

THE RELATIONSHIP BETWEEN JOB SATISFACTION AND LEADERSHIP
PRACTICES: A SURVEY-BASED ANALYSIS OF FULL-TIME BUSINESS
FACULTY IN THE WISCONSIN TECHNICAL COLLEGE SYSTEM

by

Jaime J. Klein

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has been approved

2007

APPROVED:

JIM MIRABELLA, D.B.A., Faculty Mentor and Chair

RICHARD MURPHY, D.B.A., Committee Member

MARIA PUZZIFERRO, Ph.D., Committee Member

ACCEPTED AND SIGNED:

JIM MIRABELLA, D.B.A.

Kurt Linberg, Ph.D.
Dean, School of Business & Technology

Abstract

The primary purpose of this quantitative study was to determine whether or not a relationship existed between job satisfaction of full-time business faculty within the Wisconsin Technical College System and the leadership practices of the direct supervisor. The research was also used to determine whether demographics such as gender, age, level of education, or years of service to the institution played a role in the level of job satisfaction amongst the respondents. The target population included all full-time faculty members in the sixteen colleges of the Wisconsin Technical College System, and the survey instruments used were the Job Satisfaction Survey and the Leadership Practices Instrument. The surveys were conducted using Survey Monkey, an online surveying tool. Spearman Correlation and Chi Square tests were performed on the data. The researcher found positive correlations between seven of the nine subscales of the Job Satisfaction Survey and leadership practices of the direct supervisor. However, insufficient data existed to prove any of the four demographics played a role in the job satisfaction levels of the respondents. The conclusions drawn from this research study were significant to the Wisconsin Technical College System, because when job satisfaction within a department is an issue, demographics such as age, gender, level of education, and years of service do not have to be looked at separately, as these factors play no significant role in job satisfaction amongst the full-time faculty. Furthermore, when looking at job satisfaction amongst faculty, this research can be used to hire leaders whose practices are consistent with high job satisfaction. Finally, when promoting leaders from within, the leadership practices that relate to higher job satisfaction can be used in

training those leaders. Further studies could expand to different divisions within the Wisconsin Technical College System, stratify the results by college, or expand to a different educational system altogether.

Dedication

I would like to dedicate this work first to my husband, Wyatt, who has stood beside me and supported me throughout all of my education. I could not have done this without his unconditional love, support, and encouragement. Second, I would like to dedicate this to my children, Kaleb, Karter, and Kassidy, who have waited very patiently for the day when they can have their mom back, and I thank them very much for their support, loving words of encouragement, and understanding for all the times I had to work instead of play. I would like to dedicate this work to my mother and father, James and Jessica Leitzen, as well, for giving me the courage to chase my dreams, and the support I needed along the way. Finally, thank you to my in-laws, David and Connie Klein, who helped me out in every way possible during my entire education. You have all been a tremendous support system, and I could not have done this without each of you.

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CHAPTER 1. INTRODUCTION

Introduction to the Problem

Many industries are experiencing high levels of turnover due to a vast number of employees eligible to retire. Two-year educational institutions are no different, and faculty, staff, and administrators of these institutions are retiring each year. With the turnover due to retirements, voluntary turnover due to job dissatisfaction can cause additional problems at all organizational levels. Therefore, institutions must work diligently to ensure job satisfaction among remaining employees, and leadership must take an active role in this endeavor.

Background of the Study

Two-year colleges in the United States have been around for many years, and are noted for their open admissions policy (Van Ast, 1999). Two-year institutions have a much different philosophy from many four-year institutions, and some of the differences can lead to dissatisfaction among the ranks, and ultimately voluntary turnover within the institutions, which can be extremely costly (Rosser & Townsend, 2006). Two-year colleges must be able to respond quickly to the educational needs of the stakeholders, and must be able to deliver relevant, flexible, high-quality instruction for a competitive cost (Murray & Murray, 1998). According to Hammons (1984), supervisors of the faculty members delivering the instruction are instrumental in ensuring that type of education the

stakeholders demand. Cano & Miller (1992), Glick (1992), Milosheff (1990) and Simpson (1984) all conclude a direct connection between job dissatisfaction and voluntary turnover within two-year institutions. Baker, Roueche, and Gillet-Koram (1990) discuss how the faculty and students are essential ingredients for achieving the mission of the college. Without quality faculty, a college cannot survive. According to Rosser & Townsend (2006), understanding what leads to faculty job satisfaction is critical to understanding how to retain quality faculty.

Although most higher education research is conducted on four-year institutions, several studies have targeted two-year community and technical colleges within the United States. Rosser & Townsend's (2006) study of job satisfaction in public two-year colleges found faculty who are dissatisfied with their job are likely to leave, and some causes for this dissatisfaction include unclear job expectations, heavy work assignments, and low salaries. Additionally, Finkelstein, Seal, & Schuster (1997) and Hutton & Jobe (1985) found evidence that gender plays a role in the satisfaction of faculty in two-year institutions. Conversely, Milosheff (1990) did not find any significance of gender, department, or degree earned on faculty job satisfaction in the two-year colleges.

Many two-year colleges have union environments where faculties are members of the union and administrators are not. Flanigan (1994) found differing personal agendas and values, as well as the "we/they" mentality between faculty and administration has created distrust between the sides and dissatisfaction amongst faculty members. Additionally, according to Van Ast (1999), a study of Iowa community colleges showed one of the key problems for faculty leading to dissatisfaction was inconsistent leadership and declining standards.

Two-year institutions are very important to the communities and regions in which they operate, and it is essential to ensure the continued quality of those institutions. According to the State of Wisconsin Executive Summary (Christopherson & Robinson, 2001), the Wisconsin Technical College System accounts for approximately \$3.851 billion of all Wisconsin Annual earnings, which accounts for approximately 124,810 jobs. Additionally, on average for every credit a student earns in the Wisconsin Technical College System he or she earns an extra \$131 per year for every year he or she is part of the work force. Finally, the Wisconsin Technical College System existence means there are approximately 1,853 fewer people on welfare each year and 772 fewer people drawing unemployment, saving the State of Wisconsin over \$8 million per year. Faculty and leadership must both be willing to work to achieve high quality and achieve the mission of the organization. Low job satisfaction levels will impede this growth and success and can cost colleges a great deal of money in the process. Therefore, understanding what causes job satisfaction or dissatisfaction amongst faculty can be an important step to ensuring continued success of two-year colleges.

Statement of the Problem

All sixteen colleges comprising the Wisconsin Technical College System are beginning to experience higher turnover rates in both faculty and leadership due to retirements. According to Berry, Hammons, and Denny (2001) a survey of full-time faculty in two-year colleges showed between 25,000 and 30,000 faculty planned to retire within ten years. In addition, Chief Academic Officers at the institutions surveyed state concerns over whether qualified people will be found to fill the vacancies. At the time

this research was conducted, one of the sixteen colleges had job postings for 50 % of its administrative positions due to retirements. Recruiting qualified individuals to fill the faculty and leadership positions is an important step in maintaining and continually improving the quality of education each institution provides learners. Leadership candidates must be able to relate to faculty needs, and faculty members must be satisfied with their job or retaining them may be difficult. Additionally, if faculty members show low job satisfaction levels, the quality of instruction in the classroom may reflect these low levels, threatening the quality of education in the institution.

Purpose of the Study

The primary purpose of this study was to determine whether a significant relationship exists between full-time business faculty members in the Wisconsin Technical College System and the leadership practices of their direct supervisor. Business faculty members were chosen because of the researcher's focus on business and management for her degree. The secondary purpose of this research study was to determine whether demographics, such as gender, years of service at the current institution, age, or highest educational level of the faculty member have any direct impact on the relationship between faculty job satisfaction and leadership practices of the direct supervisor. Finally, the research study provided a current status of job satisfaction levels in full-time Wisconsin Technical College System faculty members, as well as the faculty perception of the current status of leadership within the Wisconsin Technical College System.

Rationale

The rationale behind this study was to begin researching two-year colleges regarding leadership and faculty job satisfaction. This study provided a framework of a small population within the Wisconsin Technical College System, and can be replicated within the system in other areas, as well as within other college systems. It is the hope of the researcher that she is able to share the results of the research at several of the colleges in the Wisconsin Technical College System to help raise awareness of the issues and start discussions about what can be done to ensure continued success at the institutions.

Research Questions

Research Question 1

Does a relationship exist between job satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Null Hypothesis 1.1. No relationship exists between overall job satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.2. No relationship exists between full-time business faculty's Satisfaction with Pay as identified by the Job Satisfaction Survey (Spector, 1999) and

leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.3. No relationship exists between full-time business faculty's Satisfaction with Promotion as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Null Hypothesis 1.4. No relationship exists between full-time business faculty's Satisfaction with Supervision as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.5. No relationship exists between full-time business faculty's Satisfaction with Fringe Benefits as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.6. No relationship exists between full-time business faculty's Satisfaction with Contingent Rewards as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.7. No relationship exists between full-time business faculty's Satisfaction with Operating Procedures as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.8. No relationship exists between full-time business faculty's Satisfaction with Coworkers as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.9. No relationship exists between full-time business faculty's Satisfaction with Nature of Work as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.10. No relationship exists between full-time business faculty's Satisfaction with Communication as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Research Question 2

Does a relationship exist between demographics and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Null Hypothesis 2.1. No relationship exists between Gender and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 2.2. No relationship exists between Age and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 2.3. No relationship exists between Level of Education and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 2.4. No relationship exists between Years of Service to the Current Institution and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Significance of the Study

This study is significant to those within the Wisconsin Technical College System currently in leadership positions as well as those in charge of recruitment and retention of qualified leaders and faculty members. The intention of the study was to be able to make generalizations within the system based on the data collected, as well as to be able to replicate the study in other organizations or industries.

Definition of Terms

Wisconsin Technical College System – The Wisconsin Technical College System is a state-funded system comprising sixteen colleges with one or more campuses each located in the state of Wisconsin. Each is a two-year, technical college providing students with technical diplomas and associates degrees.

Full-Time – Full-time refers to those faculty members in each of the sixteen colleges whose formal employment contract states they are a full-time faculty member. Usually, this means the faculty member is contracted to work at least 190 days per year.

Business Faculty – Business faculty refers to the faculty within the Wisconsin Technical College System who are certified by the state of Wisconsin to teach in a business-related area, and are currently teaching full-time in that area of certification. The certification from the state will specify the faculty is certified to teach in a 1XX area, signifying the area is business-related.

Assumptions and Limitations

The researcher assumes the listing of all faculty certified in the 1XX area given to her by the Wisconsin Technical College System Office is accurate, up-to-date, and includes all current full-time faculty teaching in a business-related program.

The researcher assumes those individuals who may receive the survey via e-mail and no longer meet the requirements of the population included in the study will be honest and not complete the survey.

The researcher assumes those individuals who may receive the survey via e-mail and do not meet the requirements of the population included in the study will realize they

are not part of the target population and will not be confused and complete the survey anyway.

The researcher assumes the faculty members filling out the survey do so honestly with the understanding that their answers will remain completely anonymous to the researcher, and there is no way to track individual respondents. One limitation of the self-report instrument include the chance the respondent does not feel comfortable with the questions, and fears his or her answers may not be anonymous, so the answers given may not be what the respondent actually feels. Another limitation of self-report is the respondent may not have a clear self-perception and it is possible his or her answers are incorrect based on this self-perception.

The first limitation of the study is that it only includes a small percentage of the overall population of faculty working in the Wisconsin Technical College System. The business-related faculty members working full-time make up only approximately 5 % of the entire faculty within the sixteen colleges comprising the Wisconsin Technical College System. However, usually full-time faculties are all under the same bargaining unit, and therefore salary and benefits are the same as for all faculties within a particular college.

The survey is being conducted online using Survey Monkey, and a link to the survey will be sent via e-mail to each individual in the population. However, some may be caught by spam filters, some inadvertently deleted, and some possibly undeliverable. Therefore, a limitation of the study could be in the technology used to collect the data. Additionally, lack of access to the Internet and lack of experience using a computer can significantly limit the responses given, and can also attribute to incorrect or incomplete survey responses.

Nature of the Study

This is a quantitative study using correlation analysis to determine whether a relationship exists between any of the subcategories of Paul Spector's (1999) Job Satisfaction Survey and the responses to the Observer portion of the Leadership Practices Inventory (Kouzes and Posner, 2002) regarding the direct supervisor. In addition to the two surveys, the respondents will be asked to answer demographic questions regarding age, years of service, gender, and level of education to determine whether any of these four demographics play a role in the level of job satisfaction of employees within the business-related programs at the sixteen colleges comprising the Wisconsin Technical College System.

Organization of the Remainder of the Study

Chapter 2 of this study comprises a review of the literature relating to the area of leadership, education, and job satisfaction. This chapter will provide the reader background information on all three of these topics, and show what has already been done in regard to research on each. Additionally, seminal thinkers on each topic are discussed.

Chapter 3 of this study provides an overview of the research methodology used. This chapter will provide the instrumentation, measures, data collection procedures, data analysis procedures, and statistical software used to measure the data. The research questions and null hypotheses are included in this chapter. Additionally, the chapter provides an overview of the reliability and validity tests conducted on the two survey instruments.

Chapter 4 of this study provides an analysis of the data collected. This chapter will provide charts, graphs, and correlation analysis of the relationships. Each null hypothesis will be discussed in detail in regard to whether it is rejected or the researcher failed to reject it based on the data collected and analyzed. Additionally, the researcher will discuss the demographic information of the respondents to the survey, and will show whether or not she achieved an adequate response rate based on the population size.

