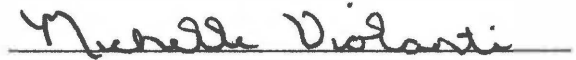


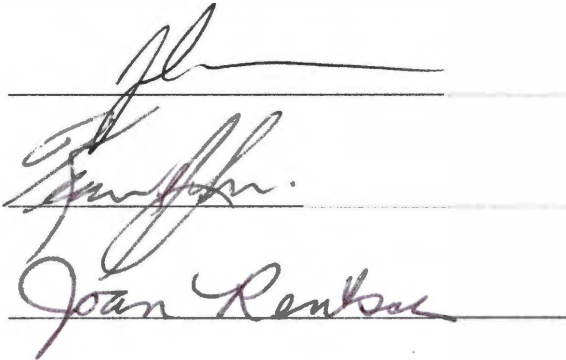
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I am submitting herewith a dissertation written by Abby M. Brooks entitled "It's All About The Motivation: Factors That Influence Employee Motivation In Organizations." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Communication and Information Studies.

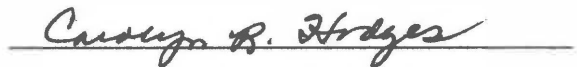


Dr. Michelle T. Violanti, Major Professor

We have read this dissertation
and recommend its acceptance:



Accepted for the Council:



Vice Provost and Dean of the Graduate
School

**It's All About The Motivation:
Factors That Influence Employee Motivation In Organizations**

**A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville**

**Abby M. Brooks
May 2007**

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2007b
.07b

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Dedication

This dissertation is dedicated to Joanna Larrick Boatman for her steadfast support during this degree process and other life challenges. A superior educator, fantastic friend, extreme encourager and all around great grandmother, thank you Gra' for your love and drive that motivates me. This is for you Wild Woman!

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Abstract

To be successful at work, individuals need to be productive. To be productive, environmental factors such proper equipment and abilities must be present, but employees must also possess some level of motivation to perform tasks correctly. To further uncover how and why employees are motivated this research project was designed to answer the overarching question: How are employees across organization types motivated by communication at work? Ten in-depth interviews, to redundancy, of full-time employees in different types of organizations comprise the starting data to answer this question. From this work, the researcher can offer greater insight into the motivation of employees by sharing their own words.

After interview data were collected and transcribed, analysis provided six themes that impact employee motivation at work: work performance, attitude, goal setting, performance feedback, empowerment/power and job satisfaction. Those themes were narrowed to focus on the communication oriented themes, goal setting, performance feedback, empowerment/power and job satisfaction. To fulfill the purpose of this project, responses were then used to guide and create a survey study to assess the extent to which organizational employees see these factors as motivating them at work. Based on the analysis from the qualitative portion of this work, two research questions were composed: Which combination of the following best predicts motivation: goal setting, performance feedback, empowerment/power and job satisfaction? And, which combination of the following best predicts job satisfaction: goal setting, performance feedback, empowerment/power and motivation? To answer these questions, a survey instrument

was created. To test the instrument a pretest was facilitated using 166 college students who were currently working, or who had worked in the past. The resulting online instrument was facilitated by a snowball sample, which produced 181 adult participants who were currently working full-time, or had worked full-time in the past. Results of this study are encouraging as they indicate that demographic information does not have a statistically significant impact workplace motivation but communication themes do have a statistically significant impact. A full data analysis, limitations and suggestions for future research are also provided.

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Chapter I: Introduction

Most full-time employees are expected to work a standard 40 hours a week...each week...of every year. Using this number as a conservative estimate, most people who work full time spend about 2,100 hours a year at work. With four out of five people working a large part of their lives in organizations, it is increasingly important to understand what happens in the places that dominate our society and lives (Lawler, 1973). If these working individuals are going to continue to have a place to call “work” and a paycheck necessary to support their families, the organization must continue to thrive. As organizations thrive through employee production, understanding how researchers can continue to influence and measure production is important. Communication and motivation are two such ways that can increase production in the workplace environment.

In organizations, communication is vital for production, prosperity and longevity. Practitioners, consultants and researchers across the nation agree that communication is the livelihood of workplace organizations (Darling & Daniels, 2003); therefore, it is important to continue research on the human factors (e.g., employee ability and motivation) that affect organizational productivity (Pinder, 1984). Motivation, both internal and external, is largely accepted as an important element to positive performance, increasing the importance of this concept for study (Jablin & Sias, 2001). To gain a better sense of how organizational members can increase productivity, and ultimately organizational survival, the purpose of this study is to examine the communication factors that impact employee motivation.

Motivation

The topic of motivation has been a popular concept among social scientists for decades. Research continues in this area as the phrase “workplace motivation” is a virtual buzzword in today’s organizational society (Murphy & Alexander, 2000; Pinder, 1984). Many publications, both academic and nonacademic, publish on the subject of motivation (Pinder, 1984), and it is critical for supervisors to be aware of the importance of employee motivation (Katzell & Thompson, 1990). Motivation is the “degree to which an individual wants and chooses to engage in certain specified behaviors” (Mitchell, 1982, p. 82). Both elements, the wanting and choosing, must be present for motivation to be enacted. For example, a person may want to start an exercise program or a vacation fund, but until he or she takes the initiative to exercise or save money, he or she is not truly motivated.

One of the most studied, but least understood, theories of motivation is Maslow’s Hierarch Theory of Needs (Miner, 1984). Although frequently oversimplified and often misunderstood, Maslow created what is perhaps one of the most recognized, classic explanations of motivation with his hierarchy of needs (Pinder, 1998). This hierarchy is set up like a pyramid as each level builds on the previous level(s) so once one need is fulfilled other needs come into play (Maslow, 1954; Pinder, 1998). The model does not say that the needs disappear completely or go away as some who explain the model believe. The needs operate so that they are never satisfied completely and the needs come in different degrees of urgency (Pinder, 1998). The needs, building from bottom to top are physiological needs, safety needs, love needs, esteem needs, and self-actualization needs. The bottom four needs,

all except self-actualization, are considered D-needs (Deficit). If a person does not have enough of something, there is a deficit—a need is felt, but once the need is fulfilled, that need ceases to be motivating. D-Needs are in-born.

Starting at the bottom of Maslow's pyramid, the physiological need includes the need for having adequate food, water, and vitamins, engaging in activity, getting rid of waste, maintaining a comfortable temperature, having sex, and avoiding pain. As these needs are mostly fulfilled, the second layer of needs, safety and security, comes into play. This includes finding safe circumstances, stability, protection, structure, and order. Love and belonging needs, the third level, involve feeling included, having friends/significant other(s), and wanting children. Esteem needs are broken down further into lower and higher esteem needs. The lower esteem needs are the need for others' respect, including status, glory, attention and dignity; the higher esteem needs are the need for self-respect, including confidence, achievement, independence and freedom (Maslow, 1954; Pinder, 1998).

These D-needs can easily be linked to workplace motivation. People at work who feel hungry, hot, or in pain will be concentrating more on fulfilling the physiological need than being motivated at work. The same goes for safety and security needs, love and belonging needs and self esteem needs. Individuals who believe that their job is threatened or their work environment is chaotic will be more concerned about their safety and security needs than they will be motivated to meet or exceed their daily work expectations. If a lack of community in the work environment exists, individuals will seek to fulfill their love and belonging needs rather than being motivated to complete projects. And finally, if employees believe that they are not getting recognition in the workplace, they will be focused on esteem

needs and find being motivated on the job more difficult.

At the top of Maslow's pyramid is the need for self-actualization. This self-actualization, unlike the D-needs, continues to be felt once it is engaged. This need is the continuous desire to strive for greatness, to be all that you can be, to continuously excel and to fulfill one's potential (Maslow, 1954; Pinder, 1998). This B-need further supports why supervisors should be aware of motivation and its components. If D-needs are satisfied in one's employees, those employees will do what they can to fulfill the self-actualization needs. This need for self-actualization is critical in workplace motivation as it is the person's need to fulfill her or his potential. This need seems to feed from itself. Once the need is met, an individual is more likely to strive to continue to meet the need.

Within the workplace, Baron (1991) defines motivation as the variable that drives employees to (1) "want to act" and (2) "choose to act" to succeed in the workplace. Further, motivation is explained as the energy that encourages work-related behavior and influences one's work style, direction, intensity and duration (Baron, 1991). The phrase 'work motivation' allows researchers to further investigate motivation in the workforce, more specifically the energy that encourages work-related behavior and influences one's work style, direction, intensity and duration (Baron, 1991). In other words, adding the term "workplace" in front of motivation segregates this motivation to only apply to situations that occur with regard to work. This study is limited to workplace motivation.

There are two types of motivation at work, which stem from internal (intrinsic) and external (extrinsic) forces, are essential to production because they encourage employees to perform tasks (Kluger & DeNisi, 1996; Shockley-Zalaback, 2002; Whang & Hancock,

1994). Internal motivation is a very personal form of motivation and revolves around completing a task for the sake of the task (Peterson & Ruiz-Quintanilla, 2003; Whang & Hancock, 1994). In this case, an employee completes a task early because it is rewarding to her or him, not because of a reward that might be earned. External motivation comes from other sources, including feedback from one's supervisor, team or company goal setting, and monetary rewards (Kluger & DeNisi, 1996; Whang & Hancock, 1994). Supervisors can impact this motivation and should recognize the important role they have in the motivation of their subordinates. Supervisors need to know how to motivate their subordinates to create extrinsic motivation because they have very little influence over internal motivation.

When studying motivation in organizations, it is important to consider money, hierarchy and task performance as overarching workplace components (Lawler, 1973). Money in an organization can be a relatively simple concept; an organization must be making money to survive in the economy, and must provide money to employees to retain skilled professionals so that they in turn can support themselves, and often others, in society. The organizational hierarchy is in place to give order and direction to organizations. As mentioned above, the communication in this hierarchy, such as between supervisor and subordinate, is imperative to organizational production. Finally, the task performance element of motivation is based upon whether the individual can actually perform job expectations. This includes mental and physical capacities and although an individual may be motivated, if that individual cannot perform the job to begin with, the motivation will not take him or her as far as he or she needs to go (Lawler, 1973). Organizations seek to fill this performance gap not only by making good

organizational hires, but also by initiating workplace training.

Statement of Research Problem

Qualitative research has become more popular in the field of organizational communication in the past decades, yet still most motivational studies align with the positivist paradigm and therefore typically offer surface-level information collected through quantitative methods (Ulijn, 2000). An interview study in conjunction with quantitative methods allows the researcher to further uncover how employees are motivated, not just whether individuals are motivated, and to have the opportunity to communicate on a deeper level with organizational workers about the underlying triggers of motivation.

This type of work contributes to the body of knowledge surrounding motivation, and can determine if specific communication behaviors relate to motivation. Motivation has been studied as long as any other managerial topic, yet social scientists still cannot clearly identify all components of employee motivation (Pinder, 1984). What factors motivate employees remains a question unanswered by past research. Because motivation is critical in organizations, the study of what motivates employees is increasingly important. Managers and organizations also seem to have a misconceived notion regarding what motivates employees and often attempt to motivate employees through insignificant ways (Cheney, Christensen, Zorn & Ganesh, 2004). Therefore, the goal of this research project is to answer the overarching question: How are employees across organization types motivated by communication at work?

To answer this question, we must first consider the different paradigmatic

approaches that could be used to execute such a study. Research has generally been characterized as either constructivist or positivist. The constructivist ideals are based on three primary assumptions commonly termed ontological, epistemological, and methodological (Guba & Yvonna, 1989). The ontological assumption is described as human sense making—the understanding of the everyday. The epistemological assumption outlines that realities and truths are up to the individual offering the information or living the realities. The methodological assumption compares and contrasts information uncovered from each participant with information from other participants to determine meaning (Guba & Yvonna, 1989). The constructivist paradigm is used to analyze and categorize information by collecting data from the people who live as part of the to-be-studied phenomenon or environment. In particular, questions about behavior are best answered in this way (Sumser, 2001). By contrast, questions that are related to opinions, perceptions, ideas or attitudes align with the positivist, or more quantitative approach. It does not rely on the interpretation of the researcher, but is designed so that the information gathered is the data or the end result (Sumser, 2001). The approach is a more structured way for researchers to collect data.

When researchers are assessing which paradigmatic ideals should be used for study, they must consider the questions they wish to investigate (Maxwell, 1996). When choosing a constructivist method over a positivist method, the researcher has a trade-off between complexity and precision (McCracken, 1988). While quantitative data are typically more precise and objective (i.e., easily evaluated), qualitative data are generally sprawling (i.e., data are much less concentrated and create a broader and more in-depth

data collection process).

The question for this research project is how are employees across organization types motivated by communication at work. This type of question aligns well with constructivist ideals because it creates a need to collect more in-depth data. With the above paradigms and limitations in mind, the following chapter outlines the qualitative methods for this research project. The constructivist paradigmatic ideals lead the first part of the study collecting data through the qualitative technique of interviewing. The second part of this study is quantitative, using the interview data to create an online survey.

Chapter II: Qualitative Methods

To fulfill the goals of this research project, a mixed method approach, which includes qualitative interviews and quantitative surveys, was utilized. This chapter outlines the interview method and participants of the study.

Constructivist Interviewing

The guiding question for this work is constructivist in nature, therefore the general goal of this phenomenological research is to understand what motivates an employee by hearing his or her own terms and phrases to describe the topic. Through individual, confidential interviews the participants explain how they make sense of their personal motivation. Interviewing is the process of unveiling what happens, human sense making, in a defined context by asking questions of participants. Interviewing can be conducted in different environments such as a focus group setting, as a component of a case study, or interpersonally (Ellis & Shockley-Zalabak, 2001; Forbes, 2002; Parker, 2002). Interviewers collect data until repetition, when they garner no additional, new information by talking to more participants.

In conducting interview research, the researcher is the instrument or the tool. She or he is trained to ask questions and to solicit information, armed with an arsenal of questions (and usually a tape recorder, a writing implement, and a pad of paper) ready to collect data to reconstruct a reality. Because the interviewer is the instrument through which data are collected, bias is introduced into the process. Patton (1990) explains that a qualitative report must include information about the researchers. The type of experience they have, the training they have received, the perspectives they might bring

with them into the data collection environment, personal connections to the participants, funding for the study, and any arrangements made with the participants must all be identified. This motivation at work is a common phenomenon and while the researcher's interest is ultimately to benefit the broad scope of a population, the seeds of this line of study were being nourished for years in the researcher's own work experiences. After completing a Master's degree in Communication the researcher went to work for a large organization in the southeastern United States. While working for four and a half years in the organization the researcher's motivation, as well as that of her coworkers fluctuated at times. Sometimes the reasons for the fluctuation were clear; sometimes the reasons were not as straightforward. Within the organization and within the hierarchy of the department for which the researcher worked there were many shifts of power at the top of the organizational hierarchy. There were mass lay-offs and large groups of new-hires, terminations and additional positions created, policy changes and office moves, increases in vacation time and decreases in overtime, celebrations and times of confusion. During her tenure the researcher reported to four different direct supervisors, two different vice-presidents and worked with hundreds of different people. At one point, the researcher and her two counterparts all reported to the same supervisor, again altering the motivation among the individuals. The experiences the researcher encountered in this organization have since strongly driven her research path. Part of the decision to return to graduate school was to understand more about organizational communication and how motivation can be influenced at work.

Although the researcher becomes the tool to collect data, she or he uses an

interview guide or questionnaire, to aid in the reconstruction process. Using a questionnaire to maintain the direction, but not forcing an answer, is critical to the constructivist paradigm ideals of reconstructing the world and not making predictions, controlling or transforming an environment (Guba, 1990). McCracken.(1988) outlines four specific functions that using a questionnaire accomplishes. First, researchers must make sure they cover the information with the interviewee in the same order. Second, they need to schedule necessary prompts to keep the interview flowing smoothly. Third, they must be flexible to indulge the interviewee by listening to what the participant thinks is relevant, and yet, give direction to keep the participant on the interview topic. Fourth, they must focus all of their attention on the participants' comments and where they lead in the interview process instead of consistently thinking of the next question to ask.

As the aids in the collection of data, the researcher should also be conscious of another potential bias—listening. This bias could come into play when an interviewer is listening for what he or she wants to hear or is asking loaded questions to achieve the responses that she or he wants. This potential bias not only can contaminate the results of the research, but also threatens the ethical integrity of the work (McCracken, 1988). Listening for what the interviewer wants to hear is detrimental to interview research. Because listening is generally considered to be a forgotten art in the world of communication, it seems strange to warn against listening in interview research; however, bias listening is destructive because it is obtrusive to the reconstruction. Again, to follow the ideals of the constructivist paradigm, the researcher should not try to control or transform an environment, but try to reconstruct and understand what is happening

from the participant offering the information. Researchers as biased listeners are listening for key words and phrases and they could prompt the interviewee into giving a response. This prompting is like putting words in someone's mouth, causing bias and contaminating the data.

One interviewer, having been trained through course work and previously facilitating interviews, worked from a discussion guide composed of nine open-ended questions that asked the interviewees to describe their organization, job, and definition as well as examples of workplace motivation. Based on the constructivist ideals, questions are designed to be conversation starters, with the course of the dialogue largely driven by the participant responses. The questions are further described below and listed in Appendix A.

The first two questions of the discussion guide were very general, asking about the organization for which the interviewee works as well as job responsibilities. Questions continued by asking the individuals to define motivation and then reflect on experiences of motivation and non-motivation in their own work experiences as well as others. Interviews were facilitated in private offices or outside the organization and on average lasted about a half-hour. Interviews were recorded and then transcribed. Transcription of the voice files produced 44 single-spaced pages of text. After typing transcripts of the audio files, the files were destroyed by deleting them from the digital recorder. During the transcription process, audio files were contained in a secure location at the researcher's residence. Only the principle researcher was privy to hearing the recorded conversations. Below are examples of typical answers for each question (not

including the first two that describe the organization and individual responsibilities).

Participants

Participants were adults who work full-time in for-profit organizational environments. Interviewing for this work occurred to redundancy, until no new information was being harvested. Participation was gained for this study through personal contacts and snowball sampling from for-profit organizations. To recruit interviewees the researcher started by contacting managers, presidents and CEOs that she knew from several companies in the eastern part of the United States, including a large telephone company, a large media company, a mid-sized bank, a mid-sized law office, a mid-sized hospital, and a large construction company. These individuals were contacted in person or by phone, briefed on the research project, that the data was to be collected for a dissertation and then asked if they knew of individuals who might be willing to be interviewed. The result of most of these initial contacts was successful producing interviews by the initial contacts as well as referrals to other co-workers or friends. Interview participation was not gained from all groups contacted because of the would-be participant schedules and because interview participant was limited to individuals who work at for-profit organizations. The resulting interviewees worked at a variety of organizations including: two media organizations, a community bank, a physician's placement agency, an accounting firm, a law firm, a retail conglomerate and a construction/engineering company. Individual jobs included public relations, marketing, paralegal, compliance, accounting, commercial lending and sales.

