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# **BUILDING MID-LEVEL LEADERSHIP: SUSTAINING JOB SATISFACTION AT LAUREATE ACADEMY**

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# Acknowledgments



"I can do all things through Christ who strengthens me." Philippians 4:13

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## Executive Summary

A recent study from 2019 by the National Center of Education Statistics (NCES) reported that 8% of teachers leave the teaching profession annually. In Louisiana, the annual attrition increases to 30% (Hasselle, 2019). As schools create leadership pipelines, the need for quality, experienced teachers increase. This is true for Laureate Academy, a kindergarten through sixth-grade charter school in Jefferson Parish, Louisiana.

Over the last three years, Laureate Academy has seen an increased teacher attrition rate. As the organization grows, the leadership needs have evolved. Creating pathways to leadership is essential to the sustainability of the organization. **To increase capacity, the school seeks to improve the development and retention of mid-level leaders.** To reduce attrition, it is imperative to understand what drives job retention. In doing so, I pose the following research questions:

- **Which factors are driving job satisfaction at Laureate Academy Charter School?**
- **Does the job satisfaction level of staff members vary by demographic variables and work setting characteristics?**

The literature shows many factors that contribute to teacher job satisfaction, including salary, supervision (Tillman & Tillman, 2008), principals' power (Schulz & Teddlie, 2001), and the behavior of principals (Bogler, 1999; Richards, 2003). Although much research exists on employee turnover, recommendations for enhancing employee retention are limited (Maertz & Boyar, 2012).

Utilizing the Minnesota Satisfaction Questionnaire, a research-tested job satisfaction tool, I determined that employees are generally satisfied with their job. Employees trust their school leader to make the best decisions. They value the relationships with their peers and the support they provide. Employees are invested in the community and have a strong affinity towards the students and families.





## Executive Summary

Survey results showed that staff members are committed to the school's mission and strongly believe in the leadership of the school leader. The staff has strong co-worker relationships and values collaboration. In general, staff members are "satisfied" with their jobs.

Areas of concern from the survey include a lack of opportunities for creativity and dissatisfaction with compensation and management relationships. The survey found that male employees are significantly more satisfied than female employees. Qualitative data supported the same concerns as trends emphasized a desire for compensation equitable to teacher workload, an increase in opportunities for autonomy in the classroom, and positive interpersonal relationships with management. Data analysis led to the following findings:

- **Finding 1: Employees feel compensation is not comparable for their work.**
- **Finding 2: Employees have unfavorable experiences with management.**
- **Finding 3: Employees have a desire for increased autonomy.**

Based on the findings, the following recommendations were developed:

- **Recommendation 1: Evaluate Compensation & Incentive Plans Annually**
- **Recommendation 2: Improve Mid-Level Leadership Professional Development**
- **Recommendation 3: Increase Opportunities for Teacher Autonomy**

This study aims to provide a quality improvement capstone project based on research findings that leads to clear recommendations for improving staff retention, thus increasing the sustainability of middle-level leadership, specifically for Laureate Academy. This recommendation's broader benefit is for school leaders and principals to utilize this project's findings to assess and improve teacher retention, staff culture, and leadership pipelines in their organizations.

## Introduction

Laureate Academy Charter School is a kindergarten through 8th grade, open-enrollment, charter school in Jefferson Parish, LA. In August 2015, the school opened with 120 students, 60 kindergartners, and 60 first graders. Currently, Laureate Academy serves 370 scholars in grades kindergarten through sixth grade. Laureate Academy will grow one-grade level every year until fully established, educating students kindergarten through 8th grade. The academy outperforms the parish and the state in major subjects annually.

As the organization grows, the need to recruit, develop, and retain mid-level leaders has become challenging. A single individual holds the role of Founder and Head of School and seeks a solution to recruiting and developing mid-level leaders in her charter school. In the charter sector, teacher retention has become a challenge. A recent study from 2019 by the National Center of Education Statistics (NCES) reported that 8% of teachers leave the teaching profession annually. In Louisiana, the annual attrition increases to 30% (Hasselle, 2019). With the high levels of attrition, the challenge becomes retaining instructors long enough to develop them into middle leaders before leaving the profession.

As such, I have chosen to focus this research study on the motivators that impact employee job satisfaction at Laureate Academy. This research study aims to utilize data from the organization and literature to create concrete recommendations to Laureate Academy regarding staff needs and what motivates teacher retention. A disaggregation of the data should provide correlations across variables and specific motivators. After analyzing the data, Laureate Academy will have clear recommendations on how to increase job satisfaction to retain teachers and staff to develop into mid-level leaders.



## Organization Context

Laureate Academy's mission states, "Preparing each student with the academic skills and strength of character necessary for school and life success, Laureate Academy educates K-8 students in Jefferson Parish for rigorous high schools, competitive colleges, and professional careers." The admission process is determined by a lottery that is open to students living within Jefferson Parish. Laureate Academy's current student enrollment demographics are illustrated in Table 1 below.

Table 1. *Laureate Academy Student Demographic Data (2020-2021)*

<b>LACS Enrollment Demographics</b>			
Male	47%	Black	69%
Female	53%	Latino	7%
Free/Reduced Lunch (FRL)	83%	White	20%
Special Education (IEPS)	10%	Asian	4%
Special Education (504s)	5%	Two or More Races	0
English Learners (EL)	1%	Native American/ Alaska Native	0
Gifted and Talented (G&T)	1%		

As a school, project stakeholders include Laureate Academy's Board of Directors, Head of School, staff, and the immediate community. Understanding the driving forces behind employee job satisfaction will lead the Head of School to decide compensation strategy, benefits, leadership opportunities, employee recruitment, and staff culture design.

## Problem of Practice

Over the last three years, Laureate Academy has seen an increased teacher attrition rate. In year 3, about 19% of team members left the school. This percentage increased to 39% in year four and most recently stood at 34%. Before year 3, the school did not track this data. The high



level of teacher attrition concerns the organization. It currently conducts exit interviews and is working to determine trends in attrition. It is unclear as to why the organization is facing its current issue. As the organization grows, the leadership needs have evolved. Creating pathways to leadership is essential to the sustainability of the organization. The Head of School's capacity to cover the same responsibilities when the school was smaller is now unsustainable. To increase capacity, she seeks to improve the development and retention of mid-level leaders. The current leadership team at Laureate consists of six middle-level leaders; five are in the first year of their roles. The school leader has a desire to hire internally, which requires the retention of employees. The purpose of this study is to determine potential root causes of attrition and provide recommendations to enable the organization to retain, develop, and promote staff to mid-level leadership positions. For the 2020-2021 school year, Laureate Academy has five mid-level leadership positions; all but one are in their first year of leadership.

## **Literature Review**

### *Defining Job Satisfaction*

Quality leadership in schools directly correlates to school performance (Edmunds, 1979; Schmuck, 1993). Job satisfaction is considered an essential factor in establishing quality leadership, including education. Researchers Saari and Judge (2004) define job satisfaction as "the effective orientation that an employee has towards their work" (p.4). According to Saari and Judge (2004), "the most-used research definition of job satisfaction is by Locke (1976)" (p. 396). Locke (1976) defines job satisfaction as "the gratifying emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's essential job values, providing these values are compatible with one's needs" (p. 1304). In 1997, researcher Furnham added to the definition defining job satisfaction as "favorable or positive feelings about work or the work environment and how happy one is with their job" (p. 334). In 2000, researcher Jensen





defined satisfaction on the job as "a sense of personal growth most often measured by the extent of new challenges and learning situations experienced" (p. 1). Researchers have found that a variety of factors commonly contribute to job satisfaction. Compensation, leadership opportunities, coworker and supervisor relationships, working conditions, and job responsibilities are recurring themes presented in job satisfaction research (Herzberg, 1957; Schmidt, 1976; Cusick, 2003; Aydogdu & Asikgil, 2011).

