5-2009

The impact of transformational leadership on the job satisfaction of certified athletic trainers in the NCAA Division I setting

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To the Graduate Council:

I am submitting herewith a thesis written by Mark Thomas Dutton entitled "The impact of transformational leadership on the job satisfaction of certified athletic trainers in the NCAA Division I setting." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Sport Studies.

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James H. Bemiller, Major Professor

</div>

We have read this thesis and recommend its acceptance:

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Accepted for the Council:
Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

</div>

(Original signatures are on file with official student records.)

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and recommend its acceptance:

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Win Koo

_____

Sylvia Trendafilova

Accepted for the Council:

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The Impact of Transformational Leadership on the Job Satisfaction of Certified Athletic Trainers in the NCAA Division I Setting

A Thesis Presented for
the Master of Science
Degree
The University of Tennessee, Knoxville

Mark Dutton
May 2009

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المنارة للاستشارات

ACKNOWLEDGEMENTS

First of all I want to acknowledge and thank Jesus Christ for the greatest gift anyone could ever receive, forgiveness from my sins and a personal relationship with Him. Without my salvation, nothing else in this life would matter. Now I have a reason to pursue excellence in everything I do.

Next I want to thank my wife Leigh Ann for her love and support over the past year, as she has encouraged me to keeping working hard when I felt like the end would never come, and everything was piling on. You are truly a blessing in my life. Also to my parents who have consistently supported me and encouraged me in everything I have done. The sacrifices you have made, to give me the opportunities I have had, do not go unnoticed. Thank you for everything.

I would also like to thank my thesis committee, Mr. James Bemiller, Dr. Win Koo, and Dr. Sylvia Trendafilova, as well as Dr. Rob Hardin for their assistance and unfailing patience with me in this entire process. Finally I could not forget Dr. Mark Warner at James Madison University for teaching me what leadership was all about, and sparking in me a desire to be a leader and make a difference wherever I am, and in everything I do.

ABSTRACT

The Purpose of this study is to determine the impact of transformational leadership behaviors of Head Athletic Trainers (HATC's) of Division I, NCAA institutions, and identify how these practices affect the job satisfaction of the subordinate certified athletic trainers (ATC's) in their departments. This was done by looking at the five leadership practices of the HATC's as identified by the "Leadership Practice Inventory" (LPI) by Kouzes and Posner, and the job satisfaction of the subordinate certified athletic trainers using the "Job Satisfaction Survey" (JSS) by Spector .

The surveys were sent by email to 1,110 ATC's at Division I institutions, where they were asked to evaluate the leadership behaviors of their HATC's with the LPI-Observer, and then to fill out the JSS to show their current satisfaction with their job. Participants were also asked to fill out basic demographic information on employment position, sex, ethnicity, age, and years of experience.

The findings show that HATC's in this setting use the leadership practice of enabling others to act significantly more than the others, the practice of inspiring a shared vision significantly less than the others, while modeling the way was significantly more than encouraging the heart, and challenging the process. The results of overall job satisfaction found that ATC's in this setting were more satisfied with their jobs than the norms presented by Spector , but less satisfied than those reported of the Southeastern Conference by Barrett, et. al. Lastly it was found that particular leadership practices strongly correlated with certain facets of job satisfaction. The practice of enabling others to act was a predictor of satisfaction with the facets of promotion, supervision, fringe benefits, contingent rewards, operating conditions, and nature of work. Encouraging the

heart was a predictor of satisfaction with pay, and contingent rewards. Modeling the way was a predictor of satisfaction with supervision, co-workers, nature of work, and communication. Challenging the process was found to be a predictor of satisfaction with promotion, supervision, and coworkers. The least used leadership practice of inspiring a shared vision was not found to be a predictor of any facets.

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CHAPTER I
INTRODUCTION

Leadership has been defined in many ways, but one thing is certain, organizations need great leaders to produce a great work environment. With so many definitions of leadership, it is important that we realize leadership style is highly affected by the environment it is found (Bass, 1990). Reflecting on leadership one author states, "The idea that coercion, power, intimidation and force are effective for leadership is, and has always been wrong. True leaders invest in people, not use them merely as tools" (Warner & Evans, 2006, pg xv). Leadership has always been an important and emerging concept, and it is as critical today as ever that we acknowledge the need for effective leaders in our organizations, for the success of the organization, and the well-being of its members.

In order to understand and adjust to a constantly changing field of athletic training, it is imperative that feedback is given in order to identify areas in need of change. "Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs," and it has been studied more than any other variable of organizations (Spector, 1997, p.2). As members of an organization grow more satisfied with their jobs, they are more likely to be productive and efficient at their jobs, and be beneficial to an organization's success.

In the field of athletic training, long hours, low pay, and high task stress can be the cause of a lack of motivation and satisfaction with ones job (McLaine, 2005). This coincides with the high burnout rate in the profession of athletic training (McLaine, 2005). For the purposes of exploring the relationship between leadership and job

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satisfaction, an evaluation of this relationship will be conducted for the profession of athletic trainers. As the profession of athletic training is ever evolving and growing it is important that the study of job satisfaction be implemented, in order to identify areas that are in need of change and improvement.

As the sport industry grows, the demand for proper and effective medical treatment for the athletes grow as well. The profession of athletic training needs to be aware of the effect that leaders have on the quality of life and job satisfaction of athletic trainers. In order to continue to excel and prosper as an allied healthcare profession, it is imperative that knowledgeable, talented and quality individuals are retained in the profession. Many studies have been done discussing the effects of leadership on job satisfaction of employees in other related fields such as education, sports, and nursing in order to help identify areas for improvement within their respected professions (Bogler, 2001, Kleinman, 2004, Kruglanski, Pierro & Higgins, 2007, Sellgren, Ekvall & Tomson, 2008, Yusof, 1998). To date, there has been no study discussing the affects of leadership on the job satisfaction of athletic trainers. There have been studies done on Job Satisfaction in athletic training, and minimal studies on leadership behaviors of athletic trainers, but the correlation between the two has not yet been researched and discussed.