Chapter 5 of this study provides the conclusions drawn from the analysis of the data and provides the reader with ideas for additional research studies which can be conducted in the future either by the researcher of this study or another researcher.

CHAPTER 2. LITERATURE REVIEW

This chapter will provide an in-depth review of the literature surrounding leadership and job satisfaction. Historical perspectives of leadership and job satisfaction will be discussed, as well as the status of leadership and job satisfaction today as it relates to the literature. The researcher will focus on the leadership theory of Kouzes and Posner (2002) as well as the job satisfaction theory of Paul Spector (1994), as these theorists created the instruments used to conduct the primary research in this study. Finally, education will be discussed in terms of leadership and job satisfaction, and the researcher will draw conclusions from the literature review pertinent to this research study.

Historical Perspectives of Leadership

Every organization is run by a single leader or a team of leaders who want to be successful. Different theorists have different ideas about what makes an effective leader. Barnard (1938) was one of the first theorists to discuss factors contributing to the success of the leader. However, the world is much different today than in 1938, and many researchers have developed new theories about what makes an effective leader. The leadership models from theorists such as Drucker (1967), Heifetz (2002; 2003), Kotter (1999), Mintzberg (1973; 2001), and Kouzes and Posner (1992; 1997; 2002) will be introduced and discussed.

Barnard's Contribution

Barnard's contributions to the successful or effective leader are explained in his 1938 book, *The Functions of the Leader*. Barnard (1938) explained the survival of an organization depends heavily upon many forces, including the cooperation amongst the individuals within the organization. The leaders of the organization are responsible for this cooperation. Barnard discussed three functions leaders must accomplish in order to be considered successful: Maintaining communication, security essential services from individuals, and formulating a purpose and objectives.

Successful leaders must maintain the organization's communication (Barnard, 1938), a function which requires leaders to both establish and maintain the systems of communication within the organization, including both the means of communication and the system of communication. The leader's first role in this function is to define the organization positions, including the hierarchy of the organization. Following the creation of positions, the leader's next function is to staff those positions with qualified personnel. Once the formal system of communications is in place the informal system can be created and maintained. The purpose of this function is to expand communication, reducing the need for the leader to make formal decisions and minimizing undesirable influences within the leader's formal responsibility.

The second leader function Barnard (1938) discussed is securing essential services from individuals. This function is an interpersonal function and it relies heavily on the formation of a cooperative relationship. The first part of this function is recruitment of individuals who can become a cooperating asset to the organization.

Although it seems as though recruitment often occurs as the beginning of an organization's existence, leaders must be able to fill vacancies whenever they occur within the organization with qualified individuals who can integrate with the current cooperative employees. The leader must be able to negotiate with individuals and emphasize the importance their contributions to the organization.

The third essential function discussed by Barnard (1938) was the formulation of purpose and objectives. This is essential in an organization, because without a purpose and clear objectives it is difficult to perform work within the organization. Although it sounds as though forming a purpose and objectives is mostly thought processes, Barnard (1938) showed there is a great deal of action required on behalf of the leader in this function. Since no leader can plan the purpose and objectives alone, he can only do what is within his own area of power. He must communicate and cooperate with other leaders to determine whether his own objectives align with the objectives for the rest of the organization.

Barnard paved the way for other theorists to build on his theory of successful leaders. Some of these theorists include Drucker, Heifetz, Kotter, Mintzberg, and Kouzes and Posner. Although these leaders range in ideas for effectiveness, each provides a substantial contribution to the theory of leadership and management.

Drucker's Contribution

Drucker was one of the "bridges" between management theory of the 1960s and 1970s and today (Wieand, 2002). Drucker's perspective on management and leadership is commonly used in business today. Although his theories do not precisely align with those of Barnard, he has provided a great building block for the practice of leadership.

Drucker's theory of the leader focuses on a balance of a tasks and relationships. He understood the need for leaders to have both of these abilities to be successful. Drucker (2004) discussed eight practices that that effective leaders follow, including finding out what needs to be done in the organization, understanding what is right for the enterprise, developing an action plan, taking responsibility for decisions, taking responsibility for communicating, focusing on opportunities, running productive meetings, and thinking "we" instead of "I." Leaders who follow these eight strategies have more success than those who do not, according to Drucker. Drucker's approach to the effective leader relies on the transactional processes leaders must deal with, similar to Barnard's theory.

Mintzberg's Contribution

Mintzberg (1973) discussed the leader in terms of management, somewhat similar to Drucker (2004) and Barnard (1938). According to Mintzberg, leadership is a component of successful management, accounting for a portion of one of three managerial roles. Mintzberg's successful leader theory relies on processes and roles, much the same as Barnard and Drucker. Included in Mintzberg's theory of effective leaders are ten roles that fall into three distinct categories. The main three categories include interpersonal roles, informational roles, and decisional roles, and the ten roles include figurehead, leader, liaison, monitor, spokesman, disseminator, entrepreneur, disturbance handler, resource allocator, and negotiator.

Current Leadership Theories

Kotter's Contribution

Kotter (2001) discussed the differences between leadership and management. Although Kotter understood companies need effective managers and leaders, he felt very few individuals were effective at both functions. Additionally, he asserted successful companies actively seek people with leadership potential as opposed to management potential. Kotter (1999) discussed how his research showed a lack of effective leadership and strong effective management.

According to Kotter (2001) leadership is not about charisma and personality. Instead, Kotter stated leadership involves coping with change, developing a vision for the future, aligning people, and motivating and inspiring. Kotter discussed management in terms of coping with complexity, planning and budgeting, organizing and staffing, and controlling and problem solving. Although these functions are important in a successful business, the leadership functions are equally important to success according to Kotter.

Heifetz's Contribution

Heifetz (2002) took a different approach to effective leaders in the way he stressed the importance of personal relationships in leadership. Heifetz placed emphasis on six critical steps in forming and maintaining these relationships, including finding partners, keeping the opposition close, acknowledging people's losses, accepting responsibility, modeling behavior, and accepting casualties. Although each of these is important for successful leadership, Heifetz discussed other attributes of leaders as well.

Since leadership is a position where one must take risks and chances, Heifetz (2003) discussed another set of performance criteria for effective leaders. First, Heifetz

stated leaders should be able to maintain perspective at all times, especially during times where a great deal of change is occurring. Second, Heifetz referred back to the importance of keeping people close – finding partners and courting the opposition. Managing conflict appropriately was third in Heifetz’s list of leader survival tips. Leaders today must also be extremely adaptive, because they are to model the behavior for the rest of the organization. Today, organizations must be adaptive to remain competitive. Finally, Heifetz discussed the importance of self-understanding in a leader as well as the ability to overcome weaknesses. Both of Heifetz’s theories provide a substantial amount of merit and there are many similarities in the two perspectives.

Kouzes and Posner’s Leadership Theory

Kouzes and Posner are considered two of the most important leadership theorists today. Their work in leadership goes well above their articles and books, as they have instruments for use by other researchers, seminars on becoming a better leader, and many other resources to help the leaders of today become extraordinary. Kouzes and Posner (1997) took a different perspective on effective leaders. The framework they designed for effective leadership revolves around a transformational style, where leaders are able to achieve extraordinary things in organizations because of five practices, including modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

One reason for the transformational perspective, as opposed to the earlier theorists, could be that each theorist has his own opinions and research to back up what works in specific situations. However, another reason could be that as time has passed

some theories are no longer as relevant as they once were, and they have evolved with business and organizations into something a bit less transactional and more transformational.

Challenging the Process

Challenging the process, according to Kouzes and Posner (1997), involves several opportunities for leaders. This leadership practice involves commitment on the leader's part to motivate people to change. It involves the leader creating change and not falling into routine. However, it also involves motivating the employees toward change, which requires the arousal of intrinsic motivation (Kouzes and Posner, 1997). The leader must seek out opportunities to move toward change and improvement, and must be able to help employees see the need to move toward those opportunities as well.

Challenging the process also requires experimentation and risk-taking (Kouzes & Posner, 1997). The leader who challenges the process will not only take risks as a leader, but will allow employees to take risks and learn from mistakes without the fear of harsh consequences from the leader. According to Kouzes and Posner (1997) the leaders who experiment and take risks, and allow employees to do so, make something happen in the organization, and provide excellent learning opportunities for themselves and the employees. When the employees take a risk and are successful the entire department can celebrate, creating a more positive working environment.

Inspiring a Shared Vision

It is not difficult for a leader to have a vision of what the department or organization could be. However, to inspire others toward that vision, or to inspire others to create vision, is not as easy. An effective leader, according to Kouzes and Posner

(1997), must be able to envision the future and commit to focusing that vision and achieving it. However, it is not enough for a leader to focus on a vision. The leader must enlist others to focus on that vision as well. It is the leader's job to give life to the vision and demonstrate personal conviction toward that vision, which will help others to share in the vision.

To enlist others in the vision, the leader must help the employees to discover a common purpose, help them understand why the vision is good for the department and the individuals. The leader must help to foster a shared sense of destiny (Kouzes & Posner, 1997), which will help to bring the employees together to focus on the common vision. To foster this shared sense of destiny requires the employees to trust and respect the leader, and is not something that even good leaders are able to achieve. The leader must focus this shared vision around all of his or her leadership, and the vision should be a part of all functions of the leader, so the employees can see how the vision is important to the department or organization.

Enabling Others to Act

The leader, according to Kouzes and Posner (1997) must empower employees and let them gain control of their own actions. Many leaders tend to exercise their right to have control over everything and everyone they lead. However, a good leader will put people in control of their own actions, which will help employees develop confidence and competence, build trust between leader and follower, and help to train future leaders.

In addition, the leader must foster collaboration between employees, encouraging them to work together, build relationships, and develop cooperative goals (Kouzes & Posner, 1997). The leader should show the employees how collaboration improves both

individual and group performance, and how important it is to build trust within the department or the organization. Finally, the leader should step back and serve in a supporting role, fostering this collaboration and providing employees with the tools and resources necessary to function productively. This ability to let go of the power and allow others to act is one that many leaders never fully grasp.

Modeling the Way

Many of these challenges require trust between the leaders and the employees, but trust is not something that is built over night, nor is it something that will automatically happen over time. Leaders must earn the trust of the employees by modeling the way (Kouzes & Posner, 1997). To foster trust leaders must clarify their values and act in a way that supports those values. Leaders must be consistent in actions and ensure words and actions align consistently. Additionally, to build trust leaders can create small wins for employees. Celebrating even small wins together can help to foster relationships and build trust within departments or organizations.

Encouraging the Heart

The final leadership practice defined by Kouzes and Posner (1997) is encouraging the heart. Leaders must recognize contributions of employees and celebrate accomplishments. Leaders can build self-confidence of employees by setting high expectations, use rewards, staying positive and supporting employees. Additionally, celebrating accomplishments through being personally involved, making celebrations public, and creating social support networks. Kouzes and Posner (1992) discuss the importance about loving what you do as a leader, which is vital to leadership success.

When a leader loves being a leader it reflects on the employees, who then become happier and learn to love what they do as well.

A Synthesis of the Theorists

Each theorist has his own ideas about what is important in a leader. Even though on the surface these theories look very different from one another important similarities exist between the theories. Some of these theorists point out important factors that others have omitted or felt were less important. Some of the theorists used the same terms but defined them differently. The author will attempt to synthesize the material and theories presented by each of the theorists to help determine what is most important in an effective leader today.

Communication

Each of the theorists discussed the importance of communication in the leader function. Barnard worked for a telecommunications company, so his entire theory evolved around communication. However, when he discussed the maintenance of communication within the organization his meaning was different from other theorists. Barnard talked about communication in terms of the structure of the organization and the needs of each position to find qualified individuals to fill the vacancies. Even when Barnard discussed forming cooperative relationships with others within the organization, a function that would certainly require communication, he discussed it in terms of a very transactional process.

Drucker (1967) also discussed communication, but in terms of the leader taking responsibility for communication within the organization as opposed to the task-oriented,

top-down approach of Barnard. Drucker (1967) discussed how communication is often accomplished from the top-down approach, and managers usually do not allow employees to communicate back up the chain of command. In Drucker's experience this is a main downfall of leaders in organizations.

Kotter's (2001) theory stated management and leadership were very different from one another, and most people were not good at both roles. For Kotter, communication falls into the category of leadership, where the leader must align, motivate, and inspire the people in the organization. Although the term "communication" is not used in Kotter's list of necessary characteristics, to align employees, foster motivation, and inspire people to work hard, one must possess excellent communication skills to do so. These three tasks would also require the type of communication Drucker discussed where the communication occurs from the employees up the chain of command as well as the top-down approach.

Three roles exist within Mintzberg's (1973) theory of the leader. Within each of these roles is a component which requires the leader to be a good communicator. Within the interpersonal role is the liaison task, which requires being a spokesperson and advocate. The informational role requires the leader to disseminate information to others internally and externally. The decisional role requires the leader to be a negotiator, another task requiring communication. Mintzberg's focus on communication is evident throughout his theory.

Heifetz (2002) focused more on the interpersonal relationships related to leadership, and communication is very evident in his theory. Relationship development is one of the main priorities of this theory, and relationship development cannot occur

without communication from both sides of the relationship. From a transactional standpoint, Heifetz also discussed the need for the leader to manage conflict.

Communication skills are essential in conflict management – maybe even more so than with relationship development.

Kouzes and Posner (1997) discussed the importance of communication within several aspects of their theory. When Kouzes and Posner talk about leaders enabling others to act they are referring to processes that require communication. To build a climate of trust, collaboration, and cooperation, effective two-way communication must occur between leader and employees. Additionally, Kouzes and Posner showed the need for communication by recognizing others, creating a community spirit, and showing appreciation.