### *Theories of Job Satisfaction*

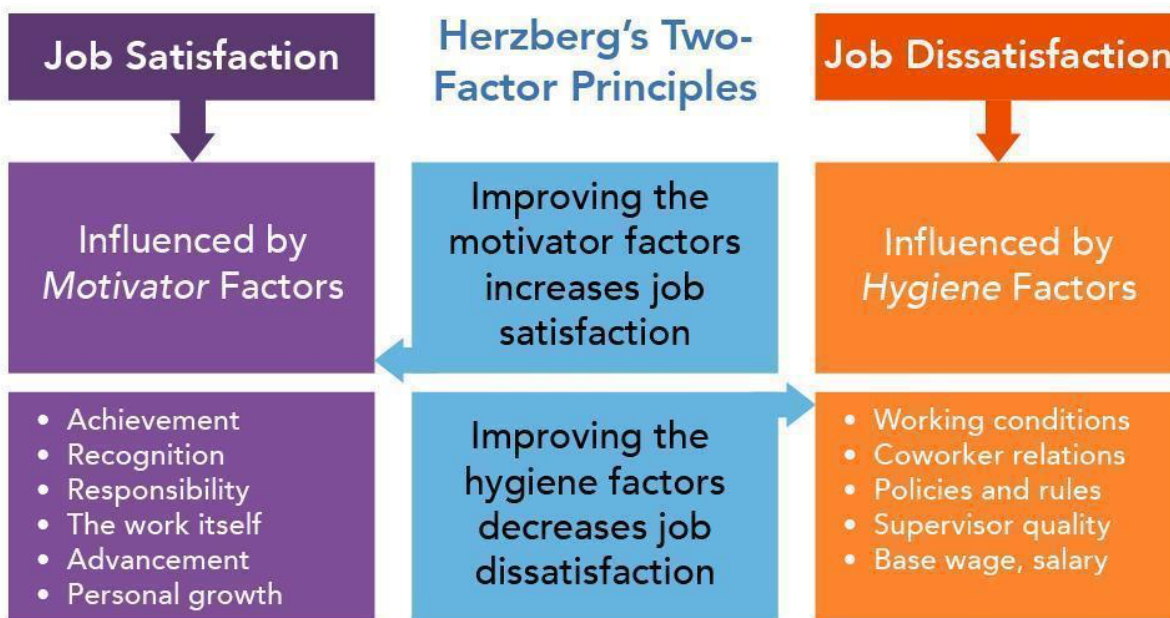
As described above, authors generally agree that job satisfaction consists of emotions, attitudes, and affection regarding one's position and how it impacts their work and personal life. Provided the numerous definitions, scholars have proposed multiple theories of job satisfaction. The majority of research regarding job satisfaction references the works of Maslow (1954), Vroom (1964), and Herzberg (1968). The utilization of their theories remains valid for education job satisfaction research. Maslow (1954) defined job satisfaction following his well-known theory of hierarchy of needs. He opined that the lowest level of the hierarchy must be met before an employee's motivation reaches higher levels.

Figure 1. Maslow's Hierarchy of Needs



Herzberg (1959) disagreed with Maslow's idea of a continuum towards job satisfaction. He found that people have two categories of needs that are independent of each other and impact behavior in various ways (Herzberg et al., 1959). Herzberg (1959) defined the extrinsic aspects of the work that focused on the environment as hygiene factors (dissatisfiers) and the intrinsic aspects of the work as motivators. Herzberg (1959) developed a unique interview process. In this study, workers were asked to report a time when they felt exceptionally bad or exceptionally good about their jobs. He found a correlation between employee's positive feelings and categories such as recognition, achievement, and responsibility. Herzberg (1959) also found trends in negative emotions associated with working conditions and coworker relationships. Those factors became Herzberg's Theory of Two-Factor Principles (see Figure 2).

Figure 2. Herzberg's Two-Factor Principles (Source: Adapted from Lumen Learning)



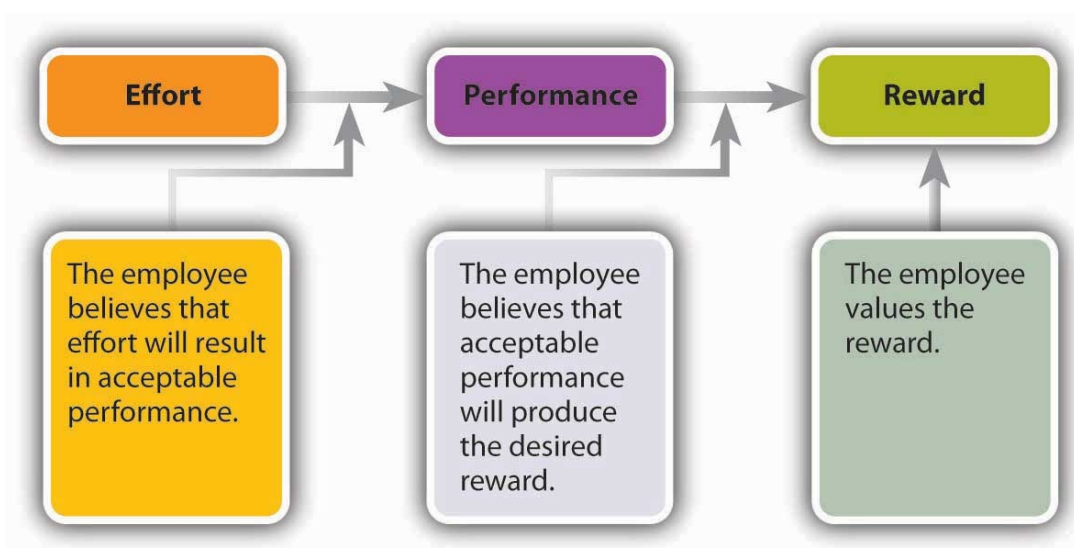
Herzberg's Two-Factor Principle Theory (1959) is used in research all over the world. A study conducted in 2013 by Edrak, Fah, Gharleghi, and Seng utilized Herzberg's theory to determine the intrinsic and extrinsic motivation of direct sales employees in Malaysia. The researchers



determined that intrinsic and extrinsic factors serve as predictors of job satisfaction. Research shows that coworker relationships, a hygiene factor, contribute to employee job satisfaction (Edrak et al., 2013). Frenkel, Sanders, and Bednall (2013) discovered that as disputes occur with management and other workers, staff quit their jobs. An employee's desire to leave their workplace emerges when there is an unresolved dispute. Trust and policies become questionable when the disagreement is with management (Yoon Jik & Poister, 2014). Although much research exists on employee turnover, recommendations for enhancing employee retention are limited (Maertz & Boyar, 2012).

The third commonly utilized job satisfaction theory was established by Vroom (1982), who theorized job satisfaction based on an individual feeling that one's abilities are utilized most effectively compared to feeling that their skills are overlooked or lack alignment with their position.

Figure 3. Vroom's Expectancy Theory



A 2017 study conducted by Park and Kim utilized Vroom's Expectancy Theory to determine if an organization's performance impacts employee motivation. Utilizing Vroom's Theory, Park and Kim sought to determine if employees who performed at a high level expected rewards and



greater professional recognition. The study found that job satisfaction improves when employees perceive high levels of work performance. They determined the impact of employee's perceptions of rewards and how they influence the perception of work performance to impact job satisfaction positively. When employees perceive an organization has high performance, their job satisfaction increases.

### *Job Satisfaction in Education*

Many factors contribute to teacher job satisfaction, including salary, supervision (Tillman & Tillman, 2008), principals' power (Schulz & Teddlie, 2001), and the behavior of principals (Bogler, 1999; Richards, 2003). Wang, Polloack, and Hauseman (2018) studied elementary and high-school principals' job satisfaction. The study determined that principals' work intensification affects their job satisfaction. They determined that "work intensification, motivating factors, such as workplace challenge, recognition from the employer, work demand; and maintenance factors such as external policy influence, organizational support, principals' relationships with teachers, superintendents, and unions are having a significant impact on principals' job satisfaction" (p.73). These factors significantly contributed directly to the principal's ability to improve student achievement and school performance.

A teacher's level of job satisfaction significantly increases their morale and desire to become a master teacher (Schulz & Teddlie, 2003). However, several variables contribute to teacher's job satisfaction, including supervision, salary (Tillman & Tillman, 2000), mission, servant leadership (Cerit, 2009), empowerment (Davis & Wilson, 2000), and relationship with their manager or school leader (Price, 2012). "When principals establish trusting school spaces, serious school improvement and success can occur" (Price, 2012, p. 42).



Supportive principal-teacher relationships demonstrate a tone of respect, acknowledgment, and appreciation (Shen, Leslie, Spybrook & Ma, 2004). Principal-teacher relationships that are trustworthy, generous, helpful, and cooperative contribute significantly to teacher job satisfaction (Barth, 2006). Individuals (e.g., school boards, legislators, policy decision-makers) who influence the environments under which teachers work could take a significant step in fostering teacher retention by ensuring that teachers have a supportive school climate, sufficient resources, and small class sizes (Perrachione, Rosser, & Petersen 2008).

A wide range of leaders are responsible for the impact of school performance. Charter schools tend to have an Executive Director or CEO that operates in a role similar to a superintendent. Their direct report is often referred to as the Head of School or Principal in an organizational chart. The Head of School manages instructional and behavioral leaders that serve in assistant principal or dean roles. Regardless of title, all of their roles are complex and significant to students' academic success. At Laureate Academy, the Founder and Head of School currently operates as the Executive Director and Principal.

