanent employment:

Dealing with individual differences

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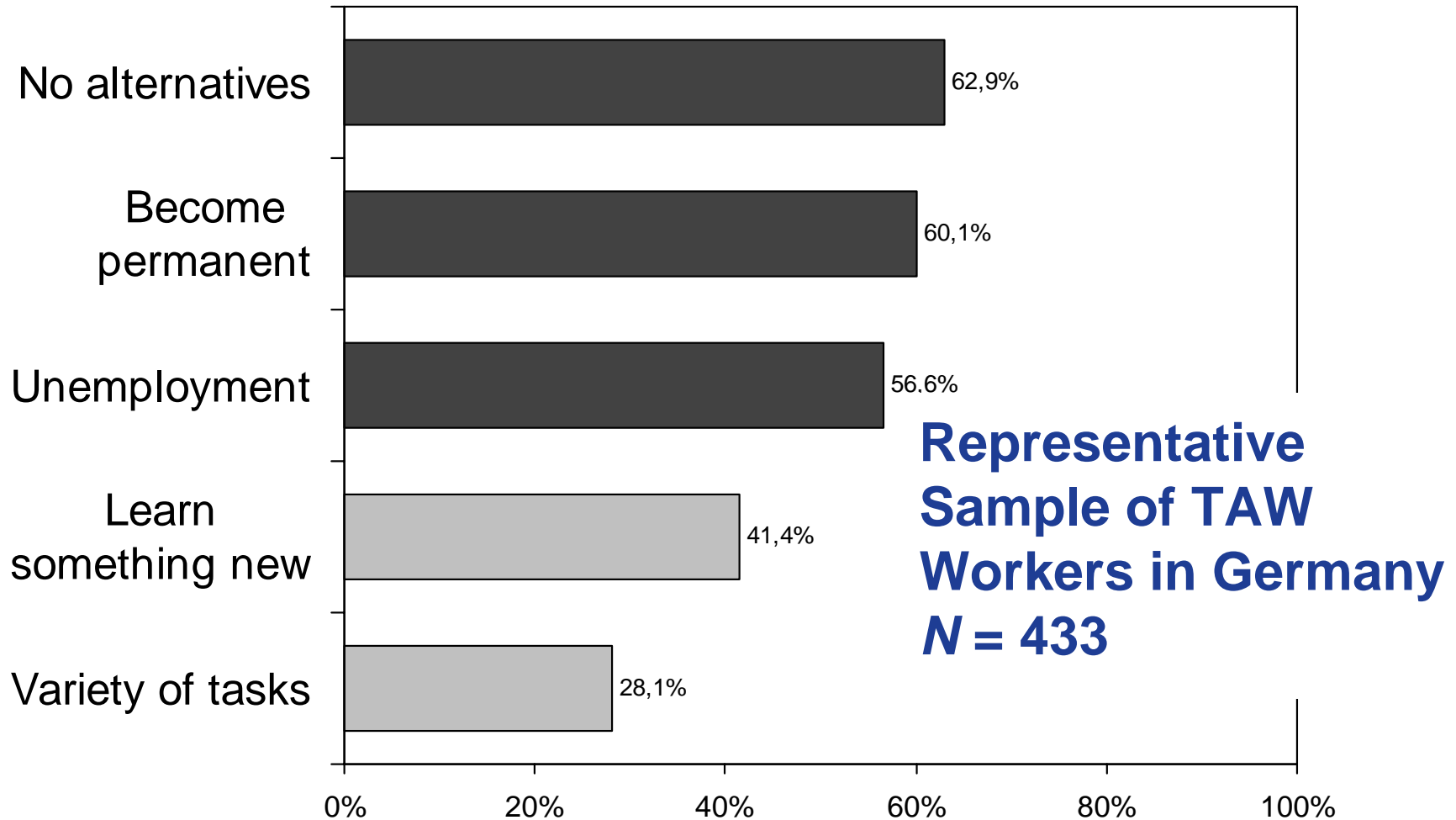
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Motives for Temporary Agency Work

- Involuntary versus voluntary temps: Push-factors dominate rather than pull-factors: “TAW better than being unemployed”.
- The majority of temps are looking for a permanent job and they regard TAW as a transitional period (Storrie, 2002; Von Hippel, Mangum, Greenberger, Heneman, & Skoglund, 1997; CIETT 2000).
- BUT: “To Learn”, “to experience variety” and to “develop employability” are also central motives.
- Especially voluntary temporary workers are interested in learning.



