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Evaluation Of The Relationship Between Clubhouse Organizational Structure And Employee Motivational Variables Of Job Satisfaction, Organizational Commitment And Perceived Task Significance

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**EVALUATION OF THE RELATIONSHIP BETWEEN CLUBHOUSE
ORGANIZATIONAL STRUCTURE AND EMPLOYEE MOTIVATIONAL VARIABLES
OF JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND PERCEIVED
TASK SIGNIFICANCE**

by

MEGHAN PACE-SLOT

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

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for the degree of

DOCTOR OF PHILOSOPHY

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MAJOR: EDUCATIONAL PSYCHOLOGY

Approved By:

Advisor

Date

DEDICATION

To my family and friends, whose continuous support, confidence and unconditional love made this goal possible to achieve.

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CHAPTER 1 INTRODUCTION

The concept and definition of recovery in the field of mental health has been ever-evolving since the origination of the recovery movement. According to the National Institute of Mental Health, in 2013, approximately 61.5 million people living in the United States experience mental illness in a given year. Further, approximately 13.6 million are living with a serious mental illness, such as schizophrenia, bipolar disorder or major depression. Not only are there high prevalence rates in the United States, but there also appear to be additional risks to those living with a serious mental health condition. The National Institute of Mental Health (2013) suggests that those living with a serious mental illness are at an increased risk of developing chronic medical conditions. Further, on average, these adults are at risk of dying 25 years earlier as a result of treatable medical conditions (NIMH, 2013). Due to the high prevalence rates of chronic mental illness, the increasing awareness of the benefits of the clubhouse model and positive clubhouse outcomes, there is a clear need to examine organizational level variables that may directly or indirectly impact member outcomes. In addition, addressing the multi-level components of the clubhouse model is important as each dimension plays an important role in promoting recovery.

Research in the realm of recovery from mental illness has demonstrated a paradigm shift in treatment modality from a medical model to an integrated model with focus on individual growth. A myriad of positive and beneficial outcomes have been found in those that are members of a psychosocial clubhouse (Pelletier, Nguyen, Bradley, Johnsen, & McKay, 2005; Raeburn, Halcomb, Walter, & Cleary, 2013; Schonebaum, Boyd, & Dudek, 2006). Current literature also suggests that clubhouse settings foster social support networks and a sense of belonging (Carolan, Onaga, Pernice-Duca, & Jimenez, 2011). The aforementioned factors also appear to have a relationship with member outcomes (Chang, Chung, Biegel, Pernice-Duca, Min, & D'Angelo, 2014; Pernice-Duca & Onaga, 2009).

A strong positive relationship has been established between the influences of social support networks in the clubhouse environment. Clubhouse employees, especially, are a critical component of the social support network in a clubhouse setting (Dougherty, 1994; Pernice-Duca, 2010). As a result, it is important to examine what factors may help to understand predictors of employee motivation. Employee motivation is a prevalent area of research within the organizational literature. Within the domain of employee motivation; job satisfaction, organizational commitment and task significance are variables that have received an increasing amount of interest and attention. However, in the mental health field relating to the clubhouse model in particular, there is limited research in relation to employee motivational outcomes. As employees in the mental health field are required to interact with consumers directly and on a daily basis, research has begun to explore social and work related characteristics in relation to worker motivation.

Hackman and Oldham's (1976) work design theory emphasizes the importance of examining how job tasks and work related roles are structured. In addition, it is suggested that these tasks and roles impact individual, group and organizational outcomes (Grant & Parker, 2009; Hackman & Oldham, 1976). Work design research suggests that characteristics of one's work environment are related to behavioral and psychological outcomes of turnover, performance, job satisfaction and internal work motivation (Fried & Ferris, 1987; Hackman & Oldham, 1976; Parker & Wall, 1998). Building on work design theory, Grant and Parker (2009) emphasize the social components of roles and tasks as service-related jobs often require interaction with coworkers and service recipients. The current study will focus on a relational perspective of work design as it relates directly to the clubhouse model in that social interactions and social systems are at the core of clubhouse practice. Based on an ecological perspective and grounded in relational work design

theory, the current study aims to evaluate the relationship between organizational structure and employee job satisfaction, organizational commitment and perceived task significance. The aforementioned motivational outcomes have been found to be greatly interrelated and influence individual and organizational level outcomes (Benz, 2005; Grant, 2008).

Within a clubhouse model, there is continual collaboration between staff and members with regard to daily activities, as well as what services and work related tasks will be a part of clubhouse. Further, within a clubhouse model, the overall climate represents one that promotes community, and also encourages a sense of hope and recovery (Herman, Onaga, Pernice-Duca, & Ferguson, 2005; Pernice-Duca, 2010). For the basis of the current study, accreditation status reflects the organizational structure of a clubhouse in that it sets forth a framework in which staff and members function and interact on a day to day basis. Further, it sets precedent for continued training, education, and promotes recovery oriented practice.

Employee job satisfaction has been found to be related to higher instances of work productivity, effectiveness and quality of service (Benz, 2005). In addition, high levels of reported job satisfaction have also been found to be positively related to intention to stay within the organization. Previous research suggests that organizational characteristics correlate with one's overall job satisfaction and intent to stay within an organization. Employee's that perceive an opportunity for personal and professional growth, along with personal values that align with organizational values, report higher levels of overall job satisfaction (Dalton, Wilson, & Harvison, 2009).

As previously mentioned, the clubhouse model is designed based on an ecological perspective and promotes social network support through interactions between staff, members and the community. Clubhouse accreditation provides a structure in which staff, members and family

members provide feedback and input to the clubhouse. Accreditation also provides guidelines regarding how day-to-day tasks are run, overall clubhouse functions and engagement in continued training and development. Of interest in the current study, and in line with Grant and Parkers (2009) relational perspective on job design, is the degree to which employees are provided with opportunity to interact with members and recognize their impact. Hackman and Oldham (1980), suggest that employees who perceive their work as impacting the well-being of others is more likely to report higher perceptions of meaningfulness in their work, and as a result, experience higher levels of motivation.

Within the domain of clubhouse and related outcomes, organizational level factors are one such topic that has received limited but an increasing amount of attention. Specifically, motivational outcomes such as job satisfaction, organizational commitment and perceived task significance within a non-profit setting have rarely been examined. However, previous research suggests that studying predictors of motivational outcomes is important as they have been found to be associated with both positive and negative outcomes for both individuals and organizations (Benz, 2005; Grant, 2008).

CHAPTER 2 REVIEW OF LITERATURE

Recovery and the Clubhouse Model

Concept of recovery. The concept of recovery in the mental health field has made dramatic changes since the beginning of the recovery movement during the 1980's (Harding, Brooks, Ashikaga, Strauss & Breier, 1987). Recovery, at its core, goes far beyond a return to pre-morbid functioning, symptoms remission or feeling a sense of normalcy (Bellack, 2006; Davidson, O'Connell, Tondora, Lawless & Evans, 2005). Davidson and colleagues (2005) provide a simplistic definition that describes recovery as a subjective and individual level experience. Specifically, researchers explain that recovery pertains more so to finding purpose and meaning in one's life, in addition to having valued roles in society despite the presence of a disability (Davidson et al., 2005).

Historically, chronic mental illness such as schizophrenia, has been associated with a pessimistic prognosis and negative trajectory (Bellack, 2006). Specifically, there have been noticeable shifts from a disease oriented model, to a rehabilitation model, and most recently into a recovery approach model. Within the current conceptualization of recovery, not only is recovery from mental illness common, but it is also expected. Based on changes in treatment approaches as increasingly incorporating the individual person in recovery, the expectation of recovery has evolved a great deal.

Evolution of treatment. The recovery movement began to gain momentum in the late 1980's with an increased consumer and professional dissatisfaction with the mental health system (Bellack, 2006; Harding et al., 1987). Prior to the introduction of antipsychotic medications in the early 1950's, the consumer and scientific perspective of recovery was pessimistic in nature. Chronic mental health diagnoses, such as Schizophrenia, were conceptualized within a disease

model wherein mental illness was characterized by continual deterioration, negative progression of the disease and instances of remission were considered temporary (Frese, Knight & Saks, 2009). With the introduction of antipsychotic medications, approximately 95% of those individuals previously institutionalized began living and functioning within the community setting. At this point in time, there was a definite shift in the recovery model from a medical, or disease, model to a view more focused on rehabilitation.

The rehabilitation model of recovery was greatly influenced by the work of Harding and colleagues (1987). At the same time, advocacy organizations began advocating for changes in mental health service delivery with the underlying notion that recovery from mental illness is common and possible. The Surgeon General's Report on Mental Health (1999) suggested that all mental health care was required to be oriented around the consumer and family members. In addition, the primary aim of treatment was centered on recovery and movement away from symptoms reduction alone. The release of the aforementioned report served as a focal point for change within the United States mental healthcare system. Shortly after the release of the Surgeon General's Report, the President's New Freedom Commission regarding mental health treatment was released in 2003. As the recovery movement began to shift the conceptualization and treatment of mental health, there became an increasing need for procedures to ensure quality of service and standards to follow.

Clubhouse design and model. Recovery from mental illness has been defined as a subjective experience and one that is not related to symptom reduction to pre-morbid functioning. Rather, Davidson and colleagues (2005), defined recovery from mental illness as being related to one finding valued roles in society despite the presence of a disability. Further, recovery suggests

that an individual has discovered a sense of meaning in one's life based on personal strengths rather than focusing on clinical symptoms.

The original clubhouse model of psychosocial rehabilitation originated at Fountain House in 1948 and established an overall philosophy of treatment (Anderson, 1998; Macias, Jackson, Schroeder & Wang, 1999). Overall, the clubhouse model is operationalized as an intentional therapeutic community in which members and staff work side-by-side in a clubhouse. All members are voluntary and have individual choice with regard to work related activities, access to records, and access to community resources and support. Further, members are responsible for operating the clubhouse, engaging in meaningful activities and are expected to maintain responsibilities. Based on the collaborative and partnership basis of the member and staff relationship, the clubhouse model conveys to its members that they are capable, valued, and necessary component for success of the clubhouse (Propst, 1992).

Clubhouse Job Design, Standards and Accreditation

The standards formulated for clubhouse programs across the United States provide guidelines and distinct qualities necessary for the development of clubhouses (Macias, Barreira, Alden, & Boyd, 2001; Moxley, 1993; Propst, 1992). The Fountain House, or original clubhouse, model of psychiatric rehabilitation provided an original framework for development and maintenance of a clubhouse. Presently, hundreds of clubhouses based on the Fountain House model are interconnected through the Clubhouse International Committee. Development of Clubhouse International Review Committee stems from the need for a model to train other clubhouses, the development of benchmarks, standards of operation, quality assurance and employee jobs structure and expectations. Further, Clubhouse International provides certification that a clubhouse is complying with all standards and requirements for clubhouse programs (Macias

et al., 1999; Propst, 1992). According to Moxley (1993), clubhouse standards are useful for auditing clubhouse procedures, monitoring, evaluation, problem identification and performance improvement and professional development. Further, the standards set forth by Clubhouse International provide a basis for evaluating the quality of clubhouse practice (Clubhouse International, 2015).

Clubhouse standards serve a variety of important roles and an overall framework within which a clubhouse can operate. Standards not only provide guidelines and core values for program functioning, but also a way in which clubhouses can monitor progress, provide employee feedback and maintain fidelity to the model (Moxley, 1993). The development of clubhouse standards included input from the clubhouse community as a whole, including members, staff and family members. Propst (1992) examined the development of clubhouse standards and suggests that standards act as bench marks for operation and overall clubhouse philosophy. Clubhouse International suggests that clubhouse standards can be conceptualized into seven unique categories: voluntary membership; relationships with both members and staff; location and clubhouse space; the work-ordered day; transitional and independent employment opportunities; clubhouse functions, education and case management; and funding, governance and administration procedures. The aforementioned standards, according to Clubhouse International, aim to improve clubhouse practice and lead to successful rehabilitation (Clubhouse International, 2015; Propst, 1992).

The current study aims to examine the differences between Clubhouse International accredited, or certified, clubhouses and those that are non-accredited or considering accreditation. Specifically of interest are staff-level variables of overall job satisfaction, perceived task significance, organizational commitment and perception of a supportive climate and how these

variables may differ across varying levels of accreditation. Previous research suggest an apparent relationship between staff characteristics and member outcomes, such as perceived support, promoting a sense of recovery and being an integral component of the social support network (Carolan, Onaga, Pernice-Duca & Jimenez, 2011; Dougherty, 1994; Jackson, 1992). Further, previous research suggests that motivational variables, such as perceived task significance and organizational commitment, are important to study as they influence organizational and individual level outcomes (Benz, 2005; Dalton, Wilson & Harvison, 2009; Grant, 2008; Hackman & Oldham, 1980).

Theoretical Foundation

Job characteristics model. Hackman and Oldham (1976) expanded work design theories into a Job Characteristics Model (JCM) that emphasize five structural characteristics of jobs; task variety, autonomy, feedback, significance and identity. They argue that these job characteristics have the ability to enhance internal work motivation, satisfaction, performance, and presenteeism through three psychological states of increasing one's experiences of meaningfulness, responsibility, and knowledge of results (Grant & Parker, 2009). Diefendorff & Chandler (2011) explain that the rationale for focusing on job characteristics relies in the notion that people will work harder and be more dedicated for work they enjoy. Within the aforementioned five dimensions of job characteristics, skill variety refers to the degree to which a job requires a person to perform different activities. Task identity refers to the degree to which a job requires one to complete an entire task and task significance refers to how positive of an impact the job has on one's life. Autonomy refers to how much freedom and discretion one has in performance a certain task of within their work in general. Hackman and Oldham (1976) suggest that motivational work characteristics impact outcomes through the three critical psychological states.

Hackman and Oldham's (1976) proposed Job Characteristics Model (JCM) has led to research findings suggesting that work design is related to behavioral, psychological and physical outcomes (Grant & Parker, 2009). Further, Grant and Parker (2009) argue that work design and the nature of jobs have evolved since the development of JCM, from manufacturing type positions into more service related jobs. Based on changes in the context of work demands and to better capture the current context of many organizations, researchers have developed new ways to conceptualize work design. Specifically, researchers have emphasized relational and proactive perspectives in effort to include the social developments that have taken place in organizational settings (Grant & Parker, 2009).