According to Dong, Seo, and Bartol (2014), high employee turnover becomes a challenge as organizations grow. As a result of the many complex tasks, school leaders have difficulties attaining and retaining mid-level leadership roles (Cusick, 2003; English & Hill, 1990). Within the positive aspects, assistant principals create school culture, interact with and support students' growth, and build with a team to accomplish a shared vision and mission (Malone, Sharp, & Walter, 2001). Without the support of assistant principals, the responsibilities of the Principal significantly increase. With the addition of high levels of autonomy and the need for site-based management, mid-level leaders in charter schools have often led roles that embody management tasks and lack a high capacity of instructional responsibilities (Adams, 1999; Williams & Portin,



1997). As the responsibilities increase, job satisfaction decreases. Pitkoff (1993) determined that school employees' and administrators' levels of job satisfaction directly impact student achievement in education. The level of leadership member's job satisfaction ultimately affects the performance of the school.

### **Theoretical Framework**

Past research has pointed towards multiple explanations of why educators in leadership positions remain in high-needs schools while others leave in search of more favorable working conditions. Further studies have found a correlation between job satisfaction and educators' retention in leadership positions (Spector, 1997; Newby, 1999). This study looks to determine what areas of job satisfaction significantly impact teacher retention. This study will utilize Herzberg's Motivator-Hygiene Theory. Herzberg, Mausnes, Peterson, and Capwell (1957) described both job satisfaction and job dissatisfaction as influenced by motivation factors (intrinsic motivators) and hygiene factors (extrinsic motivators). They identified six motivational factors of job satisfaction: achievement, recognition, responsibility, advancement, personal growth, and the work itself (Herzberg et al., 1957).

They also identified five hygiene factors of job satisfaction: coworker relations, working conditions, supervisor quality, policies and rules, and salary. When employees have high levels of job satisfaction, their chances of retention increase significantly. However, studies show that attrition is more likely to occur when the level of dissatisfaction increases (Pietersen & Oni, 2014). When employees disagree with leadership decisions, treatment of coworkers, and/or company policies, their intention to leave the organization increases (Flint, Haley, and McNally, 2013).

Iannone (1973) conducted another study of school administrators using the Two-Factor Theory (Herzberg et al., 1959). Iannone researched 20 elementary and 20 secondary principals'



job satisfaction. He found that achievement, recognition, and responsibility were significant determinants of job satisfaction. Work that involved relationships with teachers and district policy contributed most toward job dissatisfaction.

### **Methodology**

Drawing on the theoretical framework outlined in earlier sections of this work and guided by feedback from the Head of School at Laureate Academy, I approached the study with the following research questions:

1. Which factors are driving job satisfaction at Laureate Academy Charter School?
2. Does the job satisfaction level of staff members vary by demographic variables and work setting characteristics?

The research employed a mixed-methods approach utilizing both qualitative and quantitative data. The first method utilizes quantitative data in the form of a job satisfaction survey. In 1967, Weiss et al. developed the short version of the Minnesota Satisfaction Questionnaire (MSQ), a 5-point Likert-type scale designed to measure 20 needs dimensions. The MSQ is a reputable job satisfaction measurement tool across research studies (Abugre, 2014; Hancer & George, 2003; Newby, 1999). In 1977, a shorter version of the instrument was developed containing 100 items, with five items comprising 20 different sub-scales. The twenty dimensions are composed of aspects including but not limited to achievement advancement, moral values, recognition, security, and supervision (Weiss, 1967). The MSQ has demonstrated fidelity of use as a suitable instrument for educational studies (Sutter, 1994; Sablatura, 2002; Badillo, 2005). The MSQ instrument contains job facets comparable to Herzberg's (1959) Two-factor Theory, as the questions focus on intrinsic and extrinsic dimensions. Utilizing Herzberg's (Herzber et al., 1959) motivator and hygiene factors in conjunction with the MSQ will support a conclusion to the research questions.



The MSQ takes on average ten minutes to complete per participant. The MSQ was created for fifth-grade readability (Weiss, et al., 1967). The survey questions disaggregate into three motivational typologies: Extrinsic Satisfaction, Intrinsic Satisfaction, and collectively General Satisfaction (Wang, Pollock & Hauseman, 2018). Table 2 illustrates the questionnaire dimensions along with the motivation types per dimension question.

Table 2. *Minnesota Satisfaction Questionnaire Dimensions*

No.	Motivation Type	Scale	Item
1	Intrinsic	Activity	being able to keep busy all of the time
2	Intrinsic	Independence	chance to work alone
3	Intrinsic	Variety	the chance to do different things from time to time
4	Extrinsic	Social status	the chance to “be somebody” in the community
5	Extrinsic	Supervision/human relations	the way the supervisor handles supervisees
6	Extrinsic	Supervision/technical	competence of supervisor in making decisions
7	Intrinsic	Moral values	ability to do job without going against conscience
8	Extrinsic	Security	providing for steady employment
9	Intrinsic	Social service	chance to do things for other people
10	Intrinsic	Authority	chance to tell others what to do
11	Intrinsic	Ability utilization	doing something that makes use of abilities
12	Extrinsic	Company policies and practices	the way company policies are put into practice
13	Extrinsic	Compensation	pay for the amount of work done
14	Intrinsic	Advancement	chances of advancement on the current job
15	Intrinsic	Responsibility	freedom to use own judgment
16	Intrinsic	Creativity	chance to try own methods of doing the job
17	Extrinsic	Working conditions	overall working conditions
18	Extrinsic	Coworkers	the way coworkers get along with one another
19	Extrinsic	Recognition	praise for doing a good job
20	Intrinsic	Achievement	feeling of accomplishment from the job





### *Data Collection Procedure*

I sent 39 Laureate Academy staff members a MSQ survey via email with a link to Vanderbilt's RedCap Data Collection tool. Staff members included: seven leadership team members, 18 lead teachers, two enrichment teachers, three operations team members, and nine interventionists/paraprofessionals. They also received a letter noting the confidentiality of the study and the impact their feedback would have on the organization's future. Of the 39 staff members who received the survey, 34 responded, yielding an 87% response rate. Staff at Laureate received a consent form before the start of the survey. Research participants had the option to agree to participate in the study by selecting yes or no on the form. Demographics such as age, gender, education, ethnicity, and work experience were collected. Participants were informed that the data collected would not be associated with their names to maintain confidentiality.

The qualitative data drew from interviews with teachers, staff, and leaders who worked at Laureate Academy. The initial email to staff members included both the MSQ survey link and a Calendly link for participants to sign-up for an interview time. Interview participants were incentivized by the opportunity to receive a \$10 coffee shop gift card for providing their time for the interview. After a few weeks, the Head of School followed up with an email to staff members encouraging them to support the project and to participate. The request yielded six interviews with one leadership team member, an operations staff member, and four teachers. I interviewed all staff members that agreed to engage in the interview process.

The interviews utilized Herzberg's (1957) interview questions. He asked the employees in his study essentially two sets of questions:



1. Think of a specific experience that caused you to feel exceptionally good about or have a positive attitude toward your job. This can be a specific event that affected your attitude toward your job or a reoccurring event that affected your attitude toward your job.
2. Now please think of an event that caused you to feel exceptionally bad about or have a negative attitude toward your job. This can be a specific event that affected your attitude toward your job or a reoccurring event that affected your attitude toward your job. It can either be from your current job or a past job.

To create a semi-structured interview, I utilized Herzberg's questions and supplemented them with follow-up questions as needed. Each interview took approximately 20 minutes, and due to COVID-19 restrictions, I utilized the Zoom video conferencing platform. Participants had the opportunity to partake in the interview during the week and on the weekend as needed. Due to the small sample population of leaders, I requested to interview all staff members. Through the interviews with teachers and administrators, I intended to uncover some of the driving forces behind an individual's decision to remain at Laureate Academy and what drives others to depart. Based on the collective feedback, I expected to uncover some larger trends and themes amongst the responses that would help Laureate Academy improve its staff retention, leading to internal promotions to leadership positions.

### **Data Analysis**

This study focused on both the qualitative and quantitative data to answer both research questions. I utilized a descriptive research design and administered the survey via RedCap, a Vanderbilt University Developed data collection platform. The survey contained two parts. The first part included a demographic section to collect data regarding gender, race, age, degree type, and experience. The second portion included an online version of the Minnesota Satisfaction Questionnaire (MSQ) short form (see Appendix A). Following the data collection, the analysis goal was to decide the relationships between the independent variables and the dependent



variables. The level of job satisfaction serves as the dependent variable, and the demographic variables collected in the study are the independent variables.

The MSQ survey provided information to compare hygiene and motivator factors to determine job satisfaction across demographic variables. Demographic information is summarized in Table 3. Of the 39 staff members who received the survey, 34 responded, yielding an 87% response rate). The sample of this study included 34 participants (27 women, 6 men, and 1 non-binary participant). In terms of race, 59% of participants identified as African American, 38% identified as White, and 3% identified as other. Regarding age, 74% of participants reported their age range between 23 and 34 years old; 24% of participants said their age ranged between 35 and 44 years old, and 2% reported their age below 23. All participants were under the age of 44. All participants worked for Laureate except for one participant who resigned during the research process. Finally, in terms of experience, on average, employees worked at Laureate for two and a half years, with 32% of participants working at the school for less than one year. Of the 34 participants, seven currently operate in a leadership role.