Although these theorists differ from one another in definition, communication is a central point of focus for each theorist when discussing important leader characteristics. Communication can come in many different forms. However, the underlying importance of communication is very obvious for the success of both the leader and the organization.

Vision

Vision is another term in which each theorist has a different definition or use. Barnard (1938) discussed the importance of strategic planning, a very transactional leader function. However, to participate in strategic planning one must have a vision or direction of where the organization or department should be heading. Barnard emphasized the importance of the leader being able to formulate a purpose for the leader's organization or department. This purpose and the plan for achieving that purpose require vision on behalf of the leader.

Drucker (2004) discussed vision in terms of the leader understanding what needs to be done within the organization or department. His approach to vision is transactional, similar to Barnard. Drucker showed the importance of developing an action plan for accomplishing tasks. Although there may be some transformational aspects to Drucker's approach to leaders having vision, much of it involves a task-oriented, logical and methodological approach to vision and strategic planning.

Kotter discussed vision in two different terms; leadership and management. Within Kotter's approach, the leadership aspect of vision included the development of a vision. This is a more people-oriented approach, where the leader looks at where the company should be in terms of values, goals, and mission. However, Kotter also discussed vision from the managerial standpoint, where the manager must be able to plan and budget for the vision of the organization. Since Kotter says few are effective at both leadership and management his approach would support the notion that a leader may not be capable of both aspects of vision

Heifetz (2003) did not discuss vision in his theory of the leader, but it is prevalent in his theory nonetheless. Heifetz discussed adaptability to change, and stated a leader should be guided by a strategic plan and the vision of the organization. He did not cite the leader should necessarily be involved in the creation of such plans, however. What Heifetz felt was important in a leader was that he looks into the future and sees how the actions of today fit into the plan and vision. If the actions are inconsistent with the plan and vision, the leader must focus on what direction the current actions take the organization and determine if change is necessary.

Kouzes and Posner (1997) discussed vision from a transformational perspective. These theorists believed inspiring a shared vision is an important part of leadership, and they stressed the importance of having other individuals working with the leader in this role. Kouzes and Posner stressed that forward-looking leaders are more successful. They also discussed the importance of having vision, especially during times of rapid change, something very common in today's organizations. Developing the vision, according to Kouzes and Posner, is not enough, however. The effective leader must share the vision with others and help others understand the importance of the vision in order to gain their commitment to achieving the vision.

Each theorist views vision as important for a leader, but the context in which each leader puts vision is different. Some look at vision as a transactional, strategy-creation process, while others view vision from both the leadership and management perspective. Still others view vision as a people-oriented process by which others are motivated and inspired to help achieve the vision. Although each theorist has a different view of a leader's part in vision for an organization, it is a leader characteristic all the theorists find important.

Change

When Barnard wrote his book on leaders the world was different. The concept of technology in 1938 was much different, as was the general type of industry in which leaders functioned. He wrote about leaders during the industrial era, and society has since moved to an information era full of change, increased competitiveness, globalization, and technology. Barnard did not discuss the importance of change in

regard to the leader, possibly due to the time in which he wrote. Change was not nearly as common in organizations as it is today.

Wieand (2002) discussed how Drucker's work points out how organizations and leadership have changed over time. When Drucker (2004) referred to change in his writing he was not discussing change in terms of high competition, the information age versus the industrial age, or the advances in technology. He discussed how the demands of the social capital in the business world have changed. What effective leaders must do is realize how people in organizations have changed over time and how maximizing human potential can provide a company with a large competitive advantage. Drucker's discussion in regard to leaders and change was for leaders to understand how organizations have changed over time and take advantage of the human potential that is now so vital to the organization's success.

Mintzberg (1973) did not include much about the leader's role regarding change in his theory of the leader either, possibly for the same reason as Barnard. One role Mintzberg did discuss in regard to leaders was the "monitor." This role monitors the environment and gathers information to detect changes within the organization. However, the type of change described within this role is that of problems and opportunities that may arise. This is not the change in organizations that occur in today's information age. Mintzberg's theory of the leader dates back to the 1970's, and although organizations were different in 1970 than they were in 1938, the information age was just beginning, and organizations did not see the change they see today. This could explain why it is not viewed as essential in these earlier theories.

Kotter (1999) discussed the importance of the leader to be able to cope with change. However, Kotter took this one step further and discussed the leaders' role in creating change. Since change is inevitable in organizations today leaders must be able to accept it, create it, and get others on board with accepting it. Change, according to Kotter, takes a great deal of time and complexity. Kotter added the importance of the transformational characteristics in dealing with change from a leader perspective since much resistance to change occurs amongst individuals within the organization. An effective leader should be able to gauge the resistance he or she will face and create an appropriate plan for change based on the specific situation. Kotter embraced the need for leaders to cope with, accept, create, and help others cope with change.

Heifetz (2002) discussed change in terms of the leader being adaptive. According to Heifetz, the leader's role in regard to change is to understand that change can occur and challenges will arise within the organization. The leader must take responsibility for the challenges and changes and develop a plan to be successful. Leaders must accept these challenges to model the behavior of adapting to show employees how to accept and adapt to change. Although Heifetz did not discuss change in terms of the rapidly changing world, he recognized the importance of a leader being adaptive when changes and challenges to arise, and he discussed the importance of leaders modeling appropriate behavior in regard to challenges.

Kouzes and Posner (1997) discussed change in terms of growth and creating change from within the organization. They believe leaders should take initiative to innovate and create within the organization. Additionally, they should seek innovative ways to change, grow, and improve. According to Kouzes and Posner, a good leader

empowers his or her employees to do the same by allowing them to develop confidence and competence and by sharing the power with employees. When Kouzes and Posner discussed change they did so from an internal perspective and looked at change as growth and innovation from within the company. Theirs is a much more proactive, internal approach to change.

Relationships

Each theorist discussed the importance of relationships to some extent. Barnard (1938) discussed relationships in terms of negotiations and very transactional processes between leaders and employees. No evidence of the transformational relationship between employee and leader exists in Barnard's theory. Again, this could be a sign of the times in which he wrote about leaders.

Drucker (2004) discussed the importance of leaders building relationships with employees. According to Drucker, one key to the effectiveness of a leader is his or her ability to look for people's potential and spend the time to help them develop that potential. He stated mentoring, coaching, challenging employees, and encouraging employees were important responsibilities for a leader.

Mintzberg (1973) discussed interpersonal roles as the figurehead, leader, and liaison. However, his perception of interpersonal roles was much less people-oriented than some of the other theorists' perceptions. He viewed the leader's interpersonal role as decision-making and formal authority the leader exhibits to the subordinates. Mintzberg's idea of interpersonal relationship development involved the leader displaying his or her formal authority and relating his or her requests to the employees of the organization.

Kotter (1999) discussed the leader's role as aligning people and motivating and inspiring. For a leader to be able to motivate and inspire or to align employees toward a specific goal, he has to develop a relationship with them. Kotter discussed the importance of delegation in today's information age, where leaders can no longer do all the managerial work. In order to know whom these tasks can be delegated to the leader must have a relationship with the employees enough to know strengths, weaknesses, abilities, and motivations.

Heifetz (2003) focused on relationship development as an important factor for leaders. Much like Kotter (1999), Heifetz discussed the importance of empowering employees to do some of the work leaders used to do. When encouraging responsibility in the employees the leader is showing trust in them and a commitment to their growth. This type of relationship-building can motivate employees to want the organization to be successful and stimulate a stronger sense of community within the organization.

Kouzes and Posner's (1997) theory revolves entirely around relationships. In fact, according to Kouzes and Posner, leadership itself is a relationship. To inspire others and motivate people to act, a relationship must exist between leader and follower. Relationships must exist if the leader is to enable others to act by collaborating, building trust, supporting interaction, and empowering others. Finally, when the leader practices encouraging the heart, he must develop and maintain relationships with individuals. Kouzes and Posner stressed the importance of relationships throughout every aspect of their leadership theory.

The Leadership Practices Inventory

The Leadership Practices Inventory (Kouzes and Posner, 2002) is a survey designed to measure a person's leadership practices based on five practices Kouzes and Posner (1997) stated are important in exemplary leaders. These elements include: Challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The Leadership Practices Inventory is a commonly used survey instrument in all subject areas of academic research today, so the measures of validity and reliability discussed earlier are very important within this survey.

The Leadership Practice Inventory has been used in academic research covering many areas of industry, including business (Day, 2003; Ridgway, 1998; Lock, 2001; Sumner, Brock, & Giamartino, 2006), secondary and post-secondary education (Balcerek, 2000; Krause & Powell, 2002; Brown & Posner, 2001), government agencies and non-profit agencies (Sessoms, 2003), health care organizations (McNeese-Smith, 1999; Tourangeau et al, 2003; Burke, Rodgers, & Duthie, 2002), and religious organizations (Patterson, 1997; Hillman, 2004).

The survey itself consists of thirty statements, including six statements to measure each of the five practices listed above (Kouzes & Posner, 2002). The survey also contains a robust Likert scale with ten different choices from (1) "Almost Never" to (10) "Almost Always," which was changed from only five options in the 1999 version of the instrument, according to Kouzes and Posner. The instrument consists of two components, which can be either used together or as stand-alone instruments. The self-evaluation is designed for a leader to evaluate his or her own leadership characteristics, and the observer-evaluation is designed for employees or other people familiar with a

leader to evaluate that leader's characteristics. When both surveys are used, the data from the self-evaluation and the observer evaluation provide more insight and ability for statistical analysis than either instrument taken alone. However, it depends on the research questions whether one or both of the components are used.

History of Two-Year Colleges

In the early 1900's the four-year colleges in the United states started to experience overcrowding due to some changes in admission requirements and the political nature of the times (Lucas, 1994), which is part of the reason that two-year institutions started becoming increasingly popular. Community colleges are defined as "any institution accredited to award the Associate in Arts or the Associate in Science as its highest degree" (Cohen, 1996, p. 5). This term encompasses many technical institutes, both public and private, as well. According to Lucas, in 1918 there were approximately 85 two-year institutions in this country with a total of 4,500 students, which accounted for approximately two percent of all undergraduate students at that time. By 1938, however, the percentage of students who were enrolled in the increasing number of two-year colleges was eighteen percent. Most of the students who attended these colleges at that time were lower-class students who needed an inexpensive alternative in higher education.

During the beginning years of two-year institutions they served as "feeders" for four-year colleges, where students could start at the two-year institution and then transfer to a four-year college or university as a junior after two years of junior college (Lucas, 1994). However, the culture of these two-year institutions began to shift in the early

1930s, when the mindset changed from feeder institutions to terminal institutions where students of limited means could prepare for skilled trades and semi-professions – a trend that still exists today (Lucas, 1994). This was a very important shift in paradigm for these institutions, because now they could provide education to basically anyone who wanted some type of higher education, but this also required a shift in the mission of the institutions, fostered and carried out by leaders within these institutions.

Part of the reason why community colleges became so important to society, according to Cohen (1996) was because of a demand from society. Schools were supposed to solve many of society's problems, such as racism, unemployment, economic conditions, and such. However, community and two-year colleges embraced this challenge more so than the universities because the community colleges did not have traditions to defend, alumni to answer to, or philosophies to uphold (Cohen, 1996).

The governance model that is often used in universities does not normally apply well to community colleges, so these organizations tend to use a more bureaucratic style of governance, which constitutes an organized hierarchy with a formalized structure and where authority is delegated from the top down with the leadership receiving greatest benefits (Cohen, 1996). The organizational leadership has specific roles within the community college as well. There is a board of trustees who establish the policy, and the president of the college reports directly to this board. Below the president are the vice presidents and the deans who manage the business affairs, the student personnel, the instruction, and the technical education (Cohen, 1996). One of the risks of this highly formalized, centralized, and efficient type of organizational structure is that some of the

personalization is taken out of the leadership, and the resulting factor is low morale within the ranks of the system.

Leadership in Two-Year Colleges

Leadership has a significant role in the success (or failure) of the community college. Wharton (1998) discusses the importance of leadership in the overall success of the community college organization, citing that all employees within the college must maintain a high level of energy, creativity, and dedicated performance. Wharton states that each person in the organization can only accomplish these attributes if the leadership of the organization models the behavior and sets the example for everyone else to follow. Wharton iterates that the leadership of the college is the determining factor in the overall effectiveness of the college. Mobilizing followers toward a goal that is shared by both leaders and followers is the goal of successful leadership and can significantly improve the success of the organization (Cohen, 1996). The best administrators, according to Cohen (1996), seem to be those who do not let their status and position go to their head, and who consider administration a process of continuous improvement. Walker (1979) states that the personality of the leader tends to be the determining factor in regard to the success of a leader within the community college, and those leaders who have similar adherence to policies but different leadership styles will ultimately have different outcomes in terms of their success as leaders.

Since many of the leaders within the community colleges have moved up through the ranks from either support staff or faculty into administrative roles they can appreciate some of the functions of the administrators in regard to the leadership role and the

administrative functions as well as the relationship that must exist between faculty and administration. However, some colleges may assume that since these administrators were once faculty they would automatically know much of the bureaucratic models that exist, when in fact this may or may not be the case. The new leaders of the community colleges, according to Romero (2004) will need to be grounded in the knowledge and research in relationship to leadership development, and training programs will need to be established to address policies, research and practical skills, and values and behaviors that reinforce the climates in which community college leaders function. One of the major problems with the traditional process of faculty moving into administration and leadership positions within these colleges is that not only are the current leaders reaching retirement age, but the potential pool of qualified faculty to move into those positions are also reaching retirement age (Romero, 2004).