There are two studies which are of significant value to this research. In 2007 an article was published in the Journal of Athletic Training by Laurent & Bradney (2007) titled "Leadership Behaviors of Athletic Training Leaders Compared with Leaders in Other Fields." This study used a self-reported Leadership Practice Inventory (LPI) survey to research the leadership practices of leaders in the field of athletic training, and compared the results to the normative data of other fields. This approach to evaluating the

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Leadership practices of athletic training leaders showed that Head Athletic Trainers and Program Directors self-reported using transformational leadership styles. By using the observer version of this survey in place of the self-reported study used by Laurent & Bradney, it may be possible to reveal another point of view, and give a more accurate representation of the leadership practices of athletic training leaders, and in the case of this study, specifically in the NCAA Division I clinical setting.

The other pertinent study, was published in the International Sports Journal in 2002 by Barrett, Gillentine, Lamberth & Daughtrey (2002) titled "Job Satisfaction of NATABOC Certified Athletic Trainers at Division One National Collegiate Athletic Association Institutions in the Southeastern Conference." This study used the Job Satisfaction Survey developed by Spector (1994), to measure the 9 facets of job satisfaction of the athletic trainers in the Southeastern Conference (SEC). This study analyzed the mean job satisfaction scores with demographic data to look for predictors and influences of job satisfaction in the profession of athletic training.

The purpose of this study is to determine if a relationship exists between Head Athletic Trainer's (HATC's) leadership style and the job satisfaction of athletic trainers under their direction. In order to achieve this we use an observer version of the LPI developed by Kouzes & Posner (2003), to find what athletic trainers in the Division I setting perceive their HATC's leadership practices to be, and a Job Satisfaction Survey, developed by Spector (1997), to evaluate the job satisfaction of those athletic trainers. It is then the goal of the study to find the relationship between the results of the two surveys through an in depth analysis of the data and to identify factors of the leadership practices that have a significant impact on the job satisfaction of the athletic trainers.

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It is important for athletic trainers to continually study ways to increase the effectiveness of leadership practices, and work towards improving the quality of work environment by better understanding what facets of job satisfaction need to be addressed. Athletic training is at a pivotal point in its growth as a profession, and the individuals that are in leadership positions in the profession today will have a significant impact on the success of the profession in the future, and the quality of life it provides for its professionals.

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CHAPTER II
LITERATURE REVIEW

Leadership is one of the most observed and least understood phenomena on earth (Burns, 1978). For much of history, understanding what leadership was, involved watching the actions and lives of important social and political leaders, like kings, presidents, military leaders, or individuals that lead major revolts and movements. Today, you can find leaders in most every part of society. Leadership is not so much a position as it is a concept. Burns defines leadership "as no mere game among elitists and no mere populist response but as a structure of action that engages persons, to varying degrees, throughout the levels and among the interstices of society" (1978, p. 3). Throughout the development of kingdoms, countries, and societies, leadership has adapted and changed into its modern form. As the profession of athletic training goes through its somewhat early years of development and growth, it is important that the principles and concepts of effective leadership be integrated and applied.

With the introduction of the athletic training education programs (ATEP), the profession of athletic training took a big step to begin to equip certified athletic trainers with the necessary knowledge and understanding of the various roles that may be assumed. The focus in that curriculum has been made on the development of management skills and not leadership. Leadership and management are different. Warren Bennis (as cited in Warner & Evans, 2006, p.2) describes this difference,

> The manager administers; the leader innovates. The manager is a copy, the leader is an original. The manager maintains; the leader develops. The manger focuses on systems and structure; the leader focuses on people. The manager relies on control;

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the leader inspires trust. The manager has a short-range view; the leader has a long-range perspective. The manager asks how and when; the leader asks what and why. Managers have their eyes on the bottom line; leaders have their eyes on the horizon. The manager imitates; the leader originates. The manager accepts the status quo; the leader challenges it. The manager is the classic good soldier; the leader is his own person. The manager does things right; the leader does the right things.

There is definitely a need for both management and leadership in the professional growth of an ATC. Richard Ray brings up a great question, "Why is a discussion of leadership important for athletic trainers? The exercise of leadership is the keystone of managerial success. Without the ability to influence attitudes and behaviors toward some predetermined goal, the athletic trainer is an ineffective agent for change in their organization" (Ray, 2005, p.4). Athletic training as a profession does not just need leaders, but leaders that will transform and inspire the growth and direction of the profession. That starts with leading people at the ground level.

This review of literature will address the background of leadership studies and review some of the prominent literature in the field to date, as well as look at the leadership literature in athletic training. Next it will look at the background and study of job satisfaction and at some of the important authors and literature on the subject that has been published, as well as the literature on job satisfaction in athletic training. Lastly this review will discuss and evaluate the research that has related leadership and job satisfaction, in many different fields, and assess the need for this type of study in athletic training.

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Leadership

In 1978, Burns wrote a groundbreaking work on leadership, where he breaks down the complexity of the differences between transactional and transformational leadership. He explains that the transactional relationship between leader and follower, where exchange for things of value takes place, and is the motivation for performance, may be considered superficial and trivial (Burns, 1978). Burns describes transforming leadership as, "such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (1978, p. 20). He also added that intellectual leadership "brings in the role of conscious purpose drawn from values" (Burns, 1978, p. 142). As Burns introduced the concept of transforming leadership he changed the way one would look at the leader follower relationship, and explains how a leader, who is to transform an organization, needs to heir on the side of being idealistic. Transforming leadership would later come to be known as transformational leadership.