Table 3. *Participant Demographics*

Gender	N (%)
Female	27 (79.41)
Male	6 (17.65)
Non-binary	1 (2.94)
Age	N (%)
Under 23 years	1 (2.94)
23-34 years	25 (73.53)
35-44 years	8 (23.63)
Race	N (%)
African American	20 (58.82)
White	13 (38.24)



Other	1 (2.94)
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Years of Experience	N (%)
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0 to 1 Year	14 (41.18)
2 to 4 Years	18 (52.94)
5-7 Years	2 (5.88)
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Education Attainment	N (%)
<hr/>	
High School	1 (2.94)
Associate's Degree	2 (5.88)
Bachelor's Degree	23 (67.65)
Master's Degree	7 (20.59)
Doctorate Degree	1 (2.94)

#### *Household Income*

Based on the 34 survey participants, 53 % (n = 18) selected a household income between \$40,000 and \$49,999. The next largest segmentation included 21% (n = 7) of respondents selecting a household income between \$50,000 and \$59,999.

Table 4. *Household Income*

Yearly Income	N (%)
\$10,000 to \$19,999	0
\$20,000 to \$29,999	5 (14.7)
\$30,000 to \$39,999	1 (2.9)
\$40,000 to \$49,999	18 (52.9)
\$50,000 to \$59,999	7 (20.6)
\$60,000 to \$69,999	2 (5.9)
\$70,000 to \$79,999	1 (2.9)
80000+	0



## Research Question 1

### *Which factors are driving job satisfaction at Laureate Academy Charter School?*

Study question one is addressed through qualitative and quantitative methods, which are described below in detail. The MSQ results were analyzed by calculating the standard deviation and the mean for the MSQ dimensions. Calculations are listed in decreasing order of means to determine which dimensions reflect the highest satisfaction levels and which areas do not.

Thirty-four staff members from Laureate Academy completed the demographic questionnaire and MSQ, an 87% response rate. For the MSQ, staff members answered 20 questions about job satisfaction dimensions using a five-point Likert scale. The Likert scale represents "Not Satisfied"=1.00; "Somewhat Satisfied"=2.00; "Satisfied"=3.00; "Very Satisfied"=4.00; and "Extremely Satisfied"=5.00. For the 20 dimensions, the mean was ranked from the highest level of satisfaction to the lowest level (see Table 5).

Table 5. *General Level of Job Satisfaction of the MSQ Dimensions in Ranked Order*

Dimension		Mean	SD
Security	providing for steady employment	4.00	0.89
Coworkers	the way coworkers get along with one another	3.74	1.02
Ability			
utilization	doing something that makes use of abilities	3.71	1.06
Activity	being able to keep busy all of the time	3.59	0.96
Social status	the chance to "be somebody" in the community	3.59	0.86
Supervision			
/technical	competence of supervisor in making decisions	3.38	0.95
Achievement	feeling of accomplishment from the job	3.35	0.85
Moral values	ability to do job without going against conscience	3.32	1.01
Advancement	chances of advancement on the current job	3.21	1.04
Working			
conditions	overall working conditions	3.21	0.81
Recognition	praise for doing a good job	3.15	1.02
Variety	the chance to do different things from time to time	3.06	0.95



Supervision/ human relations	the way the supervisor handles supervisees	3.06	1.10
Independence	chance to work alone	3.03	1.17
Company policies	the way company policies are put into practice	3.03	1.09
Authority	chance to tell others what to do	2.94	1.15
Social service	chance to do things for other people	2.94	0.65
Responsibility	freedom to use own judgment	2.91	1.06
Creativity	chance to try own methods of doing the job	2.68	1.17
Compensation	pay for the amount of work done	2.35	1.07
General Job Satisfaction		3.21	0.43

After reviewing each dimension's averages and ranking them (Table 5), I calculated the frequency distribution for each question (Appendix B). Evaluating the frequency distribution determined the most commonly selected Likert scale number for each dimension.

### *Intrinsic Job Motivation*

The MSQ contains 12 questions that correlate to intrinsic motivation dimensions (see Table 2) that align with Herzberg's Two-Factor Theory (Herzberg, 1959). Analyzing the survey results' frequency distribution (Appendix B) determined that none of the intrinsic dimensions received "extremely satisfied" as their most considerable response rate. Two dimensions received "very satisfied" at the highest rate. Those dimensions included Social Service (58.8%) and Ability Utilization (32.4%). Nine intrinsic dimensions resulted in "satisfied" as their largest response rate; these dimensions were Authority (51.5%), Recognition (50%), Achievement (44.1%), Advancement (44.1%), Activity (39.4%), Variety (38.2%), Moral Values (35.3%), Responsibility (35.3%), and Independence (29.4%). The remaining intrinsic dimension, Creativity (29.4%), had "somewhat satisfied" as its largest response rate. Results indicate Laureate Academy staff's intrinsic job satisfaction level who participated in the study as 3.21, which ranks as "Satisfied" (3.00-3.99).



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### *Extrinsic Job Satisfaction*

The MSQ contains eight questions that correlate to extrinsic motivation dimensions (see Table 2) that align with Herzberg's Two-Factor Theory (Herzberg, 1959). Overall, none of the extrinsic dimensions received "extremely satisfied" as their largest response rate. Four dimensions, Social Status (47.1%), Security (41.2%), Supervision/Decision Making (41.2%), and Coworker Relationships (35.3%) received "very satisfied" as their largest response rate. Of the eight extrinsic dimensions identified, three received "satisfied" as their most selected response rate. The dimensions were Working Conditions (50%), Company Policy/Procedures (38.2%), and Supervision/HR (35.3%). The remaining extrinsic dimension, Compensation (35.3%), had "somewhat satisfied" as its largest response rate. Outcomes from the MSQ indicate that Laureate Academy staff's extrinsic job satisfaction level falls into the category of "Satisfied" (3.00-3.99) with a mean of 3.30.

Overall, the feedback from the survey determined that extrinsic factors are valued slightly higher than intrinsic factors. Laureate teachers were "very satisfied" with six of the twenty dimensions: Social Status, Supervision/Decision Making, Security, Social Service, Ability Utilization, and Co-worker Relationships. They were only "somewhat satisfied" with Compensation and Creativity. For the remaining dimensions, the staff was satisfied. The frequency distribution results correlate to Table 5, which illustrates Compensation and Creativity with the lowest scored means.

### **Research Question 2**

***Does the job satisfaction level of staff members vary by demographic variables and work setting characteristics?***



Using multiple regression analysis to test statistical significance by incorporating a stepwise variable selection process utilizing the 13 independent variables would be ideal for this research question. Due to the small sample size instead, t-test were used to compare groups.

Table 6. *Mean Job Satisfaction by Demographics*

<b>Gender</b>				
	<i>n</i>	<i>df</i>	<i>mean</i>	<i>SD</i>
Male	6	5	3.68	0.39
Female	27	26	3.19	0.45
Non-Binary	1	0	2.80	n/a
<b>Race</b>				
African-American	20	19	3.15	0.63
White	13	12	3.48	0.57
Other	1	0	2.80	n/a
<b>Education</b>				
High School	1	0	2.75	n/a
Associates	2	1	3.50	0.28
Bachelors	23	22	3.30	0.70
Masters	7	6	3.11	0.42
Doctorate	1	0	3.60	n/a
<b>Position</b>				
Leadership	7	6	3.23	0.44
Non-Leadership	27	26	3.28	0.65

### *Gender*

A t-test for female, male, and non-binary were completed to determine if a significant difference existed across gender job satisfaction. The non-binary sample size was too small to allow a reliable calculation. The results were significant between male and female staff members,  $t(31) = 2.46, p = .02$ . Males had significantly higher satisfaction ratings than females





### *Race*

A t-test to determine the significance between race and job satisfaction was completed. For the employee who identified as other, the sample size was too small to allow a reliable calculation. The results were non-significant between African American and White staff members,  $t(31) = 1.52, p=.13$ .

### *Education*

A t-test to determine the significance between education level and job satisfaction was completed for bachelor's and master's degrees. There was no significant difference between the job satisfaction of staff members with bachelor's and master's degrees,  $t(28) = 0.68, p=.50$ .

### *Leadership*

A t-test to determine the significance between leadership positions and non-leadership positions were run. The results were non-significant, meaning that one's level of leadership did not influence job satisfaction,  $t(32)=0.19, p=.84$ .

### *Qualitative Data Analysis*

Each interview was transcribed and compared to the survey data collected. I analyzed the data looking for common propositions or themes that defined teacher job satisfaction according to Herzberg's hygiene and motivating factors (Herzberg et al., 1959). Analysis of the interviews was followed by coding the following categories' information and labeling (see Table 7).