One of the largest challenges that community college leadership seems to face is that of building community within the ranks of the organization. Part of the rift between faculty and administration (leadership) within the colleges may be partly due to the union existence in many institutions. However, in order for leaders to be successful within their units in the community college, Baker (1990) says that these leaders must increase coordination among faculty, and cause the faculty to see their role as first serving the college community and second serving their respective professional community. In other words, the leaders must gain the support of the faculty enough to stimulate loyalty toward the organization as a whole. This will require transformational characteristics on behalf of the leaders as well as empowerment, which somewhat goes against the traditional bureaucratic structure that community colleges were built upon. According to Baker

(1990) the leadership within these colleges must build unique structures and systems to innovatively meet not only the needs of students and communities, but also the needs of faculty members.

Desjardins (2001) discusses five characteristics that are important in the success particularly of community college presidents. However, they are important in all levels of community college leadership. They include a demonstration of high-involvement leadership, a shared vision, a champion of change, maintenance of perspective, and maintenance of equilibrium. As these are looked at more closely it will become evident that these qualities in community college leaders are important at all levels within the organization.

High-involvement leadership involves staying connected and involved in the teaching and learning activities within the college, and maintaining an identity as an educator as well as a leader (Desjardins, 2001). The highly-involved leader is also highly accessible to faculty, staff, students, and board members as well as those constituents in the communities, and makes it a priority to get to know as many people on an individual level within the college, and specifically the department in which he/she oversees, as possible.

Creating a shared vision (Desjardins, 2001) involves attaining organization-wide input in creating and revising the vision statement for the college. Additionally, shared vision involves inspiring followers to realize what can be achieved through teamwork, creativity, and dedication. Finally, the leader who creates a shared vision helps followers to see the connection between their everyday activities and the broader vision for the

college. This can happen in a department as well as college-wide, so it relates to all levels of leadership.

Community college leaders need to be champions of change (Desjardins, 2001), which means that they must have a high energy for moving ideas within the college forward. They must maintain an open mind to change, and manage the change taking into consideration the perspectives of all stakeholders involved in the change. Finally, these leaders must select priorities for change carefully, making sure not to exhaust resources away from the central mission of the college. This becomes exceedingly difficult in times of very limited resources, increasing budget constraints, and human resources being spread too thin already.

Community college leaders at all levels must maintain perspective in their leadership (Desjardins, 2001). This involves maintaining a clear representation of the big picture and not getting caught up in one detail. It also involves understanding that those who do not study history are bound to repeat it. These leaders must research the history behind the institution and the evolution it has undergone in order to make clear, appropriate decisions for the future. Finally, these leaders must continually reflect on his/her own leadership practices and work toward continuous development and improvement in this area.

Maintaining equilibrium as a community college leader involves proper delegation of duties and tasks to qualified and reliable followers, balancing work and personal life so as not to burn out, maintaining a sense of humor and taking ones self lightly, and trusting others to help out in times of trouble or in situations where no easy alternative is accessible (Desjardins, 2001).

Many of the attributes of effective community college leaders as previously described are congruent with those characteristics of transformational leadership (Bass, 1999), and relate specifically to Ivey's (2002) critical components of effective leadership. Karre (2004) interviewed the executive director of the Chair Academy, Gary Filan. The Chair Academy provides worldwide training for post-secondary leaders (Chair Academy Website, 2006). In that interview, Filan stated that there are six components associated with effective post-secondary leadership, including understanding self, establishing and maintaining relationships, using transformational leadership, building and leading teams, using strategic planning, and connecting to others in community (Karre, 2004). According to Filan, community college leaders have to be skilled at communication in order to be effective and successful. They must give effective feedback, coach, motivate, pay attention, listen, and encourage effectively. Additionally they must motivate and inspire.

Transformational leadership is an important aspect for community college leaders, according to Filan (Karre, 2004). Much of what Filan discusses in relationship to transformational leadership is helping followers develop into tomorrow's leaders. This involves developing followers' needs to move to higher levels of achievement while encouraging them to transcend their own self-interest for the sake of the organization. Transformational leadership, according to Filan (Karr, 2004) involves creativity, vision, interaction, empowerment, and passion, and is important in the community college setting because of the multiple and complex roles of today's community college leaders.

Leadership Conclusions

Today's effective leader is different from leaders in the past, mostly due to the change in the environment in which leaders operate. Each theorist provided insight into what is important in a leader during a given time period. What may have been important in an effective leader during Barnard's era may no longer be what is effective. However, some aspects of leadership may still be as important today as they were seventy-five years ago.

Managerial functions are still important for leaders. Although Kotter (1999) stated people are not too often leaders and managers, today's effective leaders are also competent in management functions, such as planning, budgeting, staffing, and controlling. Business today is dynamic and competitive, and these functions are vital to the overall success of an organization. Although these types of functions used to be the focus of successful leaders, no longer can leaders be successful just by performing managerial functions.

A successful leader cannot overlook communication. People today want to be informed, and it is the leader's job to communicate with the employees. Communication must be a two-way channel where leaders can inform employees of the vision, mission, values of the organization, as well as other vital information, and the leader must encourage the employees to communicate with each other and with the leaders. The leader must be a good listener and a good communicator and encourage others to communicate.

Vision cannot be overlooked when discussing today's leader. Leaders must be able to envision the future and develop a plan for achieving the goals set within that

vision. However, creating a vision is not enough for today's leader. The effective leader is able to communicate that vision to the employees and inspire and motivate them to achieve the vision. Many leaders are excellent at creating a vision, but lack the ability to inspire and motivate others to work toward it. Without the employees on board the vision cannot be achieved.

Today's leader must be a people-centered leader who understands that employees are the most important assets to an organization. He or she must understand that each employee is both an individual and a part of a team, and must know each employee well enough to determine that employee's strengths and weaknesses. He or she must treat each employee as an important asset to the organization, and work with each employee to improve, grow, and develop both personally and professionally within the organization.

Finally, the leader must know him or her self thoroughly. He or she recognizes his or her strengths and weaknesses, and focuses on improving the strengths. The effective leader takes responsibility for his or her actions, modeling that behavior to the employees. He or she maintains a set of values and morals and understands how those affect his or her role as a leader. He or she does not hide behind others, but focuses on self-improvement and the improvement of his or her responsibilities within the organization.

Today's effective leader is a manager and a leader. He or she is an effective communicator and an effective listener. He or she understands the employees working in the organization and works to help them reach their fullest potential. The leader has the ability to create a vision for the organization, and also to inspire and motivate others to work toward that vision. Finally, the effective leader knows himself or herself, his or her

strengths and weaknesses, and his or her limitations within the organization. He or she does not try to be someone else, but rather focuses on self-improvement throughout his or her career. The effective leader serves as a model for the employees and empowers the employees to grow and develop beyond expectations. The effective leader must wear many hats in order to be successful in today's ever-changing business world.

Historical Perspectives of Job Satisfaction

Researchers have been interested in improving productivity amongst employees for many years. Theorists such as Maslow (1954) and Herzberg (1966) spent time researching needs of employees and employee motivation. Both researchers found the more the organization focuses on developing human relationships and motivation within an organization the more productive the employees tend to be. Edwin Locke (1969) stated job satisfaction was the relationship between what a person wants from a job and what the job actually offers.

Brayfield and Crockett (1955) determined there is no evidence of a relationship between job satisfaction and employee performance. However, much of the research conducted by Locke (1969; 1976; 1979), Maslow (1954), McGregor (1960), Herzberg (1966), and more recently Bryman (1992) has shown a relationship between job satisfaction and performance. Although organizations today are much different from organizations sixty years ago, the impact of employee job satisfaction on an organization can still impact the organization's success.

Importance of Job Satisfaction in Organizations

The reasons for studying job satisfaction in organizations today are similar to the reasons why Locke, Herzberg, Maslow, Drucker, and other researchers studied it sixty years ago. Employee job satisfaction tends to have a large effect on organizations. When an employee has a higher job satisfaction level he may contribute more positively to the overall success of the organization.

Studies have shown the relationship between employee job satisfaction and performance, productivity, retention, and employee absenteeism (Carsten and Spector, 1987; Locke, 1976). This research is important for understanding why studying job satisfaction is important to organizations. When low job satisfaction is proven to result in absenteeism, turnover, stress, and less commitment to an organization, the overall productivity of the organization is in jeopardy. Companies stand to lose a great deal of money and productivity if employees are not satisfied. The costs of turnover and absenteeism alone can be very large for a company with job satisfaction issues amongst the employees. However, finding out the consequences of low job satisfaction are only half of the problem. Organizations must find out what contributes to the level of employee job satisfaction to improve it.

Medley and Larochelle (1995) conducted research within the health care environment to measure the relationship between job satisfaction and leadership characteristics. Not only did the research show a relationship between job satisfaction and leadership characteristics, but those organizations where job satisfaction was higher had an 85 % retention rate amongst nurses. Additionally, other researchers such as Cohen and Cohen (1983) had similar results when analyzing the relationship between

leadership characteristics and employee job satisfaction. Studies have looked at job satisfaction using different variables to help get a more detailed overview of the real importance of job satisfaction in organizations today.

Although organizational culture is often created and determined by the leadership within the organization, other variables help determine the culture or sub-cultures within an organization. Crawford (1999) conducted research to determine the relationship between culture and an employee's commitment to an organization. Within this study the researcher found a relationship between job satisfaction and organizational culture and an indirect relationship between job satisfaction and commitment to the organization. Furthermore, the research concluded those with higher job satisfaction levels were operating at the higher levels of Maslow's hierarchy within their work setting.

Researchers have studied job satisfaction in almost every industry to determine what employees need in order to be satisfied in their jobs. Additionally, many variables have been included in these surveys, including age (Anderson, DiBrito, & Morrell, 2000; Williams and Hazer, 1986), leadership style (Medley and LaRochelle, 1995), education level (Battersby et al., 1990), and overall life satisfaction (Hugick and Leonard, 1991). Overwhelming results showed many of these variables have at least some impact on an employee's job satisfaction level. Individual organizations need to understand what variables have an effect on the job satisfaction levels of their employees to work on improvement.

Paul Spector's Job Satisfaction Survey

Paul Spector, a human services researcher, has been involved with the research of job satisfaction for many years. However, although over 3,350 articles had been written about job satisfaction by 1972 (Locke, 1976) very few related to human services professionals. Additionally, surveys measuring job satisfaction, according to Spector (1985) did not cover all areas of interest when it came to measuring job satisfaction of human resources professionals. Spector developed the Job Satisfaction Survey for use within the human services field.

The Job Satisfaction Survey was designed to measure job satisfaction based on nine facets of employee attitudes, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication (Spector, 1985). Each facet consists of four items, and the scale used includes six choices per item ranging from *strongly disagree* to *strongly agree*.

The validity and reliability of an instrument such as the Job Satisfaction Survey (Spector, 1985) must be evident if it is to be used for academic research. Spector explained the process by which he measured the validity and reliability of the instrument when it was first developed. However, since then the instrument has been updated by Spector (1997) and has been continually re-evaluated for reliability and validity through its extensive use by researchers in organizations of all types.

The initial data used to determine reliability and validity for the instrument consisted of 3,148 respondents in 19 samples (Spector, 1985). The samples consisted of all levels of employees within the human services organizations from administrators to maintenance personnel. Three of the samples were used in the test-retest measure of

reliability, which shows the stability in the instrument over time. According to Spector, other variables were also measured in these studies, including age, job level, salary, turnover, and intent to quit. The organizations in which these initial studies were conducted consisted of state offices, juvenile detention facilities, nursing homes, mental health facilities, and social service offices. The use of different human services organizations helped to show the applicability of the survey instrument to across multiple types of organizations.

Although the instrument was initially used only for the human services field it has since been used in many other industries and has been proven valid and reliable across different organizations. The following three studies use the Job Satisfaction Survey in different types of organizations, including human resources, education, and NASA. Although each tests employee job satisfaction, many differences in methodology and analyses of the data collected exist.

Puderbaugh (2006) used the Job Satisfaction Survey (Spector, 1997) in its current form in her research to determine whether a correlation existed between job satisfaction and perceived humor style of leaders in human resource organizations. To measure humor styles of leaders Puderbaugh used the Humor Style Survey (Babad, 1974). Within the research, Puderbaugh discussed the reliability and validity of both survey instruments, and both instruments were deemed reliable and valid for use in her academic research.

Martin (2006) used the Job Satisfaction Survey (Spector, 1997) and the Leadership Practices Inventory (Kouzes and Posner, 2002) in her research to examine the relationship between leadership and job satisfaction amongst NASA employees at the Langley Research Center. Three other variables, gender, tenure, and education, were also

included in the study to examine whether they play a role in the relationship between leadership and employee job satisfaction.

Amburgey (2005) conducted a study to analyze the relationship between job satisfaction, organizational culture, and perceived leadership characteristics based on location, gender, level of education, and length of employment within a multi-campus, private university. The Job Satisfaction Survey (Spector, 1997) and the Organizational Description Questionnaire (Bass and Avolio, 1992) were used along with a self-created demographic survey to collect the data from the respondents. Amburgey conducted this study using the entire population of the multiple university campuses, which consisted of 1,478 employees initially. However, the response rate for the survey was 32.4 %, or 465 respondents, which is enough for a representative sample of the overall population.