Motives for Temporary Agency Work



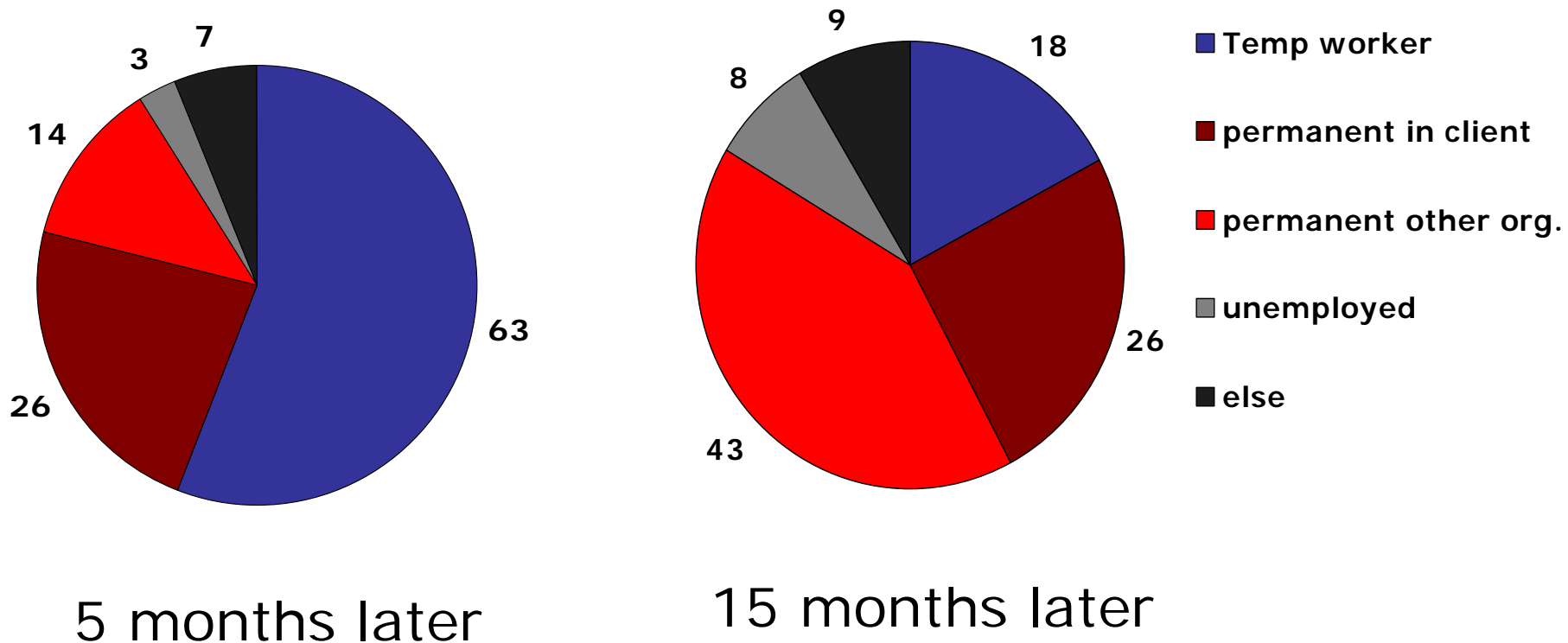
You can have it if you really want?

What about ...

- ... transition into a permanent job
- ... learning opportunities in TAW?



Transition into a Permanent Job: Findings from a Longitudinal Study



Commitment and Transition into a Permanent Job: Findings from a Longitudinal Study

	<i>b</i>
	Employment status half a year later (T2) Permanent Job in client organization ^y
Weeks pursuing TAW at T1	.21
Sex ^a	.76
Age	.02
Education ^b	-.81
Vocational training	-1.77
Experience with assignment task	-.17
Number of assignments	-.24
Involuntary motives	-.33
Voluntary motives	-.29
Job-satisfaction	-.56
Commitment to the Client	2.63*
Dual Commitment	-.58
constant	-1.15

Note: ⁺ $p < .10$, ^{*} $p < .05$, ^{**} $p < .01$, ^{***} $p < .001$. $n^x = 79$, $n^y = 92$. ^a(1 = male, 2 = female), ^b(1 = no qualification to 5 = masters, ^c(1 = not at all to 5 = very much).