Table 7: *Interview Data*

Interview Data: Herzberg's Two Factor Principles
Think of a specific experience that caused you to feel exceptionally good/bad about or have a <b>positive/negative</b> attitude toward your job. This can be a specific event that affected your attitude toward your job or a reoccurring event that affected your attitude toward your job.
Job Satisfaction: Influenced by <b>Motivator</b> Factors (Intrinsic Motivators)



Achievement	<b>67%</b> of interviews included <b>positive</b> attitudes towards their jobs following receiving positive feedback.	<b>50%</b> of interviews included <b>positive</b> attitudes towards their jobs when students achieved academic growth.
Recognition	<b>67%</b> of interviews included <b>positive</b> attitudes towards their jobs after receiving recognition from students families	<b>67%</b> of interviews included <b>positive</b> attitudes towards their jobs after receiving recognition from a manager
Responsibility	<b>50%</b> of interviews included <b>positive</b> attitudes towards ownership of their work	<b>50%</b> included <b>negative</b> attitudes referencing lack of autonomy
The Work Itself	<b>100%</b> of interviews included <b>positive</b> attitudes towards doing the work from a mission-aligned perspective	<b>100%</b> of interviews described their job both <b>positively</b> and <b>negatively</b> as demanding, challenging, and rewarding
Advancement	<b>50%</b> of interviews referenced opportunities to grow with the organization as a <b>positive</b>	<b>84%</b> of interviews referenced <b>negative</b> attitudes towards remaining at the school at least another year
Personal Growth	<b>83%</b> of interviews referenced <b>positive</b> feelings towards professional development opportunities	<b>50%</b> of interviews mentioned <b>negative</b> feelings of being unprepared or unclear regarding their roles, responsibilities, and ability to do them well
<b>Job Dissatisfaction Influenced by Hygiene Factors (Extrinsic Motivators)</b>		
Working Conditions	Only one participant described the students as contributing to the school's safety and mentioned that students at other schools with similar demographics could pose a threat.	
Coworker Relations	<b>100%</b> of interview participants mentioned <b>positive</b> relationships with peers	<b>50%</b> of participants spoke <b>positively</b> regarding the majority of the staff is around the same age.
Policies and Rules	<b>66%</b> of interviews referenced <b>negative</b> attitudes towards their job due to a specific policy	<i>Policies included extensive work hours, parent communication, and professional development.</i>
Supervisor Quality	<b>83%</b> of interviews included <b>negative</b> attitudes following an experience with a manager	<i>Participants referenced microaggressions, feeling unvalued and treated unfairly.</i>
Compensation	<b>50%</b> of interviews included <b>negative</b> attitudes towards the amount of work in correlation to pay.	

## Summary of Findings

### Overall Findings

Based on the collection of data regarding job satisfaction, the following questions guide the findings:

1. Which factors are driving job satisfaction at Laureate Academy Charter School?



2. *Does the job satisfaction level of staff members vary by demographic variables and work setting characteristics?*

Research question 1, which explored what factors drive job satisfaction at Laureate Academy, indicates that overall job satisfaction is a (3.21) which is "Satisfied." Six dimensions received "very satisfied" as their most significant response rate; these dimensions were Social Service (58.8%), Coworker Relationships (53.3%), Social Status (47.1%), Security (41.2%), Supervision Decision Making (41.2%), and Ability Utilization (32.4%). Herzberg's Two-Factor Theory suggests that if managers want to increase employees' job satisfaction, they must examine the work itself regarding assuming responsibility, opportunities to gain status, and achieve self-realization (Herzberg, 1959). Extrinsic motivators are factors employees expect from an employer; thus, they do not increase motivation but add to dissatisfaction when they are missing.

#### *Extrinsic Motivator Findings*

Herzberg (1959) opines that employers must reduce dissatisfaction by focusing on the environment, which is impacted by hygiene factors. At Laureate Academy, the leadership has provided an environment where strong coworker relations exist, working conditions are safe, and substantial advancement opportunities. Team members trust their Head of School to make the best decisions for their team and students. Although extrinsic motivators do not increase satisfaction or take away from the level of job satisfaction, they are integral to the overall evaluation of job satisfaction. Compensation and manager relationships were the two hygiene factors that, if changed, can reduce employee dissatisfaction. The results led to finding one and finding two.



**Finding 1: Employees feel compensation is not comparable for their work.**

During the interviews, most employees mentioned feeling that their output does not equate to their compensation.

One interview mentioned:

"Each year, we are creating the curriculum. It seems like I am writing a curriculum, not lesson plans, a full curriculum without resources or support. I'm not paid additional funds for developing the school curriculum. Most teachers that I know do not have to do this. I stay here for the kids."

The survey resulted in 35% of staff members choosing compensation as "somewhat satisfied."

Of all of the categories, participants selected "somewhat satisfied" most frequently in this area.

**Finding 2: Employees have negative experiences with management.**

In the interviews, employees all mentioned a strong desire to implement the Laureate mission, developed by the Founder and Head of School. One interviewee stated:

"I know teachers will say their students are the best, but no really, our scholars are incredible. They are well behaved, inquisitive, and our structure enables us to teach and teach well."

In both the survey results and the interviews, employees spoke highly of the Head of School and her decision making. A disconnect between the school leader's values and the current managers has impacted team members' job satisfaction. One interviewee stated:

"Ms. Heckerman has a clear vision, but she has established something called 'The Laureate Way,' and her new leaders fulfill this with tyranny. It feels cold and harsh. We are expected to provide students with grace when they make mistakes, but the same is not afforded to us. We are human."

Of the six interviews conducted, 5 of them mentioned feeling belittled, facing microaggressions, or feeling unvalued. Employees mentioned 'The Laureate Way' in multiple interviews with negative connotations. One interviewee stated:

"The school leader took ownership [of an issue the employee had with their manager] of training them to be hard and that everyone can't take hard. She wanted to facilitate a conversation between the two of us, but by then, a lot of damage had taken place. I don't believe going so hard means that you are doing the greatest job. Have clarity on



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responsibilities, increase the support, and the morale will stick. The Laureate Way could be a family."

In another interview, an interviewee stated:

"It's been expressed to me by at least 5-6 other teachers that when mistakes are made, the tone is, you're terrible, and you're on notice. Teachers get punished in some way, or their relationship changes with administration. I want to stay with my job...but we are asked to be honest, yet I feel like it's not the reality that we can be."

### *Intrinsic Motivator Findings*

Intrinsic motivators increase motivation (Herzberg, 1959). At Laureate Academy, the leadership has created an environment where employees are "very satisfied" with two of the 12 intrinsic motivators and "satisfied" with nine of the 12 intrinsic motivators. Continuing to improve in these areas will continue to drive job satisfaction. Although the results for independence and responsibility met the "satisfied" range, the two dimensions held the highest response rates for "not satisfied" and "somewhat satisfied" combined. Creativity received the highest response rate of "somewhat satisfied. The lack of creativity aligned to the lack of autonomy referenced throughout the qualitative interviews resulted in finding three.

<b>Finding 3: Employees have a desire for increased autonomy.</b>
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The MSQ questionnaire showed a desire for increased independence and responsibility.

Employees also expressed this desire in statements within the interview process. One of the interviewees stated:

"We have no autonomy. As teachers, we are most familiar with our students and their specific needs, yet we are unable to freely support those areas. Every move that we make feels criticized."

Several employees also mentioned feeling restricted due to work hours and the number of phone calls that parents must make weekly.

The results for research question 2 explored if job satisfaction varies by demographic variables and work setting characteristics. The statistical analysis determined that males have a



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higher level of satisfaction than women. When comparing other factors such as education, race, and leadership, the results were non-significant. In further examining the finding that males were more satisfied than females, I found a disconnect between the qualitative data gathered from males during the interview segments and the results of the t-test. Also, research shows that females typically have higher stress levels as teachers than men and that this directly correlates to their level of job satisfaction (Tran, 2015). I will note this finding to the organization as an area to revisit if further data shows a large discrepancy. However, due to the conflicting data, it is not listed as a significant finding.

### **Recommendations**

Based on the data analysis, utilization of Herzberg's framework, and concepts from the literature, three recommendations were derived.

<b>Recommendation 1: Evaluate Compensation &amp; Incentive Plans Annually</b>
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Finding 1 established a concern regarding the amount of work required and its correlation to compensation. Research shows that teacher retention increases when teachers are satisfied with their salary and bonus structures (Hough, 2012; Cowan & Goldhaber, 2018). Increasing teacher pay improves student achievement and leads to higher retention rates (Hendricks, 2014). Compensation incentives such as merit pay show a significant positive correlation to increased student test scores (Pham et al., 2017). Merit-pay also shows a gain of 4.5 additional weeks of learning (Johnston, 2020). Teacher compensation impacts the academic performance of a school.