CHAPTER 3. METHODOLOGY

The purpose of this research study was to determine whether a significant relationship existed between the job satisfaction levels of full-time business faculty in the Wisconsin Technical College System and the leadership practices of their direct supervisors. The research questions the researcher wanted to answer with this study were as follows:

Research Question 1

Does a relationship exist between job satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Null Hypothesis 1.1

No relationship exists between overall job satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.2

No relationship exists between full-time business faculty's Satisfaction with Pay as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.3

No relationship exists between full-time business faculty's Satisfaction with Promotion as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Null Hypothesis 1.4

No relationship exists between full-time business faculty's Satisfaction with Supervision as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.5

No relationship exists between full-time business faculty's Satisfaction with Fringe Benefits as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.6

No relationship exists between full-time business faculty's Satisfaction with Contingent Rewards as identified by the Job Satisfaction Survey (Spector, 1999) and

leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.7

No relationship exists between full-time business faculty's Satisfaction with Operating Procedures as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.8

No relationship exists between full-time business faculty's Satisfaction with Coworkers as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.9

No relationship exists between full-time business faculty's Satisfaction with Nature of Work as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 1.10

No relationship exists between full-time business faculty's Satisfaction with Communication as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Research Question 2

Does a relationship exist between demographics and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Null Hypothesis 2.1

No relationship exists between gender and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 2.2

No relationship exists between age and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 2.3

No relationship exists between level of education and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor

as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Null Hypothesis 2.4

No relationship exists between *Years of Service to the Current Institution* and *Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).*

Research Design

This was a quantitative study involving full-time faculty certified and currently teaching within a business-related program at one or more of the sixteen colleges in the Wisconsin Technical College System. The study involved two survey instruments, the Leadership Practices Inventory and the Job Satisfaction Survey, and also included demographic information about each respondent to provide the researcher with data to analyze in regard to the impact demographics may or may not have on job satisfaction of the research participants.

Sample/Population

This study targeted the entire population of full-time faculty members certified and currently teaching in a business-related program at one or more of the sixteen colleges in the Wisconsin Technical College System. This certification was designated by the Wisconsin Technical College System State Office as those certified in a 1XX area.

According to the Wisconsin Technical College System State Office, approximately 935 individuals currently fit the requirements for this research study. Since the population is relatively small, the researcher was able to include the entire population in the study, which eliminated the need to determine a sample from the population.

The Wisconsin Technical College System State Office provided the researcher with the full name and college name for the entire population involved in the research. Since the study was conducted via Survey Monkey, links to the survey instrument were sent to each study participant via e-mail. The researcher obtained valid, work e-mail addresses through the individual college Web sites. If a name included on the listing from the Wisconsin Technical College State Office was not included in the staff directory of the respective college Web site, the researcher assumed the individual no longer was employed at that college, and he or she was removed from the participant listing for the study.

Setting

For practicality purposes, this study was conducted using an online surveying tool, Survey Monkey. The researcher put the questions from both the Leadership Practices Inventory and the Job Satisfaction Survey into a survey on Survey Monkey. The researcher added demographic information, including age, gender, level of education, and years of service at current institution to the end of the survey. A hyperlink to the survey was included in an e-mail sent to the entire study population and the participants had a two-week window in which to fill out their responses to the survey.

Instrumentation / Measures

The two survey instruments used in this study were Paul Spector's Job Satisfaction Survey (1999) and Kouzes and Posner's Leadership Practices Inventory (2002). Both have been tested for validity and reliability. The surveys were placed on Survey Monkey, an online survey delivery system, where participants went to complete the survey. The results were downloaded into SPSS and were calculated using the scoring tools provided by the creators of each survey instrument. Each survey provided a Likert scale for responses, although the two scales were different from one another.

Data Collection

The data for this study was collected using an online surveying instrument called Survey Monkey. The questions from both the Job Satisfaction Survey and the Leadership Practices Inventory were put into one survey on Survey Monkey. The Job Satisfaction Survey questions appeared first, followed by the Leadership Practices Inventory questions. Finally, the respondents completed a section on demographic information, including gender, years of service at the current institution, and the highest level of education completed.

The population for the study received an e-mail discussing the purpose of the research as well as information regarding the anonymity of the responses. The e-mail included a hyperlink to the survey on Survey Monkey. The respondents clicked on that link and fill out their answers to the survey. The survey was available for two weeks on Survey Monkey, and after the first week the researcher sent out a second e-mail reminding the population to fill the survey out if they had not already done so. The

intention of the follow-up e-mail was to solicit a larger percentage of the population to fill out the survey. The intention of the research was to have enough individuals in the population complete the survey so the researcher can show a 95 % significance level in the data analysis. After two weeks the survey was made unavailable to respondents and the researcher exported all data to SPSS for analysis.

Data Analysis

The data gathered from the respondents was downloaded into the Statistical Package for the Social Sciences (SPSS) for quantitative analysis. Descriptive statistics were used to discuss the population as it related to demographic information provided, including gender, age, level of education, and number of years at the current institution.

The researcher used correlation tests to determine whether a relationship exists between job satisfaction and leadership practices in this study. Correlation tests were performed on each category of job satisfaction from the Job Satisfaction Survey as compared to the overall leadership practices to determine if a correlation exists between any one of the categories of job satisfaction and job satisfaction and the leadership practices determined by the Leadership Practices Inventory.

Additionally, Chi Square tests were performed to determine whether demographic information plays a significant role in the respondent answers to the job satisfaction survey, and whether certain demographic groups tend to have higher or lower job satisfaction ratings as compared to the leadership characteristics of the direct supervisor.

Validity and Reliability

Each instrument has been tested for validity and reliability in many different studies. However, since both instruments were included in a single survey for this study, the researcher has placed the Job Satisfaction Survey first, followed by the Leadership Practices Inventory, with the demographic data appearing last in the survey. The researcher wanted to ensure the respondent was not affected enough by answering the leadership section to answer job satisfaction questions inaccurately. By placing the job satisfaction questions first, the researcher eliminated potential bias in the answers.

Leadership Practices Inventory

The Leadership Practices Inventory (Kouzes and Posner, 2002) is a survey designed to measure a person's leadership practices based on five practices Kouzes and Posner (1997) stated are important in exemplary leaders. These elements include: Challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The Leadership Practices Inventory is a commonly used survey instrument in all subject areas of academic research today, so the measures of validity and reliability discussed earlier are very important within this survey.

The survey itself consists of thirty statements, including six statements to measure each of the five practices listed above (Kouzes and Posner, 2002). The survey also contains a robust Likert scale with ten different choices from (1) "Almost Never" to (10) "Almost Always," which was changed from only five options in the 1999 version of the instrument, according to Kouzes and Posner. The instrument consists of two components, which can be either used together or as stand-alone instruments. The self-evaluation is designed for a leader to evaluate his or her own leadership characteristics,

and the observer-evaluation is designed for employees or other people familiar with a leader to evaluate that leader's characteristics. When both surveys are used, the data from the self-evaluation and the observer evaluation provide more insight and ability for statistical analysis than either instrument taken alone. However, it depends on the research questions whether one or both of the components are used.

Reliability of the Leadership Practices Inventory. The reliability level of the Leadership Practices Inventory (Kouzes and Posner, 2002) refers to the extent the information gathered from this survey is consistent. Since this instrument has been so heavily used within different areas of academic research the consistency goes even one step further. Kouzes and Posner provide individuals with free access to the survey for academic research purposes in exchange for information regarding the research conducted. The research areas shown to have used this survey and provided feedback include such areas as business, secondary education, health care, non-profit, higher education, religious organizations, and government institutions (Kouzes and Posner, 2007). These studies all help to show the consistency within this survey instrument. Kouzes and Posner (2002) discussed reliability in terms of the extent to which measurement errors exist within the instrument. According to Kouzes and Posner, reliabilities above .60 are considered to be "good," which is contradictory to Norusus' (2005) statement that numbers around .80 are considered "good."

Stability of the Leadership Practices Inventory. The Leadership Practices Inventory (Kouzes and Posner, 2002) has a high stability rating, which means that the test-retest reliability is high. One way stability is analyzed is by administering the instrument to individuals and then re-administering the same instrument to these individuals within a

short time period without any sort of leadership training or event and checking for consistency in the individual scores. According to Kouzes and Posner, this instrument is stable. However, there is no specific discussion regarding the time between surveys or the topic sensitivity, which can be two factors that would bias the test-retest method (Cooper and Schindler, 2006). The only statement made regarding the instrument's stability was that the test-retest method was used and provided evidence of stability.

Equivalence of the Leadership Practices Inventory. The second reliability test for the Leadership Practices Inventory is that of equivalence. Equivalence is supposed to test consistency in the instrument between different observers and different samples. Although there are several methods for testing equivalency, one such method is to provide the same respondents two separate surveys that measure the same factors and determine whether both measure the respondent as having the same strengths and weaknesses. Although Kouzes and Posner (2002) claim the Leadership Practices Inventory is reliable, no evidence exists to support the equivalence test. Several reasons could exist as to why there is no evidence supporting equivalence in this instrument.

Equivalence is often tested by having several people observing the same behavior and determining if all observers rate the behavior the same on a specific scale. However, the Leadership Practices Inventory does not allow for observing behaviors, but instead respondents either self-report or report on another individual, so this form of testing cannot be used. The second method for measuring equivalence is to have two instruments that are different from one another but measure the same characteristics and have respondents take both surveys. If the respondents score the same on both surveys they survey will be considered equivalent (Cooper and Schindler, 2006). Although other

instruments measure certain characteristics the Leadership Practices Inventory measures, it is questionable whether another survey measures exactly the same variables as the Leadership Practices Inventory. Therefore, testing equivalence through this method would also be very difficult.

Internal consistency of the Leadership Practices Inventory. The internal reliability of the Leadership Practices Inventory (Kouzes and Posner, 2002) is one measurement that has been tested by Kouzes and Posner and by other researchers, which helps to prove the case for overall reliability of the survey instrument. Internal consistency seems to be the measure most often referred to in research when discussing reliability of an instrument. Not surprisingly, the most emphasis for measuring reliability of the Leadership Practices Inventory has been placed on the internal reliability.

The reliability of each of the five categories the survey is designed to measure was computed using the Cronbach alpha coefficient. The category coefficients are broken down by Kouzes and Posner (2002) into different categories, two of which are the self-reporting and the observer-reporting surveys. The self-reporting coefficients for each category of the survey range from .75 to .87, and the observer-reporting coefficients for each category of the survey range from .88 to .92 with each specific leadership category rating at a higher coefficient, according to Kouzes and Posner. This means that although both sets of survey respondent categories are internally reliable the observer-reporting coefficients show more internal reliability than the self-reporting coefficients.

Other researchers have also measured the internal reliability of the Leadership Practices Inventory (Kouzes and Posner, 2002) based on the Cronbach alpha coefficient and found similar reliability results. Bauer (1993) showed the internal reliability for

college presidents in her research to have a self-reporting coefficient range between .71 and .84, and the coefficients of the observer responses in the same research were between .85 and .93. Additionally, when Strack (2001) conducted research on healthcare managers using the Leadership Practices Inventory the coefficients were between .73 and .90. Finally, Brightharp (1999) conducted research on nursing managers using the Leadership Practices Inventory and the coefficients were between .93 and .97.

Although Norusis (2005) stated the coefficients should be at least .80 to be considered “good,” many researchers have shown lower coefficients in research and still considered the instrument to be good. Hogarty, Lang, and Kromrey (2003) developed a survey instrument to determine the use of technology in schools, and the coefficients for the reliability of the survey were between .76 and .79 and were considered acceptable. Inoue (2003), however, reported coefficients for a survey in her research that ranged between .28 and .79, and she cited the .28 would be unreliable because the coefficient was too low.

The acceptable lower limits of the correlation to determine internal reliability are subject to the researcher and the specific research being conducted. Some may choose to allow a bit lower number for the coefficient than others. For this reason, it is important when creating a survey or using a survey that has already been created for academic research that the researcher disclose the internal reliability coefficients. This allows the reader to understand what was considered acceptable to that researcher in terms of internal reliability. Overall, the research has consistently shown the Leadership Practices Inventory (Kouzes and Posner, 2002) is a reliable instrument suitable for use in quantitative academic research.

Validity of the Leadership Practices Inventory. Since the Leadership Practices Inventory (Kouzes and Posner, 2002) has been proven to be a reliable instrument one can now test for the instrument's validity. Validity cannot exist without reliability, but an instrument can be proven reliable and still not be valid. In survey instruments used in academic research, both reliability and validity must exist so the researcher can adequately and accurately use the data to answer the research question. Measuring an instrument's validity is also a multi-step process, as there are several components that comprise validity. Kouzes and Posner stated the Leadership Practices Inventory has both content validity as well as criterion-related validity.

Content Validity. Cooper and Schindler (2006) discussed content validity, or face validity, in terms of the extent to which the questions cover the topic of the study. However, Kouzes and Posner (2007) took content validity a step further saying the actual results of the survey have to make sense to people. The content validity tests in terms of the Cooper and Schindler definition has been done for the Leadership Practices Inventory (Kouzes and Posner, 2002). The instrument itself has gone through revisions since its initial form, which has shown improvement in the content validity of the instrument. Additionally, feedback from respondents has shown they understand the questions well enough to answer them accurately, which is necessary for the survey results to be valid.

Kouzes and Posner request research information from academic researchers using the Leadership Practices Inventory including results of the study as well as other pertinent information. These results help continually show the content validity of the study, because the researchers understand the results of the studies and are interpreting the data correctly. Brightharp (1999) discussed the different demographic information of

those individuals completing both the self-evaluation and the observer-evaluation surveys, and none of these different individuals expressed any concern over understanding the questions. Kouzes and Posner (2002) discussed the simplistic nature of the wording to ensure all participants have a clear understanding of each question on the instrument. Although content validity is somewhat subjective and may be different depending on the individual, enough researchers have provided analysis to prove the content validity of the Leadership Practices Inventory.