In his newest edition of his handbook on leadership Bass (1990), discusses the beginnings of leadership studies and the transition from the study of democratic, autocratic and laissez-faire leadership, to the study of transactional and transformational leadership. In fact, in describing the transition from transactional to transformational leadership, Bass says:

Leadership concentrated on the transactional exchange between the leader and the led. The leader clarified what needed to be done and the benefits to the self-interests of the followers for compliance. In the new paradigm, the transformational leader

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moved the followers to transcend their own interests, for the good of the group,

organization, or society (Bass, 1990, p. 902).

Bass clearly explains this transition, and helps lead the way for this new paradigm to shift

into place in the realm of leadership studies and application.

Kouzes & Posner (1995) developed a descriptive model of exemplary leadership

that includes five practices of transformational leadership. The five leadership practices

are modeling the way, inspiring a shared vision, challenging the process, enabling others

to act, and encouraging the heart. From this model, the Leadership Practice Inventory

(LPI) was designed in order to measure the use of these practices. There are two versions

of the survey. One is a self-evaluation to measure the perceived leadership practices of a

leader by having them fill out the survey. The other is considered an observer-evaluation.

This is filled out by peers and subordinates who experience the leadership of the

individual being evaluated.

Zuest (2003) investigated Bass' Full Range of Leadership Model using a sample

of athletic training education program directors, and the relationship between the nine

measures of leadership behavior included in Bass' model as well as four measurements of

leadership experience, and the three measures of leadership outcome. The analysis

revealed that compared to Bass' "optimal" leadership profile, program directors'

leadership was not optimal due to the frequent use of the transactional leadership

behaviors. This study agrees with the statements of Burns, Bass, and Kouzes and Posner

in stating that transactional leadership alone is not sufficient to create an environment that

produces high job satisfaction. Leaders in all fields, including the field of athletic

training, need to be practicing people centered transformational leadership.

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Kutz (2005) discusses the lack of leadership education in athletic training education, and the need for more specific leadership training. He also discusses the difficulties of developing a leadership model for athletic training due to the diversity of work settings. While transformational leadership may not be the perfect model for athletic training, it does present the potential for great growth in job and lifestyle enhancement for athletic trainers, as it is a people focused, instead of outcome focused leadership style.

Laurent & Bradney (2007) researched the leadership behaviors of athletic training leaders and compared their results with the averages of leaders in other fields. They found that athletic training leaders self-reported using leadership behaviors similar to those of other leaders, but the program directors used inspiring, challenging, enabling, and encouraging leadership behaviors more often than did the head athletic trainers. They also compared their results to demographic factors, but found no differences by ethnicity, age, years of experience, or leadership practices.

Barrett (2007) studied the self-perceived leadership practices of athletic training leaders in these organizational settings:

- NATA Board of Directors- responsible for the management of the NATA

- Board of Certification (BOC) – responsible for the certification members and the maintenance of the athletic training credential

- Education Committee Executive Council (ECEC) – responsible for the creation of policies that govern athletic training education

- Commission on Accreditation of Athletic Training Education (CAATE) – responsible for the accreditation of athletic training education programs.

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The purpose of this study was to determine if relationships existed between demographic data, and the self-reported leadership practices on the LPI. The results showed that leaders in athletic training report using the practices of modeling and enabling more than inspiring and challenging. These lower scores on the practice of challenging and inspiring imply that these leaders do not establish new ideas and work towards them very often.

Kutz (2008) discusses the importance and need for leadership in athletic training, and identifies six characteristics that are important for athletic training leaders to have. The first are personality characteristics, which he defines as the innate (or acquired) characteristics that make up the personal attributes and behavioral traits of a person. Next is contextual intelligence, defined as the ability to quickly recognize context then adjust behavior and actions accordingly. Next is people skills, which is the ability to appropriately relate to others, and communication, in order to clearly articulate (orally and in writing) thoughts and ideas and is able to grasp and integrate what others are communicating. Finally there is initiative, which is an aspect of personality that fosters intentional action when something is perceived to be needed, and strategic thinking to make appropriate decisions based on an understanding of the preferred future. Kutz's work provides a great foundation for what athletic trainers need to know about leadership and begins to relate how and why it is needed.   Additionally it identifies the need for further study and growth in the area of leadership for the profession of athletic training.

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Job Satisfaction

Spector (1997) provided an overview of the vast job satisfaction research literature, to help with organizational behavior and improve organizational efficiency and the quality of working life. He breaks down job satisfaction into nine facets. These facets are pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. From those nine facets, Spector created the Job Satisfaction Survey (JSS). The JSS is a 36 item survey using a summated rating scale. Each of the nine facets has four questions, and can be computed separately, or combine for an overall job satisfaction score (Spector, 1997). The JSS is a reliable and valid survey, and has been used in many athletic training research studies.

Barrett, Gillentine, Lamberth, & Daughtrey (2002) examined the job satisfaction of NATABOC certified athletic trainers at Division One National Collegiate Athletic Association Institutions in the Southeastern Conference. This study used the JSS, developed by Spector, to measure job satisfaction of athletic trainers in the SEC, and analyzed the data in relationship to demographic information. The overall job satisfaction was 151.337 (+ 24.707) compared to the American sample mean of 133.6, and the population of medical personnel was 123.2 (Barrett et. al, 2002). This was a surprisingly high finding, considering the burnout and high stress involved with athletic trainers in this setting (McLaine, 2005).