A variety of incentives can impact teacher satisfaction and retention. Benefits like loan forgiveness have been shown to increase retention of teachers in their first five years of teaching (Feng & Sass, 2018). As one's teaching career continues, the desire for retirement benefits increases. The majority of Laureate Academy staff members are between the ages of 25 and 35. Analyzing the benefits plan's current funding structures in comparison to compensation could



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unveil a need for change. Due to the staff members' age range, it is essential to correlate benefits and compensation packages that build on teachers' specific desires in that age range, thus illustrating the importance of reviewing the strategy annually. Currently, teachers are paid based on certification and years of experience. Each year, non-certified employees are eligible for a standard \$500 raise, and certified teachers are qualified for a \$1,000 raise. If retention is the goal, implementing pay increases that correlate to time segments could motivate teachers and staff members to stay at the school. For example, if the percentage of teachers that leave Laureate is highest after the two-year mark, the school could increase the standard raise of \$500/\$1,000 to \$3,000/\$3,500 as the teacher enters their third year. After the third year, the teacher could return to the standard raise, and then another opportunity for a significant raise could take place at year five.

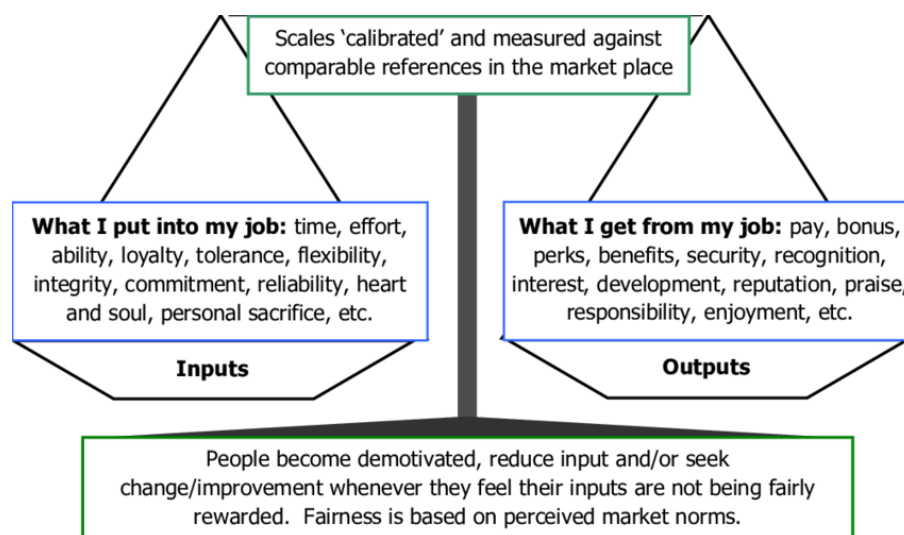
Compensation in education is complex and requires expertise. If funding is available, Laureate Academy could seek a consulting firm's services to support developing a compensation and benefits plan that meets their employees' needs, designed to increase retention. Several local consultants who focus on education charge between \$10,000-\$35,000 for this size project in Louisiana. Suppose Laureate has additional needs that require strategic planning. In that case, they could hire a firm to support the compensation strategy and other areas to create a higher return on investment.

Adam's Equity Theory (1963) proves that employees who feel that their level of effort does not reflect their reward level become demotivated, and their work performance lacks. Examining opportunities to elevate outputs will create a higher level of equity. Based on the theory, outputs include salary, bonus, prizes, positive work appraisals, promotions, recognition of contributions, flexibility, annual leave, and a pension. During the interview process, several



staff members mentioned completing work beyond their job description, such as writing curriculum. If opportunities exist to provide stipends to teachers carrying additional work, this could ease the feeling of not receiving ample compensation for their specific work tasks. Providing a stipend creates equity with inputs and outputs following Adam's Equity Theory (see Figure 4).

Figure 4. Adam's Equity Theory



Creating a compensation committee to build buy-in from staff members could help increase job satisfaction. Often, organizations lack transparency regarding compensation. Providing a compensation scale is helpful, but if employees have clarity on how the compensation levels were derived, an increase in satisfaction could occur. Building knowledge and creating transparency on how funds are allocated throughout the school builds mutual understanding.

### **Recommendation 2: Improve Mid-Level Leadership Development**

Finding two revealed staff members experienced negative interactions with direct managers. Suppose an unhealthy relationship exists between an employee and their immediate supervisor, their capacity to grow decreases, ultimately limiting the organization's success. With manager relationships as a high level of concern, determining a solid onboarding and





development process is essential. Reevaluating the onboarding and training of middle-level managers may illustrate gaps in relationship building, self-awareness, interpersonal skills, and/or diversity, equity, and inclusion work. Including those elements in the training and evaluation of managers emphasizes their interactions with staff members. Aligning professional development with specific organizational needs demonstrates higher levels of management effectiveness (Tsyganenko, 2014). Northwestern University's Department of Leadership Development and Community Engagement established a research-based Leadership Framework to serve as the foundation for its Leadership Development Program (see Table 8). The Leadership Framework included competencies that meet the needs expressed by the staff at Laureate Academy.

Table 8: Northwestern University Leadership Framework



A variety of theoretical frameworks supported the development of Northwestern's Leadership Framework, including Bill George's Theory of Authentic Leadership (2003), Emotional Intelligence (Mayer & Salovey, 1993), Burn's Transformational Leadership (1978), and the Leadership Identity Development Model (Komives et al., 2006).

Another option is for Laureate to assess current partnerships or develop partnerships with organizations with principal fellowships such as the non-profits and charter school organizations listed in Table 9.

Table 9: *Charter School Organizations & Education Leadership Fellowship Programs.*



<b>Charter School Organization</b>	<b>Fellowship Program</b>
Success Academy Charter Schools	Robertson Leadership Fellows
Uncommon Schools	Principal Fellowship
Rocketship Network	Rocketship Network Leadership Program
KIPP Schools	The Fisher Fellowship
<b>Education Organizations</b>	<b>Fellowship Program</b>
Teach For America	Aspiring School Leaders Fellowship
Relay School of Education	National Principal Academy Fellowship
Department of Education	Principal Fellows
Building Excellent Schools (BES)	Leaders for Emerging Networks of Schools (LENS)

### **Recommendation 3: Increase Opportunities for Teacher Autonomy**

Finding 3 unveiled a desire for increased autonomy and creativity amongst staff. The Danielson Group developed a Framework for Teacher Evaluation (Danielson, 2007) utilized across the country in over 30 states. The framework examines teacher proficiency across four dimensions; planning and preparation, classroom environment, professional responsibilities, and instruction. Researchers utilize the Danielson Framework to develop a similar evaluation that correlates to teacher autonomy. The framework is called the Graduated Teacher Autonomy Framework (GTA), as seen in Table 10 (Grant et al., 2020). The GTA allows instructors who are rated at mastered proficiency to receive more autonomy than those at beginning proficiency levels. Infusing an autonomy structure into Laureate's current evaluation rubric serves as a transparent opportunity for instructors to see the correlation between their performance and ability to receive autonomy.

Table 10. *Graduated Teacher Autonomy Framework*



Example components (Danielson, 2007)	Beginning proficiency ⇒ Less autonomy	Mastered proficiency ⇒ More autonomy
	<b>Planning and preparation</b>	
<ul style="list-style-type: none"> <li>○ Knowledge of content and pedagogy</li> <li>○ Setting instructional outcomes</li> <li>○ Designing instruction and assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson plan templates provided by administration and/or specialists</li> <li>○ Lesson plan submissions and weekly planning sessions for feedback and review with administrators and/or specialists</li> </ul>	<ul style="list-style-type: none"> <li>○ Choice of lesson plan template</li> <li>○ No submission or meeting requirements</li> </ul>
	<b>Classroom environment</b>	
<ul style="list-style-type: none"> <li>○ Establishing a culture of learning</li> <li>○ Managing student behavior</li> <li>○ Managing classroom procedures</li> </ul>	<ul style="list-style-type: none"> <li>○ Prescribed behavior management system (e.g., PBIS)</li> <li>○ Mandated standard procedures and norms</li> <li>○ Blackboard configuration</li> </ul>	<ul style="list-style-type: none"> <li>○ Choice of behavior management system</li> <li>○ Choice of procedures and norms</li> <li>○ Choice of blackboard configuration</li> </ul>
	<b>Instruction</b>	
<ul style="list-style-type: none"> <li>○ Engaging students in learning</li> <li>○ Using questioning and discussion techniques</li> </ul>	<ul style="list-style-type: none"> <li>○ Prescribed scripted curriculum</li> <li>○ Mandated professional development</li> <li>○ Administrator walkthroughs and feedback sessions</li> </ul>	<ul style="list-style-type: none"> <li>○ Choice of methodology and approach based on content standards</li> <li>○ Administrator walkthroughs optional</li> </ul>
	<b>Professional responsibilities</b>	
<ul style="list-style-type: none"> <li>○ Participating in professional development</li> <li>○ Participating in professional communities</li> <li>○ Communicating with families and the school community</li> </ul>	<ul style="list-style-type: none"> <li>○ Prescribed professional community involvement (e.g., PLCs)</li> <li>○ Prescribed professional development modules</li> <li>○ Family communication logs, oversight by peer mentor</li> </ul>	<ul style="list-style-type: none"> <li>○ Opportunity for leadership roles within professional communities (PLCs, grade-level chairs, school and district committees, etc.)</li> <li>○ Opportunity for peer mentoring roles for other teachers</li> </ul>

Note: PBIS = Positive Behavior Incentive System. PLC = professional learning committee or community. Scales are according to each of the four domains of teaching: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities (Danielson, 2014).