Criterion-Related Validity. Criterion-related validity is a more objective way to measure the overall validity of a survey instrument used in academic research. Kouzes and Posner (2007) described criterion-related validity as having significantly correlated results that allow for making predictions. The results of both Kouzes and Posner as well as other independent research has consistently shown high levels of correlation within the results that would signify a high level of criterion-related validity.

Although much of the research conducted using the Leadership Practices Inventory (Kouzes and Posner, 2002) has been comprised of relationships and correlations between leadership practices and other variables such as job satisfaction (Martin, 2006) and gender (Brightharp, 1999), the continued academic research conducted using the Leadership Practices Inventory keeps building the criterion-related validity of the instrument. Results of these research studies often point to predicting leadership behaviors and their effect on other variables within many different organizations and settings. The criterion-related validity is very strong within the Leadership Practices Inventory.

Spector's Job Satisfaction Survey

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The validity and reliability of an instrument such as the Job Satisfaction Survey (Spector, 1985) must be evident if it is to be used for academic research. Spector explained the process by which he measured the validity and reliability of the instrument when it was first developed. However, since then the instrument has been updated by Spector (1997) and has been continually re-evaluated for reliability and validity through its extensive use by researchers in organizations of all types.

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reliability, which shows the stability in the instrument over time. According to Spector, other variables were also measured in these studies, including age, job level, salary, turnover, and intent to quit. The organizations in which these initial studies were conducted consisted of state offices, juvenile detention facilities, nursing homes, mental health facilities, and social service offices. The use of different human services organizations helped to show the applicability of the survey instrument to across multiple types of organizations.

The reliability of the Job Satisfaction Survey (Spector, 1997) was tested using several measures. First, Spector used the coefficient alpha to measure the internal consistency of the survey. The coefficients for each of the nine categories ranged from .60 for coworkers to .91 for overall satisfaction. Although Norusis (2005) stated these should be around .80, Nunnally (1967) suggested a researcher look for numbers above .50. Given these suggestions the measures of internal reliability in the Job Satisfaction Survey were above the requirements to be considered reliable.

The test-retest method for measuring reliability was also conducted on three separate, small samples (Spector, 1985). The second survey was given between 12 and 18 months after the first in each case, and although the longer the researcher waits for the retest the lower the correlation tends to be, in these cases the correlation coefficients ranged from .37 to .74. The fact that these were conducted this far apart and the correlation coefficients were still high suggests a great deal of reliability and stability in the design of this instrument.

To measure the validity of the instrument, Spector (1985) verified both discriminant and convergent validity using a comparative analysis of the JSS to the Job

Descriptive Index (Smith, Kendall, and Hulin, 1969), which also measures job satisfaction and had been previously tested for validity and reliability. The correlation of sub-scales between the two instruments was high enough to determine the validity of the Job Satisfaction Survey. According to Spector, nine eigenvalues were shown to be distinct when the factor analysis was conducted, representing the nine sub-categories of the survey instrument. Since the tool was initially validated and tested for reliability it has been used in multiple academic research studies, which have since helped to further validate the survey as an excellent method for collecting and analyzing data in relation to job satisfaction.

Although the instrument was initially used only for the human services field it has since been used in many other industries and has been proven valid and reliable across different organizations. The following three studies use the Job Satisfaction Survey in different types of organizations, including human resources, education, and NASA. Although each tests employee job satisfaction, many differences in methodology and analyses of the data collected exist.

Ethical Considerations

Included in the population for this research study were fifteen individuals from the college where the researcher is employed. Since each respondent remained completely anonymous, and responses were not stratified by school, the researcher did not feel it was necessary to omit these individual from the study. Each participant was made fully aware of the confidentiality and anonymity of the responses given, including

the fact that the researcher would not know which college each response came from in the study.

CHAPTER 4. DATA COLLECTION AND ANALYSIS

Organization of Chapter

The purpose of this chapter is to discuss the response rate of the research conducted, as well as how the researcher handled missing data. The demographic information of the respondents is discussed, including age, gender, years of service, and education level. The researcher conducted an analysis of the relationship between job satisfaction and leadership practices, and demographic information was analyzed for significance in job satisfaction.

Response Rate

Within the sixteen colleges comprising the Wisconsin Technical College System, 710 employees are currently teaching full-time in a business-related program. A link to the survey was sent via e-mail to each of these employees asking them to participate in the research study. The study was made available to these employees for twelve days, during which time the researcher sent reminder e-mails twice, for a total of three e-mails sent to potential respondents over a twelve day period.

Of the 710 full-time business faculty in the Wisconsin Technical College System, 231 responded to the survey, but only 215 of those had enough questions answered to consider the responses useable. Approximately 32.5 % of the population responded to

the survey, with just over 30 % of the population providing enough information in the response to make the survey useable, which is better than needed to conduct valid research.

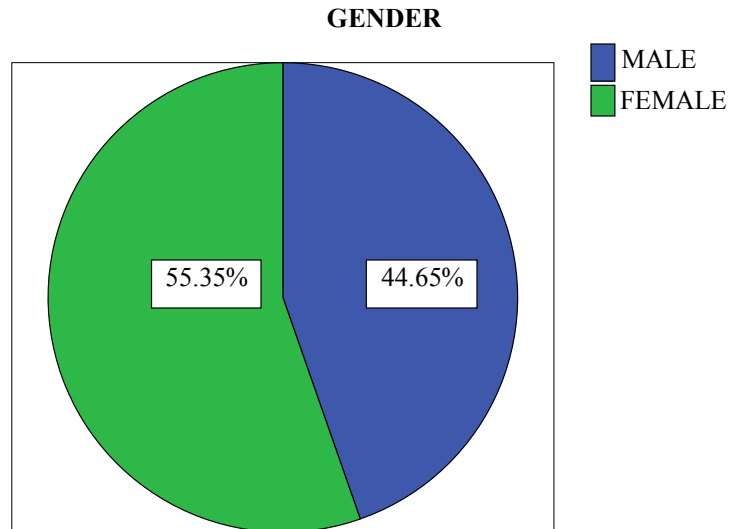
Missing Data

For those respondents who left missing data in one or more of the demographic questions, the researcher left the questions blank. However, for those who left one or more questions in the Job Satisfaction Survey blank, the researcher averaged the other responses for that sub-category of job satisfaction and put the average number into the missing question. For example, if the respondent left one question blank in the Pay sub-category of the Job Satisfaction Survey, the other questions in the Pay sub-category were averaged and that number was placed into the blank. The researcher also used this method for the Leadership Practices Inventory, averaging sub-categories and filling in blank responses with the averages.

Demographics of Respondents

Each of the 215 respondents filled in the question regarding gender. Figure 1 shows the breakdown of male and female respondents, of which approximately 55 % were female and 45 % were male.

Figure 1. Gender Percentages of Respondents

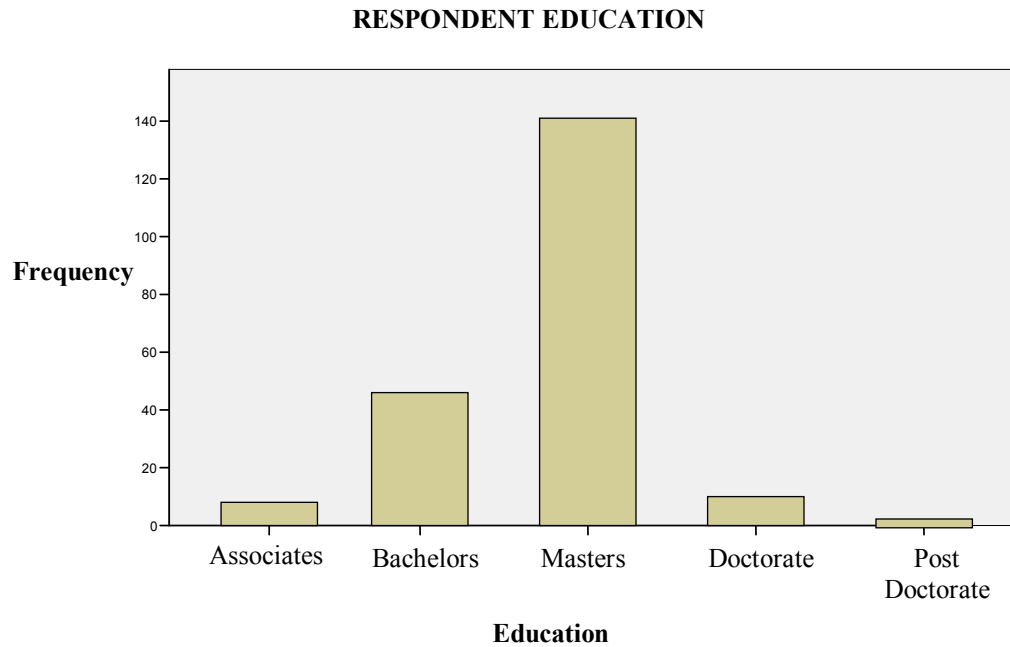


Seven respondents left the Highest Education Level Achieved question blank, leaving 208 responses to this question. Figure 2 show the percentages for each level of education. Nearly 26 % of full-time faculty members are teaching with either an Associates Degree or a Bachelor’s Degree, which is not uncommon in the Wisconsin Technical College System. Since a great deal of focus is placed on job experience for faculty members, many can teach with lesser degrees.

Additionally, only approximately 6 % of respondents have a Doctorate Degree or higher. Many of the colleges within the Wisconsin Technical College System do not have a pay scale to compensate those faculty members with these degrees. Therefore, it is not something many faculty members pursue. However, those faculty members with Masters Degrees make up the majority of the respondents, accounting for nearly 58 % of

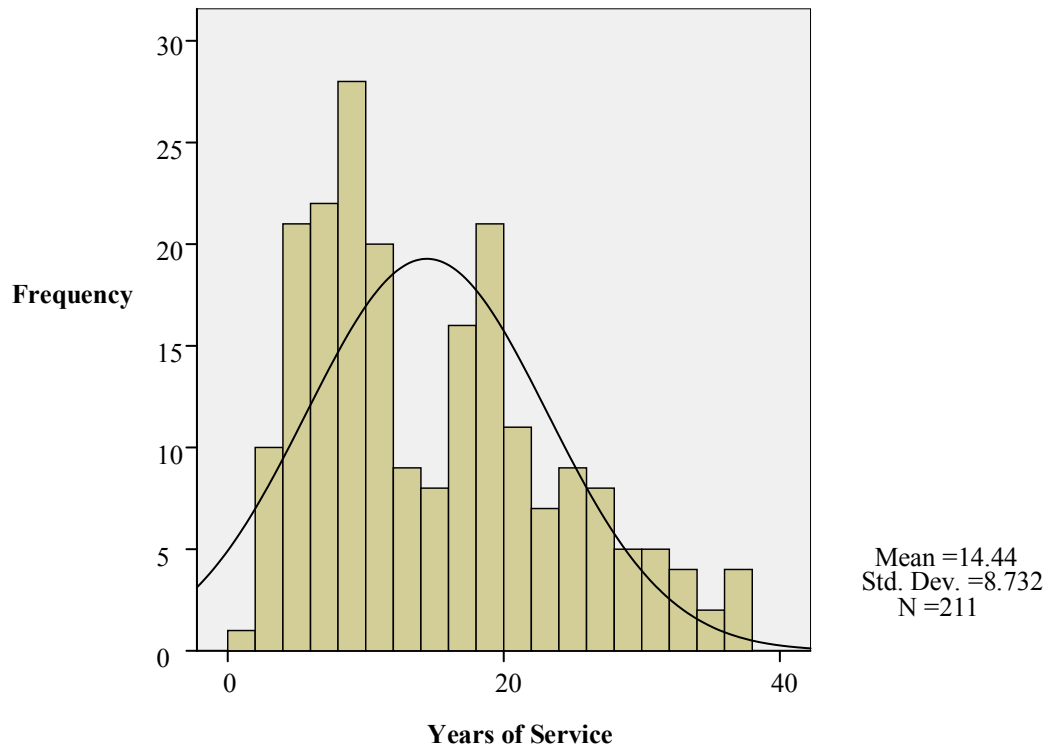
respondents. Since faculty members with Masters Degrees tend to earn higher wages and retirement amounts, the incentive exists to earn this degree.