In total, 10 people, 5 women, 5 men, 5 middle managers and 5 non-managers

were interviewed. Redundancy, meaning no new information was being collected, occurred after 9 interviews. The tenth interview was already scheduled and therefore conducted. The individuals have been at their respective organizations from two to nine years with their estimated age range between 27-35. Below is a description of the individual participants including industry, management status and approximate age. Assumed names were assigned to maintain confidentiality.

Adam has been working in accounting at the same construction/engineering company for about three years and is approximated to be in his late twenties. Adam seems to be determined to do his best work at all times. He is perceptive of other's needs. Although he seems to be quiet at first meeting, he is a wealth of information and ideas once he warms up.

Aubrie is a manager who has been working at the same organization for over 10 years. She has been in a management position for the past five years and her age is estimated to be in her early thirties. Aubrie is very efficient in organizational matters whether the organization is described as her place of business or her place of residence. Aubrie seems like a great initiator of ideas and also very helpful to those she works for, with and who report to her.

Bridget has been working in marketing/sales at the same media organization for about four years and is believed to be in her early thirties. Bridget is kind and caring but she is also focused on making life as easy as possible for herself. Bridget wants to be successful in her supportive and happy work environment and also feel financially comfortable.

Derek has been working at the same bank for about five years in a variety of positions, now as a loan officer, being in a position of management for roughly three years. His approximate age is early thirties. Words that describe Derek include smug and on the surface confident. During the interview, Derek seemed very nervous about being interviewed, not about the information that he was providing. He appears to want to present a tough-guy exterior but is more thoughtful than he often wants to acknowledge. He also seems reluctant about his official responsibilities but self-assured of himself.

Doug is a marketing/customer service manager who has been working at the same retail conglomerate for approximately eight years. His estimated age is middle thirties. Doug is an individual who would 'go to bat' for his employees. He is professional, yet jovial, and appreciates that there is no "I" in team.

Lawrence is a sales manager who has been working at the same physician's placement organization for approximately five years. His estimated age is early thirties. Lawrence is a slightly garish individual who might seem to be shallow to a casual acquaintance, but ultimately is complex and caring and wants the best for those around him, both at work and in his personal life.

Layla has been working as a paralegal at the same law firm for about four years and her age is approximated as late twenties. Layla seems loyal and supportive almost to the extreme. She is giving of her time and energy and is very helpful to her organization with task and moral support.

Pete has been working at the same bank for about three years and is estimated to

be in his late twenties. Pete is new in his career, but seems to be very realistic about his position at work and tends to challenge his superiors at times. Pete would be a good coworker because he would work hard for himself and his peers, but would also be a good person with whom to discuss work- and non-work-related topics.

Sandy has been working in marketing at the same media organizational for about six years, in a position of management for less than one year. Her age is estimated in her early thirties. Sandy comes across as a very outgoing individual determined to succeed, but also is selfless in her work ethic.

Savannah has been working as a public relations professional at the same accounting firm for about five years and is projected to be in her mid thirties. Savannah seems very poised and confident about herself as well as her work life. She is a self-starter, yet appreciates guidance from others.

For this work, interviews were be transcribed and individually assessed, beginning with microanalysis. Microanalysis, sometimes referred to as line-by-line coding, is necessary to begin data analysis as it is the detailed line-by-line analysis that allows the researcher to generate initial categories suggesting relationships within the data (Straus & Corbin, 1998). By using this data analysis method, the interviewer can find common themes and foundations across the interviews to answer the guiding question and inductively derive theories about what motivates employees. Once these themes are depicted, clearer theories of motivation will emerge to create a grounded theory.

Grounded theory is “theory that was derived from data, systematically gathered

and analyzed through the research process” (Strauss & Corbin, 1998, p. 12). For constructivist data collection, the researcher will not begin by evaluating or asking questions based on a theory, but rather allow a theory of motivation to emerge from the data. Once the analysis is complete, the findings will be reported using thick descriptions. Qualitative data are difficult to describe in simple terms (Morgan, Gliner, & Harmon, 1999); therefore the data must be supported by use of words and substantial descriptions rather than charts and statistics. The theory or theories that come from this inductive process will then lead to the deductive, quantitative element of this research project. A survey, created, administered, and analyzed using results from the qualitative interview process provide a broader picture of the communication influences on employee motivation.

By facilitating individual one-to-one interviews in private setting, the researcher was able to gain valuable information about individual motivation at work in for-profit organizations. A guide was used to keep the researcher focused on the information being collected but it did not force the researcher to limit the interviewee’s information or interpretation of the questions. The interview information collected from the 10 participant revealed a wealth of information. These findings will be described and assessed in the following chapter.

Chapter III: Qualitative Results and Discussion

Data Analysis

Two research perspectives, constructivist and positivist, will be used for this study. These perspectives differ in use, and also differ in the evaluation of data. The constructivist ideal is an inductive method of data assessment and positivistic is deductive (Patton, 2002; Straus & Corbin, 1998). As the guiding question is constructivist in nature, the general goal of this phenomenological research is to understand what motivates an employee by hearing his or her own terms and phrases to describe the topic. Through individual, confidential interviews, the participants could speak freely and explain how they make sense of motivation at work. What follows is a summary and analysis of the data collected during the interview process.

Defining motivation

During the interviews, the most challenging question for participants to answer was to define workplace motivation. After many verbal pauses (i.e., ums and ahs), respondents provided some very useful information and worker perspective. Three definitions unveiled during interviews were particularly poignant. They are as follows:

Pete explained that workplace motivation is *“to be totally enthralled in what you are doing and care about what you are doing. And if you don’t care about your job or just look at it as a paycheck you are never going to be motivated.”*

Layla defined motivation as *“anything that keeps you coming in and working hard. Um, no slacking off, doing your best.”*

Adam explained workplace motivation as *the desire to perform to a high caliber*

um, to do your work and to do it I guess as mistake free as possible.”

It is no wonder that participants had a hard time defining the concept of workplace motivation; academics seem to have the same trouble. In 1981, Kleinginna and Kleinginna, compiled and analyzed 140 definitions of the word motivation before finally suggesting a consensual definition: “motivation refers to those energizing/arousing mechanisms with relatively direct access to the final common motor pathways, which have the potential to facilitate and direct some motor circuits while inhibiting others (p. 272). Similarly, yet more simply Pinder (1998) defines motivation consistently with the definitions provided by respondents as: “a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration” (p. 11). Defining motivation was difficult for participants. For example, below is Savannah’s definition followed by an exchange with Bridget.

Savannah: Workplace motivation, hum. I would think workplace motivation is, well, I would look at it in two different ways. I think there are conditions that your employer provides that make your job comfortable and easy to do your best work that helps you to perform at your best level. Whether it be physical conditions, your office whether it be things such as total rewards programs or my benefits created to help me do a great job and help me be motivated to do my work I mean, what conditions does my employer help me be motivated? I consider that to be sorta like your workplace and the workforce. And then the other side there are conditions that I can control regarding my workplace

motivation. What do I need to motivate myself? You know I need to make sure that I come in early or come in late or stay late or leave early. Is it my schedule, is it my surroundings. How do I organize my work? I mean, whatever, I think think if that made any sense, to me there are two parts of workplace motivation. What your employer provides and what you as the employee provide.

Researcher, to Bridget: How do you define workplace motivation?

Bridget: Oooooooooo gosh, ooooo that's hard...workplace motivation...I would say...morale. Morale- would be the one word. You have good morale to be motivated.

Researcher: And how do you define morale?

Bridget: Within the people you work with within the company. Them showing you that they care.

And, finally, from the participant who perhaps struggled with the definition the most, the below transaction transpired:

Researcher: How do you define workplace motivation?

Derek: Shew, I don't know. It's lacking here though I tell you.

Researcher: Well, you started as a teller, and now you're a VP...

Derek: Yeah, I started at the very bottom. I guess that was the motivation. I wanted to be boss, I wanted to get out of where I was.

Researcher: Why?

Derek: Oh, Abby, I don't know. I wanted to be a manager. That's what I wanted to do. I had to pay my dues maybe more than most people but I moved up faster

too. Uhhhhh...

Derek started to perspire after the above exchange so the researcher moved on to the next question. At the end of the interview, the researcher asked the question about defining motivation again. Derek replied: *if you had told me the topic in advance I could have looked it up and found all kinds of good stuff for you.* And then he turned on his computer to do a search for a definition of workplace motivation.

From the participant answers and struggles it was clear that all 10 participants knew what motivation looked like, and knew what motivation felt like, but motivation is a concept that is difficult to verbalize. The following paragraphs detail participant responses to what workplace motivation looks and feels like.

Motivation at work

The information that follows provides an illustration of the nine planned discussion questions and provides examples for each of the questions. Further analysis will be provided in later pages. After being asked to define motivation, participants were asked to respond to the prompt to tell about a time when you were motivated at work. Individuals described when they were working on a particular project, asked for special assistance or when they started a new task. For example, Layla described when she was working for an injured individual:

Layla: Actually, a big motivation in our office because we are so client heavy, we are client focused, we have a 20 year-old who was injured and in a wheelchair now, he was totally fine before. And I just want to do so good for this kid. He has his whole life in front of him and now he's in and out of the hospital.

And Bridget described when she was working on a particular project outside of her normal daily routine.

Bridget: I was motivated a few months ago when I had to go to the strategic reserve committee and request money. Because we'd run out of funds I had four more campaigns I needed to do for the year but didn't have any money. So I had to put together a proposal and request those funds.

Adam described his motivation when he was asked for special assistance:

Adam: Well, last week there was an instance where I was told by my immediate supervisor, who I talk to daily, she asked me if I could help her with some self-assessments. These self-assessments are looked at all the way up to the president of the company so it is an important document. We um, it is basically an internal audit of a different part of the company that you are not familiar with. They don't want you to be biased if you are familiar with the area. If you are familiar, you might see yourself doing something wrong and you don't want to bring that up so they keep that segregation. It is basically a self-assessment. They asked if I had time to do it. I really didn't but felt like it was a good thing to do. A lot of people notice. I have been working almost strictly on that for the last week and a half. The motivation on that was to prove that I could do that and then do my usual duties as well. It may ultimately end up in a promotion, they told me yesterday.

Sandy described her motivation when she started a new task:

Sandy: Well, I'm motivated when I think I'm creating something cool. Okay, here's an example. (Name of show), was something that I pulled off that was

totally outside of my comfort zone. I mean, in the control room, on the (Name of show) set, with graphics and anchors and if it failed it would be totally my fault.

In response to the inquiry for an example of motivation, Aubrie and Lawrence said that they try to be motivated every day at work:

Aubrie: Actually, you know, I would have to say I'm motivated everyday. Only because with my job, and that is the great thing about my job, every day is a different scenario. And I might have an inbox with 30 things that I have to do, I might always have to do paperwork or whatever but I never know what I might be faced with. Going in with the unknown is exciting to me because I get to learn different things. Or you know I never know what I'm going to be asked, maybe by my boss. There are some days, that maybe I might not feel like I am motivated. But I know that I am motivated.

Lawrence: Everyday

Interviewer: Explain

Lawrence: Uh, well, in a sales atmosphere. You have to be motivated; if you're not motivated you're not going to have your job for very long. So you have to find a way to motivate yourself. Um, even if you become complacent.

Participants were also asked to describe how they knew when one of their coworkers was motivated as well as when they were not motivated. When Layla was asked to describe how she knows when one of her coworkers is motivated, Layla explained that she, as well as her colleagues, became motivated when she (they) know how her (their) work will benefit others. She also described that she could tell when

people were motivated because they seemed busier.

Layla: You see them running a lot. You see them on the telephone a lot because that means they are trying to keep up with something, a client or an insurance company. I get a lot of email from people who are focused and motivated at the time. Just about takes to do and in our office, in a legal office, that is probably it.

In response to the same question regarding coworker motivation, Aubrie said that she could tell when her coworkers and subordinates are motivated because they more frequently ask about how they could excel in their job.

Aubrie: Usually, um, in the work that they are doing, if they are pumping out story ideas, coming to meetings with things they want to discuss or they have an idea or they really care about, in this case the product, (website name), also they come to you cause in ways to expand their professional development. They want to take classes or they are interested in learning another area. Those kind of things show me that they are motivated.

When asked to describe how he knows when one of his coworkers is not motivated, Adam described that he could tell when others were not motivated because they found more time for social conversation. Further, he described that unmotivated coworkers do not produce up to expectations, and that they complain more about their jobs.

Adam: Um, well, in one case, I have a coworker, he will literally ask others to do work for him. He says he doesn't have time but he talks a lot about sports. He looks a lot on the internet, not just at lunch. His work is not organized and that is

another call-tell sign. Our supervisor notices that. It is hard to find things on his desk. Sometimes we will find things on his desk on the day that he is off. That's when we get a lot done. If we are missing an invoice it is usually on his desk and of course these are past due invoices. But usually, the past due invoices show up on the aged report and that is usually motivation issues or I guess they don't really care.

When Adam was asked to describe a situation when you or someone you know was less motivated by something another person said or did, he described a situation in which his Coworker A was promoted over Coworker B even though Coworker B had been at the organization longer. Coworker B thought that his or her work was not appreciated and made the individual want to quit. The next year, Coworker B was offered a promotion, but turned the promotion down and is still searching for employment outside of the company. Adam explained that Coworker B was still upset because of the initial promotion of Coworker A.

When Bridget was asked to describe a situation when she or someone she knows was less motivated by something another person said or did, she talked about work distribution:

Bridget: I would say, we are less motivated, myself included, and other people, when we get more process than what we need. More paperwork, more software that comes to track things that are already being tracked. Anything to do extra steps to something de-motivates us to do, even do it because we know it is going to take longer.

In addition to asking participants about recognition of his/her own motivation and that of their coworkers, participants were also asked what kind of messages they used to motivate others. Below is Layla's response that was most expressive of all the participants.

Layla: Because I am so gung-ho clients, I mean, I love 90% of my clients. I say, come on, we've really got to get this done. There used to be another girl I worked with that wasn't very focused and I'd say, alright we've got to get this done for this guy. Come on, just make a couple more calls. I think I use the personal elements instead of, we'll get a bonus if this settles. It's more, poor guy, this guy is hurt. I think it is more using the emotional blackmail if you will.

After Layla described the situation with her coworker, she was asked the follow-up question of, how did they respond? Layla exclaimed that her coworker responded positively and completed the task quickly and efficiently.

The above information offers examples of answers to the nine open-ended questions; these data however needed further analysis and interpretation. From the information collected, six themes were found in the data: workplace performance, attitude, goal setting, performance feedback, empowerment/power, and satisfaction. Those terms are discussed further in the following pages, but study driven definitions are found in Table 1.

Based on the nature of this communication study and the guiding question, how are employees across organization types motivated by communication at work, the six themes were further narrowed based on their relevance to communication. For the sake of this work, the relative themes involving communication influence are: goal setting,

Table 1: Theme Definitions

Motivation Theme	Definition based on qualitative analysis
Workplace performance	An intrinsic motivation theme, workplace motivation is made up of two components: an individual's work intensity and their drive for achievement. Workplace performance is how someone behaves at work based on their need for challenge and their need for achievement.
Attitude	An intrinsic motivation theme, attitude was defined as the feelings one experiences about their job or workplace.
Goal Setting	An extrinsic motivation theme, goal setting is deciding to perform a task in a specific way, usually within a set timeframe.
Performance Feedback	An extrinsic motivation theme, performance feedback is information received by the worker from one's supervisor, peer or other, about the level of correctness they are completing tasks.
Empowerment/Power	An extrinsic motivation theme, empowerment/power are drives based on how much an employee believes that she or he has control in their job.
Satisfaction	An extrinsic motivation theme, satisfaction is the level of happiness or fulfillment one has regarding their workplace.

performance feedback, empowerment/power and satisfaction. A description of all themes, including work performance and attitude are provided along with examples of supporting material below. The non-communication themes are first, followed by a more in-depth description of the communication factors.

These themes are not only broken into communication and non-communication, but they also are described as extrinsic and intrinsic motivation. Intrinsic or internal motivation is a very personal form of motivation and revolves around completing a task for the sake of the task (Peterson & Ruiz-Quintanilla, 2003; Whang & Hancock, 1994). The intrinsic motivation themes found in this study are described as workplace performance and attitude. Extrinsic or external forces of motivation are essential to production because they encourage employees to perform tasks (Kluger & DeNisi, 1996; Shockley-Zalaback, 2002; Whang & Hancock, 1994). It is this type of motivation that can be best impacted by communication and therefore this study limits assessment to these extrinsic, communication themes.

Intrinsic Motivation

Intrinsic motivation is the motivation that is embedded in an individual and is generally believed not to be influenced by others (Pinder, 1998). An employee will be intrinsically motivated when he or she feels personally responsible for the outcome of a job or perceives one's work as meaningful (Hackman & Oldham, 1980). Interview participants described this intrinsic motivation when they discussed their personal workplace performance and attitudes at work.

Workplace Performance

The first intrinsic theme is workplace performance. Two areas make up the theme of workplace performance, work intensity and achievement. Participants described that they were motivated by a “challenge” at work. Challenge of the job was described as keeping the job exciting or learning new skills, meeting new challenges while achievement was described as completion of tasks and performing up to expectations. This challenge is something that could be initiated by the company, such as a contest. Doug describes this notion of challenge after he was asked to describe a time when he was motivated at work:

Doug: I will tell you that answer changes day-to-day, week-to-week, month-to-month, year-to-year. I've been in this particular business for 10 years. When I first got into the business it was not to starve to death. If I didn't work, I didn't eat. Now of course things have gotten a lot better. And to me, you've got to keep it challenging. And for me, it isn't as challenging as it used to be. So, for me, so it does become harder. And the most obviously the thing to say is the paycheck, which is not what you want to say, but it is the truth for me. So the goal for me is to find a way to take my job and to create more fulfilling opportunities. Which in my early years- uh, maybe in my middle years, once I knew I wasn't going to starve to death- it was more about the challenge. But now, that I've gotten older and more accomplished in my career, you keep looking for something to move forward toward whether it is a promotion or a new challenge to take on so I can say there's the challenge. You've got to have more than just the paycheck

otherwise it is not going to work.

This challenge of the job is described in literature as work intensity. Work intensity keeps a job challenging or exciting. This occurs when individuals must learn new skills to meet new challenges. When there is little or no effort needed to complete a work task, motivational arousal will be low and employees will not be motivated to complete a task no matter the outcome (Brehm & Self, 1989). As described above by Doug, this intensity changes throughout one's career as individuals gain knowledge about their role and job tasks. Therefore to maintain this intrinsic motivation, job responsibilities should be altered on occasion allowing the worker to be challenged by creating new intensity. In other words, new tasks should be periodically added to employee responsibilities.

The second component of workplace performance found in this study is that of achievement. Achievement can be related to promotions, daily tasks, and/or performing up to expectations. Pete described achievement when he was asked how he knew when someone he works with is motivated.

Pete: If someone is motivated, I think they are productive. But productivity can be seen as many different things. It can be getting their work done or making a healthy environment for other workers. Like, me sometimes, I don't get much work done but I might help, err, not get much of my own work done, but I might help other people get work done so that motivates them, I think, in a sense.