The GTA allows for flexibility over time. For example, one year, a teacher may perform with mastery because they have a smaller class size with a low percentage of students with behavioral support needs. This teacher would have increased autonomy during that year. However, if the same teacher decreases in their mastery level the following year due to classroom environment changes, their level of independence would decrease.

Providing gradual release of autonomy to teachers allows them to evolve from the apprentice to the practitioner; with master teachers, the pool of future middle-level leaders increases. Empowering teachers based on their proficiency leads to higher levels of job satisfaction. Thus, the evolution of autonomy for the instructors lends itself to increased teacher retention. The GTA framework also lends itself to improving relationships between



instructional coaches, assistant principals, and teachers (Grant et al., 2017). Infusing Laureate's current evaluation process with GTA would promote continued observation-feedback structures that lend themselves to increased trust. Autonomy serves as an incentive for instructors to improve and allows for leadership to support positive working conditions (Kardos & Johnson, 2007).

### **Discussion & Conclusion**

The staff members at Laureate Academy were invited to participate in a research study regarding job satisfaction. Employees received an MSQ (Minnesota Satisfaction Questionnaire) via an anonymous survey link. Thirty-four of the team members participated in the study. Six of those thirty-four members participated in an interview to provide context on a positive and negative experience they have had on their job. Overall, the participants' job satisfaction resulted in "satisfied" based on a Likert Scale. The data collected heavily supported finding results for research question one. However, the small nature of the sample size limited the data collection of research question two. Due to the small sample size, I have developed the following recommendations for future research.

#### *Future Research Recommendations*

1. Due to the small sample size, determining the significance between job satisfaction and demographic variables may have a more vital predictive value with increased sample size.
2. Conducting this study during the pandemic could have skewed employees' level of job satisfaction. Performing the same survey during a 'normal' school year may drastically change the results.



3. Utilizing a longitudinal research study may provide an increased clarity of job satisfaction over time.

Overall, Laureate team members are satisfied with the factors of job satisfaction. Employee retention is imperative for the Head of School to promote leadership internally. Improving the relationships between current leaders and employees is significant to improved retention rates. Evaluating the compensation strategy of the organization could also foster higher levels of retention. Discovering new ways to allow teachers to engage creatively and with increased autonomy can add to the collaborative team culture.



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## Appendix A: Survey

Confidential

Page 1

### Job Satisfaction Questionnaire

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

Read each statement carefully and decide how satisfied you feel about the aspect of your job described by the statement.

Please be frank and honest with your responses, giving a true picture of feelings about your present job.

Ask yourself: How satisfied am I with this aspect of my job?

Extremely Satisfied - means I am extremely satisfied with this aspect of my job.

Very Satisfied - means I am very satisfied with this aspect of my job.

Satisfied - means I am satisfied with this aspect of my job.

Somewhat Satisfied - means I am somewhat satisfied with this aspect of my job.

Not Satisfied- means I am not satisfied with this aspect of my job.

Modified Minnesota Satisfaction Questionnaire-Copyright 1967, Vocational Psychology Research; U of M.

What is your age?

- Under 23  
 23-34 years  
 35-44 years  
 45-54 years  
 55-64 years  
 56 years or over

What is your gender?

- Woman  
 Man  
 Transgender  
 Non-binary/non-conforming

What is your primary race/ethnic group?

- American Indian  
 Asian  
 Black or African American  
 Hispanic or Latino  
 Native Hawaiian or Other Pacific Islander  
 White  
 Other

What was the last level of school that you completed?

- High School  
 Associate's Degree  
 Bachelor's Degree  
 Master's Degree  
 Doctorate Degree

What is your yearly income?

- \$10,000 to \$19,999  
 \$20,000 to \$29,999  
 \$30,000 to \$39,999  
 \$40,000 to \$49,999  
 \$50,000 to \$59,999  
 \$60,000 to \$69,999  
 \$70,000 to \$79,999  
 \$80,000 to \$89,999  
 \$90,00+

Employment status:

- Full time  
 Part time

How long have you been on your present job?  
 (# Years, # Months)

\_\_\_\_\_

How long have you been with this particular school?  
(# Years, # Months) \_\_\_\_\_

Do you currently hold a leadership team position?  
(Dean, AHOS, Director, Manager)

- Yes  
 No  
 Not Interested  
 Interested

What is your present job called? \_\_\_\_\_

### On my present job, this is how I feel about...

Being able to keep busy all the time

- Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The chance to work alone on the job

- Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The chance to do different things from time to time

- Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The chance to be "somebody" in the community

- Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The way my boss handles his/her workers

- Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The competence of my supervisor in making decisions

- Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

Being able to do things that don't go against my  
conscience

- Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

Confidential

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The way my job provides for steady employment

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The chance to do things for other people

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The chance to tell people what to do

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The chance to do something that makes use of my abilities

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The way company policies are put into practice

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

My pay and the amount of work I do

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The chances for advancement on this job

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The freedom to use my own judgment

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The chance to try my own methods of doing the job

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

The working conditions

Extremely Satisfied  
 Very Satisfied  
 Satisfied  
 Somewhat Satisfied  
 Not Satisfied

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*Confidential*

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The way my co-workers get along with each other

- Extremely Satisfied
- Very Satisfied
- Satisfied
- Somewhat Satisfied
- Not Satisfied

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The praise I get for doing a good job

- Extremely Satisfied
- Very Satisfied
- Satisfied
- Somewhat Satisfied
- Not Satisfied

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The feeling of accomplishment I get from the job

- Extremely Satisfied
- Very Satisfied
- Satisfied
- Somewhat Satisfied
- Not Satisfied





## Appendix B: Frequency Distributions for MSQ Dimensions

### Frequency Distribution for Activity

	Frequency	Percent
Not satisfied	1	3
Somewhat satisfied	2	6.1
Satisfied	13	39.4
Very satisfied	12	36.4
Extremely satisfied	5	15.2
Missing	1	0
<b>Total</b>	<b>34</b>	<b>100</b>

### Frequency Distribution for Independence

	Frequency	Percent
Not satisfied	3	8.8
Somewhat satisfied	9	26.5
Satisfied	10	29.4
Very satisfied	8	23.5
Extremely satisfied	4	11.8
<b>Total</b>	<b>34</b>	<b>100</b>

### Frequency Distribution for Variety

	Frequency	Percent
Not satisfied	2	5.9
Somewhat satisfied	7	20.6
Satisfied	13	38.2
Very satisfied	11	32.4
Extremely satisfied	1	2.9
<b>Total</b>	<b>34</b>	<b>100</b>

### Frequency Distribution for Social Status

	Frequency	Percent
Not satisfied	0	0
Somewhat satisfied	4	11.8
Satisfied	10	29.4
Very satisfied	16	47.1
Extremely satisfied	4	11.8
<b>Total</b>	<b>34</b>	<b>100</b>

### Frequency Distribution for Supervision/HR

	Frequency	Percent
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Not satisfied	1	2.9
Somewhat satisfied	11	32.4
Satisfied	12	35.3
Very satisfied	5	14.7
Extremely satisfied	5	14.7
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Supervision/Leadership

	Frequency	Percent
Not satisfied	1	2.9
Somewhat satisfied	5	14.7
Satisfied	11	32.4
Very satisfied	14	41.2
Extremely satisfied	3	8.8
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Moral Values

	Frequency	Percent
Not satisfied	1	2.9
Somewhat satisfied	6	17.6
Satisfied	12	35.3
Very satisfied	11	32.4
Extremely satisfied	4	11.8
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Security

	Frequency	Percent
Not satisfied	0	0
Somewhat satisfied	2	5.9
Satisfied	7	20.6
Very satisfied	14	41.2
Extremely satisfied	11	32.4
<b>Total</b>	<b>34</b>	<b>100.1</b>

#### Frequency Distribution for Social Service

	Frequency	Percent
Not satisfied	0	0
Somewhat satisfied	0	0
Satisfied	6	17.6
Very satisfied	20	58.8
Extremely satisfied	8	23.5