Grant and Parker's (2009) relational perspective on job characteristics relates to the clubhouse model as it focuses on the social context of work design. Specifically, a relational perspective conceptualizes jobs, roles, and tasks as being more embedded in a social context as employees are required to interact with coworkers, members, medical professionals and outside family members. Additionally, relational perspectives emphasize the important role of interpersonal communication and interdependencies in the work setting. Consequently, the current study will examine perceived clubhouse supportive climate across accredited and non-accredited clubhouses.

Research exploring relational perspectives has focused on social characteristics at work, social mechanisms through which design and characteristics influence one's actions, social factors that moderate the influence of work design on behaviors, and social outcomes of work design (Grant & Parker, 2009). Humphrey, Nahrgang and Morgeson (2007) examined the predictive validity of social characteristics of work design and found an association between social characteristics and employee attitudes in relation to turnover, organizational commitment, job

satisfaction, and subjective performance. Further, Grant, Campbell, Chen, Cottone, Lapedis and Lee (2007) argue that jobs structured to allow one to see how they benefit others, allows employees to empathize, identify with and overall develop stronger affective commitments. Overall, Grant and colleagues (2007) found that when work had high task significance, contact with those that benefited increased persistence and affective commitments to those people. These findings suggest that high task significance and interaction with other people motivated higher levels of persistence within a job setting (Grant et al., 2007).

Within the mental health service field and within the clubhouse model in particular, social interaction between staff and members are the foundation for the development of social networks, decreasing stigma associated with mental illness and promoting a sense of community (Aquila, Santos, Malamud, & McCrory, 1999; Carolan et al., 2011). Therefore, examining motivational variables at the employee level may lead to more positive and beneficial organizational level outcomes. The current study is interested in examining motivational variables across accredited and non-accredited organizations so that comparisons can be made with relation to job characteristics, standards and progress monitoring.

Staff and Organizational Level Variables

Job and staff characteristics. The professional staff members that work as part of a psychosocial clubhouse serve unique roles when compared to other mental health care providers. Dougherty (1994) describes the role of staff in clubhouse organizations from an organizational theory and framework. Conceptualizing staff roles and duties from an organizational viewpoint allows one to gain a better understanding of how staff influence a myriad of components within a clubhouse. Specifically, complex staff roles influence how clubs operate, as well as impact the general climate and culture within a clubhouse setting. Dougherty (1994) also emphasizes the

unique and differential roles of staff in a clubhouse setting as compared to more traditional staff roles within inpatient or mental health programs that may be based in a more medical model approach.

Within a clubhouse model, there is continual collaboration between staff and members with regard to daily activities, as well as what services and work related tasks will be a part of clubhouse. Further, within a clubhouse model, the overall supportive climate represents one that promotes community, encourages a sense of hope and recovery (Herman et al., 2005; Pernice-Duca, 2010). A study conducted by Pernice-Duca (2010) examined the importance of staff and member perceptions of the overall clubhouse climate. A total of 174 clubhouses in the state of Michigan participated and included 194 members and 64 clubhouse staff. Results suggest that, overall, member reports indicated the important and influential role that staff members have on the clubhouse climate (Pernice-Duca, 2010). Clubhouses that were identified as being high in clubhouse model fidelity had member report the positive influence of staff-member respect, staff commitment to the organization and program flexibility on their experience as a member. In comparison, clubhouses rated low in fidelity to the clubhouse model were found to be related to more instances of member's experiencing less empowerment, fewer respectful interactions between members and less involvement in community activities. Results also suggest that in clubhouses rated high in fidelity, both staff and members perceived staff as demonstrating commitment to their jobs, engaging in behaviors that promote energy in the program and supporting members outside of the clubhouse within community based employment (Pernice-Duca, 2010).

Obviously, the roles that clubhouse staff are assigned extend beyond that of a general service provider. For example, staff are responsible for working with members to enhance member

goal attainment and enhancing personal strengths. The development of clubhouse standards recognizes the complex role of staff and incorporates the equal power relationships present. Further, clubhouse standards take into consideration the organizational diversity of the clubhouse model (Dougherty, 1994). Previous research in the area of clubhouse staff and related characteristics provide a more comprehensive understanding of the clubhouse environment as it is experienced by staff and its members.

In order to explore the differential roles of clubhouse staff, Carolan and colleagues (2011) conducted a study to examine staff influence. Specifically, the study examined the role of different aspects of a clubhouse and their influence on the facilitation of perceived social support. Researchers utilized personal narratives directly collected from clubhouse members to obtain personal experiences related to a variety of topics. Based on member responses, results suggest that staff members, among other variables, play an important role in creating a sense of community and the promotion of recovery. Based on member personal narratives, Carolan and colleagues (2011) found that clubhouse staff are an important component of the member experience with regard to facilitating recovery and promoting a sense of acceptance. Similarly, Aquila and colleagues (1999) emphasize the influence of a rehabilitation alliance on member sense of recovery.

Rehabilitation alliance is comprised of a variety of individuals, such as other members, family, friends, clinicians, psychiatrists and clubhouse staff. Within this alliance, all members share an equal status and are responsible for a variety of daily goals and tasks. The rehabilitation alliance is critical with regard to a member's pursuit towards recovery. The foundation of this alliance is mutual respect, trust and a non-judgmental relationship. Individual goals within the

alliance focus on strengths, instilling a sense of hope and recognition of the difficulties of living with chronic mental illness (Aquila et al., 1999).

Based on a clubhouse model of care, staff share a unique relationship with the members as compared to other mental health professionals. Specifically, staff and members work in a non-judgmental partnership wherein they collaborate as equals in order to promote personal skill development, increase coping skills, and increase social support. Examination of member personal narratives also suggests that not only do staff members serve a role in promoting recovery; they also create a supportive organizational climate. Member personal narratives also suggest that interactions with staff encouraged members to live a life with purpose and meaning. In addition, member's reported feeling as though personal relationships outside of the clubhouse were continually improving as well. Staff and member relationships developed into an alliance built on trust, and non-judgment. As a result, members reported feeling understood, supported and accepted (Aquila et al., 1999; Carolan et al., 2011).

A similar study conducted by Biegel, Pernice-Duca, Chang and D'Angelo (2013) examined characteristics of peer and non-peer networks in a Clubhouse International certified clubhouse. Results suggest that the overall nature or climate of the clubhouse greatly influences member perceptions of social acceptance and equality. As mentioned previously, the clubhouse environment is one in which members and staff share a collaborative relationship. In addition, there are no offices that are off limits and members are encouraged to participate in meetings, ask questions and feel comfortable interacting with staff and members alike. As a result, the clubhouse environment as a whole, including staff and other members, promote positive experiences and a sense of community (Biegel et al., 2013; Herman et al., 2005). These results suggest that both interactions with staff and other members work together to create an overall clubhouse experience.

Members also reported that social interactions with staff and members were an important and meaningful aspect of the entire clubhouse experience. Interpersonal relationships that are a naturally occurring component of clubhouse are important in enhancing a sense of belonging, shared decision making, sense of pride, accomplishment, personal strength and increasing member access to social support (Aquila et al., 1999; Biegel et al., 2013; Jackson, 1991).

The role of staff in clubhouse programs has been demonstrated to be an important and influential variable in relation to member and staff evaluations of the climate and ultimately member experiences and outcomes (Biegel et al., 2013; Friis, 1986; Pernice-Duca, Saxe, & Johnson, 2010). Specific staff attitudes towards clubhouse model and auspice agency have also been of interest in the literature as it is important to understand how organizational characteristics influence programmatic outcomes. A study conducted by Pernice-Duca and colleagues (2010) examined the role of staff recovery perceptions and organizational characteristics on staff evaluations of the overall clubhouse climate. Researchers were particularly interested in examining whether staff members within the organization report attitudes that are aligned with the philosophy of clubhouse model. Staff that reported experiencing more positive relationships with auspice agency and feeling positive about clubhouse organization also led to them being more likely to perceive interpersonal respect, staff continuity and staff commitment. Overall, both generalist staff and managers reported optimistic attitudes about recovery. Results provide a better understanding of how organizational aspects of the clubhouse environment, including areas related to Clubhouse International Accreditation, staff perceptions and characteristics can influence program level outcomes (Pernice-Duca, et al., 2010).

Overall, the environment and interactions that are created within a clubhouse are critical components in promoting recovery and creating a context wherein members form meaningful and

supportive social relationships. According to Macias and colleagues (1999), approximately 50% of clubhouse staff are bachelor degree level practitioners. Further, many staff and members are sent to Clubhouse International training based on clubhouse standards (Macias et al., 1999). Clubhouse staff appear to play an important role in creating a recovery oriented context and enhancing member experience. Therefore, research should continue to explore employee variables to determine areas that are unique and important to consider.

Job characteristics and overall job satisfaction. One such employee outcome that may influence how staff interact and contribute to the clubhouse environment would be job satisfaction. Previous literature supports the benefit of examining job satisfaction, and other motivational variables, as it has been shown to be positively correlated with work productivity, effectiveness and quality of service (Benz, 2005). Further, research suggests that employee job satisfaction, in both non-profit and for-profit organizations, is correlated with workers intention to stay with the organization (Dalton et al., 2009). Therefore, research in the area of job satisfaction is important as outcomes demonstrate that the construct influences behavior and experience in the workplace.

Job satisfaction has been demonstrated to be an influential variable in for-profit and non-profit organizations. In the literature, there are a myriad of definitions of job satisfaction. However, Locke (1976) defines job satisfaction as a pleasurable emotional state coming as a result of how one appraises their job or experiences in the job setting. Previous research has examined the influence of job satisfaction on organizational level variables. Benz (2005) compared job satisfaction in non-profit and for-profit companies. In particular, Benz (2005) was interested in examining worker effectiveness or efficacy in non-profit organizations. Results suggest that in the United States, approximately 52.9% of non-profit workers reported satisfaction in their job, as

compared to 44.3% of for-profit employees. Overall, results purport that non-profit employees were more satisfied with their work than for-profit employees (Benz, 2005).

Building on previous research suggesting the apparent relationship between job satisfaction and positive organizational outcomes, Dalton and colleagues (2009) were interested in examining key predictors of job satisfaction. Researchers aimed to conceptualize factors that influence job satisfaction in non-profit organizations and how these variables result in less turnover. Questionnaires examining educational background, work experience, organizational characteristics and overall job satisfaction were administered to 259 nursing employees in a large, non-profit organization. Results suggest that job satisfaction and reported intention to stay within the organization were highly correlated (Spearman's $r = .53$, $P < .001$). Further, strong correlations were found between job satisfaction and organizational characteristics. Specifically, employee level of agreement with positive statements about the organization was positively correlated with job satisfaction. Employees that perceived the opportunity for professional development, attainment of personal expectations and alignment between individual and organizational values were associated with high job satisfaction. Results also suggest a positive relationship between perception of teamwork within the organization and overall job satisfaction (Dalton et al., 2009). Although there is limited research on employee job satisfaction in the clubhouse setting, the current study recognizes the positive influence it can have on organizational outcomes. As previously established, clubhouse staff serve an important role in member outcomes. Examining potential predictors of employee level variables, such as job satisfaction, are an important component as the staff directly influence member experience and overall recovery outcomes.

Job satisfaction has been established as an important component of an organizations functioning and continued quality of care. Research has also been conducted that examines the

relationship between job satisfaction and other motivational variables, such as organizational commitment. Organizational commitment is an important variable to study as it is related to less turnover and higher job satisfaction (Bang, Ross, & Reio, 2013).

Job characteristics and organizational commitment. The degree to which an employee internalizes organizational values and goals refers to organizational commitment (Allen & Meyer, 1990). Further, Allen and Meyer (1990) define organizational commitment as a psychological state that connects an individual to organizational goals and results in less turnover and burnout. Previous research has suggested that organizational commitment plays an important role in predicting employee behavior and intentions (Mowday, Porter & Steers, 1982; Shore & Martin, 1989). Organizational commitment has been found to relate to one's desire, need and obligation to maintain employment and membership within an organization. Previous research suggests that organizational commitment is negatively associated with outcomes such as absenteeism, tardiness and turnover rates (Angel & Perry, 1981). In addition, employee level of organizational commitment has also been suggested to relate to the amount of energy one is willing to exert on behalf of the organization (Bang et al., 2013).

Within organizational commitment, Meyer and Allen (1997) concluded that there are three distinct components; affective commitment, continuance commitment and normative commitment. Affective commitment refers how an individual identifies with and attaches to an organization. Specifically, affective commitment can be conceptualized as an emotional or psychological connection with an organization that influences performance and satisfaction. Continuance commitment, in comparison, refers to an employee's desire to stay with an organization based on the perceived repercussions of leaving or the time they have invested in the company. Lastly, normative commitment is defined as one's desire to stay with an organization

based on personal morals or other influencing factors. Bang and colleagues (2013) argue that affective commitment, in particular, has been found to be an effective assessment of organizational commitment. Further, results suggest that higher levels of affective commitment are likely to result in better performance and more meaningful contributions made by employees (Bang et al., 2013; Shybut, 1993). Affective commitment has also been found to be correlated with higher instances of engagement in organizational citizenship behaviors and this relationship is positive influenced by job satisfaction, as well. Consequently, the current study will utilize a measure of organizational commitment related to affective commitment (Mowday, Porter, & Steers, 1982).

Bang and colleagues (2013) were interested in measuring the mediating role of job satisfaction on the relationship between volunteer motivation and affective commitment in a non-profit organization. Researchers argue that organizational commitment is an important component in retaining volunteers and employees in a non-profit organization. As a result, the current study aims to examine the relationship between organizational structure, or accreditation status, and organizational commitment.

Job characteristics and task significance. Within the clubhouse model, staff and members interact on a daily basis with regard to a variety of topics and issues. Further, it has been suggested that staff members promote a sense of social support and recovery with members (Herman et al., 2005; Pernice-Duca, 2010). Within organizational research, job characteristics model is commonly utilized when conceptualizing how work characteristics influence outcomes such as job satisfaction, motivation, overall performance and turnover (Hackman & Oldham, 1976; Raub & Blunschi, 2014). Hackman and Oldham (1976) suggest that skill variety, task identity, autonomy, feedback and task significance influence the aforementioned outcomes. Of specific interest in the current study is the construct of task significance as previous research suggests the

important influence of staff-member interactions within a clubhouse. Task significance refers to the degree to which an employee perceives their job to positively influence other people inside or outside of the organization they are a part of (Morgeson & Humphrey, 2006). Hackman and Oldham (1980), suggest that employees who perceive their work as impacting the well-being of others is more likely to report higher perceptions of meaningfulness in their work, and as a result, experience higher levels of motivation. In line with the job characteristics model proposed by Hackman and Oldham (1976), the current study is interested in examining job characteristics to gain a better understanding of the influence of these variables on employee motivation.