A sense of achievement can be very powerful in terms of motivation. Throughout

one's life there are many tasks that individuals accomplish allowing the need for achievement to be a need fostered by opportunities (Pinder, 1998). Individuals who are motivated by achievement prefer to participate in tasks that have a degree of difficulty. Accomplishment depends on an individual's skill set or effort rather than luck. The individuals must also want to know and understand feedback with regard to their successes and failures (Pinder, 1998). Achievement in itself is not a communication concept but it is important to motivation, and important to understand that achievement is largely linked with goal setting and performance feedback, two communication concepts explored further.

Attitude

Participants defined attitude as the positive or negative nature about one's work, responsibilities and persons with whom they work, as well as the overall feelings about working every day. Layla described an example of attitude when she was giving her definition of motivation and then added:

Layla: What motivates me are the excellent benefits, health, life, dental, um, and just um positive attitude around the office. We have a real family-type office.

Savannah described attitude when she was asked how she knows when someone she works with is not motivated. She responded:

Savannah: I think attitude, performance, and then production. Um, I think, I mean, I think like attitude about the work. How well are they working with others. Are they positive or are they negative. If someone is unmotivated either they are going to be apathetic and not care about their work; [or] they are not [going to] be enthusiastic

about it. You know, they're not going to be tuned to what is going to be what's going to make... In my case, the initiative is that much better when something is to be released out to the media. You are going to be a lot more pessimistic not willing to team with other people. I mean, if there are special projects that come up and you are not motivated you are much less likely to participate and that kind of thing.

Attitudes as defined by Pinder are “cognitive and affective orientations toward specific objects and situations” (1998, p. 70). The context found in the interviews, as described above, are the ways in which one responds or feels about a subject. Individual attitudes about work are personal yet they can be very detrimental to the overall motivation of an organization. Individual attitudes are important to work because they are deep seeded and difficult to influence; individual intrinsic motivation based on attitudes is also unlikely to change. Although an individual’s attitude relates to intrinsic motivation, other attitudes can influence extrinsic motivation. Sandy explains how the attitudes of the two people she reports to can affect her motivation:

Sandy: My other boss is almost too over excited and it gets annoying. But when Gary is, that excites me. I think you are definitely affected by the people that you work for.

The themes outlined above, as previously described, are important findings but are not concepts related to communication. Again, as the focus of this work is to discover how communication affects motivation, the themes are further delineated to focus specifically on those elements to which communication is relevant. Going forward, therefore, this work focuses explicitly on the themes of: goal setting, feedback, empowerment/power, and job

satisfaction. The following is a review of those four areas that will lead to the building of the quantitative instrument.

Extrinsic Motivation

Goal setting

From the interviews, goal setting was described as setting work goals either independently with supervisor(s) or with subordinate(s). These goals could be long-term, for example overall career objectives, or short-term, such as weekly objectives. The goals depicted could be as small as making a certain number phone calls or as large as making production numbers. Lawrence explains how he works with his subordinates on jobs:

Lawrence: (I) have several meetings (with direct reports) throughout the week seeing what their goals are and help them achieve them. It might be their daily goals on the phone or talking to possible clients... And then also making sure they are hitting their personal goals as well.

Past research and literature explains that goal setting is an important part of accomplishing tasks whether these tasks are school related, health related, or financially related (Chen, Gully, Whiteman, & Kilcullen, 2000; Phillips & Gully, 1997; Rader, 2005). Successful people in all walks of life consistently set goals to help them accomplish tasks in timely and efficient ways (Rader, 2005). Regardless of the workplace environment, people who have set and follow their goals will be more successful than those individuals who do not. Even simple goals such as getting to work early, or completing a task by the end of the week help individuals see their own productivity and keep moving that productivity forward. An example of goal setting was

uncovered when interviewing and the interviewee was asked a clarification question about what motivates him at work. Derek described:

Derek: Accomplishing all my goals. You know, I've got certain goals I want to do.

Interviewer: Why do you want to achieve those goals?

Derek: Because I'm motivated [to do so]

Goal setting is described in academic literature as a managerial strategy that identifies areas in which subordinates wish to develop or accomplish tasks. Goal setting is widely accepted in motivational literature as a cause for motivation (Chen, Gully, Whiteman, & Kilcullen, 2000; Phillips & Gully, 1997). Creating goals around training helps employees understand what is important to their department and company and how their performance makes a difference in the workplace.

Doug described how he explains to the members of his customer service group what they did to help the company to reach goals to keep them informed and help them feel motivated:

Doug: I want to tell them how they helped us reach those goals and thank them for their help. Now, I don't have to do that because the big picture thing, what they do is a big picture but the fact that they know how they are a part of it they know how they are important. And I know for a fact, there are a couple people that could be easily be working somewhere else for more money but enjoy the environment and the loyalty and the respect they are given. So that ties the respect and the loyalty, I think those issues are pretty important.

By aligning individual goals with company and departmental goals, supervisors help subordinates increase their motivation. When supervisors relay departmental and company goals to subordinates, those employees can then set goals to align with the overarching organizational goals (Goldstein & Ford, 2002; Phillips & Gully, 1997). Further, it is important to note that workplace goals promote effort and persistence in task performance (Gist, Bavetta, & Stevens, 1990). The skills and competencies that are discussed during goal setting meetings between supervisor and subordinate tend to be used repeatedly, again linking goal setting to motivation (Gist et al., 1990). With this strong correlation of goal setting to motivation in past research, the surprise here would be if the elements of goal setting did not develop. The important finding is further support for this element and that this area of communication, goal setting, can be facilitated by one's self or with one's supervisor.

Performance Feedback

Respondents described performance feedback as communication about work performance from supervisors, peers and clients. This feedback came in the form of verbal as well as written communication and both formal, such as in a yearly review, and informal communication, such as an email or a pat on the back. Adam's response to the question, tell me when you or someone you know is motivated by something another person said or did is a clear example of how important feedback is in an organization. He said:

Adam: Other than formal performance appraisal, it is what you hear from other employees. Like, hey, thanks for all the help you've done...um, for me it is usually

knowing that what I'm doing is making a difference. If it is, sometimes it is as little as getting a kind email. I keep it in a little folder called, like, 'compliments' and that helps on bad days to look through those. ... Just, every day I mean, comments from supervisors, hey you are doing a good job, that motivates me knowing that if I do a good job I might possibly be a manager someday. And that is a motivation to do as much as I can to take opportunities to learn as much as I can about the business and try not to be cubby holed into one department.

Simply, feedback is information; “feedback interacts with goals to determine performance levels” (Pinder, 1998, p. 375). Feedback provides information to the individual as to the degree to which the department or company standard is being met. Hackman and Oldham (1980) identify that knowledge of performance results is one of three key psychological factors for improved internal motivation (the other two being personally responsible for outcomes and if the work experienced is meaningful).

Performance feedback is used to provide an employee with information about the positives and negatives of job performance (Lindsay, Sugai & De Pry, 2002). The feedback can be verbal or written, and presented in a formal or informal arena (Kuchinke, 2000; Parsons, Reid, & Crow, 2003). Performance appraisal is conducted in an organization for a variety of managerial reasons and is presented to a subordinate by her or his supervisor for the purpose of improving performance (Bowman, 1999). Traditionally, this performance feedback is presented in a sit-down, one-to-one, once a year performance evaluation meeting (Kuchinke, 2000). But, managers can also influence motivation by presenting casual feedback. All 10 participants interviewed for

this study acknowledge a formal review process that they participate in with their supervisor yearly. Individuals also acknowledge how important non-formal feedback is to them. Even a simple smile or acknowledging a worker has motivational affects at work. Doug explained:

Doug: I would say for me, the main motivation is just being respected for what I am to do within my job as well as, um, just being acknowledged. Now I'm not saying that I need a parade just for getting a report done correctly, but for example it is good to know that people just respect your competency.

Managers should be encouraged to present feedback, both positive and negative in a timely fashion so that the feedback will be most beneficial to the individual and performance. An effective supervisor is one who is willing to coach subordinates, take an active roll in a subordinate's job development, and most importantly for this work, provide specific feedback (Larson, 1989; Larson, Glynn, Fleenor, & Scontrino, 1986). When supervisors only provide information to subordinates on a structured performance evaluation form, the performance feedback is much less valuable than giving detailed performance feedback (Geddes & Linnehan, 1996).

London (2001) suggests that telling someone what steps one took to be successful is much more beneficial than simply telling someone that she or he was successful. For example, "Jill, your report regarding the production of widgets was accurate, timely, and highlighted important elements for our discussion" instead of, "Jill, you did a good job." The more specific the communication is from the supervisor, the better the subordinate receives and processes the performance feedback message (London, 2001).

When giving feedback, better results will be produced when supervisors send more complex performance feedback messages to subordinates (Cusella, 1987). This is because less complex messages tend to be disregarded while more complex messages tend to be analyzed (Cusella, 1987). To effectively convey the message, supervisors need to be clear when presenting evaluation standards, be knowledgeable of the subordinate's actual performance and be constructive in delivering criticism (Cusella, 1987). Adam's explanation of feedback above contained such feedback when he described an email he had received that was specific in communication:

Adam: Or the emails you get, thanks for all your help. We know we put you in a bad situation ending it late but we appreciate it.

A wide reaction to *negative* performance feedback can be expected. Reactions might range from correcting the negative behavior by turning performance around or becoming more negative in one's behavior by deliberately sabotaging the project (Geddes & Linnehan, 1996). It is important that when giving negative performance feedback, a supervisor presents the need for corrective actions in a very constructive manner. In doing so the subordinates will know that their supervisor truly wants them to improve and excel (Geddes & Linnehan, 1996).

Empowerment/power

Empowerment is frequently used as a human resource initiative, but the word can describe different contexts at different times (Miller, 1999). As discovered in this work, empowerment is about people's control or power with respect to their work environment or work decisions. McShane and Von Glinow's definition explains empowerment as "a

feeling of control and self-efficacy that emerges when people are given power in previously powerless situations” (2000, p. 116). Empowerment of employees is the concept of giving employees, who are close to a project, the authority to make decisions about the project (Harris, 2002).

This theme of empowerment/power describes the individual’s freedom to make career decisions. For example, when asked about her motivation at work Savannah responded:

Savannah: I think the biggest motivation for me is that there is responsibility in my work. I can work when I need to where I need to. If I need to work from home, I can work from home. I mean typically I put in 10-12-hour days easily but I don’t mind that especially if I can do it from home sometimes.

The very nature of empowerment leads to the notion of motivation at work as individuals have more control over their work and their environment.

Empowerment/power of the individual worker was described by interviewees as the ability to make their own decisions about tasks, as well as the ability to be flexible with work hours and the ability to work from locations outside of their office.

Power can be an important cause for action in an organization. Power as defined by Richmond, McCroskey and McCroskey is “the ability to have an effect on the behavior of another person or group” (2005, p. 132). In the workplace, power is further described as a social power, which is divided into seven base categories: coercive, reward, legitimate, referent, expert, relational and moral responsibility (Richmond, McCroskey & McCroskey, 2005). The first five of these power bases were developed by

French and Raven (1959); the last two were added by Richmond and McCroskey (2001).

Coercive power is rooted in the belief that people will be punished if they do not conform to, or go along with, the direction received from an organization or supervisor (French & Raven, 1959). This power is typically portrayed in relationships where there is a formal status such as a supervisor/subordinate relationship, or more informal peer relationship where one individual is thought to be superior to the other. Punishments could be as simple as not having lunch with someone or as severe as firing. Adam described this type of power when he spoke of potential for punishment if he does not conform to regulations put forth by the institution that governs his work.

Adam: We have a book I am suppose to know back and forward we basically, we've got to, we have billing procedures uh, and accounting processes and it is different for us, we are in accounts payable so we are mainly paying the bills. We have an accounts receivable section which is totally different. For me, basically, I get the invoices, make sure the invoice we receive is legitimate, I have to get it approved to process and then terms on the process will get paid in 30 days or immediate. It isn't real exciting but you get to talk to different vendors which kinda makes it exciting. And sometimes they get a little antsy about where their money is.

In a relationship, coercive power will lead to compliance at work, but it will never lead to motivation (Richmond, McCroskey & McCroskey, 2005). As described above by Adam, he follows the procedures because he has to based on coercive power, but he is not motivated by it. He tries to find excitement or motivation by working with people.

Reward power is described as the power an individual has on another based on their ability to provide something good for an individual or take away, or diminish, something bad (French & Raven, 1959). For example, the power might be a supervisor who can grant higher pay and has the power to reduce workload. This power is contingent on the subordinate's trust, or belief, in their supervisor's ability to produce or diminish the item in question and is generally limited to only what a supervisor can feasibly provide. If the subordinate does not believe that a supervisor will follow through with a plan either way, the supervisor has no power. This type of power also can run out as resources become limited for the supervisor or the subordinate comes to expect the rewards (Richmond, McCroskey, & McCroskey, 2005).

Reward power is described as the “flip side of coercive power” (Richmond, McCroskey, & McCroskey, 2005, p. 133). Bridget described a positive reward power situation in her workplace when she described contests that are held:

Bridget: I think most of the situations are when a campaign in the past is not delivered and the results that were anticipated so people become motivated to find a way to change that for the next campaign and usually it's for the incentive portion of the campaign. Which is what motivates the people to sell at the client level. So instead of maybe just paying them on a gift card, you actually take them to a Red Sox game or take them sailing. It's um kind of gratification on the back end, instead of gratification, of money on the front end.

This “flip side” describes the opposite effect of power. As coercive power results in the negative punishments, reward power results in a positive reward. Because this power is

based on the perceived reward, and if the supervisor can provide that reward, if a supervisor does not, or it is believed that he or she will not, produce the reward, the supervisor does not have power (Cartwright, 1959).

Legitimate power, sometimes known as positional power, is largely characterized based on where individuals align in a hierarchy (French & Raven, 1959). Again, dealing with perceptions, this power is dictated based on an individual's perceived rights for influence as an upper-level employee. Sandy described this kind of power as she explained how her supervisor impacts on her attitude and motivation simply because he is her supervisor:

Sandy: I think you can really be motivated or unmotivated because of other people because it can rub off on you. My boss was very unmotivated, you could tell, it was after some family problems. He had pretty much had given up on the job and he was very unmotivated and because of that, I was unmotivated. The effect was trickling down on me. He wasn't pumped for new ideas or excited at all. He was more like, ahhhh, we gotta do this. So that doesn't make you motivated.

This power influences action because of the authority's nature of the hierarchy, but usually not motivation because the individual will typically not repeat the action unless asked to do so (Richmond, McCroskey, & McCroskey, 2005). In other words, a subordinate will act on something once because someone up the chain of command asked them to do it. They will not typically be motivated to act in that way on their own. In Sandy's narrative, she would act because her supervisor told her she needed to, but she

was not motivated by him simply telling her to do something.

Referent power is described as power based on emulation (French & Raven, 1959). This power comes from an employee who desires to be like his or her supervisor. Derek respects his supervisors and because has known them so long and wants to be like them, his supervisors have referent power over him..

Derek: They've been here like 30 something years. Something is keeping them there. They motivate me too...I mean I worked for them in the summers and now they give me a job and I just want to do my best.

His supervisors need not tell him what to do, only facilitate a task themselves and Derek will follow the example.

Expert power is based on an individual's perception of another person's subject matter knowledge, or expertise (French & Raven, 1959). For example, if Worker A and Worker B are teamed together on a project and Worker B perceives that Worker A has great subject knowledge for the project, Worker B might then rely on Worker A's knowledge leading to Worker A having expert power over Worker B. This type of power is seen on both sides of supervisor/subordinate relationships as well as peer relationships in organizations. In either case, this expert power is possibly more motivating to the individual with the power as the individual will work to maintain the power. Lawrence described that he had to be accountable for himself and also to the company for his direct reports. He spoke of his knowledge base and how his employees look to him for advice and information, especially new employees.

Lawrence: And then when I'm in the office, I manage two other people that have

territories and make sure they're hitting their quotas and make sure I am hitting my production goals as well.

Relational power is power rooted in the relationship that individuals have in organizations (Richmond & McCroskey, 2001). This relationship power is different from referent power as referent power is when an individual wants to be like another.

Relationship power is more about the interpersonal relationship or maintaining or building the relationship. A supervisor who is well liked, can use this power to influence a subordinate to work. The more an individual wants to be liked or please another, the stronger the power leading to stronger motivation to be successful at work. Layla described this type of power when she said:

Layla: Friendship is encouraged and that is motivating. You don't want to let your friends down. You want to work real hard with your friends and that would be a motivator in our office.

Moral responsibility stems from an individual's sense of duty to another individual, a team, a department or an organization (Richmond & McCroskey, 2001). Within organizations, everyone, naturally, is expected to do their job and contribute to a successful work environment. Moral responsibility power comes from these expectations as individuals generally strive to save face in organizations as well perform to do their part. This type of power has a broad range but is often motivating not to let someone down or look bad in front of the group. Layla also described this power when she was talking about her friends at work:

Layla: Friendship is encouraged and that is motivating. You don't want to let

your friends down. You want to work real hard with your friends and that would be a motivator in our office.

A more personal moral responsibility is explained by Lawrence who describes this power when he is talking about his family:

Lawrence: I look at a picture of my lovely wife pregnant and I realize that I have to pay a mortgage, pay for cars, pay for a child, for a child's cloths, a child's college. And I have two dogs that go to the Vet at least four times a month.

Job Satisfaction

Job satisfaction was defined by the interviewees as feeling important in one's work and that they are contributing, either to their own life, the organization or the community. Job satisfaction has been defined in a variety of ways, and can often be confused with workplace morale. It is important, therefore, that these two terms be delineated to reduce confusion. Simply, morale is created in a workplace by the feelings generated by multiple employees while job satisfaction is more about the individual perceptions (Pincus, 1986; Pinder, 1998). More specifically, job satisfaction is "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2).

An example of job satisfaction, or the lack-there-of, is when the researcher asked Pete about motivation at work and he explained that based on his job function he doesn't think he will ever be satisfied in his job. Pete said that he feels the need to work more with people or animals and therefore only plans to be in his organization long enough to pay some bills and figure out where his talents would be better served. He said:

Pete: Right now I don't deal with the public. [And] I [would] rather deal with the public. Where I'm out talking to people or you know, helping someone. [Right now because of my job function] I don't feel like working in the industry that I'm working for [means] that I'm helping anyone. I'd like to help people or creatures or something.

Pete also described that he is often looked to by his coworkers as an outspoken individual who will stand-up for the needs of the many.

Pete: In essence, I feel like it does. Because they don't have a voice. The people that work there, most of them have been there have been there 20 plus years so they are very, "yes, ma'am" or "no, sir" and they see someone like me who will stand up for them and it makes them feel better that someone does care. But I don't know if that really motivates them to do their job any better but maybe helps them to have a more productive day so I guess in essence it does motivate them.

He described that responsibility an a satisfying element of his job because he knows he is helping his coworkers but wants more of that helping satisfaction in his next job.