Those who wanted, but did not achieve transition into a permanent job in the client organization – effects on health



Commitment is a Prerequisite but Makes Vulnerable

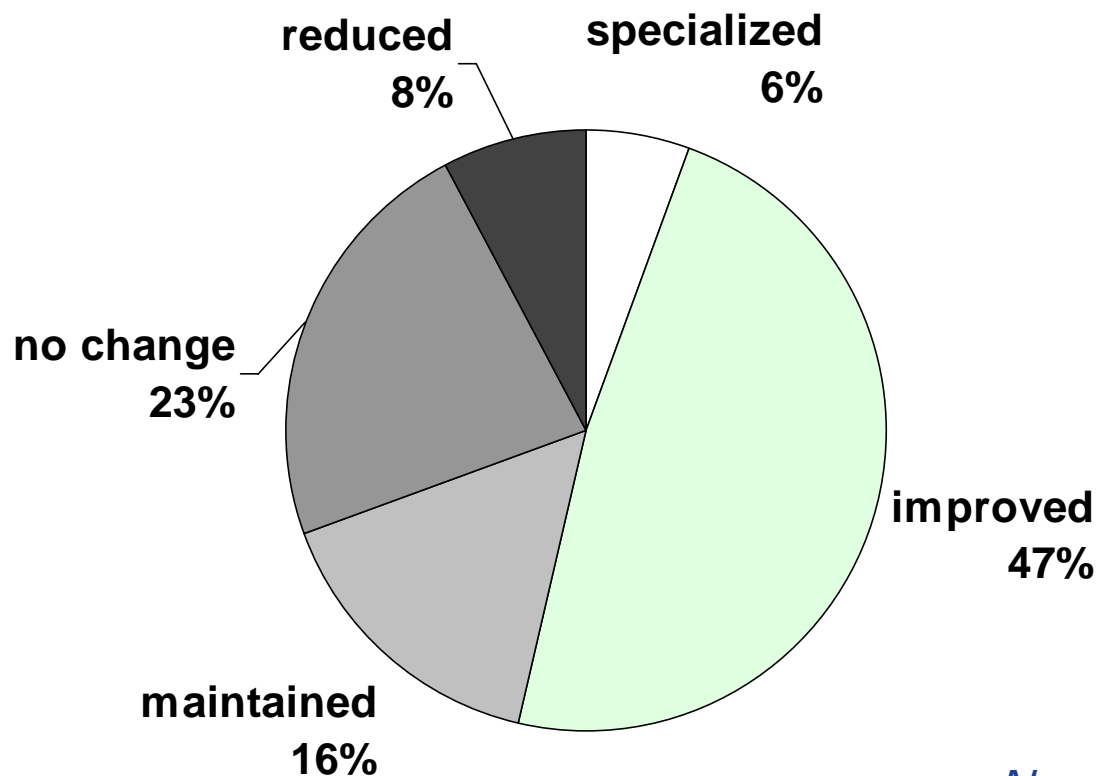
- General Motives for TAW had no effects on transition into a permanent job in the client organization.
- Commitment to the client, which includes the wish to become a perm, is related to transition success.
- High commitment is related to an increase of psychosomatic complaints when transition fails.
- Unmet expectations are detrimental for health outcomes.



Learning Opportunities in TAW: Findings from a Representative Study of German Agency Workers