Dam (2002), measured the perceived overall level of job satisfaction in certified athletic trainers currently employed in one of the four most common athletic training job settings (college/university, high school, clinic/HS, clinic). The instrument used to measure job satisfaction in this study was the long form of the Minnesota Satisfaction

Questionnaire (MSQ). The results of this study showed that athletic trainers in the region studied were satisfied with their jobs. Statistically, no significant differences existed in the general level of satisfaction among athletic trainers employed in the four different job settings (Dam, 2002). The possibility exists that some areas of satisfaction are simply exchanged for other areas of dissatisfaction as we move from one setting to the next.

Kalliath & Morris (2002) researched the job satisfaction of nurses, and discussed it as a predictor for burnout. The objective was to assess the impact of differential levels of job satisfaction on burnout among nurses. The instruments used were the Maslach Burnout Inventory (MBI) which measures emotional exhaustion, depersonalization, and personal accomplishment. Secondly it used the job satisfaction scale of Katzell et al, to measure overall job satisfaction. They found that job satisfaction has a significant direct negative effect on emotional exhaustion, whereas emotional exhaustion has a direct positive effect on depersonalization (Kalliath & Morris, 2002). This shows that job satisfaction has both direct and indirect effects on burnout. The author stated that the findings call for a collaborative effort between nurses, administrators, and educators to research and test practical models to improve job satisfaction and reduce burnout (Kalliath & Morris, 2002). Athletic training faces many of the same struggles, and issues that the nursing profession does, especially with burnout and attrition. A similar need exists for collaboration of athletic trainers from different settings, along with educators, and NATA leaders to find ways to improve quality of life, and job satisfaction in order to reduce burnout.

Brumels & Beach (2008), researched whether ATC's employed at the collegiate level experienced professional role complexities, and if so, what affect those complexities

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had upon their job satisfaction and intent to leave a current position or the profession. In order to measure role complexity they used a survey consisting of 45 questions addressing role ambiguity, role overload, role incongruity, role incompetence, and role conflict. Then to test job satisfaction, they used a set of global questions regarding overall job satisfaction and intent to leave the job or profession. Results showed that clinicians and joint appointees who reported moderate to high levels of stress from role complexity issues had lower job satisfaction and more frequent thoughts of leaving than did their faculty counterparts (Brumels & Beach, 2008). Role complexity, along with burnout and work-family conflict, is a very important area to be studied and discussed in the profession, in order to retain quality clinicians. Although not measured in this present research, they do play a vital role in job satisfaction.

Leadership & Job Satisfaction

Yusof (1998) studied how the leadership styles of athletic directors affect the job satisfaction of coaches. In his study he used the Transformational Leadership Behavior Inventory developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). The instrument consists of 22 items and is designed to measure 6 dimensions of transformational leadership behaviors. The behaviors are articulating a vision, providing an appropriate model, acceptance of group goals, high performance expectation, intellectual stimulation, and individualized support (Yusof, 1998). The job satisfaction was measured by using the 20-item short form of the Minnesota Satisfaction Questionnaire developed by Weiss, Dawis, England, & Lofquist (1967), which uses intrinsic, extrinsic, and general satisfaction variables. The results of the study showed that

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there was a significant relationship between transformational leadership behaviors of athletic directors with the job satisfaction of coaches.

Bogler (2001) looked at the impact of leadership styles of principals on the job satisfaction of teachers. He examined the effects transformation and transactional leadership styles, principals' decision-making strategy, and teachers' occupation perceptions had on teacher job satisfaction. More specifically, Bogler attempted to find out how much of the variation in teachers' job satisfaction is caused by their perceptions of their occupation, as compared to their perceptions about their principals' leadership style and decision-making strategy. The findings showed that teachers prefer to work with a principal who exhibits a transformational type of behavior rather than a transactional one (Bogler, 2001).

Miller (2003) looked at the leadership behavior of East Tennessee Directors of Public Schools and its effect on the job satisfaction of principals. He used both the LPI and the JSS as mentioned earlier. The results were consistent with other leadership and job satisfaction studies, and found that Directors that practiced transformational leadership were more likely to have principals satisfied with their jobs. The relationship between Directors of public schools and principals is similar to the relationship between HATC's and the ATC's of their staff. Both relationships have individuals with a great amount of responsibility and potential stress, and can benefit from someone who helps motivate them to reach their full potential.

Sellgren, Ekvall and Tomson (2008) looked at the influence of leadership style on nursing job satisfaction, and how it affected employee turnover. They examined how leadership behavior of nurse managers relates to the job satisfaction work climate of staff

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nurses. Findings showed that subordinates with good managers had the highest rates of job satisfaction as well as a strong relationship between a creative work climate and job satisfaction is strong. It was concluded that a manager's ability to lead has a major affect on work climate.

The study presented here is significant as it contributes to the literature on leadership and job satisfaction by looking at this relationship specifically in the profession of Athletic Training. I speculate that the results of this study will show similar results as existing studies on the topic, and that HATC's that practice transformational leadership will have ATC's that are more satisfied with their jobs, than those who have HATC's that do not practice transformational leadership.

Research Questions

RQ1) What transformational leadership practices have the most significant influence on Job Satisfaction among athletic trainers?

RQ2) How satisfied are athletic trainers with their job compared to professionals in other fields?

RQ3) What transformational leadership practices do Head Athletic Trainers use the most?

RQ4) What transformational leadership practices do Head Athletic Trainers use the least?

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CHAPTER III
METHODOLOGY

Data Collection Procedures

Before this study commenced, certification of exemption was obtained from Institutional Review Board of the University of Tennessee, for research involving human subjects. Once all completed questionnaires were obtained, data was compiled and analyzed using the Statistical Package for the Social Sciences (SPSS 17). The design and statistical analysis of this study was supported by the Sport Management Department at the University of Tennessee. Permission was obtained to use the LPI by Kouzes Posner International. Permission to use the JSS is given on page 74 by Spector for use by noncommercial academic and research purposes (Spector, 1997).