Job satisfaction can be evaluated by examining five core characteristics: skill variety, task identify, task significance, autonomy and job feedback (Spector, 1997). Skill variety explains the different skills necessary to fulfill the job expectations; task identify examines the degree of completion the worker completes, this includes the availability of job training; task significance describes the degree to which one employee's job impacts another person or people; autonomy depicts the amount of freedom that employees have to complete work tasks as they deem necessary; and, job

feedback illustrates how obvious it is to the employee that he or she is completing his or her job effectively.

These five characteristics lead to three psychological states, experienced meaningfulness of work, responsibility and knowing of results which then lead to job satisfaction and employee motivation (Spector, 1997). The implication to motivation, of course, is the most relevant element for this work. When an individual has satisfaction at work, she or he will be motivated to effectively complete a job. Aubrie talked about how she attempts to help her employees feel satisfied at work when she was asked how she defines workplace motivation. She said:

Aubrie: I guess, I look at it in a couple different ways. Workplace motivation for employees who work for [the company] that don't work directly beneath me, let's see, trying to make it a place where they feel comfortable because they are spending probably more time at work than they do at home. So you want to make sure it is comfortable and making them want to come to work. And then that, in turn, will motivate them to do good work. So, I wouldn't necessarily pinpoint it as, well we're going to do x, y, z, but trying to make it more of a home away from home, because if they are happy to come into the office than they will be to do their work and I know sometimes that is hard because of the type of work they are doing. But we really strive to give them things on a quarterly basis like fun events and they can bring their family or they can you know gather with their coworkers and they can get to know them a little bit better. Um, you know doing employee outings or whatever that can make them feel like, you know, also an

important thing is not to be so 9 to 5ish, to give them some leeway to let them know that they can go and handle their necessary personal things they need to do with their family and don't be so strict with their schedules so that they realize that it is not all work and no family but it there's a word I'm looking for- oh, work-life balance. Because I really think that motivates them too that they don't feel like they are coming in and they are glued to their desk from 6-2:30.

By working to fulfill the employees needs and wants, Aubrie felt that she was helping created a more satisfying work environment and therefore fostering motivation.

Another aspect of motivation that results in job satisfaction is on-the-job training. Derek explained that he was always more motivated and felt satisfied in his job after performance reviews or training:

Derek: (When) I got out of sales school. I think I had a jump-start because I had gotten kind of lazy and went to a program and saw what I could do if I do those certain practices. So I was gung-ho for a couple days.

The hours of training per employee continue to be on the rise. Training hours have increased from 24 hours annually in 2001, to 28 hours annually in 2002 (American Society for Training and Development, 2003). This increase, while it may appear to be small, is significant as new opportunities for training continue to grow in the workforce (Steele-Johnson & Hyde, 1997) and more and more companies are implementing employee training programs (Goldstein & Ford, 2002). When employees are not learning in their training sessions, the return on the money allocated is not comparable to the time spent away from the job. As employees spend more time in training endeavors, and more

company funds are being used for training (American Society for Training and Development, 2003), it is essential that employees feel motivated to use their time wisely and to learn the training concepts (Mathieu, Tannenbaum, & Salas, 1992).

Grounded Theory

The preceding data and analysis brought to light communication themes important for workplace motivation. They also allow the researcher to develop a grounded theory approach for which to base the remainder of the research on. That grounded theory is that workplace motivation and job satisfaction are clearly linked, but not always clearly segregated. Participant frequently described job satisfaction when asked about motivation and motivation when describing job satisfaction. This theory needs to be further explored and tested. It is for this realization, based on the qualitative data collection and analysis of this research work, that the following hypotheses and research questions are proposed:

RQ1: Which combination of the following best predicts motivation: goal setting, performance feedback, empowerment/power and job satisfaction?

RQ2: Which combination of the following best predicts job satisfaction: goal setting, performance feedback, empowerment/power and motivation?

Chapter IV: Quantitative Methods

Chapter II described the qualitative portion of this mixed-method research study that sought to ultimately answer the question, how are employees across organization types motivated by communication at work. Interview data were collected to repetition from 10 full-time workers. Once transcribed, the data were analyzed and reaped four elements of communication (goal setting, performance feedback, job satisfaction, empowerment/power) that influence motivation in the workplace. Based on the collected data and the literature review, a survey was created. The survey was first pre-tested and then ultimately used to find statistically significant results and implications. This chapter describes the quantitative elements including participants, pretest methods and study methods.

Overview of the Quantitative Process

Upon completion and interpretation of interviews, a survey instrument was created and administered to triangulate the data related specifically to communicative aspects of the motivation process. These quantitative data were used to answer the two research questions derived from the interview data. The survey was a Likert-based scale administered first as a pretest, refined and then used to collect data for the final study. Participants completed the scale by using the university's online survey system. Demographic information was also collected. Instructions were provided for participants to explain that by starting the survey, they declared that they were at least 18 years old, and understood they may stop the survey at any time without penalty. For the pretest measure, the researcher gained participation by working with the basic communication

course director and other instructors at a large university in the southeastern United States. For the final data collection, the researcher contacted potential participants via email. Participants were persons whose email addresses were currently in the researcher's online address book. Individuals were sent personalized emails asking for their participation in taking the survey, explaining the time obligation, as well as asking the individuals to forward the survey link to others. Here is a sample of the customized email message used to solicit participation.

Hi Name!

I'm nearing the end of my program and collecting data for the big dissertation.

So...I'm soliciting survey participants. Please follow the link below and take the survey. It takes less than 10 minutes to complete and you can count it as your good deed for the day. When your finished, please share with Name, Name, and anyone else you think might be a willing participant, is working (or has worked) and is over 18. Many many thanks!!.

Abby

This method of reaching participants ultimately created a snowball sample. Survey data were downloaded directly into the SPSS statistical software program.

Pre-Test Methods

The pretest component of this research work was designed to accomplish two goals. First, it specifically examined the common communication themes found in the qualitative portion of this work (goal setting, performance feedback, empowerment/power, and job satisfaction) and their relationship to workplace

motivation. And, second, it further examined previously-established and researcher-constructed instruments to build a final scale for study data collection.

Participants and Demographics

Participants for this pretest study consisted of 166 students from a variety of academic departments at a large university in the Southeastern United States. The sample included 87 females and 79 males from all ranges of undergraduate classification. The students participated in the study to earn research credit points for their required public speaking course or extra credit for their communication theory course.

Forty-three percent of the respondents indicated that they are currently working; 52% indicated that they were not currently working but had worked in the past; and, 5% of the student participants indicated that they were not currently employed and had never worked. For the sake of the course's participation credit requirement, all students were able to participate in the research study. For the sake of analysis of this pretest, only answers from those students who were currently working or had worked were used for analysis. If students had worked or were currently working, they were asked to think about their past/present job and their past/present supervisor. For those students who had never worked, they were directed to answer the survey questions based on the last class they attended as well as answer questions as if their teacher were their supervisor. For the participants who had, or were currently, working, 54.5% were female, 44.8% were male and 1 participant did not indicate sex. Of the same sample, 47.4 % reported that their supervisor is/was female, while 52.6% reported that their supervisor is/was male.

The participants who answered that they were currently working, or had worked

in the past, were asked to indicate how long they had been working, with less than one year resulting in a response of 0. Of the working participants, the highest percent of participants (19.5%) indicated that they had been working for less than one year, and had a mean score of 1.86 years at the job. Of those who had worked but were not currently working, 24% of participants indicated that they worked for less than one year, with a mean score of 1.40 years experience.

After completing the instrument portion of the questionnaire participants were also asked for their year of birth, what category of race did they most identify with and in what type of industry did/do they work. Participants were asked to declare the year that they were born. The range was from 1971 to 1988 with the largest percent, 37.7% reporting 1987 resulting in an age range of 18-35 with a mean of 20.01. To assess race of participants, individuals were asked to indicate which of eight categories they most identified with (African-American, Asian-American, European-American, Hispanic-American, International/Non-American, Mixed Background, Native-American/American Indian or other). The largest indication was for European-American with 70.1%. One participant did not indicate race. Finally, industry was assessed by asking individuals to indicate which of eight categories do/did they work for (leisure, retail, restaurant, non-profit, manual labor, manufacturing, sales, or other). The highest response was for other at 53% with 39% of the participants indicating restaurant as their industry. Because two groups of participants were being evaluated, those who had but were not currently working and those who were currently working, an assumption could not be made that answers for both groups would be similar. To determine this, a *t*-test was performed on

all variables of interest, which found no statistically significant differences between the answers for the participants who were working versus those participants who had worked but were not currently working (motivation $t = 1.153$, $t = 1.156$, $p = n.s.$; goal setting $t = 1.368$, $t = 1.363$, $p = n.s.$; performance feedback $t = 1.346$, $t = 1.346$, $p = n.s.$; empowerment/power $t = .531$, $t = .533$, $p = n.s.$; and job satisfaction $t = -1.850$, $t = -1.847$, $p = n.s.$). Therefore, data were aggregated for all analyses.

Measures

Portions of four previously used questionnaires—the Student Motivation Scale (Richmond, 1990), the Assessment of Performance Feedback Scale (Earley & Stubblebine, 1989), the Psychological Climate Items (Brown & Leigh, 1996) and the Organizational Socialization Inventory (Tarormina, 2004)—were combined with 17 new communication and motivation items, 14 new goal setting items, and 8 new job satisfaction items, based on the qualitative interviews. Together these items created the online survey of 78 questions. The survey was constructed to assess (a) the participant's level of workplace motivation; (b) the participant's use of goal setting; (c) the participant's received performance feedback; (d) the participant's perceived empowerment/power; and (e) the participant's job satisfaction. This pretest is described below.

Motivation

Motivation was measured primarily by using Richmond's (1990) single-factor Student Motivation scale, which consists of 16 different antonym pairs such as: motivated/unmotivated and excited/bored. The pairs were broken into individual Likert

style questions to conform to the overall nature of the survey and made plausible to the workplace environment. For example the semantic differential of motivated/unmotivated became “I am motivated at my job” and “I am not motivated at work.” The items were anchored by “strongly disagree” (1) and “strongly agree” (7). Participants were also given the option to answer “does not apply to me.” Richmond (1990) reported reliability (.94) and validity information. In the pretest, the motivation scale had a $M = 118.32$, $SD = 20.14$, with an alpha reliability of .917.

The researcher developed other motivation items based on the interview responses. Those items were: I am not motivated by what my peers say to me, I want to work hard when I am on the job, I am motivated by what my peers say to me, I am not motivated by what my supervisor says to me, I enjoy working with my supervisor, I do not want to wake up in the morning for work, I enjoy working with my peers, I like my job, I give 100% at my job, I want to do better than my peers at work, I am motivated at work, I want to do extremely well at my job, I want to go to work every day, I frequently communicate with my supervisor, What my supervisor says to me makes no difference to me, I frequently think about ways to communicate better with my coworkers, I frequently communicate with my peers. The Likert scale was anchored by “strongly disagree” and “strongly agree” (7). Participants were also given the option to answer “does not apply to me.” The pretest had a $M = 113.83$, $SD = 16.055$, with an alpha reliability of .882.

Goal setting

Items to measure goal setting were developed by the researcher and based on the interview responses. The 15 items were: I achieve the work goals I set for myself, I

discuss my goals with my supervisor, I set goals as part of my daily work routine, I set goals for my work, I set goals once a year, I set goals to enhance my performance, I set personal goals (for example goals for eating healthier, getting up earlier or exercising), I set small goals throughout the month to help me accomplish long-term goals, I set weekly goals, I write work goals down, Work goals are set for me by my supervisor, The goals I set help me improve my work performance, My supervisor encourages me to set goals, My supervisor helps me set goals, The goals of this organization have been make very explicit. The Likert scale was anchored by “strongly disagree” and “strongly agree” (7). Participants were also given the option to answer “does not apply to me.” The pretest has $M = 75.58$, $SD = 13.759$, with an alpha reliability of .868.

Performance feedback

Employee performance feedback was measured by using the single-factor Assessment of Performance Feedback Scale (Earley & Stubblebine, 1989). The Likert scale was anchored by “strongly disagree” (1) and “strongly agree” (7). Participants were also given the option to answer “does not apply to me.” Earley and Subblebine (1989) reported reliability (.86) and validity information. Various aspects of performance feedback include: discussing poor performance, receiving the same kind of feedback, and seeking feedback from the instructor. In the pretest, the feedback scale had a $M = 62.57$, $SD = 11.31$, with an alpha reliability of .783.

Empowerment/power

Items to measure empowerment/power included items from Brown and Leigh’s (1996) Psychological Climate Instrument: supportive management, five items ($\alpha = .83$),

contribution, four items ($\alpha = .78$), and recognition, three items ($\alpha = .76$). See Brown and Leigh (1996) for validity information. The Likert scale was anchored by “strongly disagree” (1) and “strongly agree” (7). Participants were also given the option to answer “does not apply to me.” For this pretest, supportive management had a $M = 62.57$, $SD = 11.31$, with an alpha reliability of .835; contribution had a $M = 22.22$, $SD = 4.43$, with an alpha reliability of .815; and, recognition had a $M = 15.61$, $SD = 3.97$, with an alpha reliability of .775.

Job satisfaction

Two different scales were used to measure job satisfaction: Tarornina's (2004) Organizational Socialization Inventory and a second scale developed by the researcher based on the interview responses. The first scale, the Organizational Socialization Inventory, consists of 20 items and contains 4 subscales with five questions each: training, understanding, coworker support and future prospects. Tarornina (2004) reported validity for the items and .89 reliability for the overall scale with .76, .78, .72, and .68 respectively for the subscales. The Likert scale was anchored by “strongly disagree” (1) and “strongly agree” (7). Participants were also given the option to answer “does not apply to me.” For this pretest, the complete scale had a $M = 79.49$, $SD = 15.27$, and an alpha reliability of .907. Training had a $M = 25.92$, $SD = 6.38$, with an alpha reliability of .877; understanding had a $M = 28.02$, $SD = 5.11$, with an alpha reliability of .841; coworker support had a $M = 27.32$, $SD = 5.20$, with an alpha reliability of .694; and future prospects had a $M = 24.46$, $SD = 6.76$, and an alpha reliability of .773.

The second scale was developed by the researcher and based upon interview data

from the qualitative portion of this work. Eight items made up the scale: The flexibility to work outside my office, Attending training sessions to excel in my company in a different job, Attending training sessions to excel in my job, Support from my department head to excel in my job, Support from my direct supervisor to excel in my job, Support from my peers to excel in my job, The ability to explore work interests other than those in my job description. The Likert style questions were anchored by “very satisfied” (1) and “very dissatisfied” (7). Participants were also given the option to answer “does not occur at my job.” In the pretest, the satisfaction scale had a $M = 30.52$, $SD = 12.26$, with an alpha reliability of .805.

Final Survey Development

Due to the large number of survey questions, the pretest was designed not only to test the survey measure, but also to reduce the overall number of questions to accommodate busy schedules of the working professional. The questions were reduced based on reliability and factor analysis. For the factor analysis, principal axis was the chosen method with varimax rotation.

The factor analysis revealed 4 factors and explained 52.018% of the variance. Factor one, communication, included items from the recognition, contributions, training, future prospects and supportive manager measures that were included in the pretest. This factor explained 17.797% of the variance. Factors two and three were labeled motivation and contained items that originated in Richmond’s (1990) motivation scale. These two factors explained 11.558% and 11.065% of the variance respectively. Factor four was labeled goal setting and contained items that originated in the Brooks (2006b) goal

setting scale. The factor analysis allowed the researcher to reduce the final survey to 44 items plus the in-tact job satisfaction scale created for this study. To ensure that these factors would also yield reliable results, means, standard deviations and alpha reliabilities were calculated for each.

The communication factor is composed of items that represent empowerment/power variables, performance feedback regarding recognition and contribution as well as understanding in the workplace. This combination of elements is measured by 21 items (I am invigorated at my job, I am stimulated at my job. I am uninspired at my job, I believe that working hard is good for me, Doing my job well really makes a difference, I am happy with the rewards offered by this organization, I can readily anticipate my prospects for promotion in this company, I can trust my boss to back me up on decisions I make in the field, I expect that this organization will continue to employ me for many more years, I feel like a key member of this organization, I rarely feel my work is taken for granted, Instructions given by my supervisor have been valuable in helping me do better work, Most of my co-workers have accepted me as a member of this company, My boss gives me the authority to do my job as I see fit, My boss is flexible about how I accomplish my job objectives, My manager is supportive of my ideas and ways of getting things done, My supervisors generally appreciate the way I do my job, Opportunities for advancement in this organization are available to almost everyone, The organization recognizes the significance of the contributions I make, The training in this company has enabled me to do my job very well, The type of job training given by this organization is highly effective, The work I do is very valuable to the

organization, There are many chances for a good career with this organization, This company offers through training to improve employee job skills, This organization's objectives are understood by almost everyone who works here). This factor had an alpha reliability of .940.

The second factor consisted of seven items (I am challenged at my job, I am enthused at my job, I am fascinated at my job, I am invigorated at my job, I am stimulated at my job, I am uninspired at my job, I get excited when going to work). This factor had an alpha reliability of .912.

The third factor consisted of 12 items (I achieve the work goals I set for myself, I am energized to do my work, I believe that working hard is good for me, I give 100% at my job, I have a full understanding of my duties in this organization, I know very well how to get things done in this organization, I think my job is helpful, I think my job is useful, I want to excel at my job, I want to succeed at my job, I want to work hard when I'm on the job, My job is important to me). This factor had an alpha reliability of .908.

The fourth factor consisted of four items (I set goals as part of my daily work routine, I set personal goals (for example goals for eating healthier, getting up earlier or exercising), I set small goals throughout the month to help me accomplish long-term goals, I set weekly goals). This factor had an alpha reliability of .817.

The job satisfaction grouping was a stand-alone scale for both the pretest and the study measures. This grouping consisted of eight job satisfaction items (The flexibility to work outside my office, Attending training sessions to excel in my company in a different job, Attending training sessions to excel in my job, Support from my department head to

excel in my job, Support from my direct supervisor to excel in my job, Support from my peers to excel in my job, The ability to explore work interests other than those in my job description) and had an alpha reliability of .805.

After examining the interview data in conjunction with the pretest quantitative data, a decision was made to split the communication factor into its component parts of training ($M = 20.636$, $SD = 5.313$), supportive manager ($M = 21.442$, $SD = 5.23$), and future prospects ($M = 24.462$, $SD = 6.76$). Similarly, to maintain the integrity of the original motivation scale, items loading on factors two and three were combined for analysis purposes ($M = 91.799$, $SD = 15.458$). Items loading on factor four were left in tact to represent goal setting ($M = 21.422$, $SD = 4.527$). Finally, the satisfaction scale was left in tact ($M = 30.52$, $SD = 12.258$).

Pretest Analyses

To address the research questions created from the qualitative data, two regressions were run. In the first step of the first regression, the employee's age and years working at their current or last job were entered. In the second step of the regression, the elements of goal setting, future with the company, supportive manager, training, contribution, recognition and satisfaction were entered.