Hackman and Oldham (1976) suggest that when individuals experience their work as being meaningful, overall job satisfaction is higher. Further, it is suggested that not only does task significance influence job satisfaction, but also enhances motivation in the work setting (Morgeson & Humphrey, 2006). The current study aims to measure the construct of task significance as the clubhouse model promotes direct interaction between staff and members on a daily basis. In addition, clubhouse work-related tasks can vary from helping members wash dishes, dialoging with members during meals, helping to plan activities for the week to conducting educational group meetings about a particular topic of interest. Consequently, the current study is interested in examining the degree to which clubhouse staff perceive their work related tasks to impact the lives of members of even the lives of individuals extending beyond members, such as family, friends or the outside community. Grant (2008) suggests that employees have a desire to experience their work related actions as connected and beneficial to other people. Task significance, in a clubhouse setting, relates to the experience that one's task related behaviors are positively influencing member outcomes.

The composition of psychosocial clubhouses encourage the examination of relational mechanisms involved in work design as they are composed primarily of staff and members. Grant (2008) suggests that when employees have high levels of task significance in their work related tasks, they will experience their work as more meaningful, purposeful and valuable. Consequently, as one experiences a higher sense of meaningfulness in their job, it is suggested that employee motivation will increase and staff will be more likely to invest additional time and energy into completing tasks. A study conducted by Grant and colleagues (2007) examined the influence of contact with beneficiaries (clients, patients, members, etc.) on worker motivation and maintenance. Contact with beneficiaries refers to job structure and opportunity for employees to have exposure to and interactions with those affected by their everyday work. Authors conducted three different experiments to measure motivation maintenance when jobs were relationally designed to allow for opportunities for contact with those individuals that their work benefited. Results suggest that work environments that provide opportunity for staff to have contact and interact with beneficiaries appears to enhance persistence as employees have higher levels of affective commitment. Further, jobs are structured so that employees have the opportunity to perceive the positive impact of their work on the beneficiaries.

It has been suggested that designing a job wherein staff have contact with beneficiaries, independent of the content of the interaction, plays a causal role in increasing staff persistence when perceived task significance is high. Overall, results emphasize the positive impact of work design from a relational perspective. Structuring work environments that allow for employees to have contact with beneficiaries has been found to enhance motivation maintenance and increase persistence behavior in the workplace. Further, it has been suggested that task significance is

related to job performance in that employees perceived their job tasks as having social impact, or a positive influence on the welfare of others (Grant et al., 2007).

Important Member Outcomes

Perceived support. Social connections and support are a universal desire for most, if not all, individuals. Unfortunately, those living with a chronic mental illness are often living in a society where their diagnoses are associated with stigma and result in isolation within the community. The literature on social support within the clubhouse domain is abundant. In many instances, clubhouse members report a perceived sense of social support as being a critical and necessary component of their recovery (Corrigan & Phelan, 2004; Raeburn et al., 2013). As a result of engagement in supportive social relationships and having a shared experience, members have reported increased levels of confidence and hope.

The clubhouse model recognizes that in some instances, individuals living with serious mental illness are often at higher risk for social isolation. Consequently, the clubhouse model focuses on interpersonal interaction, social networking and peer support through intentional communities. Further, the clubhouse model promotes recovery in a multitude of ways. Specifically, members engage in meaningful clubhouse work and are required, in many instances, to engage in social interactions and maintain relationships. In line with the present study, Pernice-Duca (2010) conducted a study that looked at the influence of social relationships on member outcomes. Results suggested that both the staff and clubhouse members make up the majority of one's social support system. Similarly, a study by Carolan and colleagues (2011) found that clubhouse members, staff and the environment in the clubhouse setting were the main sources of social interaction and support for members. Previous research suggests that the staff members in a clubhouse setting comprise a portion of member's social support systems, and therefore, should

be examined in more detail. Specifically of interest is the potential role that job satisfaction and organizational commitment have on member outcomes.

Biegel and colleagues (2013) conducted a study examining the influence of clubhouse participation and the overall impact on perceived social support. Researchers found that approximately 84.9% of members reported feeling as though their life had significantly changed since their participation in clubhouse. Specifically, members reported feeling as though their social relationships and friendships had increased since participating in clubhouse.

Employment. Participation in work related activities helps prepare members for reintegration into the community. In addition, work behaviors reinforce member's sense of self-importance and the value of maintaining different roles throughout one's life (Gregitis, Glacken, Julian, & Underwood, 2010). Outcomes such as employment attainment and status are of interest in the clubhouse literature as goals commonly pertain to improving social, educational and vocational opportunities for members in recovery (Beard, Propst, & Malamud, 1982). Further, at the foundation of the clubhouse service modality, work ordered days and meaningful work enhance one's sense of self and build upon personal strengths.

The clubhouse model not only establishes a sense of community and social support through members and staff, but also prepares members for work in the community. A study conducted by Schonebaum and colleagues (2006) compared employment related outcomes of clubhouse members to individuals that are part of the Program of Assertive Community Treatment (PACT). PACT is a multidisciplinary program that is comprised of a treatment team that coordinates services for an individual. When job duration was examined, results found that clubhouse members worked significantly more weeks per job, which was approximately an average of 8.1 weeks longer than PACT clients. Although participants in clubhouse and PACT that were both employed

worked approximately 20 hours per week, clubhouse members remained employed two months longer, on average (Schonebaum et al., 2006).

Based on previous literature, the clubhouse model provides skills necessary for success in work related fields and helps to prepare members for reintegration into the community. Gregitis and colleagues (2010) examined working role values of employed and unemployed clubhouse members. Results suggest that of those members that were employed, the majority reported their working role as critical. In comparison, of the members that were unemployed, very few perceived working role to be of importance. Consequently, results emphasize the importance of a work-ordered day in which members are provided an opportunity to enhance skills, routines, and habits that are necessary for a valued role. In addition, through work ordered days, members develop responsibilities, use self-judgments, improve self-esteem and self-efficacy, strengthen social skills, feel more empowered and enhance their identity. Gregitis and colleagues (2010) purport that clubhouse programs encourage members to develop work related roles and also help member's to learn how to implement skills necessary to pursue employment in the community.

Limitations of Past Research

There is a significant amount of literature examining clubhouse organization, function and vocational aspects and the influence these factors have on member outcomes. In addition, research has also been conducted that explores the role of staff and organizational level variables in relation to promoting recovery oriented practices and philosophies (Carolan et al., 2011; Dougherty, 1994). However, there appears to be a limited amount of research that looks at the relationship between staff clubhouse organizational structure and the relationship to staff motivation. Specifically, the role of staff in clubhouse programs have been examined in the literature but it has been demonstrated to be multidimensional in nature (Dougherty, 1994; Jackson, 2001).

Previous research suggests that staff members play an integral component in creating a sense of hope, social network support and promoting a sense of recovery (Carolan et al., 2011). Further, organizational research has shown that enhancing employee motivational variables, such as organizational commitment, can have beneficial effects on individual and organizational outcomes (Benz, 2005). Consequently, the present study aims to examine staff perceptions of significance of work related tasks, sense of commitment to the organization, overall job satisfaction and how these variables are influenced by the organizational structure of the clubhouse.

Research Problem

Based on a thorough literature review of this topic area, there appears to be a need for more attention to be given with regard to organizational level variables in a Clubhouse model. Research has supported a relationship between staff characteristics and program level outcomes (Biegel et al., 2013; Pernice-Duca et al., 2010). Consequently, there is a need for future research to examine organizational level variables more specifically in effort to enhance and motivate staff members to have positive outcomes for the organization and its members.

The current study will contribute to the literature by providing additional information and support for understanding the structure of individual clubhouses as influencing the staff motivational variables and ultimately, programmatic outcomes. It is important to understand and examine organizational characteristics/structure are related to staff motivation. Variables of perceived task significance, job satisfaction, organizational commitment and perceived climate are variables of interest and will be examined in the current study. Further, the aforementioned variables should be in line with the goals of clubhouse programming and philosophy.

Further, the current study will bring attention to the growing body of research in non-profit agencies and community-based treatment programs. Specifically, the current study will bring attention to and provide practical implications to influence clubhouse structure and ultimately influence a population that has a history of pessimistic, negative and poor psychosocial outcomes. The current study will contribute to the literature by providing additional support for examining organizational level factors in a clubhouse setting, as there is a limited amount of research available in this area. Further, the current study will add to the growing research regarding staff motivational variables in non-profit settings.

Research Questions

Based on an empirical review of existing literature, the primary objective of the present study was to evaluate the relationship between clubhouse program design, or accreditation status, and staff motivational variables of job satisfaction, organizational commitment and perceived task significance. The literature demonstrates multiple outcomes related to staff attitudes, training and alignment with the clubhouse philosophy and ideology. In addition, previous research suggests an influential role of staff level variables, such as perceived task significance and organizational commitment (Grant, 2008; Hackman & Oldham, 1976; Morgeson & Humphrey, 2006). The current study proposes the following research questions:

1. Do motivational outcomes of clubhouse employees (i.e., overall job satisfaction, organizational commitment and perceived task significance) vary by clubhouse accreditation status?
2. Does perceived clubhouse supportive climate vary by clubhouse accreditation status?

Assumptions

There are several assumptions present for the current study. With regard to participants, it is assumed that all participants were staff of a psychosocial rehabilitation community, or clubhouse in Michigan. It is also assumed that the majority of staff involved in the clubhouse remained involved in the clubhouse throughout the duration of the study. With regard to the clubhouse centers, it is assumed that they were not closed and that members and/or staff were not be required to attend clubhouse in an alternate setting.

There are also assumptions related specifically to the clubhouses of interest that will be surveyed in the present study. It is assumed that each participant will already have been a part of the clubhouse community prior to the onset of the study. In addition, it is assumed that day-to-day tasks and activities continued at the same level of implementation between the accredited and non-accredited clubhouses.

With regard to measurement, there are also several assumptions. It is assumed that all staff and directors were assessed within the same general window relative to the onset of the study. Each staff person was administered the assessment via an internet based survey software, Qualtrics. Also of concern regarding measures, is the assumption that the measures regarding staff job satisfaction, perceived task significance, organizational commitment and clubhouse supportive climate utilized in the current study are reliable, valid and accurate. These psychometric properties will be discussed in detail in the current study.

The clubhouses involved in the current study were both accredited and non-accredited clubhouses in the various states across the United States. Participants consist of adult staff that are involved in a community based psychosocial rehabilitation center, or clubhouse. Participants are

anticipated to range in age from 18 to 60 years old and currently be members or staff in a clubhouse setting.

The construct of overall job satisfaction will be measured by a pre-established valid and reliable measure of job satisfaction in for-profit and non-profit settings (Minnesota Satisfaction Questionnaire). In addition, the job satisfaction measure has been demonstrated to be a valid tool when used across a variety of disciplines (Martins & Proenca, 2012). The construct of organizational commitment will also be measure using a pre-established valid and reliable questionnaire (Organizational Commitment Questionnaire). Employee perception of task significance will be assessed using a selection of questions from a valid and reliable questionnaire (Work Design Questionnaire). Clubhouse supportive climate will be assessed using a pre-established instrument (Clubhouse Climate Questionnaire). Constructs utilized measurement at the interval level as they are measured on a point interval scale and are not measured in percentages.

CHAPTER 3 METHODOLOGY

The following section will describe the research design and methods utilized in the current study. Specifically, the following topics will be explored in detail: research design, participants, demographic variables, instruments/measures, methods of data collection, research questions, and procedures for data analysis.

Research Design

Based on the data collection method and procedures utilized in the current study, a non-experimental research design was appropriate. No treatment was provided to staff, as participation in the present study includes completion of a 15 minute questionnaire. Further, the independent variables will not be manipulated. Independent and dependent variables of interest in the current study are as follows:

Dependent Variables

- Overall job satisfaction.
- Perceived task significance.
- Perceived sense of organizational commitment.
- Perceived climate of the clubhouse environment

Independent Variables

- Clubhouse accreditation status:
 - o Clubhouse International Accredited Clubhouse.
 - o Non-accredited clubhouse.
 - o Seeking accreditation in that the clubhouse is making active steps towards gaining accreditation. Clubhouses considering accreditation are taking active steps towards

communicating with members about potential accreditation, conducting a self-study and/or visiting other accredited clubhouses.

Participants

Participants were drawn from Clubhouse programs based on multiple states, including Michigan, Maine, Ohio, Indiana, Missouri and Massachusetts. The current study focuses on a population that research suggests plays an important role in the clubhouse organization and influences member outcomes (Dougherty, 1994; Herman et al., 2005; Pernice-Duca, 2010). The aim of the current study is for results to have the potential to influence organizational characteristics and to better understand employee motivation. As a result, greatly improve member outcomes, as well. In order to estimate an adequate sample size for the current study, a prior power analysis utilizing G* Power (Faul, Erdfelder, Lang & Buchner, 2007) was conducted. A medium effect size ($f=0.25$) and a power of .80 was selected. Further, a probability of .05 was selected with three groups. The analysis yielded an estimated total sample size of 114 participants. All participants will consists of clubhouse staff and directors from different clubhouse communities in the state of Michigan.

Measures

The current study utilized the following instruments: a staff job history profile; Mowday, Steers and Porter's (1979) Organizational Commitment Questionnaire; Minnesota Satisfaction Questionnaire Short-Form; select items from Morgeson and Humphrey's (2006) Work Design Questionnaire (WDQ); and the Clubhouse Climate Questionnaire (CCQ), adapted by Fitzgerald, Umucu, Arora, Huck, Benton and Chan (2015).