An email was sent to the population informing them of the study, its purpose, and requesting for them to take part. The participants were insured of their confidentiality and of their right to withdrawal from the study at any time, without penalty. It was also explained to them that their completion of the questionnaire was their consent to participate. The email included the link to the online questionnaire containing both instruments, the Job Satisfaction Survey and the Leadership Practice Inventory, along with a demographic section, in a user friendly format. One week after the initial email was sent out, a follow up email was sent in order to remind any participants who had not had the chance to take part to complete the survey, in an attempt to get a larger sample. The initial email was sent to 1,110 email addresses. Of those, 70 email addresses were either incorrect, no longer active, or the recipient was not in the target population and was

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removed after informing me so. The second email that was sent out a week after the first was sent out to the remaining 1,040 participants.

Subjects

The population was compiled by obtaining the contact information of all listed ATC's from the official university websites of institutions in the Division I setting. The conferences that were used were the ACC, Big-10, Big-12, Big East, Conference USA, MAC, Mountain West, PAC 10, SEC, Sunbelt, and the WAC. Some institutions in these conferences did not have accessible email addresses for their athletic trainers, and were simply excluded. No further attempt was taken to find them.

Instrumentation

Leadership Practice Inventory

The Leadership Practice Inventory (LPI) (2003) developed by Kouzes and Posner, consist of 30 statements categorized into 5 leadership practices. The five leadership practices are modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. The observer edition of the LPI was used in this study, and the HATC's were evaluated by the other ATC's in their department that observe their leadership behaviors on a daily basis. The instrument is scored using a 10 point Likert scale ranging from, 1 to 10 where 1 indicates almost never and 10 indicates almost always.

The LPI (2003) is a very thorough and well developed instrument. Kouzes and Posner formed the LPI through a process that incorporates both qualitative and quantitative research using interviews and written explanations of peoples' personal best

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leadership experiences. The Personal Best Leadership Experience Questionnaire (PBLE) was composed of 12 pages of open ended questions that took up approximately 1-2 hours of reflection in order to complete (Kouzes & Posner, 1995).

After the development of the LPI, Kouzes and Posner tested the validity by examining the relationship between leadership effectiveness and leadership practice (as measured by the LPI). In order to minimize self-report bias, they only used the responses from the LPI-Observer. The LPI (2003) was also chosen as an instrument for this study for its reported reliability. Kouzes and Posner (1995) reported that internal reliabilities values (Chronbach alphas) on the LPI are between .81 and .91. The reliabilities for the LPI-Observer were also higher (.82 - .92) than those of the LPI-Self (.71 - .85). The means, standard deviations, and reliability indexes for the LPI categories are presented in Table 4 (Refer to Appendix A).

Job Satisfaction Survey

The Job Satisfaction Survey (JSS) developed by Spector (1994), is a 36 item survey that assesses nine facets of job satisfaction and the employee's related attitudes about these facets. The nine facets are pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. The survey is scored on a 6 point Likert scale ranging from 1 to 6 where 1 indicates disagree very much and 6 indicates agree very much.

The JSS produces 10 different scores. Each of the nine facets has 4 questions that are rated on the 1-6 scale and are summed, to produce a total score for each facet. The sum of the nine facets is also combined to produce a 10th score of overall job satisfaction. When scoring the questions, some items must be reversed, because some questions are

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worded in a negative manner and others in a positive manner. A negatively worded item is one where agreement indicates dissatisfaction, while a positively worded item is one where agreement indicates job satisfaction. In order to add up the score, the questions that are worded in a negative manner must first be reversed in the scoring scale. Therefore a 6 becomes a 1, a 5 becomes a 2, a 4 becomes a 3, a 3 becomes a 4, a 2 becomes a 5, and 1 becomes a 6. Once the necessary questions are reversed, the sum of each facet and the overall satisfaction are indentified. While each item score ranges from 1-6, each facet score can range from 4-24, and the overall score can range from 36-216 (Spector, 1997).

For the reliability of the JSS, the internal consistency (coefficient alphas) from a sample of 3, 067, ranged from .60 for the coworker facet, to .91 for the total scale. The test-retest reliability for the JSS at the time of publication of Spector's book, was only available from a small sample of 43 employees, which reported ranges from .37 to .74. This sample was taken over an 18 month time span. The validity of the JSS was tested by comparing to other well established indexes, and was found to correlate well with these other job satisfaction scales (Spector, 1997). The norms reported by Spector (1997) are from a pool of 8,113 individuals, from 52 samples is shown in Table 2 (Refer to Appendix A).

Data Analysis

A linear regression analysis was used to analyze the data relevant to the first research question. The five leadership practices from the LPI were set as the independent variables, and the nine facets of job satisfaction were set as the dependent variables, to identify which practices were predictors of high job satisfaction.

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In order to answer the second research question, the mean of overall job satisfaction was compared to the mean reported by Spector (1997) from various fields, and compared to the research of Barrett, Gillentine, Lamberth and Daughtrey (2002) that reported the job satisfaction of athletic trainers in the SEC (n=95). This data can be found in Table 2 (Refer to Appendix A).

The third and fourth research questions were answered by performing a repeated ANOVA to determine if a significant relationship existed between the use of the five practices of the LPI, and once significance was determined, a Tukey test (Post-Hoc) was performed to identify where there were significant differences in the use of the five leadership practices. This data is available in Table 3 (Refer to Appendix A).