In the first regression step ($F = 3.673$, $p = .028$), the demographic variables explained 4.7% of the variance in workplace motivation. Age was not statistically significant ($\beta = .304$, $p = \text{n.s.}$); years worked ($\beta = 1.104$, $p = .012$) was a statistically significant predictor (those who had worked longer were more motivated). In the second regression step ($F = 18.716$, $p = .000$), the communication variables explained 54.1% of

the variance in workplace motivation. In this step, the statistically significant predictor was goal setting ($\beta = .957, p = .000$). Recognition ($\beta = -.434, p = n.s.$), supportive manager ($\beta = .107, p = n.s.$) training ($\beta = .706, p = n.s.$), contributions ($\beta = 1.007, p = n.s.$), future prospects ($\beta = .384, p = n.s.$) and job satisfaction ($\beta = -.165, p = n.s.$) were not statistically significant. Overall, goal setting positively predicts workplace motivation.

Study Methods

Based on the pretest data collection, the original survey, consisting of 6 demographic questions and 75 concept items was narrowed to consist of 6 demographic questions and 53 concept items. The concept items were used to collect information on the common communication themes (goal setting, performance feedback, empowerment/power, and job satisfaction) found during the qualitative portion of this research work and to assess motivation ultimately answering the guiding question: how are employees across organization types motivated by communication at work and answering two research questions based on the interview portion of this work: 1) which combination of the following best predicts motivation: goal setting, performance feedback, empowerment/power and job satisfaction; and 2) which combination of the following best predicts job satisfaction: goal setting, performance feedback, empowerment/power and motivation?

Participants and demographics

Participants for this study consisted of 181 adults from a variety of work environments throughout the United States. The sample included 112 females and 69

males. Participation was strictly voluntary and derived from a snowball sample. To begin the process, the researcher sent individualized personal email messages to approximately 55 adult workers. The message asked the individuals to follow an internet link to take the survey, but to also forward the link to friends or coworkers who were at least 18 years of age, had worked or were currently working, and might be willing to participate. Based on pretest information, participants were also told that the survey would take 10 minutes or less.

Like the pretest, the first question was designed to determine if the participants were currently working or had ever worked. Most of the respondents (96.7 percent) indicated they were currently working; only 6 participants indicated that they were not currently working but had worked in the past. None of the participants indicated that they were not currently employed and had never worked. Fifty-seven point five percent of the participants indicated that they report to a male supervisor while the balance of 42.5% of the participants report to a female supervisor.

Participants, regardless if they were currently working or had worked in the past, were asked to indicate how long they had been working, or worked, with less than one year resulting in a response of 0. Participants who had answered they had worked in the past were asked to indicate how long they had been working, with less than one year resulting in a response of 0. The number of years ranged from 0 to 39 with the highest percent of participants (13.3%) indicating they had been working for two years. The mean score of years worked was 7.48. Of the participants who had worked but were not currently working, the time range was from 0 to 36 years but each of the answers 0, 1, 2,

3, 7 and 36 years only had one participant. The mean score for the participants who had, but were not currently working, was 8.17. Because two groups of participants were being evaluated, those who had but were not currently working and those who were currently working, an assumption could not be made that answers for both groups would be similar. To determine this information a t -test was performed, on all study variables which found no statistically significant differences between the answers for the participants who were working versus those participants who had worked but were not currently working (goal setting $t = -.318$; $t = -.414$, $p = n.s.$; training $t = -.012$, $t = -.012$ $p = n.s.$; motivation $t = .932$, $t = .731$, $p = n.s.$; satisfaction $t = .200$, $t = .153$, $p = n.s.$; supportive manager/recognition $t = .1711$, $t = .937$, $p = n.s.$; future $t = .2091$, $t = .1438$, $p = n.s.$). Therefore, data were aggregated for all analyses.

After completing the instrument portion of the questionnaire participants were also asked for their year of birth, what category of race do they most identify with and in what type of industry did/do they work for. For age, the range of years was from 1936 to 1986 with the largest percent, 8.3% reporting 1979. The age range was from 20-70 with a mean of 36.21. Three participants did not provide an answer to the birth year question. To assess race of participants, individuals were asked to indicate which of eight categories they most identified with (African-American, Asian-American, European-American, Hispanic-American, International/Non-American, Mixed Background, American Indian/Native-American or other). The largest indication was for European-American with 68%. Fourteen participants did not indicate race. The last demographic question that the participants were asked was in which industry do/did they work. Based

on the pretest, two items were added to the original eight resulting in 10 categories (education, health care, legal, leisure, non-profit, manual labor, manufacturing, restaurant, retail, sales, or other). The highest response was for education at 62%. Other was second with 49% reported as industry. For the “other” category, individuals wrote in the following responses: accounting, advertising (2), aviation, banking, beauty, Bible production, church, children’s ministry, civil engineering, coaching, consumer products, design education, engineering, federal government, financial, financial services (2), government affairs, government-law enforcement, health/beauty, information management, information technology, management, marketing, media, metal health policy, military, news, news media, newspaper, production, professional services, public relations, public utilities, refuse/garbage, research, research consulting, retirement plans, sports marketing, staffing, staffing industry, telecommunications and utilities.

Measures

The pretest survey was paired down based on factor analysis and reliabilities but maintained the integrity to test the key communication elements found in the qualitative portion of this study. The mean, standard deviation and alpha reliability for each component are indicated below. The components of supportive manager, recognition and training, were combined for a stronger measure, the combination had a $M = 115.11$, $SD = 18.81$, with an alpha reliability of .904. Please note the concepts are explained individually in future sections. For the study, the elements of motivation had a $M = 93.80$, $SD = 14.252$, with an alpha reliability of .926. Goal setting for the study had a $M = 21.41$, $SD = 4.71$, with an alpha reliability of .839. Training had a $M = 14.14$, $SD =$

4.95, with an alpha reliability of .870 and job satisfaction for the study had a $M = 25.29$, $SD = 10.88$, with an alpha reliability of .801.

This chapter described the quantitative portion of this mixed-method research study that sought to ultimately answer the guiding question, how are employees across organization types motivated by communication at work. Generated from the qualitative data, a pretest survey instrument was created and administered to participants. Based on the data collection, the scale was then narrowed to create a final study. This chapter described the quantitative element including participants, pretest methods and study methods. The next chapter provides results and discussion.

Chapter V: Quantitative Results and Discussion

Data analysis

To determine how motivation is predicted by communication in the workplace, the common communication themes found in the interview portion of this study were measured. Two research questions were proposed (RQ1: Which combination of the following best predicts motivation: goal setting, performance feedback, empowerment/power and job satisfaction? and RQ2: Which combination of the following best predicts job satisfaction: goal setting, performance feedback, empowerment/power and motivation?). To answer these two research questions, step-wise regression and path analysis were conducted. Discussed in the prior chapter, the four common themes were further delineated based on factor analysis and examination. The theme of empowerment/power corresponds to the scales for future prospects with the company and training within the company scales. The theme of performance feedback corresponds to the recognition and supportive manager scales.

Research Question 1 Regression

For the first research question, which combination of the following best predicts motivation: goal setting, performance feedback, empowerment/power and job satisfaction, a stepwise regression was performed. In the first step of the regression, the employee's age and years working at the current or last job were entered. In the second step of the regression, the elements of goal setting, future prospects with the company, supportive manager (which is a combination of supportive manager and recognition), training, and job satisfaction were entered. In the first regression step ($F = 2.409$, $p =$

.093), the demographic variables explained 2.6% of the variance in workplace motivation. Neither age ($\beta = .178$, $p = \text{n.s.}$) nor years worked ($\beta = -.027$, $p = \text{n.s.}$) was a statistically significant predictor. In the second regression step ($F = 23.80$, $p = .000$), the communication variables explained 55.6% of the variance in workplace motivation. In this step, the statistically significant predictors were goal setting ($\beta = .783$, $p = .001$) and satisfaction ($\beta = .374$, $p = .002$). Recognition ($\beta = -.143$, $p = \text{n.s.}$) supportive manager ($\beta = -.096$, $p = \text{n.s.}$), training ($\beta = .176$, $p = \text{n.s.}$) and future prospects ($\beta = -.004$, $p = \text{n.s.}$) were not statistically significant. Overall, a combination of goal setting and job satisfaction best predicts workplace motivation.

Table 2: Research Question 1 Regression

Variable	Beta	Significance
Goal setting	.783	.001
Satisfaction	.374	.002
Recognition	-.143	n.s.
Supportive manager	-.096	n.s.
Training	.176	n.s.
Future prospects	-.004	n.s.

Research Question 2 Regression

For the second research question, which combination of the following best predicts job satisfaction: goal setting, performance feedback, empowerment/power and motivation, assessed the best way to predict job satisfaction, a stepwise regression was performed. In the first regression step ($F = .306$, $p = \text{n.s.}$), the demographic variables

explained .3% of the variance in job satisfaction. Neither age ($\beta = -.028$, $p = \text{n.s.}$) nor years worked ($\beta = .084$, $p = \text{n.s.}$) was a statistically significant predictor. In the second regression step ($F = 17.665$, $p = .000$), the communication variables explained 48.2% of the variance in job satisfaction. In this step, the statistically significant predictors were supportive manager ($\beta = .321$, $p = .028$), training ($\beta = .315$, $p = .008$), future prospects ($\beta = .344$, $p = .002$), and motivation ($\beta = .123$, $p = .018$). Recognition ($\beta = .439$, $p = \text{n.s.}$), and goal setting ($\beta = -.197$, $p = \text{n.s.}$) were not statistically significant predictors. Overall, a combination of supportive manager, training, future prospects and motivation best predicts workplace motivation.

Table 3: Research Question 2 Regression

Variable	Beta	Significance
Goal setting	-.197	n.s.
Motivation	.123	.018
Recognition	.439	n.s.
Supportive manager	.321	.028
Training	.15	.008
Future prospects	.344	.002

Post hoc analysis

Based on the results of the research questions a post hoc analysis was undertaken. This analysis sought to determine whether a causal path exists between the communication variables and motivation, if a casual path exists between the

communication variables and job satisfaction, and if motivation or satisfaction is most likely to be the outcome variable. Using the AMOS path program a component of the statistical program SPSS, two paths were proposed. Please see figures 1 and 2 below.

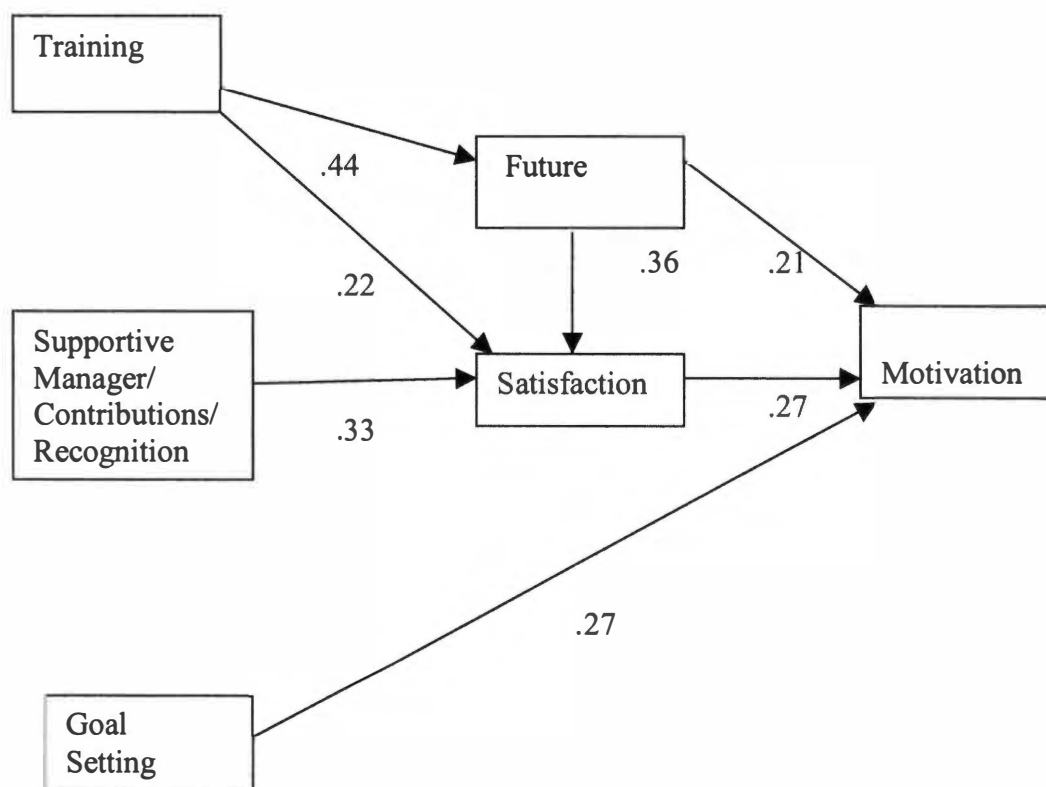


Figure 1: Proposed Path to Motivation

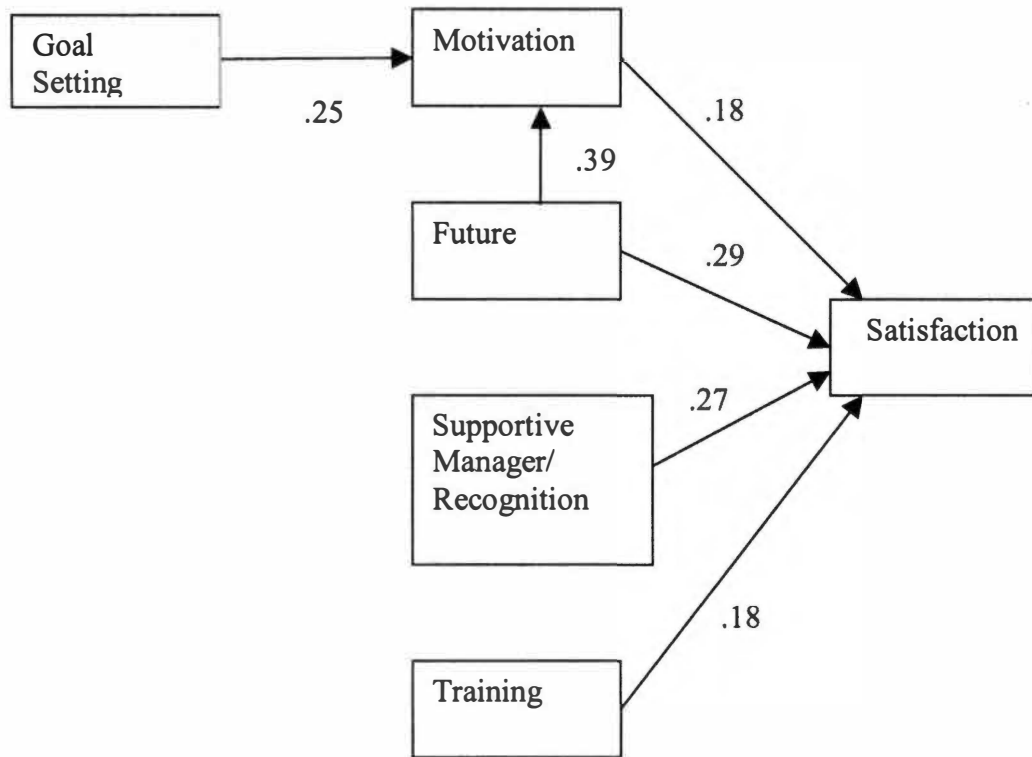


Figure 2: Proposed Path to Satisfaction

After analysis of the proposed paths, the data did not fit either model. The path coefficients for path 1 are: training to future = .44, training to satisfaction = .22, future to motivation = .20, supportive manager/recognition to satisfaction = .31, satisfaction to motivation = .33, future to satisfaction = .34 and goal setting to motivation = .26. The goodness-of-fit test = 6.637 and CFI = .891.

The path coefficients for path 2 are: goal setting to motivation = .25, motivation to satisfaction = .18, future to motivation = .39, future to satisfaction = .29, supportive manager/recognition to satisfaction = .27, and training to satisfaction = .18. The

goodness-of-fit test = 5.283 and CFI = .950.

Because of the problems with the path analysis, it still seemed prudent to attempt to determine whether satisfaction is a better predictor of motivation or motivation is a better predictor of satisfaction. Prior to completing follow-up analyses, a factor analysis was run on each variable's scale for validity. The findings of the factor analysis resulted in the satisfaction scale being split into two components and two of the three Brown and Leigh (1996) subscales (supportive manager and recognition) being combined. Also, because there was such a predomination of educators in the sample, an additional variable was created to compare educators to all other industries. Finally, the follow-up regression analyses were designed to mirror the path analyses as closely as possible with the addition of industry (all t -tests between educators and non-educators were non-significant except motivation $t = 3.375$, $p = .001$).

For the factor analysis, principal axis was the chosen method with varimax rotation. All items loaded above .50 in the 1 factor solution. 48.339% of the goal setting variance can be explained by a 1 factor analysis that included five items. 72.261% of the training variance can be explained by a 1 factor analysis that included three items. The Brown and Leigh (1996) six items that originally comprised the supportive manager and recognition loaded as a single factor and explained 45.845% of the variance. The three contribution items did not load cleanly and therefore were removed from the remainder of *post hoc* analyses.

Two items were pulled from the job satisfaction scale because they did not load well and were too similar to the training variables that already exist as an independent

variable. The remaining items produced a two factor scale. 27.553% of the job satisfaction variance can be explained by job satisfaction based upon support from work colleagues. 52.881% of the variance can be explained by job satisfaction based upon the level of control one has over his or her work environment.

Post Hoc Regression 1

The first post hoc regression sought to further understand if control over one's job satisfaction can be predicted. For the first regression step ($F = .085$, $p = \text{n.s.}$), industry split (educators vs. non-educators) explained .5% of the variance. In the second regression step ($F = 5.673$, $p = .000$), the communication variables goal setting, future, supportive manager and recognition, training, and motivation explained 13.5% of the variance in job satisfaction. In this step, the statistically significant predictors were future ($\beta = -.203$, $p = .021$) and supportive manager and recognition ($\beta = -.220$, $p = .009$). Overall, this regression supported that the combination of supportive manager and recognition (those who had a manager who stood behind them and provided feedback about their work) and future (those who saw long-term opportunities with the organization) predicted higher levels of satisfaction with the level of control one has over her or his work environment.

Post Hoc Regression 2

The second post hoc regression sought to further predict support satisfaction. For the first regression step ($F = .000$, $p = \text{n.s.}$) industry split explained .6% of the variance. In the second regression step ($F = 13.291$, $p = .000$), the communication variables goal setting, future, supportive manager and recognition, training, and motivation explained

29.1% of the variance in job satisfaction. In this step, the statistically significant predictors were motivation ($\beta = -.221$, $p = .005$) and supportive manager and recognition ($\beta = -.327$, $p = .000$). Overall, this regression supported that the combination of supportive manager and recognition (those who had a manager who stood behind them and provided feedback about their work) and motivation (those who were more inspired at work) best predicts one's job satisfaction with the level of support she or he receives.