Job satisfaction. The short form version of the Minnesota Satisfaction Questionnaire (MSQ) has been selected to measure employee job satisfaction developed by Weiss, Dawis,

England and Lofquist (1967). Previous research suggests that the MSQ short form is a widely used measure of general job satisfaction. In addition, the MSQ short form has been demonstrated as being well-known and stable over time (Martins & Proenca, 2012). The short form MSQ has been designed to examine employee satisfaction related to intrinsic, extrinsic and general job satisfaction. Of interest in the current study will be a general measure of job satisfaction. The MSQ short form has been widely utilized in organizational research across a variety of disciplines (Fields, 2002; Martins & Proenca, 2012; Weiss et al., 1967).

The questionnaire consists of 20 items that measure job satisfaction across different item scales, including but not limited to, ability utilization, independence, security, recognition, variety, working conditions and company policies. Items are rated using five response categories (Very Dissatisfied, Dissatisfied, Neither, Satisfied, or Very Satisfied). Response choices for the MSQ short form are weighted using a five point scale wherein Very Dissatisfied equates to 1 point, Dissatisfied equates to 2 points, Neither equates to 3 points, Satisfied equates to 4 points and Very Satisfied equates to 5 points. To obtain a general job satisfaction score, the 20 items are summed together yielding a score from 20 to 100. Raw scores are converted to percentile scores, which are indicative of low (25th percentile or lower), average (26th to 74th percentile) or high (75th percentile or higher) degree of job satisfaction.

The MSQ short form has been shown to have strong psychometric properties in that it is a valid and reliable measure of general job satisfaction. Internal consistency reliability coefficients for general job satisfaction range from .87 to .92 (George & Jones, 1996, Weiss et al., 1967). A study conducted by Gillet and Schwab (1975) examined job satisfaction utilizing two well-known scales of job satisfaction; Job Descriptive Index and Minnesota Satisfaction Questionnaire across 273 employees of a production company. Statistically significant convergent and discriminant

validities were obtained. Convergent validity correlations averaged with $r = .56$, suggesting that both measures were related on the same constructs (See Appendix A). Cronbach's alpha for the current sample was .91.

Task significance. Task significance was assessed using three items from the Morgeson and Humphrey's (2006) Work Design Questionnaire (WDQ). The WDQ was developed to comprehensively measure job design and the nature of work being done. The measure was tested and validated within a sample that included participants from a wide variety of occupational classifications. Occupations of participants included, but are not limited to, management, financial, community/social services, education, health care, sales, construction, production, and transportation. The WDQ has been found to be a reliable and valid measure of word design, demonstrating adequate internal consistency reliability with a Cronbach's alpha of .87 (Morgeson & Humphrey, 2006).

The subscale that will measure task significance in the current study consists of three items rated on a 5-point Likert scale wherein 1 represents strongly disagree and 5 represents strongly agree. Sample items include, "The results of my work are likely to significantly affect the lives of other people" and "My job itself is very significant and important in a broader scheme of things" (See Appendix B). Cronbach's alpha for the current sample was .80.

Organizational commitment. The construct of organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ), developed by Mowday, Steers and Porter (1979). The OCQ has been demonstrated to be one of the most commonly utilized measures of organizational commitment in the literature (Goulet & Frank, 2002; Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1990). Further, the OCQ aims to measure the degree to which an employee identifies with and feels invested in their organization. The scale is comprised of 15 items which

were exacted on a 7-point Likert scale (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = neither disagree nor agree, 5 = slightly agree, 6 = moderately agree, and 7 = strongly agree). Statements included in the questionnaire relate to potential feelings that one may experience in relation to the organization they work for. Participants will be asked to indicate their subjective level of agreement or disagreement with a variety of statements relating to perceived support, commitment to and agreement with organizational practices. Examples of item questions include “I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful”, “I find that my values and the organization’s values are very similar”, “This organizational really inspires the very best in me in the way of job performance” and “I am proud to tell others that I am part of this organization”. The OCQ total score is summed and then divided by 15 to achieve an overall number to represent employee commitment across a myriad of working populations. Multiple items are reversed scored in an attempt to reduce response bias (Mowday et al., 1979).

This measure of organizational commitment has been shown to be a valid and reliable measure of an employee’s investment in an organization (Meyer et al., 1990; Goulet & Frank, 2002). Based on previous literature, the OCQ appears to have adequate psychometric properties and has been studied across a wide range of different categories and types of jobs (Mowday, Steers, and Porter, 1979). Meta-analyses suggest that the OCQ has estimations of reliability coefficients ranging from .88 to .91 (Mathieu & Zajac, 1990). In a study conducted by Goulet and Frank (2002), the OCQ was selected to measure organizational commitment across public, non-profit and for profit organizations and demonstrated a high reliability alpha of .91. Similarly, in a study conducted by Angle and Perry (1981) examining the relationships between organizational commitment and adaptability, turnover and tardiness found a Cronbach’s alpha of .90.

Mowday Steers and Porter (1979) examined many psychometric properties of the OCQ based on a number of studies across nine different organizations. As a result, Mowday and colleagues (1979) found adequate test-retest reliabilities ($r = .53$ to $.75$) and internal consistency reliabilities (Cronbach's alphas range from $.89$ to $.91$). Further, the OCQ is demonstrated to have acceptable levels of convergent, discriminant and predictive validity. With regard to evidence of convergent validity, the OCQ was compared to other instruments designed to measure similar affective responses. Convergent validity for the OCQ was found to be $.70$. In order to examine the discriminant validity of the OCQ, Mowday and colleagues (1979) compared the measure to three attitude related measures of job involvement, career and job satisfaction. Results suggest correlations that range between $r = .40$ to $.68$. Due to the long term and wide spread use of the OCQ, and the measures face validity, it has come to be a validated instrument in evaluating employee self-reported levels of organizational commitment (Mathieu & Zajac, 1990; Mowday, Porter, & Steers, 1979) (See Appendix C). Cronbach's alpha for the current sample was $.37$, which is unusually low but was still utilized for the present study.

Job history profile. Participants were administered a brief demographic/job history profile questionnaire as a part of this study (See Appendix D). First, the questionnaire asked the participant to report status of accreditation. The questionnaire asked participants to indicate their job role/description (generalist staff, employment specialist, director or manager), and the length of time they have been employed by the clubhouse (0-3 years, 3-5 years, 5-7 years, or greater than 7 years). With regard to training and job history, participants were asked to indicate their educational background/highest degree obtained (high school diploma, GED, Associates Degree, Bachelor's Degree, Master's Degree, Doctorate, or a specialist certificate), and the amount of specialized clubhouse training they have received (no training, 3 week training, or more than 3 weeks of

training). Participants were asked to indicate whether or not the clubhouse they are employed by is a Clubhouse International accredited organization and also to report license(s) they have obtained (social work: LMSW, LCSW; psychology: TLLP, LLP; psychology: LP, PsyD; counselor: LLPC, LPC; other, or a non-clinical license).

Clubhouse Social Climate. In effort to better understand the social context in which clubhouse employees work on a daily basis, the current study utilized the Clubhouse Climate Questionnaire (CCQ; See Appendix E), adapted by Fitzgerald, Umucu, Arora, Huck, Benton and Chan (2015). The CCQ was adapted from the Health Care Climate Questionnaire (HCCQ) as it has been demonstrated to be applicable across a variety of health care setting as a measure of autonomy support (Fitzgerald et al., 2015; Williams, Grow, Freedman, Ryan & Deci, 1996). As a measure of autonomy support, the CCQ assesses the quality of social and interpersonal environment in a clubhouse setting. In addition, autonomy support encompasses employee sense of autonomy, competence and sense of relatedness with other clubhouse staff and members. The CCQ is comprised of six items, rated on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). Statements included in the questionnaire relate to employee perceptions of the support, autonomy and relatedness they experience in relation to the entire clubhouse staff. Examples of questions on the questionnaire include, “I feel understood by the Clubhouse staff”, “I feel that the Clubhouse staff provides me with choices and options for work”, and “The Clubhouse staff encourages me to asks questions”. Higher scores obtained on the CCQ suggest that one perceives greater autonomy support by the clubhouse staff (Fitzgerald et al., 2015).

The CCQ has been validated as a valid and reliable measure of autonomy support in a clubhouse setting. Internal consistency reliability coefficients for the clubhouse climate

questionnaire has been found to be .86, suggesting acceptable reliability (Fitzgerald et al., 2015). Statistically significant convergent and divergent validities were also obtained. Convergent validity correlations ranged from .33 to .38, suggesting that the items measured on the CCQ were associated with other constructs related to self-determination. Further, divergent validity correlations ranged from .02 to .04 (Fitzgerald et al., 2015). Cronbach's alpha for the current sample was .91.

Procedures

Psychosocial clubhouses in the state of Michigan, Maine, Ohio, Indiana, Missouri and Massachusetts were contacted by email and/or telephone and made aware of the current study. Recipients of the email were then able to understand the purpose and contribution of the current study and were able to inform other clubhouse staff and provide a direct link to the survey. All participation was voluntary and the examiner was unable to discern who completed the survey and who did not. Ultimately, the goal was to obtain employee participation from accredited, non-accredited and clubhouses seeking accreditation. Participants email address and/or any contact information were not linked to completed questionnaires.

All participants completed surveys through an online survey software, Qualtrics, and were identified using a unique identification number. Participants were also provided with the opportunity to complete the questionnaires with a paper/pencil format, but this method of data collection was not utilized. Employees that agreed to participate in the current study were provided informed consent on the first page of the survey. Further, participants also had the option to enter into a drawing after completing the survey. An email address was provided once the surveys were complete so that participants could enter into the drawing. It is important to note that participation

on the current study was completely voluntary, participants enter into the drawing willingly and their surveys will were not associated with their entering into the gift card drawing.

The participants included in the current study were staff from psychosocial rehabilitation clubhouses for individuals with chronic mental illness. Further, all staff employed by clubhouses in the current study were either accredited programs, non-accredited programs or considering accreditation. Within the current study, clubhouse staff and directors will be selected and have the option to participate by answering four surveys/questionnaires. It is assumed that participants in the current study are presently employed by a clubhouse, although there are no particular inclusion factors related to employment positions.

Data Analyses

The purpose of the current study is to examine the relationship between program accreditation status and employee motivational outcomes of job satisfaction, organizational commitment and perceived task significance. In addition, the current study aimed to examine the relationship between accreditation status and perceived clubhouse climate. Specifically, the current study is interested in whether or not differences exist between employees of Clubhouse International accredited programs, non-accredited programs and those programs taking steps toward accreditation with regard to motivational outcomes.

Complete survey data was obtained online and then downloaded into an SPSS spreadsheet file. At this point, the examiner was able to clean the data file and determine the presence of any missing data. An alpha criterion of .05 was used in the present study to determine statistical significance. Table 1 includes a detailed description of research questions of interest and methods of statistical analyses to examine the data.

Table 1

Research Questions and Methods of Statistical Analysis

<p>Preliminary Preparation for RQ#1: Determine what, if any, differences are present between generalist staff and directors on each variable (e.g., perceived clubhouse climate, overall job satisfaction, perceived task significance, organizational commitment). Determine which staff were directors and classified all other staff as generalists, in line with clubhouse model. Determine what, if any, differences exist between clinical and non-clinically licensed professionals on each variable.</p>		
Hypotheses	Variables	Statistical Analysis
H1: Staff motivational variables (overall job satisfaction, perceived task significance and organizational commitment) will vary by job role.	<p><u>Independent Variable:</u> Job Role: Director or Generalist Staff</p> <p><u>Dependent Variables:</u> Job Satisfaction, perceived task significance, organizational commitment</p>	One Way Analysis of Variance (ANOVA) with one analysis per dependent variable
H2: Staff motivational variables (overall job satisfaction, perceived task significance and organizational commitment) will vary by professional license.	<p><u>Independent Variables:</u> Professional License: Clinical or Non-Clinical</p> <p><u>Dependent Variables:</u> Job Satisfaction, perceived task significance, organizational commitment</p>	One Way Analysis of Variance (ANOVA) with one analysis per dependent variable
RQ#1: Do motivational outcomes of clubhouse staff vary by clubhouse accreditation status?		
Hypotheses	Variables	Statistical Analysis
H1: accreditation status will impact self-reported levels of job satisfaction.	<p><u>Independent Variable:</u> Clubhouse Accreditation Status: Accredited vs. Non-Accredited</p> <p><u>Dependent Variables:</u> Job Satisfaction (continuous)</p>	One-Way MANOVA

Hypotheses	Variables	Statistical Analysis
H2: accreditation status will impact self-reported levels of organizational commitment.	<u>Independent Variable:</u> Clubhouse Accreditation Status: Accredited vs. Non-Accredited <u>Dependent Variables:</u> Organizational Commitment (continuous)	One-Way MANOVA
H3: accreditation status will impact self-report levels of perceived task significance.	<u>Independent Variable:</u> Clubhouse Accreditation Status: Accredited vs. Non-Accredited <u>Dependent Variables:</u> Perceived Task Significance (continuous)	One-Way MANOVA
RQ#2: Does perceived climate of the clubhouse vary by accreditation status?		
H1: Perceived clubhouse climate will be different when employed by accredited versus non-accredited clubhouses.	<u>Independent Variable:</u> Clubhouse Accreditation Status: Accredited vs. Non-Accredited <u>Dependent Variable:</u> Perceived climate of the clubhouse	One-Way ANOVA
A Posteriori Analyses: What are the interactions among the independent variables?		
A Posteriori Analyses	<u>Independent Variables</u> Clubhouse Accreditation Status: Accredited vs. Non-Accredited; Job Role: Generalist vs. Director; Professional License: Clinical vs. Non-Clinical <u>Dependent Variables:</u> Job Satisfaction, Perceived Task Significance, Organizational Commitment, Perceived Clubhouse Climate	Two-Way MANOVA (2x2x2)

Hypothesis 1: In order to test hypothesis 1 and examine for a direct effect between program accreditation status and job satisfaction, a one way MANOVA will be utilized. In line with previous literature and based on the job characteristics model and a relational perspective, it is hypothesized that those employed by accredited clubhouses will report higher levels of overall job satisfaction. *Hypothesis 2:* To measure the relationship between program accreditation status and perceived task significance, a one way MANOVA will be utilized. Based on previous literature and the job characteristics model, it is hypothesized that employees that work in a Clubhouse International accredited program will report higher levels of perceived task significance on daily job tasks. *Hypothesis 3:* A one way MANOVA will be utilized to measure the relationship between program accreditation status and level of employee organizational commitment. It is hypothesized that individuals employed by Clubhouse International accredited programs will report higher levels of organizational commitment. *Hypothesis 4:* A one-way ANOVA will be utilized to measure the relationship between program accreditation status and level of perceived clubhouse supportive climate. It is hypothesized that individuals employed by Clubhouse International accredited clubhouses will report higher levels of positive clubhouse supportive climate.