Limitations

One of the limitations of this study is due to the fact that job satisfaction is going to be different depending on position title. The entire sample was grouped together, and position title was not taken into consideration when analyzing the data. Also the role of HATC holds different responsibilities at each institution, and may have different types and amounts of interactions with subordinates. In this sample, there are a significant number of Graduate Assistants who may only have a small amount of time interacting with their HATC, and this may hinder the accuracy of their evaluation of their HATC. Lastly the questionnaire that was distributed to the population was fairly long, and there was a large number of incomplete surveys. A shorter version of the questionnaire may be more likely to get a large sample of the population.

CHAPTER IV
RESULTS AND DISCUSSION

A total of 393 (38%) athletic trainers completed the questionnaire. There were 128 additional partially completed questionnaires that were not included in any of the data. The questionnaire was long, so some participants may have become tired of answering the questions and quit. The mean age of the respondents was 30.93, but with 50.4% being 28 or younger. The distribution was represented by 45.8% (n=180) male, and 54.2% (n=213) female, and with a mean of 7.81 years of experience.

The findings of this study are a compilation of the results from the LPI-Observer, where the ATC's reported their perceived leadership behaviors of their HATC's, and the results of the JSS, where the ATC's reported their current job satisfaction. An analysis of the data was done to answer the proposed research questions. The results for each of the research questions will be presented below.

RQ1

What transformational leadership practices have the most significant influence on job satisfaction? The findings show that certain facets of job satisfaction are significantly affected by certain transformational leadership practices (Refer to Table 1 in Appendix A). Each facet of job satisfaction will be discussed individually, and the leadership practices that affect it will be identified and discussed.

The first facet of job satisfaction is pay. Pay as used in the JSS is described by Spector (1997) as satisfaction with pay and pay raises. The facet of pay showed a significant positive correlation to the leadership practice of encouraging the heart. Encouraging the heart is described by Kouzes and Posner (1995) as when the leader

recognizes the contributions that individuals make, and celebrate these accomplishments. The findings suggest that ATC's who are shown appreciation, and are recognized for their hard work by their HATC, are more likely to be satisfied with the pay they are receiving. This demonstrates the importance of encouragement and recognition of hard work when it is done. Simply paying them is not enough. People want to be appreciated for the work they do, and to feel as though they are making a difference.

The job facet of promotion is significantly affected by the leadership practices of enabling others to act, and challenging the process. Promotion is representing the chances for promotion opportunities, while the act of enabling others to act is described by Kouzes and Posner as the act of a leader who fosters collaboration and shows a mutual respect for those involved, while strengthening others by sharing information and providing choices. To challenge the process, is to look for innovative ways to improve the organization, be willing to take risks, and use mistakes and successes as learning opportunities (Kouzes & Posner, 1995). The findings point to the idea that ATC's are more satisfied with their opportunities, or feel as though they have better chances for promotions, when their HATC gives them autonomy to work, and is willing to take risk and try new things. On the opposite end of the spectrum, keeping things the way they are just because that is the way they have always been, does not accomplish this.

The job facet of supervision is the satisfaction with the person's immediate supervisor. This facet is significantly impacted by the leadership practices of enabling others to act, modeling the way, and challenging the process. Modeling the way is described by Kouzes and Posner (1995) as setting an example of excellence to follow, establishing values as to how everyone should be treated, and creating opportunities for

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victories and small wins. These three practices are found to be the most important variables influencing on the satisfaction of the immediate supervisor. It is not always the case that the HATC is the immediate supervisor, but they are in charge of the department as a whole, and should be setting an example for all supervisors by practicing sound, people focused transformational leadership. In other words, the practices of the HATC will show through the leadership skills of other supervisors in their care. It is important for HATC's to set a good example for all those below them, as well as be willing to make changes and take risk to always be improving on the work that is being done.

The job facet of fringe benefits is significantly influenced by the leadership practice of enabling others to act. Fringe benefits are all non-monetary benefits of value. By allowing the ATC's the freedom to make decisions, and to show trust in what they are doing, may cause the ATC's to overlook the benefits is some ways, as they are satisfied with the freedom and trust to do their job.

Contingent rewards are described by Spector (1997) as non-monetary rewards that are given for good performance. The leadership practices of encouraging the heart and enabling others to act were predictors of satisfaction with contingent rewards.   This may be explained by the similarities in the definition of these practices and the job facet. When an ATC is shown trust in the job they are performing, as well as encouraged and praised for a job well done, they are going to be satisfied with the way they are being treated, and feel appreciated in their position.

The job facet of operating conditions was found to be significantly influenced by the leadership practice of enabling others to act. This could be explained by concluding that ATC's are most satisfied with their work environment when they are not being

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micro-managed, and are allowed to go about their day to day job the way they feel is best.

The job satisfaction with co-workers is significantly impacted by the leadership practices of modeling the way, and challenging the process. When the HATC is setting a good example for all to follow, and constantly looking for ways to improve the organization or department, they will pay close attention to the relationship of the team as a whole. When leadership if focused on relationships, the satisfaction individuals have with fellow co-workers will be high.

The job facet of nature of work is described by Spector (1997) as the satisfaction with the type of work being done. This facet was significantly impacted by the leadership practices of modeling the way, and enabling others to act. This can be explained by the fact that a leader, who sets an example of excellence by modeling the way, will not ask anything of their subordinates, that they would not be willing to do themselves. A leader, who enables others to act, allows them to have ownership of the work they are doing, therefore ATC's are satisfied with the type of work they do, because they are making the decisions on how to do it.

The final job facet of communication is significantly influenced by modeling the way. The leadership practice of modeling the way involves the establishment of values, and treatment of individuals. When the HATC is speaking respectfully, and to those around them, and communicating effectively, ATC's will be more satisfied with the lines of communication within their organization or department. This is also explained by the concept that if the leader establishes clear lines of communication and leads by example, the entire department is more likely to communicate effectively together.