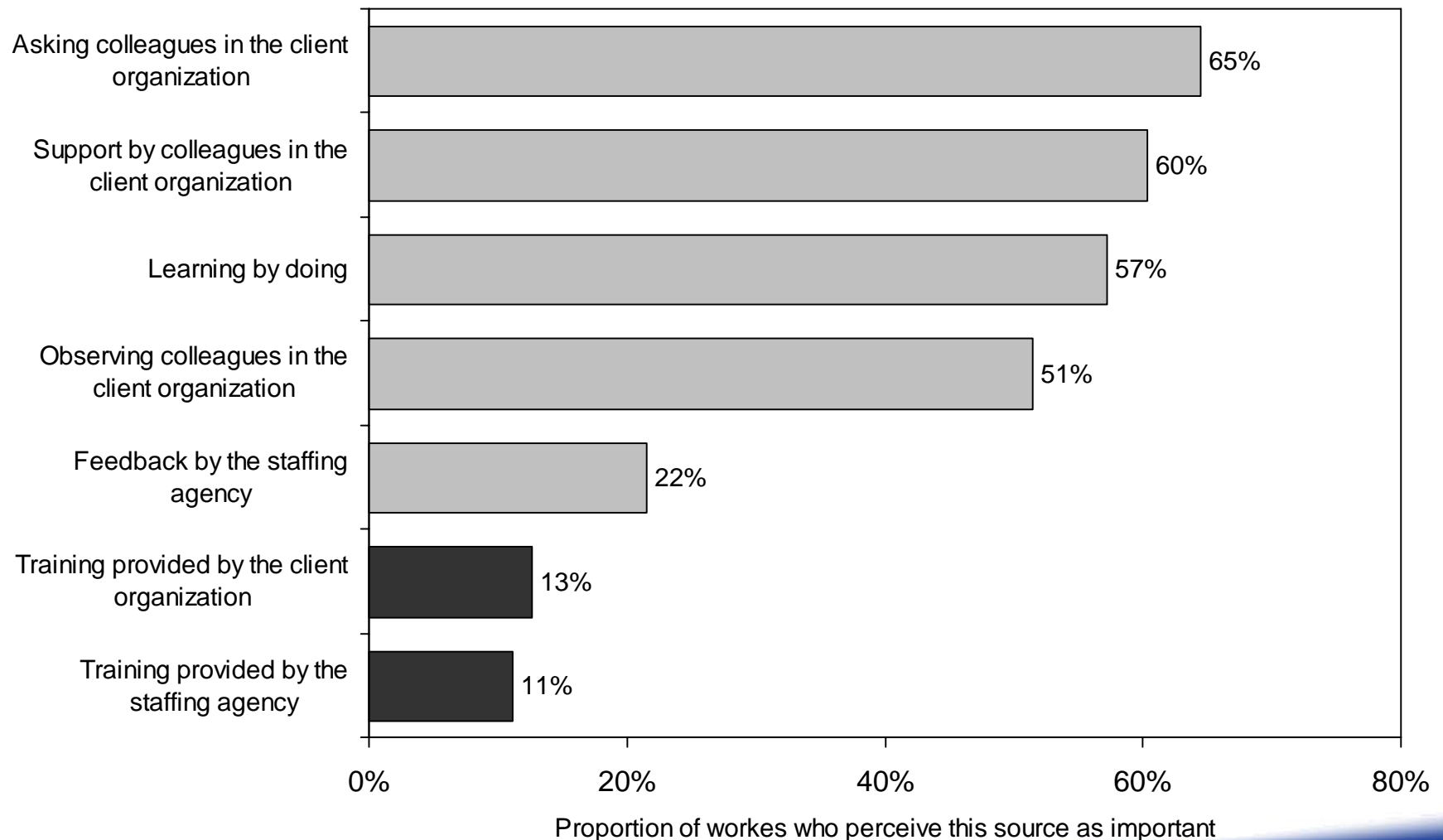
Perceived Skill Development in TAW



$N = 433$



Different Sources of Skill Development: Formal Training is Rare



Determinants of Subjective Learning Benefit

Person

- Involuntary motives
- High learning motivation

Assignment characteristics

- High person-job fit, degrees of freedom
- Formal and informal learning opportunities
- Highly skilled workers