If significant f values are obtained after conducting the one-way MANOVA, post-hoc tests will be run to determine which groups differ from one another.

CHAPTER 4 RESULTS

The purpose of the current study was to assess motivational variables in clubhouse staff, which refers to the degree to which an individual feels an attachment to their organization and their specific job role and contribution. Of specific interest was the relationship between program accreditation status and factors related to employee motivation. These factors included overall job satisfaction, sense of commitment one feels towards their organization, perceived task significance and perceived social climate of the clubhouse environment.

Demographic Characteristics of Sample

Clubhouse staff completed a short demographic/job history profile and their responses were analyzed using a frequency distribution. The demographic/job history profile questionnaire contained items pertaining to highest degree obtained, current job role/description, and clubhouse model of training and professional licenses obtained. Additionally, clubhouse staff were asked to report accreditation status of their clubhouse, as well as what type of accreditation has been achieved, if any. The study originally included 118 participants from a variety of clubhouses. However, 16.9% of the aforementioned participants presented with incomplete data with no responses, yielding a total sample size of 98.

Due to the method of data collection, participants were able to purposefully skip questions and still complete the questionnaire. As a result, 14% (n = 14) of respondents completed all but two or fewer data points. cursory examination of the missing data revealed that missing items were scattered and there does not appear to be any pattern. Missing data values were replaced with series means for the variable of interest. Once missing values were replaced, total scores for outcome variables were recalculated to determine total scores accounting for the missing values. It should also be noted that four participants did not complete two or fewer questionnaires. Due to

an already small sample size, all completed individual surveys were included in the current study. However, due to statistical requirements, the multivariate analysis of variance data analysis examined only full and complete surveys (n=93).

In order to gain a better understanding of the demographic variables of interest in the current study, frequency distributions were calculated. Of those participants that completed the entire questionnaire, 57 described themselves as generalist staff, 12 were employment specialists, 38 were clubhouse directors, 2 were medical professionals (i.e. nurse, psychiatrist, psychologist, etc.), and 1 was a volunteer.

When asked about professional licensed obtained, 22% were in the field of social work, 1.6% in the field of psychology, 4.1% were counselors, 8.9% with non-clinical licensure, 4.1% certified psychiatric rehabilitation practitioners (CPRP), 8.9% were case managers, 5.7% were para-professionals, 2.4% were vocational rehabilitation counselors, 0.8% with a degree in education, 13.8% with non-clinical bachelor degrees, 16.3% with a bachelor degree in psychology and 11.4% with a bachelor's degree in social work. To better conceptualize type of license obtained, all staff were categorized into clinical or non-clinical licensure based upon educational background and license status. Specifically, non-clinical Bachelor of Arts degrees and educational degrees were categorized as non-clinical in nature. Participants that reported having obtained a licensed in the field of psychology, social work or medically related field, were categorized as licensed clinical professionals.

With regard to accreditation status, there were 63 staff from Clubhouse International Accredited clubhouses and 35 staff that were employed by a non-accredited clubhouse. However, out of the 35 staff that were employed by a non-accredited clubhouse, only 2 were not currently taking steps towards accreditation. With regard to those staff working towards accreditation, there

were two considering accreditation, nine that have attended a learning community seminar about the process of accreditation, four that were conducting a self-study for accreditation, and 18 that were currently seeking and achieving accreditation. In addition to clubhouse international accreditation status, 50% achieved accreditation from the commission on accreditation of rehabilitation facilities (CARF), 3.4% achieved accreditation from the joint commission on accreditation of healthcare organizations (JCAHO), 2.1% had achieved no accreditation and 0.7% reported other accreditation.

When asked to report current level of clubhouse model training, 36.1% participants reported receiving on-the-job training at their current clubhouse, 28.8% received training at a three week training base, 22% received training through clubhouse conference workshops, 3.1% received training through their educational institution, 2.1% had no clubhouse training and 7.9% reported received other training (i.e., world seminars, regional and international seminars, faculty training, clubhouse international seminars, mentoring from directors, etc.). It is important to note that staff may have received more than one form of training in the clubhouse model. Descriptive characteristics can be found in Table 2.

Table 2

Frequency Table - Demographic Information

Characteristic	Number	Percent
Job Role/Description		
Generalist	55	50.9%
Employment Specialist	12	11.1%
Director	38	35.2%
Medical Professional	2	1.9%
Volunteer	1	0.9%
Highest Degree Obtained		
High School Diploma/GED	9	9.2%
Associates Degree	4	4.1%
Bachelor's Degree	46	46.9%
Master's Degree	33	33.7%
Doctoral Degree	3	3.1%
Specialist Certificate	3	3.1%
Additional Certifications		
Certified Psychiatric Rehabilitation Practitioner	8	16.0%
Employment Certification	16	32%
Other	26	52%
Clubhouse Model of Training		
On-The-Job Training	69	36.1%
Three Week Training Base	55	28.8%
Clubhouse Conference Workshops	42	22%
Educational Institution Training	6	3.1%
No Clubhouse Training	4	2.1%
Other	15	7.9%

Table 2 continued

Characteristic	Number	Percent
Accreditations Achieved		
Clubhouse International	64	43.8%
Commission on Accreditation of Rehabilitation Facilities (CARF)	73	50%
Joint Commission on Accreditation Of Healthcare Organizations (JCAHO)	5	3.4%
No Accreditation	3	2.1%
Other	1	0.7%
Professional Licenses Obtained		
Social Work	27	22%
Psychology	2	1.6%
Counselor	5	4.1%
Non-Clinical	11	8.9%
Certified Psychiatric Rehabilitation Practitioner	5	4.1%
Case Manager	11	8.9%
Para-Professional	7	5.7%
Vocational Rehabilitation	3	2.4%
Master's in Education	1	0.8%
Non-Clinical Bachelor's	17	13.8%
Bachelor's in Psychology	20	16.3%
Bachelor's in Social Work	14	11.4%
Type of License		
Clinical	32	32.7%
Non-Clinical	66	67.3%

Means and standard deviations for all of the measured variables are included in Table 3 and Table 4 below. This is followed by an intercorrelation matrix among the study variables, which can be found in Table 5.

Table 3

Descriptive Statistics – Measured Variables, Clubhouse International Accredited Staff

Measure	n	Mean	SD	Range	
				Min.	Max.
Social Climate	63	24.7	4.6	6	30
Job Satisfaction	62	79.6	10.3	47	92
Task Significance	62	17.4	2.2	12	20
Organizational Commitment	60	69.9	6.4	58	87

Table 4

Descriptive Statistics – Measured Variables, Non-Accredited Staff

Measure	Number	Mean	SD	Range	
				Min.	Max.
Social Climate	35	23.8	3.9	14	30
Job Satisfaction	35	74.9	10.2	54	93
Task Significance	34	17.3	2.1	12	20
Organizational Commitment	33	70.2	6.5	54	84

Table 5

Intercorrelation Matrix for all Study Variables (n = 98)

	Perceived Clubhouse Climate	Overall Job Satisfaction	Perceived Task Significance	Organizational Commitment
Perceived Clubhouse Climate	---			
Overall Job Satisfaction	.359**	---		
Perceived Task Significance	.247*	.487**	---	
Organizational Commitment	.061	.295**	.257*	--

Note: **p<.01, *p<.05

Once the data was cleaned and missing values were replaced using series means, the examiner assessed the number of participants in each accreditation status category. It was determined that of the total sample of 98 participants, 63 reported working for a Clubhouse International Accredited organization and 35 reported working for a non-accredited clubhouse. However, upon further examination, it was determined that of the 35 staff working for a non-accredited clubhouse, only two participants were involved in organizations not currently taking steps toward accreditation. Consequently, the examiner combined non-accredited and seeking accreditation into one independent variable. Table 6 presents descriptive information regarding accreditation status. Table 7 details steps being taking toward achieving accreditation for those non-accredited clubhouses.

Table 6

Frequency Table for Accreditation Status

Status	n	Percentage
Clubhouse International Accreditation	63	64.3%
Non-Accredited	35	35.7%

Table 7

Frequency Table for Non-Accredited Status

Non-Accredited	n	Percentage
Considering Accreditation	2	5.7%
Attended State Accreditation Information Session	9	25.7%
Conducting a Self-Study for Accreditation	4	11.4%
Seeking and Achieving Accreditation	18	51.4%
Not Interested in Accreditation	2	5.7%

After successfully generating two levels of the independent variable of accreditation status, preliminary tests were conducted, including a one-way Analysis of Variance (ANOVA) to examine whether or not any of the outcome variables differed by job role and/or the type of professional license that staff have obtained. These aforementioned variables were important to examine in order to determine whether or not the current sample was similar and representative of samples from other studies.

In order to ensure that there were no violations of homogeneity, Levene's test of equality of error variances was run prior to conducting the ANOVA. Results suggest that variances between groups were not statistically different from one another. Consequently, F values will be presented, suggesting there are no mean differences between groups (i.e., job role and type of license obtained).

Results of the one-way ANOVA examining job role by perceptions of clubhouse supportive climate suggest that there are no statistically significant differences between group means as determined by one-way ANOVA ($F(1,96) = .511, p = .48$). Consequently, running post hoc tests was not warranted and not carried out. Similarly, results of the one-way ANOVA

examining job role by overall job satisfaction found that there were no statistically significant differences between group means as determined by one-way ANOVA ($F(1,95) = .720, p = .40$). Consequently, running post hoc tests was not warranted and not carried out. The one-way ANOVA conducted to examine job role by perceived task significance found that there were no statistically significant differences between group means as determined by one-way ANOVA ($F(1,94) = 1.098, p = .30$). Consequently, running post hoc tests was not warranted and not carried out. Lastly, results of the one-way ANOVA looking at job role by organizational commitment suggest that there were no statistically significant differences between group means as determined by one-way ANOVA ($F(1,91) = 2.455, p = .12$). Consequently, running post hoc tests was not warranted and not carried out.

Additional preliminary analyses were conducted to examine whether or not differences existed between professional license (i.e., clinical vs. non-clinical) and staff motivational outcomes. Results of the one-way ANOVA examining professional license type by perception of clubhouse supportive climate found that there were no statistically significant differences between group means as determined by one-way ANOVA ($F(1,96) = .318, p = .57$). Consequently, running post hoc tests was not warranted and not carried out. Similarly, the one-way ANOVA conducted to look at professional license type and overall job satisfaction found that there were no statistically significant differences between group means as determined by one-way ANOVA ($F(1,95) = 1.641, p = .20$). Consequently, running post hoc tests was not warranted and not carried out. Another one-way ANOVA was conducted to look at professional license type and perceived task significance. Results suggest that there were no statistically significant differences between group means as determined by one-way ANOVA ($F(1,94) = .030, p = .86$). Consequently, running post hoc tests was not warranted and not carried out. The one-way ANOVA looking at differences in

group means between professional license type and organizational commitment suggest that there were no statistically significant differences between group means as determined by one-way ANOVA ($F(1,91) = 1.702, p = .20$). Consequently, running post hoc tests was not warranted and not carried out.

Multivariate Analysis of Variance Analyses

The current study aimed to examine the relationship between clubhouse accreditation status and employee motivational outcomes. Of specific interest was whether or not differences in motivational variables existed between accredited and non-accredited clubhouses. Due to the presence of one categorical independent variable with two levels (i.e., accreditation status) and three continuous dependent variables (i.e., i.e., job satisfaction, organizational commitment and perceived task significance) a one-way multivariate analysis of variance was conducted. Further, a one-way MANOVA was selected in effort to reduce the risk of an inflated Type I Error, or asserting that the null hypothesis is true when it is not.

Research Question 1: Do motivational outcomes of clubhouse employees (i.e., overall job satisfaction, organizational commitment and perceived task significance) vary by clubhouse accreditation status?

The one-way MANOVA carried out in the present study explored differences between accredited and non-accredited clubhouses with regard to motivational outcomes. First, accreditation status was entered as a fixed factor and the motivational outcomes were entered into the dependent variables area. Due to the differing levels of survey completion across the dependent variables, SPSS automatically generated a list wise deletion of cases that did not include entirely completed surveys. As a result, there was a total of 93 employees examined in the MANOVA. With respect to the assumption of homogeneity of variance-covariance matrices, Box's Test of

Equality of Covariance Matrices demonstrates that this assumption was not violated. Similarly, Levene's Test of Equality of Error Variances also suggests that the assumption of equality of variance for each dependent variable was not violated.

Prior to conducting the MANOVA, the data was examined and assumptions were tested through a variety of methods. With regard to sample size, it was determined that the current sample met, at least, the minimum required. A MANOVA requires that there be more cases in each cell than there are dependent variables. The current analysis contains two cells (two levels of the independent variables: accredited/non-accredited) and 60 participants identifying as accredited and 33 identifying as non-accredited. Scatterplots were also generated between each pair of variables to examine normality, correlation and linearity. In order to identify the presence of potential outliers, Mahalanobis Distance was obtained. It was determined that the data set did present with two outliers, however, the scores did not appear extreme. When the researcher examined these points across the dependent measures, no overall score had a value so extreme that it dictated exclusion. Consequently, all observations were retained for further analysis.

The multivariate tests of significance indicate that there are no statistically significant differences among the accreditation status groups on a linear combination of the dependent variables. There was no statistically significant difference in motivational outcomes based upon the accreditation status of the clubhouse, $F(4,88) = 1.405$, $p > .05$; Wilks' $\Lambda = .940$, partial $\eta^2 = .06$. It was determined that there is no statistically significant difference between accredited and non-accredited staff in terms of their job satisfaction, organizational commitment and perceived task significance. Due to the lack of statistically significant findings, no further follow up tests were performed.

Analysis of Variance Analysis

Research Question 2: Does perceived clubhouse supportive climate vary by accreditation status?