Figure 2. Education Levels of Respondents



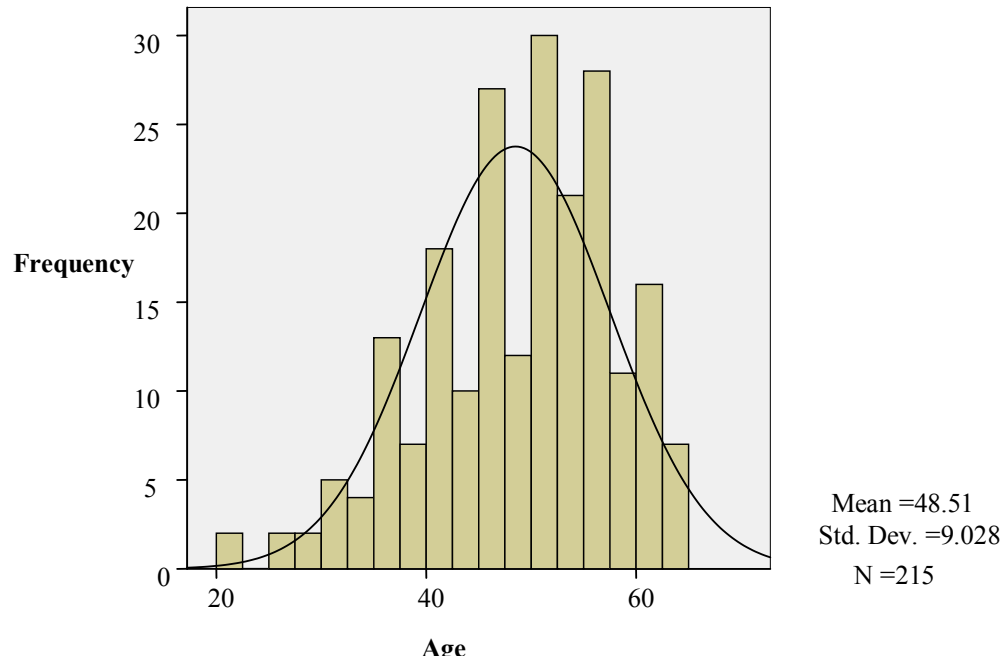
Of those who responded to the survey, four respondents left the Years of Service question blank, leaving 211 responses to this question. The average number of years of service for the respondents was just over 14 years. Figure 3 shows the responses to years of service.

Figure 3. Years of Service Histogram



Each respondent answered the question pertaining to age. Of the 215 respondents, the average age was 48.51 years. Figure 4 shows a graph depicting the ages of the respondents.

Figure 4. Respondent Age Histogram



Relationship between Job Satisfaction and Leadership Practices

The purpose of this study was to answer two research questions. Does a relationship exist between job satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)? Does a relationship exist between demographics and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey

(Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Null Hypothesis 1.1

No relationship exists between overall job satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 1. Correlation of Overall Satisfaction and Overall Leadership Practices

Correlations					
		OVERALL SATISFACTION	OVERALL LEADERSHIP		
Spearman's rho	OVERALL SATISFACTION	Correlation Coefficient	1.000	.609**	
		Sig. (2-tailed)	.	.000	
		N	215	215	
	OVERALL LEADERSHIP	Correlation Coefficient	.609**	1.000	
		Sig. (2-tailed)	.000	.	
		N	215	215	

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation test was performed on the respondent data to determine whether or not a relationship exists between overall job satisfaction of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 1 represents the correlation results.

With a significance level of .000 which is less than .05, the null hypothesis is rejected. Since the correlation coefficient equals .609, it can be concluded that a moderate relationship exists between the overall satisfaction of full-time faculty members and the leadership practices of the direct supervisor. The relationship that exists is positive, meaning full-time faculty members who have high levels of job satisfaction overall tend to also rank the supervisor high in overall leadership practices. Conversely, those faculty members with low levels of overall satisfaction also tend to rank the supervisor low in overall leadership practices. This does not mean that one of these variables is causing the other, but rather that the two are positively related.

Null Hypothesis 1.2

No relationship exists between full-time business faculty's satisfaction with pay as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 2. Correlation of Satisfaction with Pay and Overall Leadership

Correlations				
			PAY	OVERALL LEADERSHIP
Spearman's rho	PAY	Correlation Coefficient	1.000	.119
		Sig. (2-tailed)	.	.081
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.119	1.000
		Sig. (2-tailed)	.081	.
		N	215	215

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with pay of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 2 represents the correlation results.

The significance level (2-tailed) of this correlation test is .081, which means there is insufficient evidence to reject the null hypothesis. Since all of the colleges within the Wisconsin Technical College System have unions in which the faculty members belong, direct supervisors have no affect on pay for the faculty. Therefore, these results are not surprising.

Null Hypothesis 1.3

No relationship exists between full-time business faculty's Satisfaction with Promotion as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

Table 3. Correlation of Satisfaction with Promotion and Overall Leadership

		Correlations		
			PROMOTION	OVERALL LEADERSHIP
Spearman's rho	PROMOTION	Correlation Coefficient	1.000	.401**
		Sig. (2-tailed)	.	.000
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.401**	1.000
		Sig. (2-tailed)	.000	.
		N	215	215

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with promotion of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 3 represents the correlation results.

With a significance level of .000 which is less than .05, the null hypothesis is rejected. Since the correlation coefficient equals .409, it can be concluded that a moderate relationship exists between the satisfaction with promotion of full-time faculty members and the leadership practices of the direct supervisor. The relationship that exists is positive, meaning full-time faculty members who have high levels of satisfaction with promotion tend to also rank the supervisor high in overall leadership practices. Conversely, those faculty members with low levels of satisfaction with promotion also tend to rank the supervisor low in overall leadership practices. This does not mean that one of these variables is causing the other, but rather that the two are positively related.

Null Hypothesis 1.4

No relationship exists between full-time business faculty's Satisfaction with Supervision as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 4. Correlation of Satisfaction with Supervision and Overall Leadership

Correlations				
			SUPERVI SION	OVERALL LEADERSHIP
Spearman's rho	SUPERVISION	Correlation Coefficient	1.000	.876 **
		Sig. (2-tailed)	.	.000
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.876 **	1.000
		Sig. (2-tailed)	.000	.
		N	215	215

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with supervision of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 4 represents the correlation results.

With a significance level of .000 which is less than .05, the null hypothesis is rejected. Since the correlation coefficient equals .876, it can be concluded that a strong relationship exists between the satisfaction with supervision of full-time faculty members

and the leadership practices of the direct supervisor. The relationship that exists is positive, meaning full-time faculty members who have high levels of satisfaction with supervision tend to also rank the supervisor high in overall leadership practices. Conversely, those faculty members with low levels of satisfaction with supervision also tend to rank the supervisor low in overall leadership practices. This does not mean that one of these variables is causing the other, but rather that the two are positively related.

Null Hypothesis 1.5

No relationship exists between full-time business faculty's Satisfaction with Fringe Benefits as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 5. Correlation of Satisfaction with Fringe and Overall Leadership

Correlations				
			FRINGE BENEFITS	OVERALL LEADERSHIP
Spearman's rho	FRINGE BENEFITS	Correlation Coefficient	1.000	.127
		Sig. (2-tailed)	.	.063
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.127	1.000
		Sig. (2-tailed)	.063	.
		N	215	215

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with fringe benefits of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership

practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 5 represents the correlation results.

The significance level (2-tailed) of this correlation test is .063, which means there is insufficient evidence to reject the null hypothesis. Since all of the colleges within the Wisconsin Technical College System have unions in which the faculty members belong, direct supervisors have no affect on fringe benefits for the faculty. Therefore, these results are not surprising.

Null Hypothesis 1.6

No relationship exists between full-time business faculty's Satisfaction with Contingent Rewards as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 6. Correlation of Satisfaction with Contingent Rewards and Overall Leadership

Correlations				
			CONTINGENT REWARDS	OVERALL LEADERSHIP
Spearman's rho	CONTINGENT REWARDS	Correlation Coefficient	1.000	.561**
		Sig. (2-tailed)	.	.000
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.561**	1.000
		Sig. (2-tailed)	.000	.
		N	215	215

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with contingent rewards of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 6 represents the correlation results.

With a significance level of .000 which is less than .05, the null hypothesis is rejected. Since the correlation coefficient equals .561, it can be concluded that a moderate relationship exists between the satisfaction with contingent rewards of full-time faculty members and the leadership practices of the direct supervisor. The relationship that exists is positive, meaning full-time faculty members who have high levels of satisfaction with contingent rewards tend to also rank the supervisor high in overall leadership practices. Conversely, those faculty members with low levels of satisfaction with contingent rewards also tend to rank the supervisor low in overall leadership practices. This does not mean that one of these variables is causing the other, but rather that the two are positively related.

Null Hypothesis 1.7

No relationship exists between full-time business faculty's Satisfaction with Operating Conditions as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 7. Correlation of Satisfaction with Operating Conditions and Overall Leadership

Correlations			OPERATING CONDITIONS	OVERALL LEADERSHIP
Spearman's rho	OPERATING CONDITIONS	Correlation Coefficient	1.000	.246**
		Sig. (2-tailed)	.	.000
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.246**	1.000
		Sig. (2-tailed)	.000	.
		N	215	215

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with operating conditions of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 7 represents the correlation results.

With a significance level of .000 which is less than .05, the null hypothesis is rejected. Since the correlation coefficient equals .246, it can be concluded that a small relationship exists between the satisfaction with operating conditions of full-time faculty members and the leadership practices of the direct supervisor. The relationship that exists is positive, meaning full-time faculty members who have high levels of satisfaction with operating conditions tend to also rank the supervisor high in overall leadership practices. Conversely, those faculty members with low levels of satisfaction with operating conditions also tend to rank the supervisor low in overall leadership practices.

This does not mean that one of these variables is causing the other, but rather that the two are positively related.

Null Hypothesis 1.8

No relationship exists between full-time business faculty’s Satisfaction with Coworkers as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 8. Correlation of Satisfaction with Coworkers and Overall Leadership

Correlations				
			COWORKERS	OVERALL LEADERSHIP
Spearman's rho	COWORKERS	Correlation Coefficient	1.000	.370**
		Sig. (2-tailed)	.	.000
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.370**	1.000
		Sig. (2-tailed)	.000	.
		N	215	215

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with coworkers of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 8 represents the correlation results.

With a significance level of .000 which is less than .05, the null hypothesis is rejected. Since the correlation coefficient equals .370, it can be concluded that a small relationship exists between the satisfaction with coworkers of full-time faculty members and the leadership practices of the direct supervisor. The relationship that exists is positive, meaning full-time faculty members who have high levels of satisfaction with coworkers tend to also rank the supervisor high in overall leadership practices. Conversely, those faculty members with low levels of satisfaction with coworkers also tend to rank the supervisor low in overall leadership practices. This does not mean that one of these variables is causing the other, but rather that the two are positively related.

Null Hypothesis 1.9

No relationship exists between full-time business faculty's Satisfaction with Nature of Work as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 9. Correlation of Satisfaction with Nature of Work and Overall Leadership

Correlations				
			NATURE OF WORK	OVERALL LEADERSHIP
Spearman's rho	NATURE OF WORK	Correlation Coefficient	1.000	.373**
		Sig. (2-tailed)	.	.000
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.373**	1.000
		Sig. (2-tailed)	.000	.
		N	215	215

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with nature of work of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 9 represents the correlation results.

With a significance level of .000 which is less than .05, the null hypothesis is rejected. Since the correlation coefficient equals .373, it can be concluded that a small relationship exists between the satisfaction with nature of work of full-time faculty members and the leadership practices of the direct supervisor. The relationship that exists is positive, meaning full-time faculty members who have high levels of satisfaction with nature of work tend to also rank the supervisor high in overall leadership practices. Conversely, those faculty members with low levels of satisfaction with nature of work also tend to rank the supervisor low in overall leadership practices. This does not mean that one of these variables is causing the other, but rather that the two are positively related.

Null Hypothesis 1.10

No relationship exists between full-time business faculty's Satisfaction with Communication as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

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Table 10. Correlation of Satisfaction with Communication and Overall Leadership

Correlations				
			COMMUN ICATION	OVERALL LEADERSHIP
Spearman's rho	COMMUNICATION	Correlation Coefficient	1.000	.450**
		Sig. (2-tailed)	.	.000
		N	215	215
	OVERALL LEADERSHIP	Correlation Coefficient	.450**	1.000
		Sig. (2-tailed)	.000	.
		N	215	215

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation test was performed on the respondent data to determine whether or not a relationship exists between satisfaction with communication of the respondents according to the Job Satisfaction Survey (Spector, 1999) and the overall leadership practices of the direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002). Table 10 represents the correlation results.

With a significance level of .000 which is less than .05, the null hypothesis is rejected. Since the correlation coefficient equals .450, it can be concluded that a moderate relationship exists between the satisfaction with communication of full-time faculty members and the leadership practices of the direct supervisor. The relationship that exists is positive, meaning full-time faculty members who have high levels of satisfaction with communication tend to also rank the supervisor high in overall leadership practices. Conversely, those faculty members with low levels of satisfaction with communication also tend to rank the supervisor low in overall leadership practices.

This does not mean that one of these variables is causing the other, but rather that the two are positively related.

Demographic Relationship to Job Satisfaction

This study also looks at whether or not a relationship exists between certain demographics and overall job satisfaction. This section will look at gender, age, level of education, and years of service at the current institution to determine whether a relationship exists.

Null Hypothesis 2.1

No relationship exists between gender and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 11. Gender and Overall Satisfaction Chi-Square Test

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	88.158 ^a	85	.386
Likelihood Ratio	116.868	85	.012
Linear-by-Linear Association	.027	1	.869
N of Valid Cases	215		

a. 172 cells (100.0%) have expected count less than 5.
The minimum expected count is .45.

A Chi-Square test was performed on the respondent data to determine whether a relationship existed between gender and overall job satisfaction. The significance level (2-tailed) in Table 11 for the Pearson Chi-Square test is .386, which is above the acceptable .05. There is insufficient evidence to conclude overall job satisfaction is dependent on one's gender.

Null Hypothesis 2.2

No relationship exists between age and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 12. Age and Overall Job Satisfaction Chi-Square Test

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3290.878 ^a	3315	.614
Likelihood Ratio	1032.072	3315	1.000
Linear-by-Linear Association	1.205	1	.272
N of Valid Cases	215		

a. 3440 cells (100.0%) have expected count less than 5.
The minimum expected count is .00.