Post Hoc Regression 3

The third post hoc regression sought to further predict motivation. For the first regression step ($F = 8.475$, $p = .004$.) industry split explained 4% of the variance. In the second regression step ($F = 15.308$, $p = .000$), the communication variables goal setting, future, supportive manager and recognition, training, and motivation explained 35.7% of the variance in motivation. In this step, the statistically significant predictors were industry ($\beta = -.229$, $p = .000$), goal setting ($\beta = -.242$, $p = .000$), future ($\beta = .183$, $p = .016$) and support job satisfaction ($\beta = -.188$, $p = .009$). Overall, this regression supported that the combination of industry (those in education were more motivated), goal setting (those who set goals were more motivated), future (those who saw long-term opportunities with the organization), and support job satisfaction (those who more satisfied with the support they receive from colleagues) predicted motivation.

Post Hoc Regressions 4 and 5

At this point, it was still difficult to determine whether motivation or satisfaction is the better outcome variable. Two final regression analyses were performed to assess whether it was possible, based upon these data, to determine which was the better

predictor variable and which was the better outcome variable. In the fourth regression, the two aspects of job satisfaction ($F = 17.925$, $p = .000$) explained 15.7 percent of the variance in motivation. In the fifth regression, motivation ($F = 11.042$, $p = .001$ for control; $F = 31.215$, $p = .000$ for support) explained 5.3 percent of the variance in one's satisfaction with control over the work environment and 14.4 percent of the variance in one's satisfaction with support received in the workplace. These results indicated that job satisfaction and motivation are more closely aligned with each other.

Discussion

The primary purpose of this research was to investigate the effects of communication on an individual's workplace motivation. After the qualitative portion of this research study was analyzed, job satisfaction was included with motivation as an outcome variable. Results indicated that communication elements are statistically significant predictors of workplace motivation and job satisfaction. The regression analyses found that goal setting and job satisfaction are the best predictors of workplace motivation while supportive manager, training, future and motivation are the best predictors of job satisfaction.

Locke (2000) described motivation as made up of four key concepts: needs, values, goals and intentions and emotions. The needs element relates to Maslow's physiological needs, the need for adequate resources to care for one's being, and the safety and security needs. Within the qualitative portion of this work, two individuals (Doug and Lawrence) described the motivation to fulfill the need to provide for themselves and their family but the need was easily met and not a common thread for the

study. The remaining three key concepts, value, goals and intentions, and emotions are represented by the principle themes for this work and are further discussed below as the concepts of goal setting, job satisfaction, supportive management/recognition, training and future.

Goal setting

The qualitative portion of this work revealed the importance of goal setting on workplace motivation and the quantitative portion found a goal setting to be a statistically significant predictor of workplace motivation. Eisenberg, Goodall and Trethewey (2007) reported that goal setting is one of the four most widely known elements of employee motivation (the other three in the study, expectancy, equity, and compliance gaining, were not found in this work). Based on the qualitative nature of the first part of this data collection, the researcher did not want to predict common themes; however, goal setting is widely accepted in motivational literature as a cause for motivation (Chen, Gully, Whiteman, & Kilcullen, 2000; Phillips & Gully, 1997). Goal setting is described from this study as deciding to perform a task in a specific way, usually within a set timeframe. Goal setting can also be looked at from the managerial standpoint by helping subordinates develop or accomplish tasks. The effect of goal setting on motivation becomes stronger over time signifying that individuals should continue to set goals to be productive (Locke, 2000). Whether an individual's goal setting comes as a directive from a supervisor or a self-driven task, goal setting is connected to workplace motivation.

Goal setting is a task that has been evaluated and found to be successful in a variety of different organizational types (Locke, 2004). From manual labor to Fortune

500 companies, goal setting is an important organizational concept as the concept can increase productivity but also encourages motivation. Regardless of where the goal setting occurs, goal setting can be for a very simple concept in a short duration of time or a very difficult task to be completed over a period of time.

For motivation to occur, as outlined above, an individual must have the want or desire to act and then must also take the initiative to act on the desire (Baron, 1991). Similarly, goals must not only be set and acted upon, but also people must believe that they can accomplish the task at hand (Bandura & Locke, 2003; Judge, Bono, Erez & Locke, 2005). Without a positive self-efficacy, belief in oneself, individuals are unlikely to achieve the goals that they set for themselves. This circular approach to goal setting also suggests that goal setting cannot only be an outcome of motivation, but also could cause motivation.

Managers should provide feedback to subordinates to increase motivation as well as to build goals for workplace responsibilities. Goal setting is a managerial strategy that identifies areas in which subordinates wish to develop or accomplish tasks and is an effective motivator for task completion when individuals dictate their performance (Locke, 2004). Creating goals around workplace responsibilities helps employees understand what is important to their department and company and how their performance makes a difference in the workplace. Setting goals can have personal, departmental, and company effects on achievement and performance and increase the motivation to learn during the training sessions (Wolters, 2004). By aligning individual goals with company and departmental goals, supervisors help subordinates increase their

motivation in the workplace. When supervisors relay departmental and company goals to subordinates, this furthers an individual's organizational involvement and commitment.

Job satisfaction

Job satisfaction is very important for individuals at work (Conrad & Poole, 2005) and can be described simply as how individuals feel about the different aspects of their jobs (Spector, 1997). One reason that satisfaction is important is because of the individual's productivity, which can also be associated with motivation. Employee productivity, of course, is critical for the health and production of the organization. If businesses are not productive, regardless of how satisfied their employees are, they will not be financially successful.

Motivation and satisfaction are frequently aligned and associated within research and workplace contents. Individuals frequently, as demonstrated in the qualitative portion of this work, use both terms interchangeably or without indicating a significant difference. Within the context of this research, workplace motivation was found to be a statistically significant predictor of job satisfaction and job satisfaction was found to be a statistically significant predictor of workplace motivation. Studies have historically evaluated job satisfaction as an outcome, not as a predictor, although satisfaction clearly can be both (Shockley-Zalabak & Ellis, 2000). Supported in this research, job satisfaction can be a variable for motivation, but also it stands to reason that once an individual is satisfied in his or her job, he or she will continue to work diligently to maintain that level of satisfaction.

Motivation and the opportunity for organizational growth are supported as

concepts that can influence an individual's workplace satisfaction or dissatisfaction (Miller, 1999). This links to the future variable as motivated individuals want to continue to excel in their organization whether it be through promotion or consistently achieving at or above the expected level of performance.

Supportive manager

The phrase supportive manager encompasses many variables for this work, empowerment/power, recognition and performance feedback. This study found that the supportive manager variable was a statistically significant predictor for job satisfaction but not a statistically significant predictor for motivation. Prior organizational communication literature supports a manager's impact on motivation, making this lack of significance surprising (e.g., Brooks, 2006a; Levine, Brooks, Asbury, & Tollison, 2006; Pinder, 1998). In addition to work responsibilities, a primary function of supervisors is to motivate their employees to perform efficiently in the work environment (Moorhead & Griffin, 1998). Perhaps this finding is best explained by future research that seeks to further evaluate the link of job satisfaction to motivation.

Employee recognition and performance feedback attribute to this supportive manager value as the tasks of recognizing employee work and providing performance feedback can be invaluable. This value is particularly relevant within the realm of performance feedback. Feedback, defined as providing information about the positives and negatives of subordinates' job performance (Lindsay, Sugai & DePry, 2002), is a key element resulting in the motivation of one's work performance. Performance feedback is presented any time a supervisor interacts with a subordinate to express concerns or praise

about the subordinate's work performance and can be verbal or written, presented in a formal or informal arena (Kuchinke, 2000; Parsons, Reid, & Crow, 2003). Verbal or written performance feedback that is conveyed to an individual from a supervisor, or other coworker, is the most frequently described type of feedback. This communication is the process of interacting with an individual to express concerns or praises.

At work, performance feedback is used to confirm the progression of one's tasks. Feedback that results in motivation derives from two types of feedback: feedback from other people, and feedback from the job itself. This feedback can come from another person or from the work itself. Feedback from the work itself for example might come from a computer program that sends an error message or from a widget that does not fit in a receiving unit. Because feedback from others is the type that managers, peers and other practitioners can most influence, that is the area important to this work.

Supervisors who provide regular, clear and consistent performance feedback to subordinates are likely to increase employee motivation (Kluger & DeNisi, 1996; Lizzio, Wilson, Gilchrist & Gallois, 2003; Waung & Highhouse, 1997).

If an employee is not receiving the recognition and feedback that they desire, they may take control of the situation and seek out the performance feedback from them (Moss, Valenzi & Taggart, 2003; Renn & Fedor, 2001). Subordinates will seek both positive and negative performance feedback; yet, they consciously alter the amount of negative performance feedback to maintain control in their environment (Geddes, 1993; Pettit & Joiner, 2001). An example of this is the employee who seeks performance feedback for a job well done yet, does not seek corrective performance feedback when

they know they have not performed up to expectations. A connection between performance feedback seeking and subordinate motivation is logical, as a motivated employee will seek out performance feedback from their supervisor (Parsons, Reid, & Crow, 2003). Finally, within a work context, employees who receive supportive communication from their supervisors, and who work in a recognition prone environment, employees have been found to be satisfied (Guzley, 1992). The data for this project continues to reinforce this causal link of the two concepts.

Training

This research found a statistically significant link between job training opportunities and job satisfaction. Past studies have also linked job training with job satisfaction and overall organizational support (Eisenberger, Cummings, Armeli, & Lynch, 1997). Job training allows employees the opportunity to grow and develop within their organization. Training also shows a commitment from the organization to the individual.

Training is introduced into work environments so that employees can acquire new information or develop concepts and attitudes that are meant to improve performance (Colquit, LePine & Noe, 2000; Goldstein & Ford, 2002). As addressed above, training hours per employee continues to be on the rise. This increase is significant as new opportunities for training continue to grow in the workforce (Steele-Johnson & Hyde, 1997) and more and more companies are implementing employee training programs. Opportunities for workplace motivation also grow (Goldstein & Ford, 2002).

In training, there are two areas that motivation is important, motivation and job

satisfaction go hand in hand when individuals have the opportunity for job training, but individuals also must be motivated to learn when they attend the training sessions. When employees are not learning in their training sessions, the return on the money allocated is not comparable to the time spent away from the job. As employees spend more time in training endeavors, and more company funds are being used for training (American Society for Training and Development, 2003), it is therefore essential that employees feel motivated to learn while in training sessions.

Because most employees will experience some time in on-the-job training, it is important that individuals get the most out of their training by being motivated to use their time wisely and to learn the training concepts (Mathieu, Tannenbaum, & Salas, 1992). Training is designed to teach individuals new skill sets or enrich current knowledge; therefore, it is imperative that learning is facilitated (Noe, 1986). Certainly, training practitioners design training programs to facilitate learning; however, learning, which is defined as gaining knowledge or skills, is not always innate (Mathieu & Martineau, 1997). Employees who are motivated at the beginning of training sessions have a clear advantage over employees who are not (Mathieu & Martineau, 1997). Supervisors and company leaders can impact this motivation and should recognize the important role they have in the learning motivation process. Employees who are motivated to attend training workshops to advance their career and their company should be encouraged to do so. This in turn will help motivate the employee and facilitate higher job satisfaction.

Other variables relevant to this work also intertwine with the concepts of training

and motivation. Training alone cannot improve or preserve an employee's performance, but training, combined with effective feedback and goal setting from supervisors, does provide an effective learning strategy (Goldstein & Ford, 2002). Feedback and goal setting can be related to the training environment entailing that employees will be motivated to learn with regard to external forces of motivation and learning. The two external forces depicted here, feedback and goal setting, are influences that supervisors can use to directly impact their subordinates training experience. Social sciences should build from the information currently used and expand the limited empirical research that currently address the issues of motivation and learning in the context of training. By expanding this line of research, scholars, training practitioners, and company supervisors will gain a greater insight into employee's motivation for learning.

The need for greater research in the area of an employee's motivation for leaning, with respect to workplace training, is critical. The millions of dollars and thousands of resource hours companies continue to spend are a testament that training continues to be a valuable aspect of workplace culture (American Society for Training and Development, 2003). It is important for all parties involved, companies, individuals and training practitioners that trainees are motivated to learn knew information in training sessions and that organizations understand that workplace motivation and satisfaction is directly influenced by workplace training.

Future

Although this work did not find a link between years worked and job satisfaction, a statistically significant relationship was found between an employee's perceived future

at an organization and his or her job satisfaction. This satisfaction is believed to occur based on a feeling of security within one's workplace and one's commitment to the organization. Job security is an important attribute for job satisfaction (Brooke, Russell, & Price, 1988; Clark, 2001), and although most research agrees that there is a link between job satisfaction and organizational commitment studies vary in the relationship (Glisson & Durick, 1988). The future prospects at an organization can be explained using both job security and organizational commitment.

When job security, or an individual's perceived future, at an organization seems threatened, she or he is less likely to be satisfied at their workplace. Arguably anytime someone believes that they are not appreciated in a work environment, or that organizational change is uncertain or lay-offs are possible, workers will not be satisfied in the organizational environment. Even in the most amicable of mergers and other major organizational changes job satisfaction is negatively impacted (Zhu, May, & Rosenfeld, 2004). The employee who believes his or her job is important and secure in an organization, is more likely to stay with their employer in turn causing the individual to have higher organizational commitment.

The future component of organizational commitment can be described as an individual's identification and involvement within the organization (Mowday, Porter, & Steers, 1982). Historically, organizational commitment and job satisfaction, as mentioned above, are generally believed to be related topics, yet research varies on which of the variable predicts the other, or if the two variables simply correlate, or if organizational communication and job satisfaction are caused from a different variable

(Glisson & Durick, 1988). Further, Glisson and Durick (1988) found that an individual's beliefs and experiences they have in an organization further their development of organizational commitment. This is not to say simply that the longer an individual works for a company, the more loyal the individual will be, or that the higher the individual's expectation to remain in that particular work environment, but that the more positive experiences the individual has, the more commitment and the more negative the individual's experiences are with the company, the individual will be less committed to the organization.

This research study was guided by the initial question, how are employees across organizational types motivated at work. Based on the qualitative data analysis, the element of job satisfaction was added as an outcome variable and four overarching communication themes were tested for prediction values. After surveying 181 adult workers from across organizational types, using regression analysis, the communication elements of goal setting, and job satisfaction were found to be statistically significant predictors of workplace motivation. Using regression analysis, the communication elements of supportive manager, job training, perceived organizational future and motivation were found to be statistically significant predictors of job satisfaction. The following chapter will offer a conclusion of this research project including research implications, study limitations and suggestions for future research.

Chapter VI: Conclusion

This study was originally designed to answer the guiding question: how are employees across organization types motivated by communication at work. Due to the nature of the question, a mixed-methods study was designed. The first portion of this work was a qualitative interview study that consisted of 10 participants, 5 managers and 5 non-managers. After analysis, the data yielded six common themes: work performance, attitude, goal setting, performance feedback, empowerment/power and job satisfaction. Due to the nature of the themes and their intrinsic and extrinsic association, only the communication elements (goal setting, performance feedback, empowerment/power and job satisfaction) were used to create a survey questionnaire for further analysis.

Summary

The pretest survey consisted of 166 undergraduate students from a large university in the southeastern United States. Because the pretest participants were taking the survey to receive course credit or extra credit, all persons over the age of 18 were eligible to participate. Due to the organizational nature of the pretest, only the data of those participants who had worked or were currently working was used. The pretest analysis further altered the survey reducing the scale from 78 items to 52. The final study gained participation through a snowball sample that yielded 181 adults who had worked or were currently working. Based on the interview data and previous research, two final research questions were presented for analysis: 1) which combination of the following best predicts motivation: goal setting, performance feedback, empowerment/power and job satisfaction; and 2) which combination of the following best predicts job satisfaction:

goal setting, performance feedback, empowerment/power and motivation.

In answering the two research questions, regression analyses were performed to assess how well communication variables and demographic information predict workplace motivation and job satisfaction. For research question one, the first regression step results indicate that a participant's age, nor job tenure, is a statistically significant influences motivation. Only 2.6% of the variance explains motivation. The second regression step using the communication variables explains 55.6% of the variance in workplace motivation. In this step, the statistically significant predictors were goal setting and job satisfaction indicating that these three elements are directly related to workplace motivation. To answer question one, the combination of goal setting and job satisfaction best predicts motivation.

For research question two, which combination of the following best predicts job satisfaction: goal setting, performance feedback, empowerment/power and motivation, assessed the best way to predict job satisfaction, a second stepwise regression was performed. The first step was again to explain the demographic variables of age and tenure of the participant. None of these variables was statistically significant and the variance of job satisfaction explained was even lower than for question 1 at .3%. The second regression step indicated that the communication variables explained 48.2% of the variance in job satisfaction. In this step, the statistically significant predictors were supportive manager, training, future, and motivation. To answer question two, a combination of supportive manager, training, future and motivation best predicts workplace satisfaction.

Post hoc analysis yielded two paths, which were designed to further understand the predictors for workplace motivation and job satisfaction (please see Models 1 & 2). After analysis, neither of these paths was deemed statistically significant and yielded poor goodness-of-fit and CFI scores. Because the initial data supported that there was further relationships between the variables and workplace motivation and job satisfaction yet the path did not, four additional regressions were facilitated.

The five additional regression analyses were designed to further explore the how well the communication concepts predict workplace motivation and job satisfaction. The first revealed the combination of supportive manager and recognition (those who had a manager who stood behind them and provided feedback about their work) and future (those who saw long-term opportunities with the organization) best predicted higher levels of satisfaction with the level of control one has over her or his work environment. The second revealed the combination of supportive manager and recognition (those who had a manager who stood behind them and provided feedback about their work) and motivation (those who were more inspired at work) best predicts one's job satisfaction with the level of support she or he receives. The third revealed the combination of industry (those in education were more motivated), goal setting (those who set goals were more motivated), future (those who saw long-term opportunities with the organization), and support job satisfaction (those who more satisfied with the support they receive from colleagues) predicted motivation. The fourth and fifth revealed that job satisfaction and motivation are more closely aligned with each other and neither is a strong enough predictor of the other to warrant stating the relationship goes in one direction or the other.

Implications

The results of this study imply that goal setting and job satisfaction are the most important communication elements to influence motivation while a supportive manager and belief in one's future in the organization are the most influential elements for job satisfaction. Suggestions for managers based on these findings are discussed below. Because the elements of job satisfaction ultimately lead to motivation, those elements will be discussed first.

Job satisfaction is related to motivation as in the most simplest of terms, job satisfaction is "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2). When individuals like, or enjoy, their jobs they will be more motivated to work hard at their jobs and less likely to leave those jobs. From an employer standpoint, job satisfaction could be difficult to understand but it is important as it contributes to motivation as well as an employee's future at the organization and vice versa. This element of an employee's future was discovered in this study. Employees who believe that they have a strong possibility of a future in an organization were also satisfied in their organization. This sounds simple enough but it is not just about a happy worker being a productive worker (Cheney, Christensen, Zorn & Ganesh, 2004). More study in this area should seek to shed light on this phenomenon; some possible causes include the fit of the employer and employee, work issues as well as personal issues. When employees enter a workplace, they go through a time of socialization to acclimate themselves to the organization, but their skills are also tested in the organization. If employees do not possess the right skills, knowledge or attitudes to

perform a job function, it is expected that they will not only be less inclined to be satisfied in the organization, they will also be less inclined to desire a future with the organization. To help prevent this inevitable turnover, managers can work to hire the best individuals for the position, monitor organizational citizenship behavior and individual withdrawal behavior (Spector, 1997). Making educated hires is critical to employee longevity in the workplace.