In order to examine the variability in perception of clubhouse supportive climate between accredited and non-accredited clubhouses, a one-way analysis of variance was conducted. Prior to conducting the ANOVA test, the Levene statistic suggested that this assumption was not violated. The total number of subjects that completed the survey questions related to clubhouse climate were 98 staff. More specifically, 63 identified as being employed by a Clubhouse International accredited clubhouse and 35 reported being employed by a non-accredited clubhouse. Results of the one-way ANOVA found that there were no statistically significant differences between group means ($F(1,96) = .873, p = .35$). It was determined that a significant difference is not present among the mean scores of perceived clubhouse supportive climate. While the overall mean score of perceived clubhouse supportive climate was slightly higher among staff from accredited clubhouses, it was not statistically significant. Consequently, running post hoc tests was not warranted and therefore, not carried out. The aforementioned results are presented in Table 8.

Table 8

Analysis of Variance for Perceived Clubhouse Supportive Climate by Accreditation Status

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Between	17.035	1	17.035	.873	.352
Within	1872.561	96	19.506		
Total	1889.595	97			

Note: * $p < .05$

A Posteriori Analyses

Contrary to prior literature and although founded in a strong theoretical framework, the current study did not find significant differences between accredited and non-accredited

clubhouses with regard to staff motivational outcomes (i.e., job satisfaction, organizational commitment and perceived task significance) or perceived clubhouse supportive climate. Consequently, the researcher was interested in examining potential interactions between accredited and non-accredited clubhouse staff on other variables. Of specific interest was whether or not differences in motivational outcomes existed based on accreditation status, job role and/or the type of license one obtained.

Prior to conducting the two-way between-groups Multivariate Analysis of Variance, the data was examined to ensure that assumptions were met. All dependent variables of interest are measured as continuous variables, meeting assumption number one. All three independent variables consist of two categorical and independent groups (i.e., accreditation status: accredited vs. non-accredited; job role: generalist vs. director; professional license: clinical vs. non-clinical), which meets the second assumption. Assumption three requires that there be different participants in each group, which is set-up in the present study design. Assumption four requires that there be an adequate sample size. Similar to the MANOVA run previously, the minimum requirement is to have more cases in each group than the number of dependent variables. There are a total of six groups and four independent variables, suggesting that this assumption is not violated. In order to assess for outliers and normality, boxplots and scatterplots were generated to determine linearity and while two outliers were present, they were not removed from the current analyses. Box's M test of equality of covariance matrices and Levene's Test of Equality of Error Variances does suggest that the assumption of equality of variance for each dependent variable was not violated.

Results of the 2(Job role: Generalist; Director) x 2(License Type: Clinical; Non-Clinical) x 2(Accreditation Status: Accredited; Non-Accredited) MANOVA suggest that there was a statistically significant main effect for accreditation status, $F(4,82) = 2.64, p = .04$; Wilks' $\Lambda =$

.886. The effect size was small (partial eta squared = .114). However, results suggest the presence of a significant interaction effect and consequently, the main effect for accreditation status will not be interpreted further. As previously mentioned, results suggest a significant interaction effect between accreditation status and type of professional license on the combined dependent variables, $F(4,82) = 2.854, p = .029$; Wilks' $\Lambda = .878$. Power to detect the effect was .75 and the effect size, or partial eta squared, was .12. Results of the two way MANOVA suggest that there is a statistically significant interaction effect between accreditation status and professional licensure. This means that the effect of the type of license one has obtained on the dependent variables is not the same for those in accredited and non-accredited clubhouses. More specifically, this suggests that the difference in outcomes between accredited and non-accredited staff depends on the type of license one has obtained.

Given the significance of the overall test, the univariate main effects were examined. The researcher was interested in assessing which of the dependent variables contributed to the overall differences indicated by the MANOVA. Significant univariate main effects for accreditation status were obtained for overall job satisfaction, $F(1, 85) = 6.293, p < .05$, partial eta square = .069, power = .70. Based on Cohen's (1988) criteria, this can be classified as a small effect size. These results suggest that reported levels of overall job satisfaction are different for staff employed in accredited and non-accredited clubhouses. These results confirm that differences in overall job satisfaction exist between accredited and non-accredited staff, depending on which type of license one has obtained. Job satisfaction was dependent on whether there was an interaction between those staff that were clinically licensed or not. Job satisfaction appeared to differ significantly across licensed and non-licensed professionals dependent upon whether they were employed by an accredited or non-accredited clubhouse (See Figure 1).

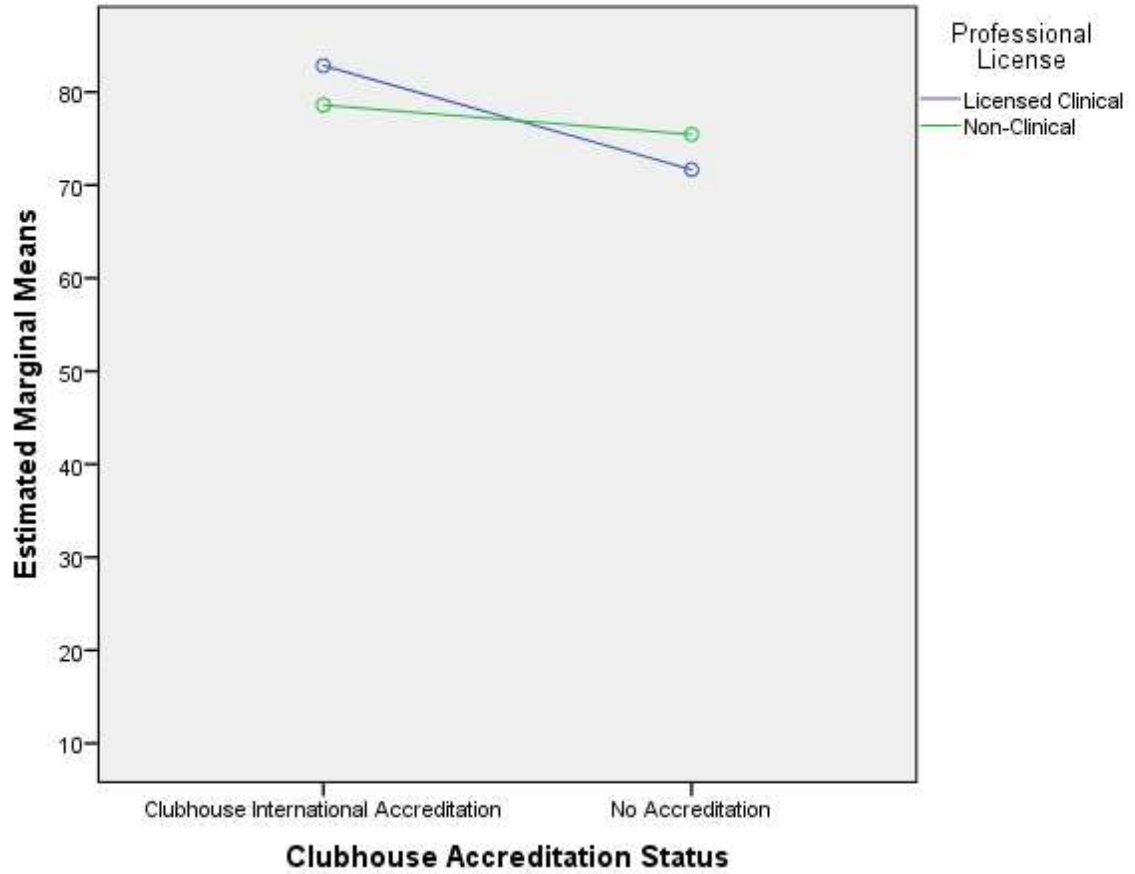


Figure 1. *Interaction Effect of Accreditation Status and Professional License on Job Satisfaction.* Table demonstrates the statistically significant interaction effect between professional license (i.e., clinical or non-clinical) and clubhouse accreditation status (i.e., accredited or non-accredited) on the variable of job satisfaction.

CHAPTER 5 DISCUSSION

Employee motivation is a commonly studied area of research within organizational literature, across a wide range of occupations and specialties. The clubhouse model, however, has limited research describing staff experiences, such as job motivation. There are currently few studies examining staff in clubhouses (Carolan et al., 2011; Dougherty, 1994; Pernice-Duca, 2010). In line with the previously established relationship between job characteristics/structure and employee motivation, the Job Characteristics Model suggests that the way in which a job is designed has the ability to enhance internal work motivation, satisfaction and performance (Grant & Parker, 2009; Hackman & Oldham, 1976). Consequently, the current study focused on the role of organizational structure and examining what, if any, differences on employee attitudes and motivation existed among staff working in accredited vs. non-accredited clubhouse programs.

Based on prior research on organizational structure, the aim of this study was to further examine structural variables, related to the clubhouse model in particular, to better understand what potential differences in employee motivation and perception of social climate. Not only is it important to examine employee motivation in this environment as a source to benefit individual mental health consumers, but it is important to also recognize the impact that clubhouse staff have on the membership, since staff have been found to be a critical component of the social support network and overall clubhouse functioning (Pernice-Duca, 2010).

The current study hypothesized that staff motivation likely differed across clubhouse staff employed by accredited and non-accredited clubhouses. Specifically, it was hypothesized that individuals employed by a Clubhouse International clubhouse would report higher scores across all levels of motivational outcomes. However, results found that there were no significant differences between accredited and non-accredited staff with regard to their job satisfaction,

organizational commitment and perceived task significance. Also of interest in the current study was the relationship between perception of clubhouse supportive climate across accredited and non-accredited clubhouses. Specifically, it was hypothesized that individuals employed by Clubhouse International accredited clubhouses would report higher levels of positive clubhouse supportive climate. However, results did not support this hypothesis in that significant differences were not found to exist across staff employed by accredited and non-accredited clubhouses. A posteriori analyses were conducted to examine the role of other variables on employee motivation. Results suggest that job satisfaction differed across licensed and non-licensed professionals that were employed by a Clubhouse International accredited program. The current study also did not directly measure employee salary and/or wages. The survey utilized to measure job satisfaction did address satisfaction with current pay, however, the current study was able to control for this variable. Consequently, future research should address this limitation.

Given the initial hypotheses were not supported, additional posteriori analyses were conducted to examine staff motivation. Other factors, including job role (i.e. generalist vs. director) and license type (i.e., clinical vs. non-clinical) were added to a multivariate model. The results indicated an interaction effect between level of licensure (clinical vs. non-clinical) and status of clubhouse accreditation (accredited vs. non-accredited) and the dependent variables, job satisfaction. That is, clinically licensed professionals reported significantly lower overall job satisfaction when employed by a non-accredited clubhouse. Similarly, non-clinically licensed staff in accredited clubhouses reported higher job satisfaction, but not as high as those with a clinical license.

The aforementioned results are important to consider with regard to Hackman and Oldham's (1976) Work Design Theory. Researchers suggest that the growth need strength, or

desire to grow psychologically as a person and develop, may serve as a moderator between job characteristics and intrinsic motivation. Results of the current study are in line with Hackman and Oldham's (1976) model suggests that one's growth need strength may influence the desire for personal growth and sense of achievement in the work environment. Individuals that are interested in personal/professional growth and achievement may also present with a higher growth need strength. Future research should consider this concept and the potential moderating role it can have on the relationship between job design and employee motivation.

Further, it is important to consider the state requirements that mandate accreditation in clubhouses. It is important to examine the aspects of accreditation and why the large difference in job satisfaction exists with clinically licensed professionals in non-accredited and accredited clubhouses. Clubhouse International accreditation standards provide staff with guidelines in which they can operate the clubhouse. In addition, accredited clubhouses are provided with opportunity for professional growth, day-to-day organization and expectations, direct interaction with staff and members, quality control, staff development and education, and an active role in decision making processes (Clubhouse International, 2015).

The critical role of clubhouse staff has been established in the literature (Aquila et al., 1999; Carolan et al., 2011; Pernice-Duca, 2010). Specifically, clubhouse staff have been found to play an influential role on clubhouse climate and member experience with regard to facilitating recovery and promoting acceptance. Further, staff have been found to create a supportive organizational climate in which members are encouraged to live with purpose and meaning (Aquila et al., 1999; Carolan et al., 2011). As a result, it is vital to examine predictors of job satisfaction for clubhouse staff as they serve such an influential role in clubhouse climate and functionality.

Prior research suggests that employee motivation has been an important and relevant area of study, however, there is limited research in the area of the clubhouse model. Social interaction between staff and members are the foundation for development of social networks, decreasing stigma and promoting a sense of community. Therefore, examining factors that may help us to better understand staff motivation in the workplace is relevant and critical. The variables examined in the current study were selected based on the relational approach to the clubhouse model, as well as a pre-established relationship between employee motivation and the related individual and organizational level benefit (Grant et al., 2007; Humphrey et al., 2007).

Limitations and Directions for Future Research

Results of the present study do not occur as hypothesized originally. A major limitation may be due to a limited sample size. Although there are many clubhouses located in Michigan, and across the country, clubhouse staff is a limited population. For example, some clubhouses in Michigan have fewer than five staff members. As a result, the data pool appeared to saturate in the present study around 118 participants. The main method of data collection was done via online survey software. However, this may have presented an additional limitation as the principal investigator was not able to present the purpose of the study in person and encourage participation and answer any questions. In addition, the researcher was not able to discern which clubhouse staff had completed the survey and consequently, multiple emails were sent to the same clubhouses. Online survey completion may have also resulted in occasional skipped questions as the survey software allowed completion, even with missing data.

Another limitation of the current study is the missing data and completion rate. Approximately 20 questionnaires were not included in the present data analyses as they were incomplete, yielding a total sample size of 98. This equates to 17% of the total sample size. Further,

an additional 14 participants completed all but two or fewer data points. cursory examination reveals that single missing items were scattered and there does not appear to be any pattern in relation to missing data.

The sample in the current study included more staff from Clubhouse International accredited clubhouses than those identifying as non-accredited. The research combined two independent variables (i.e., Non-accredited and seeking accreditation) as this is in line with the current state standards being implemented. In one state, accreditation was being implemented as a state-wide goal at the time of the present study. Therefore, it does not come as a surprise that most non-accredited clubhouses in the current study are presently taking steps or seeking information towards accreditation. However, updated state standards may have impacted the sample pool. Consequently, many clubhouses have either achieved accreditation or are currently in the process of taking necessary steps towards accreditation.