<b>Total</b>	<b>34</b>	<b>100</b>
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#### Frequency Distribution for Authority

	<b>Frequency</b>	<b>Percent</b>
<b>Not satisfied</b>	<b>4</b>	<b>12.1</b>
<b>Somewhat satisfied</b>	<b>6</b>	<b>18.2</b>
<b>Satisfied</b>	<b>17</b>	<b>51.5</b>
<b>Very satisfied</b>	<b>2</b>	<b>6.1</b>
<b>Extremely satisfied</b>	<b>4</b>	<b>12.1</b>
<b>Missing</b>	<b>1</b>	<b>0</b>
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Ability Utilization

	<b>Frequency</b>	<b>Percent</b>
<b>Not satisfied</b>	<b>1</b>	<b>2.9</b>
<b>Somewhat satisfied</b>	<b>3</b>	<b>8.8</b>
<b>Satisfied</b>	<b>10</b>	<b>29.4</b>
<b>Very satisfied</b>	<b>11</b>	<b>32.4</b>
<b>Extremely satisfied</b>	<b>9</b>	<b>26.5</b>
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Company Policy/Procedures

	<b>Frequency</b>	<b>Percent</b>
<b>Not satisfied</b>	<b>3</b>	<b>9</b>
<b>Somewhat satisfied</b>	<b>7</b>	<b>20.6</b>
<b>Satisfied</b>	<b>13</b>	<b>38.2</b>
<b>Very satisfied</b>	<b>8</b>	<b>23.5</b>
<b>Extremely satisfied</b>	<b>3</b>	<b>8.8</b>
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Compensation

	<b>Frequency</b>	<b>Percent</b>
<b>Not satisfied</b>	<b>8</b>	<b>23.5</b>
<b>Somewhat satisfied</b>	<b>12</b>	<b>35.3</b>
<b>Satisfied</b>	<b>9</b>	<b>26.5</b>
<b>Very satisfied</b>	<b>4</b>	<b>11.8</b>
<b>Extremely satisfied</b>	<b>1</b>	<b>2.9</b>
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Advancement

	<b>Frequency</b>	<b>Percent</b>
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Not satisfied	3	8.8
Somewhat satisfied	3	8.8
Satisfied	15	44.1
Very satisfied	10	29.4
Extremely satisfied	3	8.8
<b>Total</b>	<b>34</b>	<b>100.0</b>

#### Frequency Distribution for Responsibility

	Frequency	Percent
Not satisfied	2	5.9
Somewhat satisfied	11	32.4
Satisfied	12	35.3
Very satisfied	6	17.6
Extremely satisfied	3	8.8
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Creativity

	Frequency	Percent
Not satisfied	6	17.6
Somewhat satisfied	10	29.4
Satisfied	9	26.5
Very satisfied	7	20.6
Extremely satisfied	2	5.9
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Working Conditions

	Frequency	Percent
Not satisfied	1	2.9
Somewhat satisfied	4	11.8
Satisfied	17	50
Very satisfied	11	32.4
Extremely satisfied	1	2.9
<b>Total</b>	<b>34</b>	<b>100</b>

#### Frequency Distribution for Co-Worker Relationships

	Frequency	Percent
Not satisfied	0	0
Somewhat satisfied	5	14.7
Satisfied	8	23.5
Very satisfied	12	35.3
Extremely satisfied	9	26.5



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<b>Total</b>	<b>34</b>	<b>100</b>
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**Frequency Distribution for Recognition**

	<b>Frequency</b>	<b>Percent</b>
<b>Not satisfied</b>	<b>2</b>	<b>5.9</b>
<b>Somewhat satisfied</b>	<b>5</b>	<b>14.7</b>
<b>Satisfied</b>	<b>17</b>	<b>50</b>
<b>Very satisfied</b>	<b>6</b>	<b>17.6</b>
<b>Extremely satisfied</b>	<b>4</b>	<b>11.8</b>
<b>Total</b>	<b>34</b>	<b>100</b>

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**Frequency Distribution for Achievement**

	<b>Frequency</b>	<b>Percent</b>
<b>Not satisfied</b>	<b>0</b>	<b>0</b>
<b>Somewhat satisfied</b>	<b>5</b>	<b>14.7</b>
<b>Satisfied</b>	<b>15</b>	<b>44.1</b>
<b>Very satisfied</b>	<b>11</b>	<b>32.4</b>
<b>Extremely satisfied</b>	<b>3</b>	<b>8.8</b>
<b>Total</b>	<b>34</b>	<b>100</b>

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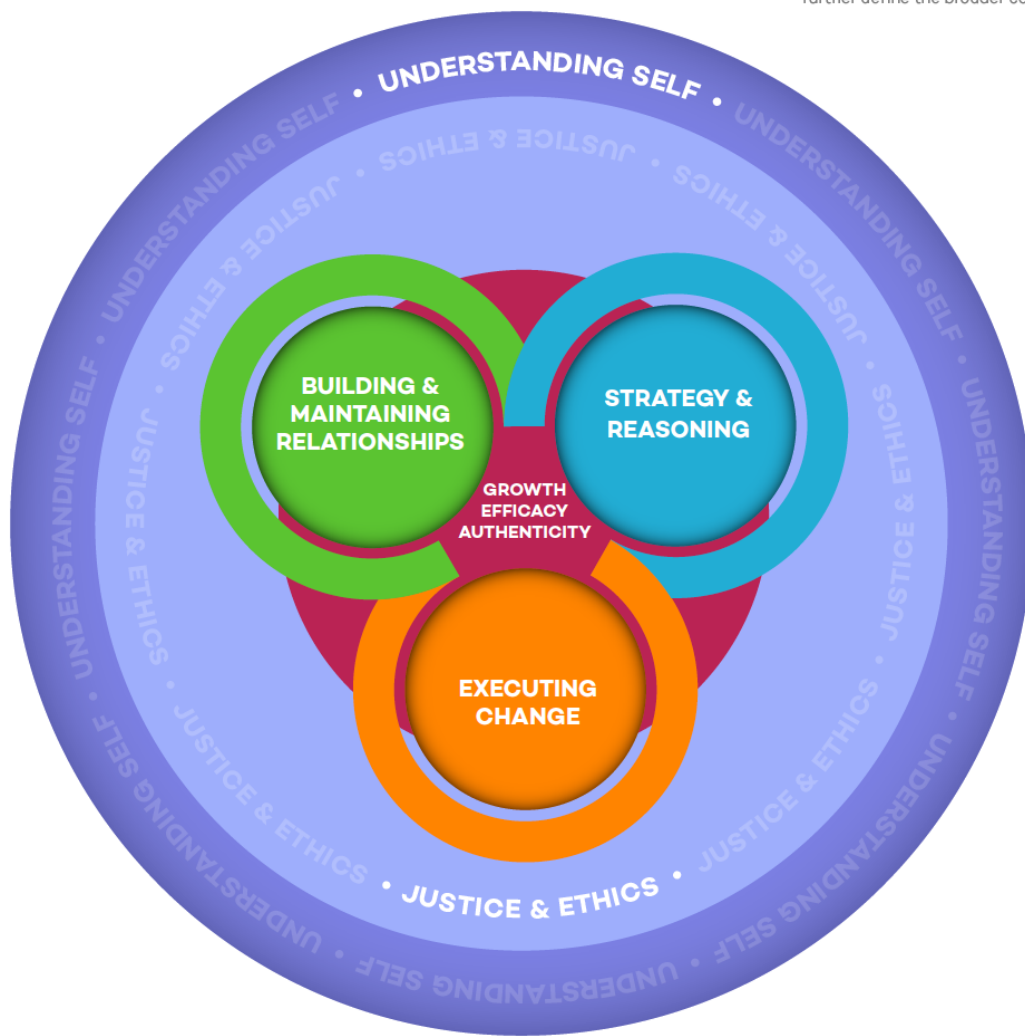


Appendix C: Northwestern University Leadership Framework

**COMPETENCIES**

This framework can be used on an individual or group and organizational level. Each of the 5 core concepts has additional sub-competencies to help further define the broader concept.

# LEADERSHIP FRAMEWORK



**Understanding Self**

- Values Exploration
- Strengths Development
- Leadership Style
- Social Identities
- Resilience

**Justice & Ethics**

- Cultural Humility and Perspective-Taking
- Understanding Power
- Equity, Privilege, and Oppression
- Interdependence

**Strategy & Reasoning**

- Critical thinking and Analysis
- Planning and Decisionmaking
- Innovation
- Systems Thinking

**Building & Maintaining Relationships**

- Communication
- Navigating Conflict
- Group and Community Development Process
- Trust

**Executing Change**

- Initiative and Follow-Through
- Collaboration
- Praxis (Action + Reflection)
- Sustainability and Generativity

Northwestern  
LEADERSHIP DEVELOPMENT  
& COMMUNITY ENGAGEMENT