The aforementioned elements lead into the concept of supportive manager. A supportive manager is someone who knows what is happening in his or her unit and someone who encourages employees. One of the best ways managers can support and encourage their employees is through performance feedback. Feedback provides information regarding one's job performance and ultimately their overall productivity. Workplace motivation can be positively influenced when supervisors provide clear, concise and timely feedback to workers. It is important that employees express to their managers that they cannot ignore the task of providing feedback and they cannot limit feedback simply to formal performance appraisals once a year.

Clear and consistent performance feedback from one's supervisor is likely to increase motivation; however, poorly presented feedback is detrimental to motivation, and in turn can hinder performance (Kluger & DeNisi, 1996; Lizzio, Wilson, Gilchrist, & Gallois, 2003; Waung & Highhouse, 1997). One of the most relevant of these detrimental performance feedback conditions is when supervisors provide unclear performance feedback. Supervisors should give positive performance feedback, such as providing the subordinate with specifics of a job well done, or negative performance

feedback, such as reprimanding an employee for not meeting task expectations (Kluger & DeNisi, 1996; Lizzio, Wilson, Gilchrist & Gallois, 2003; Waung & Highhouse, 1997).

Goal setting was found in the interview portion of this work to be a large factor in an employee's motivation. The quantitative portion of this work found that goal setting was the one element that did not lead to motivation and job satisfaction. As goal setting can be complicated, knowing how to set goals is important. Radar (2005) offers six steps for successful goal setting that can be used by managers to help individuals set goals or by the individuals themselves. Those six steps are: (1) Write it down a goal and be specific, (2) Set a time frame for the goal to be achieved, (3) Create a plan to accomplish the goal, (4) imagine yourself accomplishing your goal, (5) Never give up on the goal, be prepared to work hard, and (6) Periodically measure your goal progress. To further explain, it is important that individuals, when creating goals, do it in a measured fashion so that it is easy to understand the possibility and timeframe for achieving the goal. Writing the goal down and visualizing oneself accomplishing the goal helps the goal seem more achievable and finally, having a plan in place to accomplish the goal will help the individual foresee and overcome any obstacles that come in the path of progress. Goal setting is invaluable to motivation; therefore, it is important that individuals understand how to create a good goal.

Limitations and future research

As with any study, this one had its limitations. This study was designed to understand how communication influences motivation across organizational types. A limitation to this work is that it did not consider size of the individual's organization,

hierarchical structure of the organization, if the employee is in a management position, or the amount of hours the employee works weekly in the organization. When replicated or extended, this information should be included in the data collection, if for no other reason than to rule it out as possible predictors for motivation and satisfaction.

The participation for an online survey was considered good for a snowball sample at 181 participants, but this sample also had limitations. The sample was largely European-American and although the participant ages ranged from 20 to 70, the majority of participants were in their 30s with a mean age of 36.21. Analysis indicated that age does not make a difference in job satisfaction or workplace motivation for this sample, but further testing should be conducted. The snowball method of collecting participants did not yield enough participation to facilitate a confirmatory factor analysis. This data analysis would have allowed the researcher to further examine the data and perhaps provide even more information about workplace motivation and job satisfaction.

The qualitative portion of this research could have been affected because of the specific questions on the interview guide. The researcher strove to let the interviewee determine where the conversation went, but there was still some inclination of guidance because of the interview guide and the desire to understand communication and workplace motivation. The participants for the interview study were asked to define motivation very early on. Defining motivation seemed to be difficult for participants although participants could describe motivation. Future studies should ask participants for the definition later in the interview or use the rich interview data to construct the definition.

A final limitation, which is also an area for future research, was the low reliability for the Assessment of Performance Feedback Scale (Earley & Stubblebine, 1989) of .783. Fortunately for this work, many items double loaded and therefore the performance feedback component was still assessed, however this poor reliability was not pleasing. Future research should continue to test this instrument. The findings in this study also support that the Student Motivation Scale (Richmond, 1990) is not a single-factor measure, but rather contains multiple factors. Perhaps this is because it was altered from semantic differential to a Likert-based instrument, but based on the factor analyses for this study the scale has at least two factors.

An important step for future research is further testing of the goal setting and satisfaction measures. These items were created based on the qualitative portion of this work. The reliability for these measures was acceptable, above .8, but higher reliabilities are preferred. Also, a potential limitation is that the scale was used to collect data across organizational types. This information provided wonderful insights into a variety of organizations, yet if the measure were tested, and found reliable, using participants from a single organization, the instrument could eventually be used for needs assessment purposes and understanding workplace motivation and job satisfaction within particular organizations. When facilitating future research, the scale instrument from this work will be able to help practitioners and researchers assess communication as a motivational tool in a particular organizational setting.

This study supports that the relationship between motivation and the superior-subordinate relationship should continued to be studied. Future research can further

evaluate this linkage by using the concept of leader-member exchange (LMX). The theory of LMX future evaluates the relationship between in-groups and out-groups within organizations and suggests that leadership styles influence workplace motivation. LMX offers insights into why leaders motivate some organization members and not others. It would be interesting to discover if the same would be true for LMX and job satisfaction.

A statistically significant relationship was found between an employee's perceived future at an organization and his or her job satisfaction. Future research should extend this line to determine if organizational citizenship behavior is also a predictor of job satisfaction as well as the relationship, if any, to motivation.

An area of research for future study is to continue to explore the relationship between workplace motivation and job satisfaction. This research study indicated that the two concepts have a strong correlation, yet the two are obviously not the same variable. Further research should continue to explore this relationship and the ultimate impact on the employee and the organization. Future research could also explore the relationship between trust, motivation and job satisfaction as well as job satisfaction and communication satisfaction. Finally, future research can also use this research study as a starting point to further define the elements of workplace motivation and satisfaction. From this study, it is clear that these elements are similar yet goal setting was never found to be close to be a statistically significant predictor for job satisfaction and was a statistically significant predictor of workplace motivation. Perhaps a point of clarification would be to analyze if job satisfaction leads to goal setting. Having a widely-accepted, precise understanding of each would benefit researchers as well as

organizations.

Many of the items related to job satisfaction from the initial survey instrument loaded with communication items in the pretest factor analysis. For the purposes of this study, they became independent variables because the study was designed to examine how well communication predicts motivation. Future research needs to assess the extent to which communication and job satisfaction are highly correlated with each other and work to discriminate what is truly job satisfaction and what is truly communication satisfaction.

Finally, future research needs to look more closely at the relationship between industry in which one works and motivation. In this study, educators were more motivated than people in other industries. While this may be an artifact of the way in which motivation was measured (more intrinsically based), future research needs to tease out that relationship. During the interviews, conducted with people predominantly outside education, people indicated intrinsic motivation as much as extrinsic motivation. More people and additional ways of measuring motivation would provide a clearer picture of the relationship between these two variables.

Conclusions

The results for this research study foster several key ideas about communication, workplace motivation and job satisfaction: 1) communication variables are statistically and practically significant predictors of workplace motivation, 2) age and tenure are not statistically significant predictors of workplace motivation or job satisfaction, and 3) workplace motivation and job satisfaction are antecedents of each other.

The communication variables that are statistically significant to workplace motivation are important to organizational communication because they further support how invaluable organization communication is, not only to production but also to individual performance. Supervisors can influence these communication variables and therefore managers and leaders can influence motivation and job satisfaction.

Age and tenure are not statistically significant predictors on workplace motivation or job satisfaction. This is an important finding, as organizations cannot change individual's age and can generally only negatively impact individual's tenure with an organization.

Finally, this research has not definitely answered what motivates employees at work but does offer new information and supports past developments so that managers can continue to seek to motivate their employees. It is important to understand that workplace motivation and job satisfaction are antecedents of each other as these variables were found to be repeatedly statistically significant causes of each other. This finding is important as supervisors can gain further knowledge about the two critical organizational communication concepts and as discussed above, should continue to be analyzed in future research.

In conclusion, the researcher answered the guiding question of how motivation effects workplace motivation by facilitating qualitative interviews and creating and testing a quantitative study. The results from this work offer the overarching conclusion that communication makes a statistically significant difference in workplace motivation and job satisfaction. The information found in this study leads to exciting possibilities

regarding the motivation of employees. Researchers must not lose sight that communication is key to workplace motivation and job satisfaction and continue to define these elements. Managers must not take their responsibility in influencing workplace motivation and job satisfaction lightly. Employees control so much of their own motivation that when a manager can influence workplace motivation and job satisfaction by providing performance feedback, ensuring an employee of their future within the organization, offering workplace training opportunities, giving empowerment/power to employees and helping employees set goals they should do so. These elements, as found in this work, make a positive impact on employee workplace motivation and employee job satisfaction.

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Appendixes

Appendix A: Discussion Questions for Interview

- Tell me about the organization for which you work
- Tell me about your job
 - o What are your duties and responsibilities?
- How do you define workplace motivation?
- Tell me about a time when you were motivated at work
- How do you know when one of your coworkers is not motivated? Please explain.
- How do you know when one of your coworkers is motivated? Please explain.
- Describe a situation where you or someone you know was motivated by something another person said or did.
- Describe a situation where you or someone you know was less motivated by something another person said or did.
- What kinds of messages do you use to motivate others? Describe a time when you used one of those messages to motivate someone else. How did he or she respond?

Appendix B: Form B Application

All applicants are encouraged to read the Form B guidelines. If you have any questions as you develop your Form B, contact your Departmental Review Committee (DRC) or Research Compliance Services of the Office of Research. For PDF version of this form, [click here](#).

FORM B

IRB # _____

Date Received in OR _____

THE UNIVERSITY OF TENNESSEE

Application for Review of Research Involving Human Subjects

I. IDENTIFICATION OF PROJECT

1. Principal Investigator Co-Principal Investigator:

Complete name and address including telephone number and e-mail address

Abby M. Brooks 293 Communications And University Extension Building
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Faculty Advisor:

Complete name and address including telephone number and e-mail address Dr.

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abrook12@utk.edu

Department: Communication Studies

2. **Project Classification:** *Enter one of the following terms as appropriate:*
Dissertation, Thesis, Class Project, Research Project, or Other (Please specify) Dissertation

3. **Title of Project:** It's all about the Motivation: Factors that Influence Employee Motivation in Organizations
4. **Starting Date:** *Specify the intended starting date or insert "Upon IRB Approval"* Upon IRB approval
5. **Estimated Completion Date:** May 2008
6. **External Funding (if any):** N/A
 1. **Grant/Contract Submission Deadline:**
 2. **Funding Agency:**
 3. **Sponsor ID Number (if known):**
 4. **UT Proposal Number (if known):**

II. PROJECT OBJECTIVES: The purpose of this study is to gain an understanding of motivation of employees in a service organization through interviewing. Participants will initially be asked about job duties followed by questions about why they are motivated to fulfill their job requirements and what motivates the participants as well as those around them.

III. DESCRIPTION AND SOURCE OF RESEARCH PARTICIPANTS: I plan to interview managers and non-managers to redundancy within each group. All participants will be at least 18 years of age. The researcher will gain participants through initial contact with companies and then through snowball sample, asking participants to recommend a friend or coworker that may be interested in participating.

IV. METHODS AND PROCEDURES I will interview participants in their office, at a local restaurant, or a coffee shop, where the individual feels most comfortable. Data collection will be facilitated by use of oral questions, see attached interview guide, and will be captured by using an audio recording device and facilitator notes. The need for audiotaping is so that I, the researcher, can focus my energies on asking questions and not writing extensive notes. After typing transcripts of the audio files, files will be destroyed. During the transcription process, audio files will be contained in a secure location at the researcher's residence. Only the principle researcher, myself, and possibly the faculty advisor, Dr. Violanti, will be privy to the taped conversations.

V. SPECIFIC RISKS AND PROTECTION MEASURES: Little to no risk is expected for participants. Participants might feel a little uneasy answering questions as questions are about the individual's personal motivation. Researcher will explain that the information collected will be used for academic purposes only and the participants will

not be identified in the academic report. Researcher will ask the participant's permission before taking notes or using audio recorder and will make participant aware if they do feel discomfort the interview will stop immediately. If the participant does not allow note taking or tape recording, data will not be used. If the participant asks to stop the interview, at any time, data will not be used and all recording and notes will be given to the participant. Only the primary researcher will know the identity of participants.

VI. BENEFITS: Benefits of this research will be to aid organizational communication research by giving a better understanding to motivation in the workplace.

VII. METHODS FOR OBTAINING "INFORMED CONSENT" FROM PARTICIPANTS: Researcher will explain that participation is voluntary, that participants must be at least 18 years of age and participation can stop at any time. Participants will be asked to sign a form indicating that they have been made aware of the rights as a participant. (Please see attached form.)

VIII. QUALIFICATIONS OF THE INVESTIGATOR(S) TO CONDUCT RESEARCH: The researcher is a doctoral candidate who has been trained through class work and has previously facilitated an interview study.

IX. FACILITIES AND EQUIPMENT TO BE USED IN THE RESEARCH: Interviews are expected to be conducted in the participant's office, a department conference room or other quiet space where the participant can be granted confidentiality. An audio recorder will be used to capture data and play back for transcription. Researcher will also use pen and paper to make field notes.

X. RESPONSIBILITY OF THE PRINCIPAL/CO-PRINCIPAL INVESTIGATOR(S)

The following information must be entered verbatim into this section:

By compliance with the policies established by the Institutional Review Board of The University of Tennessee the principal investigator(s) subscribe to the principles stated in "The Belmont Report" and standards of professional ethics in all research, development, and related activities involving human subjects under the auspices of The University of Tennessee. The principal investigator(s) further agree that:

1. Approval will be obtained from the Institutional Review Board prior to instituting any change in this research project.
2. Development of any unexpected risks will be immediately reported to Research Compliance Services.
3. An annual review and progress report (Form R) will be completed and submitted when requested by the Institutional Review Board.

4. **Signed informed consent documents will be kept for the duration of the project and for at least three years thereafter at a location approved by the Institutional Review Board.**

XI. SIGNATURES: ALL SIGNATURES MUST BE ORIGINAL. The Principal Investigator should keep the original copy of the Form B and submit a copy with original signatures for review. Type the name of each individual above the appropriate signature line. Add signature lines for all Co-Principal Investigators, collaborating and student investigators, faculty advisor(s), department head of the Principal Investigator, and the Chair of the Departmental Review Committee. The following information should be typed verbatim, with added categories where needed:

Principal Investigator _____ Abby M. Brooks _____

Signature _____ **Date** _____

Student Advisor (if any) _____ Michelle T. Violanti _____

Signature _____ **Date** _____

XII. DEPARTMENT REVIEW AND APPROVAL: The application described above has been reviewed by the IRB departmental review committee and has been approved. The DRC further recommends that this application be reviewed as:

☐ Expedited Review -- Category(s): _____ OR

☐ Full IRB Review

Chair, DRC _____

Signature _____ **Date** _____

Department Head _____ John W. Haas _____

Signature _____ **Date** _____

Protocol sent to Research Compliance Services for final approval on (Date)

Approved:
Research Compliance Services
Office of Research
404 Andy Holt Tower

Signature _____ **Date** _____

**For additional information on Form B, contact Brenda Lawson by e-mail at
blawson@tennessee.edu or by phone at (865) 974-7697.**

INFORMED CONSENT FORM

It's all about the Motivation: Factors that Influence Employee Motivation in
Organizations

INTRODUCTION

Participants are invited to participate in a research study by being interviewed about their workplace motivation. The purpose of the study is to gain insight into workplace motivation.

INFORMATION ABOUT PARTICIPANTS' INVOLVEMENT IN THE STUDY

For this study, participants will be interviewed and engage in a one on one conversation about motivation in the workplace. The amount of time required of participants per session is expected to be an hour or less. The interview collection is scheduled to be concluded by Fall 2006.

An audio taping device will be used to collect information. The researcher will then transcribe interviews to a typed document format. Names and organizations will not appear anywhere on the tapes. After transcription is complete, the voice files will be destroyed.

RISKS

Minimal risk is anticipated from the interview session. If a participant feels uneasy about answering questions during the interview, the participant does not need to answer the question. The participant can stop the interview at any time. If the interview is stopped, information will not be used in final report; digital tape recording and field notes will be destroyed in the participant's presence.

BENEFITS

Completion of this project will fulfill requirements for a doctoral degree as well as provide insight into the motivation of employees in service organizations. This information will be useful for academic researchers as well as managers in the workforce.

CONFIDENTIALITY

The information in the study records will be kept confidential. Data will be stored securely at the researcher's residence and will be made available only to the researcher and the researcher's committee members unless participants specifically give permission in writing to do otherwise. No reference will be made in oral or written reports that could link participants to the study.

EMERGENCY MEDICAL TREATMENT

The University of Tennessee does not "automatically" reimburse subjects for medical claims or other compensation. If physical injury is suffered in the course of research, or for more information, please notify the investigator in charge (Abby M. Brooks, 865.974.0696, abrook12@utk.edu).

_____ Participant's initials

CONTACT INFORMATION

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study,) you may contact the researcher, Abby Brooks, at 293 Communication Building, University of Tennessee, Knoxville, TN, 37996 or 865.974.0696. If you have questions about your rights as a participant, contact Research Compliance Services of the Office of Research at (865) 974-3466.

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed you, data will be erased in your presence.

CONSENT

I have read the above information. I have received a copy of this form. I am at least 18 years of age and I agree to participate in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix C: Form B Approval

10 July 2006

Ms. Abby Brooks
School of Communication Studies
293 Communications-UEB
University of Tennessee

Dear Ms. Brooks:

Thank you for submitting your Form B application for review of your research protocol entitled "It's all about the Motivation: Factors that Influence Employee Motivation in Organizations."

After review, the College Review Committee has approved your application. A copy of your application will be forwarded to the University of Tennessee Research Compliance Services for their review and action. You may not begin data collection until you receive their approval. Application qualifying for "expedited" review may be acted on within a couple weeks, while those requiring full IRB review may take as long as 6-7 weeks for action. To enquire about the status of University level review, contact Research Compliance Services in the Office of Research at (865) 974-7697.

I hope that your research goes well. Remember to inform us if there are any significant changes in your protocol, or if you encounter any unanticipated difficulties with research participants.