Although the results of the current study do not support the hypotheses originally purported, a posteriori analyses were conducted in order to examine potential effects that may have gone unnoticed or not considered originally. Findings did suggest that there appears to be an interaction effect of professional license and accreditation status on the outcome variables. In general, this suggests that the type of license has an effect on the dependent variables and that this difference is not the same for staff from accredited and non-accredited. When examined further, it was found that job satisfaction in particular, appeared to be one variable that was higher for those individuals with a clinical license and working for an accredited clubhouse. The effect size was determined to be small based on Cohen's (1988) criteria. Although the effect size reaches statistical significance, the actual difference is small and should be interpreted with caution.

Limitations and Possible Threats to Validity

Internal validity. Potential threats to internal validity were considered and minimized within the current design with respect to history, maturation, and testing instrumentation and selection. All participants included in the present study completed a one-time survey online. All testing instruments were well established to be valid and reliable measures of the constructs of interest in the current study. All clubhouse staff had the option of participating the current study and involvement was voluntary and anonymous.

External validity. Within the current study, there are potential threats to external validity, which may influence the generalizability of outcomes across different individuals and settings. The current study aimed to examine motivational outcomes across clubhouse employees in particular and may not generalize to other non-profit mental health agencies. Further, as mentioned previously, clubhouses in certain states are required to obtain Clubhouse International accreditation, and consequently, participants may have been under differences pressure/stressors with regard to accreditation as compared to participants from other states. This may have impacted findings in the present study.

Construct validity. The measures utilized in the current study have been selected based on strong evidence that supports construct validity. The outcomes measures specifically measure the construct of self-reported level of job satisfaction, organizational commitment, perceived task significance and perceived clubhouse supportive climate. Participants may have had evaluation apprehension as the questionnaires relate to job-related constructs. In addition, due to requirements set forth by the Human Investigation Committee, it was necessary to warn participants of the potential loss of confidentiality when conducting internet based research. This may have resulted in apprehension among participants and potentially impacted the sample size. However, the

anonymous method of survey administration should have safeguarded against this. Again, not being able to answer concerns in person may be a limitation of the current study.

Statistical conclusion validity. As a result of the small sample size of the present study, low statistical power was obtained. Specifically, the statistically significant interaction effect found in the current study demonstrated a power of .75, suggesting a 25% probability of committing a type II error or possibly missing an effect that was present. Consequently, there may be less of an ability to detect a significant effect, if present. Therefore, the generalizability of the current study should be interpreted with caution as there was a lack of statistical power.

The current study was interested in examining differences between two groups of clubhouse staff; those that work as part of a Clubhouse International accredited clubhouse or those that work within a non-accredited clubhouse. However, as discussed previously, the group of participants that identify as non-accredited, also include staff that are currently taking necessary steps to gain accreditation. The group of those not interested in accreditation ($n = 2$) and those considering accreditation ($n = 33$) were combined into one independent group of non-accredited staff. Currently, new state standards may require all clubhouses to become accredited by 2020. As a result, combining the two aforementioned groups of individuals was deemed appropriate for the current study as those that may identify as non-accredited are taking steps toward accreditation as required by state law.

Commonly, in psychological and social research, a power in the .80 range is acceptable (Hair, Black, Babin, & Anderson, 2010). The observed power of the current study was .70 and demonstrated a small effect size for the interaction effect. Due to low power, small sample size and a small effect size, a limitation of the current study may be that significant differences may have gone undetected. In addition, with regard to adequacy of statistical power, the smaller sample

sizes within some grouping cells of the MANOVA is of some concern. Normally, the limited sample sizes in each group suggest that interpretation of significant findings should be interpreted with caution. However, the assumption of homogeneity of variance-covariance matrices across the groups was met. Consequently, this allows for direct interpretation of results, regardless of group sizes (Hair et al., 2010).

The questionnaire utilized in the current study to measure organizational commitment, the Organizational Commitment Questionnaire (Mowday et al., 1979), demonstrated a Cronbach alpha of .37. The low alpha was unusually low as prior research has demonstrated adequate validity and reliability. The current study did not use fewer items in data analyses as doing so would have affected the original hypotheses. It is important to recognize that the low alpha value obtained on the measure of organizational commitment may help to explain the lack of statistically significant results with this particular motivational outcome. Future research should consider the low alpha obtained and examine reasons why this may have occurred.

Implications for Practitioners

The critical role of staff has been well established in the literature with regard to clubhouse climate and promotion of recovery (Carolan et al., 2011; Pernice-Duca, 2010). The current study found that job satisfaction differed for clinical and non-clinical professionals across accredited and non-accredited clubhouses. Consequently, it is important to consider the relationship between job satisfaction and clubhouse supportive climate, as measured in the present study. Prior literature suggests that staff play an important role in promoting recovery and impacting clubhouse climate (Pernice-Duca, 2010). It should be considered that the inverse may be occurring, wherein unsatisfied staff may perceive a poor clubhouse supportive climate, which would have negative implications for clubhouse members and other staff in general. It may be important to have

clinically licensed professionals employed in a clubhouse that is pursuing accreditation, in order to provide integrity to clubhouse work, opportunity for professional development, growth and leadership opportunity. The aforementioned notion was not examined in the current study, but should be considered in future research as there is already an established relationship between clubhouse climate and job satisfaction (Pernice-Duca, 2010).

Given that many states are requiring that clubhouse staff include clinically licensed professionals, it is important that the quality of the clubhouse environment and professional development opportunities for staff are also a critical component. Historically, the clubhouse model did not require clinically licensed professionals and there has been some confusion as to the role of professional licensure (Beard, 1982). This initial study sheds some light on understanding job satisfaction, clubhouse climate and those meeting the “gold standard” or Clubhouse International accreditation status.

Prior literature suggests that employee job satisfaction has implications for the organization, as well as the individual. Specifically, job satisfaction has been found to correlate with work productivity, effectiveness and quality of service (Benz, 2005). In addition, job satisfaction has been demonstrated to relate to workers intention to stay within the organization (Dalton et al., 2009). Therefore, the current study provides organizational implications for clubhouses as states are beginning to require that licensed clinical professionals be hired in the clubhouse environment. In addition, states are also starting to mandate that accreditation be achieved. Results of the current study support the notion that clubhouses should employ licensed clinical professionals when seeking and achieving accreditation. If clubhouses are required to have licensed clinical professionals to operate within the clubhouse environment, it is important to consider what factors may influence job satisfaction.

It may also be important to consider other factors when understanding employee motivation. The current study focused on organizational level variables, specifically accreditation status. The current study was based on prior research and demonstrated a strong theoretical basis, however, many of the variables hypothesized to predict employee motivation were not found statistically significant for the current sample. However, results do suggest that understanding employee motivation is not as simple and examining accreditation status alone. It is important to take into consideration other variables, such as professional licensure, when understanding factors influencing motivation. Accreditation status alone was not found to be predictive of employee motivation and the perceived quality of the program. However, results highlight the importance of conceptualizing staff motivation as a multifaceted construct with a myriad of influential factors.

Future research should examine turnover in accredited and non-accredited clubs as this was not a variable examined in the current study. It would be beneficial to better understand the level of turnover in clubhouses and what helps us to predict turnover. Having a better understanding of organizational factors that influence intention to stay within an organization would be greatly beneficial for clubhouses and have implications for organizational level change.

In conclusion, results of this study suggest that understanding predictors of employee motivation is multi-faceted. It appears that many variables contribute to motivation and perception of work climate. Further, these aforementioned factors have been suggested to influence the behaviors employees engage in, as well as the thoughts they have regarding their organization (Benz, 2005; Dalton et al., 2009). The current study adds to this literature as it provides supports the notion that we should have licensed clinical professionals working within accredited clubhouses and advocating for a level of integrity within clubhouses. Further, it provides some insight into what can be done to foster staff motivation, particularly in the clubhouse environment.

APPENDIX A
EMPLOYEE SURVEYS

Age: _____ Sex: _____

Job Role/Description:

- Generalist staff
- Employment Specialist
- Director
- Manager

Length of time employed in clubhouse:

- 0-3 years
- 3-5 years
- 5-7 years
- Greater than 7 years

Educational Background/Highest Degree Obtained:

- High school diploma
- Associates Degree
- Bachelor's Degree
- Master's Degree
- Doctorate
- Specialist Certificate

Clubhouse Model Training (check all that apply):

- No staff training
- On-the-job training
- 3 day training at base
- Training at conference
- Other: _____

Clubhouse International Accreditation status:

- I work for a Clubhouse International accredited clubhouse
- I work for a non-accredited clubhouse
- I work for a clubhouse that is considering accreditation: discussing possibility with members, conducting a self-study, visiting other accredited clubhouses, etc. List steps being taken towards accreditation: _____

License(s) obtained:

- Social Work (LMSW, LCSW)
- Psychology (TLLP, LLP)
- Psychology (LP, PsyD)
- Counselor (LLPC, LPC)
- Non-clinical license
- Certified Psychiatric Rehabilitation Practitioner (CPRP)
- Psychiatry (MD)
- Nurse (RN)
- Case Manager
- Para-Professional

- Vocational Rehabilitation (PVR)

ORGANIZATIONAL COMMITMENT QUESTIONNAIRE (OCQ)

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by checking one of the seven alternatives for each statement.

- 1 – Strongly disagree
- 2 – Moderately disagree
- 3 – Slightly disagree
- 4 – Neither disagree nor agree
- 5 – Slightly agree
- 6 – Moderately agree
- 7 – Strongly Agree

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful. _____
2. I talk up this organization to my friends as a great organization to work for. _____
3. I feel very little loyalty to this organization. _____ (reverse scored)
4. I would accept almost any type of job assignment in order to keep working for this organization. _____
5. I find that my values and the organization's values are very similar. _____
6. I am proud to tell others that I am part of this organization. _____

7. I could just as well be working for a different organization as long as the type of work was similar. _____ (reverse scored)
8. This organization really inspires the very best in me in the way of job performance. _____
9. It would take very little change in my present circumstances to cause me to leave this organization. _____ (reverse scored)
10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined. _____
11. There's not too much to be gained by sticking with this organization indefinitely. _____ (reverse scored)
12. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. _____ (reverse scored)
13. I really care about the fate of this organization. _____
14. For me, this is the best of all possible organizations for which to work. _____
15. Deciding to work for this organization was a definite mistake on my part. _____ (reverse scored)

WORK DESIGN QUESTIONNAIRE: TASK SIGNIFICANCE

Please use the following scales to rate your agreement or disagreement with the following statements:

The results of my work are likely to significantly affect the lives of other people.

1	2	3	4	5
Strongly	Disagree	neither agree	Agree	Strongly
Disagree		nor disagree		Agree

The job itself is very significant and important in the broader scheme of things.

1	2	3	4	5
Strongly	Disagree	neither agree	Agree	Strongly
Disagree		nor disagree		Agree

The job has a large impact on people outside the organization.

1	2	3	4	5
Strongly	Disagree	neither agree	Agree	Strongly
Disagree		nor disagree		Agree

The work performed on the job has a significant impact on people outside the organization.

1	2	3	4	5
Strongly	Disagree	neither agree	Agree	Strongly
Disagree		nor disagree		Agree

MINNESOTA SATISFACTION QUESTIONNAIRE – SHORT-FORM

Copyright 1977, Vocational Psychology Research, University of Minnesota. Reproduced by permission.

Ask yourself: How **satisfied** am I with this aspect of my job? Please check the box that best fits.

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

Sat. means I am satisfied with this aspect of my job.

N means I cannot decide whether I am satisfied or not with this aspect of my job.

Dissat. Means I am dissatisfied with this aspect of my job.

Very Dissat. Means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about ...	Very	Dissat.	N	Sat.	Very
	Dissat.				Sat.
1. Being able to keep busy all the time	_____	_____	_____	_____	_____
2. The chance to work along on the job	_____	_____	_____	_____	_____
3. The chance to do different things from time to time	_____	_____	_____	_____	_____
4. The chance to be “somebody” in the community	_____	_____	_____	_____	_____
5. The way my boss handles his/her workers	_____	_____	_____	_____	_____
6. The competence of my supervisor in making decisions	_____	_____	_____	_____	_____
7. Being able to do things that don't go against my conscience	_____	_____	_____	_____	_____
8. The way my job provides for steady employment	_____	_____	_____	_____	_____
9. The chance to do things for other people	_____	_____	_____	_____	_____
10. The chance to tell people what to do	_____	_____	_____	_____	_____
11. The chance to do something that makes use of my abilities...	_____	_____	_____	_____	_____
12. The way company policies are put into practice.....	_____	_____	_____	_____	_____
13. My pay and the amount of work I do.....	_____	_____	_____	_____	_____
14. The chances for advancement on this job.....	_____	_____	_____	_____	_____
15. The freedom to use my own judgment.....	_____	_____	_____	_____	_____
16. The chance to try my own methods of doing the job.....	_____	_____	_____	_____	_____
17. The working conditions.....	_____	_____	_____	_____	_____
18. The way my co-workers get along with each other	_____	_____	_____	_____	_____
19. The praise I get for doing a good job.....	_____	_____	_____	_____	_____
20. The feeling of accomplishment I get from the job.....	_____	_____	_____	_____	_____

CLUBHOUSE CLIMATE QUESTIONNAIRE (CCQ)

Circle the response that best fits your perception of clubhouse staff.

1. The Clubhouse staff conveys confidence in my ability to make work related changes.

1 2 3 4 5
 (strongly disagree) (disagree) (neutral) (agree) (strongly agree)

2. The Clubhouse staff encourages me to ask questions.

1 2 3 4 5
 (strongly disagree) (disagree) (neutral) (agree) (strongly agree)

3. I feel understood by the Clubhouse staff.

1 2 3 4 5
 (strongly disagree) (disagree) (neutral) (agree) (strongly agree)

4. I feel that the Clubhouse staff provides me choices and options for work.

1 2 3 4 5
 (strongly disagree) (disagree) (neutral) (agree) (strongly agree)

5. The Clubhouse staff listens to how I like to do things.

1 2 3 4 5
 (strongly disagree) (disagree) (neutral) (agree) (strongly agree)

6. The Clubhouse tries to understand how I see things before suggesting a new way to do things.

1 2 3 4 5
 (strongly disagree) (disagree) (neutral) (agree) (strongly agree)

APPENDIX B

Research Information Sheet

Title of Study: *Evaluation of the Relationship between Clubhouse Organizational Structure and Employee Motivational Variables of Job Satisfaction, Organizational Commitment and Perceived Task Significance*

Principal Investigator (PI): *Meghan Pace-Slot*
Theoretical & Behavioral Foundations, College of Education
248-342-2031

Purpose:

You are being asked to be in a research study of clubhouse structure and motivational factors because you are currently an employee in a clubhouse organization. This study is being conducted at online via survey software and/or within different clubhouse settings.