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RQ2

How satisfied are athletic trainers with their job compared to professionals in other fields? The findings show that average overall JSS score for this demographic is 142.5 ± 25.0. This can be compared to the norms for the JSS that have been presented by Spector (1997) of 136.5 ± 12.1. It can also compared with the study done by Barrett (2002) on the job satisfaction of (N=95) ATC's in the Southeastern Conference, which found an overall JSS score of 151.3 ± 24.7. This comparison can be seen in Table 2 (Refer to Appendix A).

Compared to the norms of Spector (1997) the overall job satisfaction of ATC's in the NCAA Division I setting higher than the average American worker. When compared to the results of Barrett's study, the overall job satisfaction of ATC's in the NCAA Division I setting is lower. A few conclusions can be drawn to explain the differences between the results of these studies. Either the effect of the job satisfaction of HATC's in that study caused an increase overall job satisfaction, the SEC is more satisfied with their jobs than the other Division I conferences, or the overall job satisfaction of ATC's in this setting has decreased over the past 7 years. When looking at the trend of the amount of money that is going into Division I sports today, versus 7 years ago, the pressure and stress placed on ATC's in this setting may have increased with this trend, and overall job satisfaction may have decreased.

RQ3 & RQ4

What transformational leadership practices do Head Athletic Trainers use the most, and which do they use the least? For these questions, it was found that the leadership practice of enabling others to act was used significantly more than the other

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four (. The practice of modeling the way, while less than enabling others to act, was used significantly more than challenging the process, encouraging the heart, and inspiring a shared vision. The practice of inspiring a shared vision was used significantly less that the other four. The data is presented in Table 3 (Refer to Appendix A).

Comparing these findings with the data presented by Laurent and Bradney (2007) in the study of HATC's and Program Directors of accredited universities, the results are almost identical. When only focusing on the information regarding the HATC's and disregarding the Program Directors, the frequency of the use of transformational leadership practices is very similar to the results of this study. The only difference in order of frequency is the practice of encouraging the heart and challenging the process which are switched, and did not have a significantly different frequency result in this study as seen in Table 3 (Refer to Appendix A).

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CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The results of this study can be very valuable to the profession of athletic training and in particular for the purpose of growing in people focused transformational leadership. Leadership in the NATA, and the administration at universities across the United States should recognize the strengths and weaknesses of the leadership of HATC's and encourage improvements in transformational leadership practices in the weaker areas. The practices of modeling the way and enabling others to act appear to be strong areas of leadership for HATC's and contribute to the overall job satisfaction of ATC's in this setting. The other three areas of transformational leadership have not permeated in to the HATC position yet. It may greatly benefit athletic training and sports medicine departments to have leaders that practice the transformational leadership practices of encouraging the heart, challenging the process, and inspiring a shared vision, more often. By adding these additional skills, the departments will be more likely to work synergistically, with a clear vision of always improving the level of care given to patients, and a better quality of life for its employees.

Job satisfaction is important in the profession of athletic training, because of the high rate of burnout and turnover (McLaine, 2005). If the profession of athletic training wants to retain the best and the brightest of their field, they need to be constantly finding ways to improve the job satisfaction, and quality of life for the ATC's in all settings. Addressing the need for quality and effective transformational leadership is a great place to start. The old way of transactional leadership, where the exchange of money and other material possessions sufficed to retain quality employees is no longer sufficient. What

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the profession of athletic training needs is transformational leaders who are focused on the development of the people in their department, and not just the facilities.

This research provides a framework for further research in this area and for change in the near future. The recent launching of the NATA's StarTRACK Leadership Development Program, is a great initiative to transform the leadership style of the profession. This program is an evolving, self-study curriculum that is comprised varying leadership literature, and workshops to prepare individuals for leadership positions among the professional associations. This would also be a good foundation for HATC's to continue developing their leadership skills. It will be exciting to see the response of HATC's in the NCAA Division I setting to the material, and whether they will take advantage of the opportunity to grow. While the focus of the material is not on transformational leadership, it does contain some material that teaches transformational practices.

Recommendations for Future Studies

Further study of leadership in athletic training is needed for its continued growth as a profession. One recommendation is to design a survey to test leadership effectiveness in athletic training using the principles and theoretical framework of transformational leadership discussed in this study. Another idea would be to duplicate this research in another setting such as Division II and III colleges, high schools, clinics or industrial settings in order to see if there are differences in the level and frequency of transformational leadership practiced. Lastly, it would be interesting to repeat this study in 2-3 years after the StarTRACK Leadership Development Program has begun to take its effect on the profession to measure its impact. It would benefit the StarTRACK

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Leadership Development Program to include works done by Kouzes and Posner in the curriculum in order to develop more transformational leadership practices amongst the profession.