A Chi-Square test was performed on the respondent data to determine whether a relationship existed between respondent age and overall job satisfaction. The significance level (2-tailed) in Table 12 for the Pearson Chi-Square test is .614, which is above the acceptable .05. There is insufficient evidence to conclude that overall job satisfaction is dependent on one's age.

Null Hypothesis 2.3

No relationship exists between level of education and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 13. Level of Education and Overall Job Satisfaction Chi-Square Test

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	268.910 ^a	340	.998
Likelihood Ratio	181.401	340	1.000
Linear-by-Linear Association	1.697	1	.193
N of Valid Cases	208		

a. 430 cells (100.0%) have expected count less than 5.
The minimum expected count is .01.

A Chi-Square test was performed on the respondent data to determine whether a relationship existed between level of education and overall job satisfaction. The

significance level (2-tailed) in Table 13 for the Pearson Chi-Square test is .998, which is above the acceptable .05. There is insufficient evidence to conclude that overall job satisfaction is dependent on one's level of education.

Null Hypothesis 2.4

No relationship exists between Years of Service to the Current Institution and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002).

Table 14. Years of Service and Overall Job Satisfaction Chi-Square Test

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2649.112 ^a	2975	1.000
Likelihood Ratio	971.242	2975	1.000
Linear-by-Linear Association	2.995	1	.084
N of Valid Cases	211		

a. 3096 cells (100.0%) have expected count less than 5.
The minimum expected count is .00.

A Chi-Square test was performed on the respondent data to determine whether a relationship existed between years of service and overall job satisfaction. The significance level (2-tailed) in Table 14 for the Pearson Chi-Square test is 1.000, which is

above the acceptable .05. There is insufficient evidence to conclude that overall job satisfaction is dependent on one's years of service at the institution.

CHAPTER 5. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Organization of Chapter

The purpose of this chapter is to provide a summary of the research findings from the two surveys sent out to respondents. The researcher has drawn conclusions based on those findings, and provided answers to the two research questions posed in this study. The researcher has also provided recommendations based on the research findings as well as recommendations for future research.

Summary of Research Findings

Demographic Summary

Just over 30 % of the population surveyed provided the researcher with responses to conduct quantitative analysis. Approximately 55 % of the respondents were female and 45 % were male. Nearly 58 % of respondents held a Master's Degree, while 6 % held a doctorate or higher. The average number of years of service at the current institution for respondents was approximately 14 years, and the average age of the respondents was approximately 49 years old.

Job Satisfaction and Leadership Practices Summary

The researcher ran correlation analysis to determine whether a relationship existed between any of the ten different categories of job satisfaction and the leadership practices of the direct supervisor. The relationship levels ranged from no relationship to a high positive relationship. The analysis found insufficient evidence to prove a relationship exists between faculty job satisfaction with pay and overall leadership practices of the direct supervisor. The analysis found insufficient evidence to prove a relationship exists between faculty job satisfaction with fringe benefits and overall leadership practices of the direct supervisor. These were the only two categories of job satisfaction that did not show a positive relationship to leadership practices of the direct supervisor. However, since all sixteen colleges in the Wisconsin Technical College System are unionized for faculty, the direct supervisors of the faculty members rarely have any effect on pay or fringe benefits for the faculty members. Therefore, the researcher would have expected the results to show insufficient evidence to reject the null hypothesis.

The analysis concluded a small, positive relationship exists between three categories of job satisfaction amongst the respondents and the overall leadership practices of the direct supervisor. Analysis showed faculty satisfaction with operating conditions and overall leadership practices of the direct supervisor had a correlation of .246. Faculty satisfaction with coworkers and overall leadership practices of the direct supervisor had a correlation of .370. Faculty satisfaction with the nature of work and overall leadership practices of the direct supervisor had a correlation of .373. These positive correlations mean those full-time faculty with higher levels of job satisfaction in the areas of operating conditions, coworkers, and nature of work tend to rate supervisors higher in

leadership practices. However, these positive correlations are not as strong as some others in the research.

The analysis concluded a moderate, positive relationship exists between four categories of job satisfaction amongst the respondents and overall leadership practices of the direct supervisor. Analysis showed faculty satisfaction with promotion and overall leadership practices of the direct supervisor had a correlation of .401. This moderate, positive correlation means those full-time faculty with higher levels of satisfaction with promotion tend to rate supervisors higher in leadership practices.

Faculty satisfaction with communication and overall leadership practices of the direct supervisor had a positive correlation of .450. This strong, positive correlation means those full-time faculty with higher levels of satisfaction with communication tend to rate supervisors higher in leadership practices.

Faculty satisfaction with contingent rewards and overall leadership practices of the direct supervisor had a correlation of .561. This moderate, positive correlation means that full-time faculty with higher levels of satisfaction with contingent rewards tend to rate supervisors higher in leadership practices.

Faculty overall job satisfaction and leadership practices of the direct supervisor had a positive correlation of .609. This moderate, positive correlation means those full-time faculty with higher levels of overall job satisfaction tend to rate supervisors higher in leadership practices.

Finally, the analysis showed a strong relationship between faculty satisfaction with supervision and the overall leadership practices of the direct supervisor. The analysis showed a correlation of .876. This is not surprising, as satisfaction with

supervision often relates directly to the direct supervisor under which the faculty member is working. This strong, positive correlation means that full-time faculty with higher levels of job satisfaction relating to supervision tend to rate supervisors higher in leadership practices.

Demographic Relationship to Job Satisfaction

The demographic information involved in this research included the gender, age, level of education, and years of service at the current institution. Chi Square tests were conducted to determine whether a relationship existed between overall job satisfaction of the faculty and any of the four demographics. There was insufficient evidence to conclude that overall job satisfaction of the full-time business faculty members in the Wisconsin Technical College System is dependent upon gender, age, level of education, or the years of service at the current institution.

Conclusions

Conclusions for Research Question 1

Does a relationship exist between job satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

The researcher has concluded a relationship exists between job satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes &

Posner, 2002). In eight out of ten categories, including overall job satisfaction, at least a small, positive relationship exists, which shows how highly-related these two variables are for the population included in the research. These findings are consistent with those of Martin (2006), Medley and Rochelle (1995), and Cohen and Cohen (1983), whose research also showed a relationship between job satisfaction of employees and leadership practices of supervisors. This is important to the sixteen colleges of the Wisconsin Technical College System for several reasons.

When hiring leaders to fill vacancies it is important to understand what leadership practices are related to high levels of job satisfaction amongst employees and hire candidates that display those leadership characteristics. This research could even provide interview questions to ask potential leaders to determine whether their leadership practices are consistent with those that relate to higher levels of job satisfaction.

When looking at faculty satisfaction issues within each college in the Wisconsin Technical College System, it is also important to note this relationship between job satisfaction and leadership practices of the supervisor. If a department is experiencing job satisfaction problems, the leadership practices of the direct supervisor should be looked into, as the relationship is strong enough that this factor cannot be overlooked.

Finally, as the sixteen colleges in the Wisconsin Technical College System start looking to promote from within to leadership positions, training the potential candidates in the leadership practices that relate best with job satisfaction of faculty is an excellent method for ensuring effective leaders and satisfied faculty. This research may even provide the colleges with ideas for a training program for these potential internal candidates moving up to leadership positions.

Conclusions for Research Question 2

Does a relationship exist between demographics and Overall Job Satisfaction of full-time business faculty in the Wisconsin Technical College System as identified by the Job Satisfaction Survey (Spector, 1999) and leadership practices of their direct supervisor as identified by the Observer Portion of the Leadership Practices Inventory (Kouzes & Posner, 2002)?

The research conducted provides insufficient evidence to conclude a relationship exists between age, gender, level of education, or years of service at the current institution and overall job satisfaction. This is significant in that when discussing job satisfaction of the entire group of faculty, one does not need to consider these demographics as playing a pertinent role in that job satisfaction level. This makes it easier to implement plans for improving job satisfaction, since these demographics do not necessarily have to be separated out and treated differently in the plan.

Recommendations from Research Study

With the colleges in the Wisconsin Technical College System experiencing higher turnover rates due to retirements hiring effective individuals to lead those colleges is important. Additionally, during times of turnover, maintaining high levels of job satisfaction amongst employees, including full-time faculty members is important. This research has shown where relationships exist between full-time faculty members in the business areas of the Wisconsin Technical College System and overall leadership practices of the direct supervisor.

When hiring for these leadership positions while trying to maintain job satisfaction levels of full-time faculty in the business areas, current leaders may want to consider the categories where a relationship exists, including satisfaction with operating conditions, coworkers, nature of work, communication, promotion, contingent rewards, and supervision. Some of these factors may be considered during the hiring process of such leaders to determine fit for the position. Finding the right leader may help to retain full-time business faculty, who may otherwise leave if job satisfaction levels are too low.

Recommendations for Future Research

Much more research can be conducted in the area of job satisfaction and leadership practices within the Wisconsin Technical College System. A relationship analysis could be conducted on job satisfaction of adjunct or part-time faculty and the perceived leadership practices of the direct supervisor. Many times, these individuals are not a part of a union, so the research could show a relationship between satisfaction pay and fringe benefits and the overall leadership practices of the direct supervisor. Additionally, part-time and adjunct responses could be compared to those of the full-time faculty to find significant differences and similarities.

The research could be conducted at different levels within the colleges as well. For example, support staff could be surveyed to determine which, if any, relationships exist between the categories of job satisfaction and the leadership practices of the direct supervisor. This type of research could be conducted at the Academic Chair, Division Dean, or Vice President levels as well. However, not all colleges have the same levels of

leadership, so the researcher would have to take that into consideration if conducting such research.

This same research study could be conducted in other divisions of the colleges, including health occupations, service programs, or industrial occupations. Again, each of the different divisions could be compared to one another for differences and similarities in responses. The research could also be broken down by college, and a comparative analysis could be conducted to find out if the relationships differed between the institutions, and if the size or demographics of the institutions played any significant role in the relationship between the categories of job satisfaction and the leadership practices of the direct supervisor.

This type of research could also be conducted at four-year institutions, other systems outside of Wisconsin, health care organizations, non-profit agencies, government agencies, or for-profit organizations. Measuring job satisfaction amongst employees can be done wherever employees exist, and nearly every institution, organization, and system has leaders who manage and lead those employees. Measuring job satisfaction of these employees and its relationship to leadership practices of the direct supervisor can help organizations work toward recruiting and retaining effective leaders, and recruiting and retaining satisfied employees.

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APPENDIX A. JOB SATISFACTION SURVEY

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JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology University of South Florida <small>Copyright Paul E. Spector 1994, All rights reserved.</small>		
PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6

17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6
	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. Copyright Paul E. Spector 1994, All rights reserved.	Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

APPENDIX B. LEADERSHIP PRACTICES INVENTORY

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Please rate your direct supervisor on his/her current practices in regard to the following statements. The following scale should be used to answer the questions in regard to your supervisor's behavior:

10 = Almost Always
9 = Very Frequently
8 = Usually
7 = Fairly Often
6 = Sometimes
5 = Occasionally
4 = Once in a While
3 = Seldom
2 = Rarely
1 = Almost Never

My direct supervisor:

1. Sets a personal example of what he/she expects of others.
2. Talks about future trends that will influence how our work gets done.
3. Seeks out challenging opportunities that test his/her own skills and abilities.
4. Develops cooperative relationships among the people he/she works with.
5. Praises people for a job well done.

6. Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on.
7. Describes a compelling image of what our future could be like.
8. Challenges people to try out new and innovative ways to do their work.
9. Actively listens to diverse points of view.
10. Makes it a point to let people know about his/her confidence in their abilities.
11. Follows through on promises and commitments he/she makes.
12. Appeals to others to share an exciting dream of the future.
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.
14. Treats others with dignity and respect.
15. Makes sure that people are creatively rewarded for their contributions to the success of projects.
16. Asks for feedback on how his/her actions affect other people's performance.
17. Shows others how their long-term interests can be realized by enlisting in a common vision.
18. Asks "what can we learn?" when things do not go as expected.
19. Supports the decisions that people make on their own.
20. Publicly recognizes people who exemplify commitment to shared values.
21. Builds consensus around a common set of values for running our organization.
22. Paints the "big picture" of what we aspire to accomplish.
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on

24. Gives people a great deal of freedom and choice in deciding how to do their work.
25. Finds ways to celebrate accomplishments.
26. Is clear about his/her philosophy of leadership.
27. Speaks with genuine conviction about the higher meaning and purpose of our work.
28. Experiments and takes risks, even when there is a chance of failure.
29. Ensures that people grow in their jobs by learning new skills and developing themselves.
30. Gives the members of the team lots of appreciation and support for their contributions.

APPENDIX C. PERMISSION TO SURVEY COLLEGES

Dear Technical College President:

My name is Jaime Klein and I am a full-time faculty member at Southwest Wisconsin Technical College. I am currently writing my dissertation for my PhD from Capella University. My dissertation topic involves the relationship of faculty job satisfaction in the Wisconsin Technical College System to the leadership practices of their direct supervisor. To collect my data I am asking permission to survey your full-time faculty teaching in the business programs at your college.

The survey is online and the respondents can fill it out anytime over a two-week time period. Each person I send the link to still has the option to decline participation.

However, I wanted the presidents of the college to be aware of the research study I am conducting and provide permission for me to solicit survey responses from faculty at each college.

I am happy to provide the results of this research study to all participating colleges, as I feel the information is beneficial to all sixteen colleges. If you are willing to allow me to send a survey link to your faculty members, please simply e-mail me at jklein@swtc.edu with your confirmation. I appreciate your consideration, and I hope you will allow me to conduct this research in your institution.

Thank you,

Jaime Klein