Study Procedures:

If you take part in the study, you will be asked to complete four short online surveys/questionnaires. In this research study, you will be asked a variety of questions regarding your perception and thoughts as an employee of a clubhouse. Questions asked will pertain to a range of items, such as your job history, professional experience, perception of overall job satisfaction, sense of commitment and attachment to the clubhouse organization and how important you perceive day-to-day work related tasks to be. Although it is most beneficial to answer all of the questions, you may wish to omit questions and still participate. The surveys/questionnaires will take approximately 15 minutes to complete and will not require any additional information or participation.

Benefits:

As a participant in this research study, there may be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks:

By taking part in this study, you may experience the following risks:

- As the current study is using online data collection methods, there is a social risk of possible loss of confidentiality. However, the current study does not collect any direct or indirect identifiers in order to maintain confidentiality of your identity. In addition, completion of the surveys in the current study is not linked to your email address. All surveys will have a unique identification number and data will be stored on a password protected and secure server.

Costs:

There will be no costs to you for participation in this research study.

Compensation:

You will not be paid for taking part in this study.

Confidentiality:

All information collected about you during the course of this study will be kept without any identifiers. You will be identified in the research records by a code name or number. There will be no list that links your identity with this code.

Submission/Revision Date: [4/22/16]
Protocol Version #: [1511014452]

Page 1 of 2

Form Date: 04/2015

Clubhouse Employee Motivational Factors

Voluntary Participation /Withdrawal:

Taking part in this study is voluntary. You are free to not answer any questions or withdraw at any time. Your decision will not change any present or future relationships with Wayne State University or its affiliates.

Questions

If you have any questions about this study now or in the future, you may contact Meghan Pace-Slot or one of her research team members at the following phone number 248-342-2031. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call the Wayne State Research Subject Advocate at (313) 577-1628 to discuss problems, obtain information, or offer input.

Participation

By completing the questionnaires, you are agreeing to participate in this study. Thank you for your time and consideration.

The data that you provide may be collected and used by Qualtrics as per its privacy agreement. Qualtrics collects and analyzes aggregate information of visitors, including the domain name, visited surveys, referring URLs, and other publicly available information.

APPROVED

MAY 17 2016

**WAYNE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD**

APPENDIX C

**WAYNE STATE
UNIVERSITY**

IRB Administration Office
87 East Canfield, Second Floor
Detroit, Michigan 48201
Phone: (313) 577-1628
FAX: (313) 993-7122
<http://irb.wayne.edu>

CONCURRENCE OF EXEMPTION

To: Meghan Pace-Slot
Theoretical & Behavior Foundations

From: Dr. Deborah Ellis C. Zelenka / 2-2
Chairperson, Behavioral Institutional Review Board (B3)

Date: November 25, 2015

RE: IRB #: 107015B3X
Protocol Title: Evaluation of the Relationship between Clubhouse Organizational Structure and Employee Motivational Variables of Job Satisfaction, Organizational Commitment and Perceived Task Significance
Sponsor:
Protocol #: 1511014452

The above-referenced protocol has been reviewed and found to qualify for **Exemption** according to paragraph #2 of the Department of Health and Human Services Code of Federal Regulations [45 CFR 46.101(b)].

- Protocol Summary Form (revision received in the IRB office 10/29/15)
- Research Protocol (received in the IRB office 10/29/15)
- Research Information Sheet (revision dated 10/16/2015)
- Email to Potential Participants
- Data Collection Tools (5): i) Appendix A – Organizational Commitment Questionnaire (OCQ), ii) Appendix B – Work Design Questionnaire – Task Significance, iii) Appendix C – Minnesota Satisfaction Questionnaire – Short Form, iv) Appendix D – Job History Profile, v) Appendix E – Clubhouse Climate Questionnaire (CCQ)

This proposal has not been evaluated for scientific merit, except to weigh the risk to the human subjects in relation to the potential benefits.

-
- Exempt protocols do not require annual review by the IRB.
 - All changes or amendments to the above-referenced protocol require review and approval by the IRB **BEFORE** implementation.
 - Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (<http://irb.wayne.edu/policies-human-research.php>).

NOTE: Forms should be downloaded from the IRB Administration Office website <http://irb.wayne.edu> at each use.

NOTICE OF EXPEDITED AMENDMENT APPROVAL

To: Meghan Pace-Slot
Theoretical & Behavior Foundations

From: Dr. Deborah Ellis or designee C. Zolondek, PhD/AM
Chairperson, Behavioral Institutional Review Board (B3)

Date: May 17, 2016

RE: IRB #: 107015B3X

Protocol Title: Evaluation of the Relationship between Clubhouse Organizational Structure and Employee Motivational Variables of Job Satisfaction, Organizational Commitment and Perceived Task Significance

Funding Source:

Protocol #: 1511014452

Expiration Date:

The above-referenced protocol amendment, as itemized below, was reviewed by the Chairperson/designee of the Wayne State University Institutional Review Board (B3) and is APPROVED effective immediately.

- Protocol - Data Collection method changes including the initial data collection method was to obtain participants from Clubhouses in Michigan but is now expanding and will include Clubhouses located in additional states; Maine, Ohio, Indiana, Missouri, and Massachusetts.
- Information Sheet (revision dated 4/22/2016) - Information Sheet modified to reflect the addition of participants from added states.

Notify the IRB of any changes to the funding status of the above-referenced protocol.

APPENDIX D

Email to Potential Participants Meghan Pace-Slot

Subject: Clubhouse Dissertation Research

Dear _____,

My name is Meghan Pace-Slot. I am a PhD candidate in Educational Psychology at Wayne State University and I am attempting to collect data for my dissertation. The purpose of my dissertation is to determine the relationship between Clubhouse accreditation status and employee job satisfaction, organizational commitment and perceived task significance of clubhouse staff. I need to collect data from **100 Clubhouse staff**.

The reason for this email is to ask your help in inviting all clubhouse staff to complete an anonymous online survey at ([link to surveys](#)). Please let me know if you would be willing to send an email to potential participants. There are a total of four surveys that will take approximately 15 minutes to complete. Information pertaining to participants' demographics (excluding their names, and contact information), overall job satisfaction, organizational commitment and perceived task significance will be addressed in the surveys. Participants will not be required to provide the name of the Clubhouse in which they are employed.

I have included a sample email invitation if you would be willing to invite your staff to participate in this study. Feel free to use the included sample or create your own.

I would greatly appreciate it if you could reply to this email to let me know about your willingness to invite potential participants. If you have any questions or concerns regarding this study or about the surveys, please feel free to contact me via email at Meghan.pace@wayne.edu or my advisor, Dr. Francesca Pernice-Duca, at perniceduca@wayne.edu, or call 248-342-2031.

Thank you so much for your time and help in distributing this survey to your staff. Your help is greatly appreciated.

Sincerely,

Meghan Pace-Slot

Sample email for potential participants:

As part of her dissertation, Meghan Pace-Slot is interested in collecting information about potential organizational factors influencing employee motivation. The purpose of her study is to determine the role of clubhouse accreditation status on overall job satisfaction, organizational commitment and perceived task significance. She anticipates that the results will provide suggestions for structuring clubhouses to improve employee motivation and ultimately, benefit clubhouse members.

If you are a **Clubhouse Employee** that works for a clubhouse that is either accredited by Clubhouse International, not accredited, or considering accreditation, you are invited to participate in this study ([link to study surveys](#)).

After completing the survey you can participate in a random gift card drawing of \$50.00. Also, if you know other clubhouse staff that would be willing to participate, please forward the link for the survey invitation in order to have as many respondents as possible.

Thank you in advance for your participation.

Sincerely,

Meghan Pace-Slot

APPROVED

FOR USE

WAYNE STATE UNIVERSITY
#11111111111111111111111111111111

APPENDIX E

UNIVERSITY OF MINNESOTA

*Twin Cities Campus**Department of Psychology
College of Liberal Arts**N218 Elliott Hall
75 East River Road
Minneapolis, MN 55455
Office: 612-625-2818
Fax: 612-626-2079
www.psych.umn.edu*

June 1, 2015

Dear Meghan Pace-Slot,

We are pleased to grant you permission to use the **Minnesota Satisfaction Questionnaire (MSQ)**. We acknowledge receipt of payment for \$40.30 fees for **202 MSQ**

Please note that each copy that you make must include the following copyright statement:

Copyright 1977, Vocational Psychology Research , University of Minnesota. Reproduced by permission.

We would appreciate receiving a copy of any publications that result from your use of the **MSQ**. We attempt to maintain an archive and bibliography of research related to Vocational Psychology Research instruments, and we would value your contribution to our collection.

If you have any questions, or if we can be of any additional assistance, please do not hesitate to contact us.

Sincerely,

Vocational Psychology Research

Wayne Connect

ed3228@wayne.edu

RE: WDQ

From : Frederick Morgeson <fred@morgeson.com> Mon, Jun 01, 2015 02:16 AM
Subject : RE: WDQ  Dissertation
To : Meghan Elizabeth Pace-Slot
 <meghan.pace@wayne.edu>

Hi Meghan:

You have my permission to use those items in your dissertation.
 Best of luck with your research!

Fred

 Frederick P. Morgeson, Ph.D.
 Editor, Annual Review of Organizational Psychology and
 Organizational Behavior
 Chair, Academy of Management's HR Division
 Eli Broad Professor of Management
 The Eli Broad College of Business
 Michigan State University
 fred@morgeson.com
<http://www.morgeson.com>

-----Original Message-----

From: Meghan Elizabeth Pace-Slot [mailto:meghan.pace@wayne.edu]
 Sent: Sunday, May 31, 2015 4:07 PM
 To: Frederick Morgeson
 Subject: WDQ

Hello Dr. Morgeson,

My name is Meghan Pace-Slot and I am a doctoral candidate in the area of Educational Psychology at Wayne State University. I am currently working on my dissertation, examining the role of job satisfaction, task significance and organizational commitment on the relationship between organizational/program level characteristics and staff level characteristics in a non-profit mental health care setting. I was hoping to gain permission to utilize the Work Design Questionnaire (WDQ) in my dissertation study. Specifically, I am interested in using the three items pertaining to task significance.



Meghan Pace-Slot <meghan.pace@gmail.com>

Organizational Commitment Questionnaire

2 messages

Meghan Pace-Slot <meghan.pace@gmail.com>
To: rmowday@uoregon.edu

Tue, Apr 7, 2015 at 9:22 PM

Hello Dr. Mowday,

My name is Meghan Pace-Slot and I am a doctoral student in the area of Educational Psychology at Wayne State University. I am currently working on my dissertation, examining the role of job satisfaction and organizational commitment on member outcomes of a non-profit mental healthcare setting. I was hoping to gain permission to utilize the Organizational Commitment Questionnaire (OCQ) in my dissertation study.

Thank you so much for your time and consideration. I look forward to hearing from you.

Best regards,

Meghan Pace-Slot

—

Meghan E. Pace-Slot, MA, tLLP
Doctoral Candidate
Educational Psychology, School Concentration
Wayne State University
(248)342-2031

Rick Mowday <rmowday@uoregon.edu>
To: Meghan Pace-Slot <meghan.pace@gmail.com>

Tue, Apr 7, 2015 at 10:46 PM

Meghan

The Organizational Commitment Questionnaire (OCQ) was originally developed by Professor Lyman Porter. He decided not to copyright the instrument to encourage its use by others in research. As a consequence the OCQ legally exists in the public domain and you are free to use it in your dissertation research without explicit permission.

Good luck completing the dissertation.

Rick

From: Meghan Pace-Slot [meghan.pace@gmail.com]
Sent: Tuesday, April 07, 2015 6:22 PM
To: Rick Mowday
Subject: Organizational Commitment Questionnaire

[Quoted text hidden]

Re: CCQ

Sandra D Fitzgerald <sfitz@sfsu.edu>

Tue 9/22/2015 5:09 AM

To: Meghan Elizabeth Pace-Slot <meghan.pace@wayne.edu>

Hi Meghan. Thank you for your interest. It is fine with me if you used the instrument- I am assuming that you have a copy of the items from the CCQ validation article? It would be great if you can share the reliability measures once you are done using the instrument. Best of luck with your study.

Sandra D. Fitzgerald, Ph.D., CRC
 Assistant Professor
 San Francisco State University-Department of Counseling
 Clinical Rehabilitation and Mental Health Counseling
 1600 Holloway Ave, BH 526
 San Francisco, CA 94132
 (415) 338-1690
sfitz@sfsu.edu (preferred)

On Sep 22 2015, at 5:41 AM Meghan Elizabeth Pace Slotwrote:

Hello Dr. Fitzgerald,

My name is Meghan Pace-Slot and I am a doctoral candidate in the area of Educational Psychology at Wayne State University. I am currently working on my dissertation, examining the role of organizational structure and social context on employee motivation in Michigan Clubhouses. I was hoping to gain permission to utilize the Clubhouse Climate Questionnaire in my dissertation study.

Thank you so much for your time and consideration. I look forward to hearing from you.

Best regards,

Meghan Pace-Slot

--

Meghan E. Pace-Slot, MA, tLLP
 Doctoral Candidate
 Educational Psychology, School Concentration
 Wayne State University
meghan.pace@wayne.edu
 (248)342-2031

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ABSTRACT**EVALUATION OF THE RELATIONSHIP BETWEEN CLUBHOUSE ORGANIZATIONAL STRUCTURE AND EMPLOYEE MOTIVATIONAL VARIABLES OF JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND PERCEIVED TASK SIGNIFICANCE**

by

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The current study evaluated the role of clubhouse accreditation status on staff motivational variables of job satisfaction, organizational commitment and perceived task significance. In addition, of interest was the degree to which accreditation status predicted staff perception of clubhouse climate. Participants included 98 clubhouse employees (63 staff from Clubhouse International Accredited clubhouses and 35 from non-accredited clubhouses) from a variety of centers across the United States. Results suggest that self-reported job satisfaction differs across accredited and non-accredited clubhouses, dependent upon the type of licensure staff have obtained. Organizational and individual level implications are explored with regard to better understanding employee motivation and supporting existing and emerging clubhouses.

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