Agency

- Tenure of temp worker
- Support from agent
- Formal trainings

High learning benefit

Satisfaction with TAW



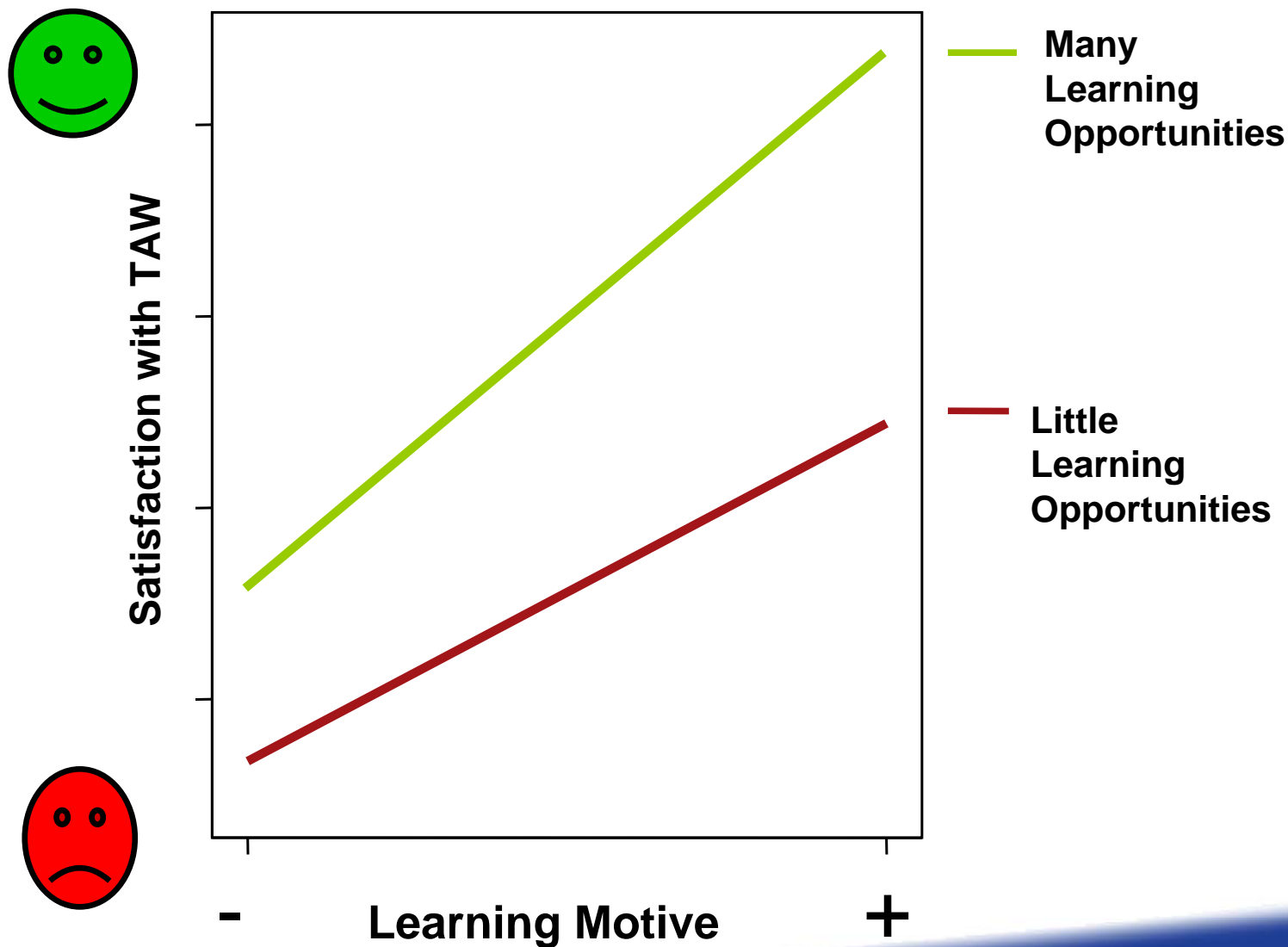
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Learning-Motive, Opportunities in TAW and Satisfaction



Learning-Opportunities are Needed

- Temps who focus on learning are more satisfied and perceive more opportunities to learn.
- Provision of learning opportunities are correlated to high satisfaction with TAW.
- Especially for those who want to learn it is important to offer adequate opportunities.



Summary and Conclusion

- Motives are relevant for experiences in TAW.
- Unmet-expectations have negative effects for individuals.
 - → Individuals with “rejected” commitment to the client have an increase in psychosomatic complaints.
 - → Lack of learning-opportunities are detrimental for satisfaction with TAW.
- The identification of individual motives is crucial.
- Agencies can promote learning-opportunities (formal training, feedback, assignment-strategy)