Sincerely,

Gregory D. Reed
Interim Dean

cc: Brenda Lawson, University of Tennessee Research Compliance Services
Michelle Violanti, Faculty Advisor

Appendix D: Form A Application For Pretest

Certification for Exemption from IRB Review for Research Involving Human Subjects

- A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s)** (For student projects, list both the student and the advisor.):
Abby M. Brooks
Michelle T. Violanti
- B. DEPARTMENT:** Communication Studies
- C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):**
- | | |
|----------------------------|----------------------------|
| Abby M. Brooks | Michelle T. Violanti |
| 293 Communication Building | 293 Communication Building |
| University of Tennessee | University of Tennessee |
| Knoxville, TN 37996 | Knoxville, TN 37996 |
| 865.974.0696 | 865.974.7072 |
- D. TITLE OF PROJECT:** Motivation at Work: The Dissertation
- E. EXTERNAL FUNDING AGENCY AND ID NUMBER** (if applicable): N/A
- F. GRANT SUBMISSION DEADLINE** (if applicable): N/A
- G. STARTING DATE** (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.):
As soon as certification is granted.
- H. ESTIMATED COMPLETION DATE** (Include all aspects of research and final write-up.):
6/08
- I. RESEARCH PROJECT**
- 1. Objective(s) of Project** (Use additional page, if needed.): The objective of this project is to have participants complete an online survey in efforts to collect data for the students dissertation. The data collected will help the researcher answer the overall question, how does communication effect motivation. This project will ask questions regarding the individual's motivation, goal setting practices, feedback received from supervisor, satisfaction with their job, and perceived power and empowerment. The survey is attached.
 - 2. Subjects** (Use additional page, if needed.): Participants for this test will be gained using a snowball sample of full-time working adults, at least 18 years-of-age.
 - 3. Methods or Procedures** (Use additional page, if needed.): This survey will be administered online. Participants will be advised that by completing survey they understand that they are at least 18 years old and that they may stop participation at any time. No negative effects are expected as part of this project. The researchers anticipate participants will be able to complete this project in 12-18 minutes. **No identifying information will be associated with the participant's responses.** Participant results will only be seen by the principle investigators (Abby M. Brooks and Michelle T. Violanti) and the statistical consultant Cary Springer.

4. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46 (See instructions for categories.): 2

J. CERTIFICATION: The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

5. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46 (See instructions for categories.): 2

K. CERTIFICATION: The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator: Abby M. Brooks 21 Nov 2006
Name Signature Date

Student Advisor: Michelle T. Violanti 21 Nov 2006
Name Signature Date

Department Review Committee Chair:

Name Signature Date

APPROVED:

Department Head:

Name Signature Date

COPY OF THIS COMPLETED FORM MUST BE SENT TO COMPLIANCE OFFICE IMMEDIATELY UPON COMPLETION.

Rev. 01/2005

COPY OF THIS COMPLETED FORM MUST BE SENT TO COMPLIANCE OFFICE IMMEDIATELY UPON COMPLETION.

Rev. 01/2005

INSTRUCTIONS FOR COMPLETING FORM A
PLEASE TYPE THE INFORMATION REQUESTED ON THE FRONT OF THIS
FORM

Provide the required information in the space available if at all possible. If additional space is necessary, attach a separate sheet. Submit one copy of this form to the Chair of your Departmental Review Committee for review and approval. [PLEASE NOTE: This form may be reproduced on a personal computer and printed on a high quality printer (*e.g.*, LaserJet, DeskJet). Form A was originally created under WordPerfect 6.1 and printed on a HP LaserJet III printer using a 9-point CG Times font.]

ALL SIGNATURES MUST BE ORIGINAL on this form. When certified by your department or unit head, a copy of the signed Form A will be returned to the Principal Investigator and a copy will be returned to the Research Compliance Services Section, Office of Research.

I.1. OBJECTIVES: Briefly state, in non-technical language, the purpose of the research, with special reference to human subjects involved.

I.2. SUBJECTS: Briefly describe the subjects by number to be used, criteria of selection or exclusion, the population from which they will be selected, duration of involvement, and any special characteristics necessary to the research.

I.3. METHODS OR PROCEDURES: Briefly enumerate, in non-technical language, the research methods which directly involve use of human subjects. List any potential risks, or lack of such, to subjects and any protection measures. Explain how anonymity of names and confidentiality of materials with names and/or data will be obtained and maintained. List the names of individuals who will have access to names and/or data.

I.4. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46: Referring to the extracts below from Federal regulations, cite the paragraph(s) which you deem entitle this research project to certification as exempt from review by the Institutional Review Board.
45 CFR 46.101(b): Research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from IRB review:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude,

achievement), survey procedures, interview procedures or observation of public behavior, **unless:** (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; **and** (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

PLEASE NOTE: *An exemption cannot be used when children are involved for research involving survey or interview procedures or observations of public behavior, except for research involving observation of public behavior when the investigator(s) do not participate in the activities being observed. [45 CFR 46.401(b)]*

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) above, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of Federal Department or Agency heads, and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, if wholesome foods without additives are consumed or if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminants at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the US Department of Agriculture.

For additional information on Form A, contact the Office of Research Compliance Officer by e-mail or by phone at (865) 974-3466.

Appendix E: Form A Pretest Approval

30 November 2006

Abby Brooks and Michelle Violanti
School of Communication Studies
293 Communications Bldg.
University of Tennessee

Dear Ms. Brooks and Prof. Violanti:

Thank you for submitting your Form A application for review of your research protocol involving the use of Human Subjects, for the project titled "Motivation at Work: The Dissertation Pretest."

After review, the Committee has approved your application. You may begin data collection with your receipt of this confirming letter. A copy of your application will be forwarded to the University of Tennessee Research Compliances Service.

I hope that your research goes well. Remember to inform us if there are any significant changes in your protocol, or if you encounter any unanticipated difficulties with research participants.

Sincerely,

Benjamin J. Bates
Chair, College Review Committee
College of Communication and Information

cc: Brenda Lawson, University of Tennessee Research Compliance Services

Appendix F: Pretest Survey

Informed Consent

By completing this survey, you acknowledge that you are at least 18 years old and understand that you can stop participation anytime without penalty and that the information you provide for this survey will be anonymous and confidential. The following survey will ask you questions about workplace motivation and is estimated to take about 12-18 minutes to complete. If you have questions about this project, please contact Abby M. Brooks (abrook12@utk.edu or 865.974.0696) or Michelle T. Violanti (violanti@utk.edu or 865.974.7072). If you have further questions about your rights as a participant, please contact the UT Office of Research (865.974.3466).

To receive course credit and acknowledge that you are a willing participant in this research project you will be asked to enter your Net ID and your instructor's name (the instructor who gave you information about this survey). Information about your Net ID and instructor will be sent to a separate file for record keeping purposes only and will not be connected to your survey responses in any way.

To receive course credit and acknowledge that you are a willing participant in this research project, please enter your Net ID (the first part of your UT email address):

Please enter your instructor's name: _____

Motivation Scale

Are you currently employed? If yes, how long have you been working at your job? _____
If no, how long did you work at your previous job? _____
If never, please answer the questions below based on your school experience.

What is the sex of your supervisor at your current or last job? _____ female _____ male

What is your sex?: _____ female _____ male

What year were you born? _____

What category do you most identify with? _____ African-American _____ Asian-American
_____ European-American _____ Hispanic-American
_____ International/Non-American _____ Mixed Background
_____ Native-American/American Indian _____ Other

In what industry do/did you work? _____ Leisure _____ Retail _____ Restaurant
_____ Non-profit _____ Manual labor _____ Manufacturing
_____ Sales _____ Other

Thank you for your participation. If you have questions, please contact Abby Brooks at abrook12@utk.edu

Appendix G: Form A Application for Study

Certification for Exemption from IRB Review for Research Involving Human Subjects

- L. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s)** (For student projects, list both the student and the advisor.):
Abby M. Brooks
Michelle T. Violanti
- M. DEPARTMENT:** Communication Studies
- N. COMPLETE MAIL ETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):**
- | | |
|--|--|
| Abby M. Brooks
293 Communication Building
University of Tennessee
Knoxville, TN 37996
865.974.0696 | Michelle T. Violanti
293 Communication Building
University of Tennessee
Knoxville, TN 37996
865.974.7072 |
|--|--|
- O. TITLE OF PROJECT:** Motivation at Work: The Dissertation
- P. EXTERNAL FUNDING AGENCY AND ID NUMBER** (if applicable): N/A
- Q. GRANT SUBMISSION DEADLINE** (if applicable): N/A
- R. STARTING DATE** (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.):
As soon as certification is granted.
- S. ESTIMATED COMPLETION DATE** (Include all aspects of research and final write-up.):
6/08
- T. RESEARCH PROJECT**
- Objective(s) of Project** (Use additional page, if needed.): The objective of this project is to have participants complete an online survey in efforts to collect data for the students dissertation. The data collected will help the researcher answer the overall question, how does communication effect motivation. This project will ask questions regarding the individual's motivation, goal setting practices, feedback received from supervisor, satisfaction with their job, and perceived power and empowerment. The survey is attached.
 - Subjects** (Use additional page, if needed.): Participants for this test will be gained using a snowball sample of full-time working adults, at least 18 years-of-age.
 - Methods or Procedures** (Use additional page, if needed.): This survey will be administered online. Participants will be advised that by completing survey they understand that they are at least 18 years old and that they may stop participation at any time. No negative effects are expected as part of this project. The researchers anticipate participants will be able to complete

this project in 12-18 minutes. **No identifying information will be associated with the participant's responses.** Participant results will only be seen by the principle investigators (Abby M. Brooks and Michelle T. Violanti) and the statistical consultant Cary Springer.

9. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46 (See instructions for categories.): 2

U. CERTIFICATION: The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator: Abby M. Brooks 14 Dec 2006
Name Signature Date

Student Advisor: Michelle T. Violanti 16 Dec 2006
Name Signature Date

Department Review Committee Chair:

Name Signature Date

APPROVED:

Department Head:

Name Signature Date

COPY OF THIS COMPLETED FORM MUST BE SENT TO COMPLIANCE OFFICE IMMEDIATELY UPON COMPLETION.

INSTRUCTIONS FOR COMPLETING FORM A
PLEASE TYPE THE INFORMATION REQUESTED ON THE FRONT OF THIS
FORM

Provide the required information in the space available if at all possible. If additional space is necessary, attach a separate sheet. Submit one copy of this form to the Chair of your Departmental Review Committee for review and approval. [PLEASE NOTE: This form may be reproduced on a personal computer and printed on a high quality printer (e.g., LaserJet, DeskJet). Form A was originally created under WordPerfect 6.1 and printed on a HP LaserJet III printer using a 9-point CG Times font.]

ALL SIGNATURES MUST BE ORIGINAL on this form. When certified by your department or unit head, a copy of the signed Form A will be returned to the Principal Investigator and a copy will be returned to the Research Compliance Services Section, Office of Research.

I.1. OBJECTIVES: Briefly state, in non-technical language, the purpose of the research, with special reference to human subjects involved.

I.2. SUBJECTS: Briefly describe the subjects by number to be used, criteria of selection or exclusion, the population from which they will be selected, duration of involvement, and any special characteristics necessary to the research.

I.3. METHODS OR PROCEDURES: Briefly enumerate, in non-technical language, the research methods which directly involve use of human subjects. List any potential risks, or lack of such, to subjects and any protection measures. Explain how anonymity of names and confidentiality of materials with names and/or data will be obtained and maintained. List the names of individuals who will have access to names and/or data.

I.4. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46: Referring to the extracts below from Federal regulations, cite the paragraph(s) which you deem entitle this research project to certification as exempt from review by the Institutional Review Board.
45 CFR 46.101(b): Research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from IRB review:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, **unless:** (i) information obtained is recorded in such a manner that human subjects can be

identified, directly or through identifiers linked to the subjects; **and** (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

PLEASE NOTE: *An exemption cannot be used when children are involved for research involving survey or interview procedures or observations of public behavior, except for research involving observation of public behavior when the investigator(s) do not participate in the activities being observed. [45 CFR 46.401(b)]*

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) above, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of Federal Department or Agency heads, and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, if wholesome foods without additives are consumed or if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminants at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the US Department of Agriculture.

For additional information on Form A, contact the Office of Research Compliance Officer by e-mail or by phone at (865) 974-3466.

Appendix H: Form A Study Approval

18 January 2007

Abby M. Brooks and Dr. Michelle Violanti
School of Communication Studies
293 Communications Bldg.
University of Tennessee

Dear Ms. Brooks and Professor Violanti:

Thank you for submitting your Form A application for review of your research protocol involving the use of Human Subjects, for the project titled "Motivation at Work: The Dissertation."

After review, the Committee has approved your application. You may begin data collection with your receipt of this confirming letter. A copy of your application will be forwarded to the University of Tennessee Research Compliances Service.

I hope that your research goes well. Remember to inform us if there are any significant changes in your protocol, or if you encounter any unanticipated difficulties with research participants.

Sincerely,

Benjamin J. Bates
Chair, College Review Committee
College of Communication and Information

cc: Brenda Lawson, University of Tennessee Research Compliance Services

Appendix I: Study Survey

Informed Consent

By completing this survey, you acknowledge that you are at least 18 years old and understand that you can stop participation anytime without penalty and that the information you provide for this survey will be anonymous and confidential. The following survey will ask you questions about workplace motivation and is estimated to take 12-18 minutes to complete. If you have questions about this project, please contact Abby M. Brooks (abrook12@utk.edu or 865.974.0696) or Michelle T. Violanti (violanti@utk.edu or 865.974.7072). If you have further questions about your rights as a participant, please contact the UT Office of Research (865.974.3466).

Motivation Scale

Are you currently employed? If yes, how long have you been working at your job? _____
If no, how long did you work at your previous job? _____

What is the sex of your supervisor at your current or last job? _____ female _____ male

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Neither</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Does not occur at my job</i>
Doing my job well really makes a difference.	1	2	3	4	5	6	7	9
I achieve the work goals I set for myself.	1	2	3	4	5	6	7	9
I am challenged at my job.	1	2	3	4	5	6	7	9
I am energized to do my work.	1	2	3	4	5	6	7	9
I am enthused at my job.	1	2	3	4	5	6	7	9
I am fascinated at my job.	1	2	3	4	5	6	7	9
I am happy with the rewards offered by this organization.	1	2	3	4	5	6	7	9
I am invigorated at my job.	1	2	3	4	5	6	7	9
I am stimulated at my job.	1	2	3	4	5	6	7	9
I am uninspired at my job.	1	2	3	4	5	6	7	9
I believe that working hard is good for me.	1	2	3	4	5	6	7	9
I can readily anticipate my prospects for promotion in this company.	1	2	3	4	5	6	7	9
I can trust my boss to back me up on decisions I make in the field.	1	2	3	4	5	6	7	9
I expect that this organization will continue to employ me for many more years.	1	2	3	4	5	6	7	9
I feel like a key member of this organization.	1	2	3	4	5	6	7	9
I get excited when going to work.	1	2	3	4	5	6	7	9
I give 100% at my job.	1	2	3	4	5	6	7	9
I have a full understanding of my duties in this organization.	1	2	3	4	5	6	7	9
I know very well how to get things done in this organization.	1	2	3	4	5	6	7	9

I rarely feel my work is taken for granted.	1	2	3	4	5	6	7	9
I set goals as part of my daily work routine.	1	2	3	4	5	6	7	9
I set personal goals (for example goals for eating healthier, getting up earlier or exercising).	1	2	3	4	5	6	7	9
I set small goals throughout the month to help me accomplish long-term goals.	1	2	3	4	5	6	7	9
I set weekly goals.	1	2	3	4	5	6	7	9
I think my job is helpful.	1	2	3	4	5	6	7	9
I think my job is useful.	1	2	3	4	5	6	7	9
I want to excel at my job.	1	2	3	4	5	6	7	9
I want to succeed at my job.	1	2	3	4	5	6	7	9
I want to work hard when I'm on the job.	1	2	3	4	5	6	7	9
Instructions given by my supervisor have been valuable in helping me do better work.	1	2	3	4	5	6	7	9
Most of my co-workers have accepted me as a member of this company.	1	2	3	4	5	6	7	9
My boss gives me the authority to do my job as I see fit.	1	2	3	4	5	6	7	9
My boss is flexible about how I accomplish my job objectives.	1	2	3	4	5	6	7	9
My job is important to me.	1	2	3	4	5	6	7	9
My manager is supportive of my ideas and ways of getting things done.	1	2	3	4	5	6	7	9
My supervisors generally appreciate the way I do my job.	1	2	3	4	5	6	7	9
Opportunities for advancement in this organization are available to almost everyone.	1	2	3	4	5	6	7	9
The organization recognizes the significance of the contributions I make.	1	2	3	4	5	6	7	9
The training in this company has enabled me to do my job very well.	1	2	3	4	5	6	7	9

The type of job training given by this organization is highly effective.	1	2	3	4	5	6	7	9
The work I do is very valuable to the organization.	1	2	3	4	5	6	7	9
There are many chances for a good career with this organization.	1	2	3	4	5	6	7	9
This company offers through training to improve employee job skills	1	2	3	4	5	6	7	9
This organization's objectives are understood by almost everyone who works here.	1	2	3	4	5	6	7	9

Please rate the following items based on how satisfied or unsatisfied you are at your current job or in your last job.

	<i>Very Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Sometimes Satisfied</i>	<i>Neutral</i>	<i>Rarely Satisfied</i>	<i>Somewhat dissatisfied</i>	<i>Dissatisfied</i>	<i>Does not occur at my job</i>
The flexibility to work outside my office	1	2	3	4	5	6	7	9
Attending training sessions to excel in my company in a different job	1	2	3	4	5	6	7	9
Attending training sessions to excel in my job	1	2	3	4	5	6	7	9
Support from my department head to excel in my job	1	2	3	4	5	6	7	9
Support from my direct supervisor to excel in my job	1	2	3	4	5	6	7	9
Support from my peers to excel in my job	1	2	3	4	5	6	7	9
The ability to explore work interests other than those in my	1	2	3	4	5	6	7	9

job description								
The control to set my own schedule	1	2	3	4	5	6	7	9

What is your sex?: _____ female _____ male

What year were you born? _____

What category do you most identify with? _____ African-American _____ Asian-American
 _____ European-American _____ Hispanic-American
 _____ International/Non-American _____ Mixed Background
 _____ Native-American/American Indian _____ Other

In what industry do/did you work? _____ Leisure _____ Retail _____ Restaurant
 _____ Non-profit _____ Manual labor _____ Manufacturing
 _____ Sales _____ Other

Thank you for your participation. If you have questions, please contact Abby M. Brooks at abrook12@utk.edu

Vita

Abby Michelle Brooks was born in Pineville, Kentucky and graduated from Georgetown College with a Bachelors degree in Communication Arts. She earned a Masters degree in Communication Studies from Auburn University during which time she also served as a graduate teaching assistant and taught small group communication and public speaking.

Followed by a four-year interval in the human resource department at CNN in Atlanta, Georgia, Abby entered the doctoral program at the University of Tennessee. During her doctoral program Abby presented eighteen papers at local, regional and national conferences, four of which were ranked top papers. She also earned the 2005-2006 Graduate Research Student award and the Outstanding Graduate Teaching Associate Award for 2006-2007. As a teaching associate she taught communication theory, public speaking and guest lectured for many courses.

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