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APPENDICES

APPENDIX A

Table 1. Effect of Transformational Leadership on Job Satisfaction

LPI Practice - IV	JSS Facet - DV	Beta	*t*	*p*
ETH	Pay	.305	6.344	.000
R^2= .093, F [1, 391]=40.244, p=.000				
EOA	Promotion	.271	3.712	.000
CTP		.216	2.966	.003
R^2= .212, F [2, 390]=52.446, p=.000				
EOA	Supervision	.633	11.286	.000
MTW		.346	4.561	.000
CTP		-.159	-2.431	.016
R^2= .662, F [3, 389]=253.757, p=.000				
EOA	Fringe Benefits	.184	3.704	.000
R^2= .034, F [1, 391]=13.722, p=.000				
ETH	Contingent Rewards	.410	5.323	.000
EOA		.212	2.752	.006
R^2= .360, F [2, 390]=109.692, p=.000				
EOA	Operating Procedures	.248	5.066	.000
R^2= .062, F [1, 391]=25.668, p=.000				
MTW	Coworkers	.549	5.248	.000
CTP		-.272	-2.596	.010
R^2= .110, F [2, 390]=24.094, p=.000				
MTW	Nature of Work	.210	2.385	.018
EOA		.187	2.122	.034
R^2= .146, F [2, 390]=33.390, p=.000				
MTW	Communication	.625	15.836	.000
R^2= .391, F [1, 391]=250.791, p=.000				

ETH= Encourage the Heart, EOA= Enable Others to Act, CTP= Challenge the Process, MTW= Model the Way, ISV=

Inspire a Shared Vision

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Table 2. Totals for the Job Satisfaction Survey

Study Subscale	Spector, American Norms		Barrett et. al. SEC ATC's		NCAA Division I ATC's	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Pay	11.8	2.6	13.18	5.10	11.62	4.97
Promotion	12.0	1.9	14.07	3.73	12.18	4.25
Supervision	19.2	1.5	20.11	4.41	19.62	4.58
Fringe Benefits	14.2	2.2	15.97	4.31	16.54	4.76
Contingent rewards	13.7	2.0	15.57	4.10	15.06	4.67
Operating procedures	13.5	2.2	15.14	3.06	14.92	3.56
Coworkers	18.3	1.1	20.02	3.78	16.87	2.33
Nature of work	19.2	1.3	20.08	2.75	19.78	3.11
Communication	14.4	1.8	17.19	4.78	15.93	4.75
Total	136.5	12.1	151.34	24.71	142.54	25.02

Table 3. Differences in Leadership Practices

Leadership Practice		Mean difference	p
Inspiring a Shared Vision	**Encouraging the Heart**	-.2778	.000
	Challenging the Process	-.3868	.000
	Modeling the Way	-1.0517	.000
	Enabling Others to Act	-1.6120	.000
Encouraging the Heart	**Challenging the Process**	-.1090	.446
	Modeling the Way	-.7740	.000
	Enabling Others to Act	-1.3342	.000
Challenging the Process	**Modeling the Way**	-.6650	.000
	Enabling Others to Act	-1.2252	.000
Modeling the Way	**Enabling Others to Act**	-.5602	.000

Repeated ANOVA : F[4, 1568] =204.036, p= .000

Table 4. LPI Means, Standard Deviations, and Reliability Indexes

Leadership Practice	Mean	Standard Deviation	LPI (N+43,899)	LPI-Self (N=6,651)	LPI-Observer (N=36,248)
Challenging the Process	22.38	4.17	.81	.71	.82
Inspiring a Shared Vision	20.48	4.90	.87	.81	.88
Enabling Others to Act	23.89	4.37	.85	.75	.86
Modeling the Way	22.18	4.16	.81	.72	.82
Encouraging the Heart	21.89	5.222	.91	.85	.92
Note: From <u>The Leadership Challenge</u> by Kouzes and Posner, Copyright © 1995					

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APPENDIX B

The Impact of Transformational Leadership on Job Satisfaction of Certified Athletic Trainers in the NCAA Division I Setting

Instructions

The goal of this survey is for you to assess the leadership behaviors of your Head Athletic Trainer with the Leadership Practice Inventory, and to report your personal job satisfaction with your current position with the Job Satisfaction Survey. There are also a few demographic questions to get an idea of who is answering the survey. Please answer truthfully, and give your best effort. Thank you in advance for taking the time to fill out this survey, and please finish it all the way through. The data from this survey has the potential to have a very positive impact on the profession of athletic training, and help in the developement of a leadership model for athletic trainers in the NCAA Division I setting. Thank you again for doing your part.

The completion and submission of this survey indicates your informed consent to participate in this study. The confidentiality of your responses will be maintained and your identity will not be revealed in any published reports of the results of the survey. Contact Mark Dutton at mdutton4@utk.edu if you have any questions about the study.

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Are you an ATC (Certified Athletic Trainer)?

- ⦿ Yes
- ○ No

[Previous] [Next]

How many years of experience do you have as an ATC?

_____

What is your position title?

What is your sex?

- ○ Male
- ○ Female

What is your age?

[Previous] [Next]

What is your ethnicity?

- ○ Black
- ○ White
- ○ Asian
- ○ Latino
- ○ Other

[Previous] [Next]

LEADERSHIP PRACTICE INVENTORY (LPI) - OBSERVER

To what extent does your **Head Athletic Trainer** typically engage in the following behaviors? Choose the description that best applies to each statement and click the marker that coincides with that description.

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

	1	2	3	4	5	6	7	8	9	10
Seeks out challenging opportunities that test his/her own skills and abilities.	○	○	○	○	○	○	○	○	○	○
Talks about future trends that will influence how our work gets done.	○	○	○	○	○	○	○	○	○	○
Develops cooperative relationships among the people he or she works with.	○	○	○	○	○	○	○	○	○	○
Sets a personal example of what he or she expects from others.	○	○	○	○	○	○	○	○	○	○
Praises people for a job well done.	○	○	○	○	○	○	○	○	○	○
Challenges people to try out new and innovative approaches to their work.	○	○	○	○	○	○	○	○	○	○

[Previous] [Next]

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LEADERSHIP PRACTICE INVENTORY (LPI) - OBSERVER

To what extent does your **Head Athletic Trainer** typically engage in the following behaviors? Choose the description that best applies to each statement and click the marker that coincides with that description.

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

	1	2	3	4	5	6	7	8	9	10
Describes a compelling image of what our future could be like.	○	○	○	○	○	○	○	○	○	○
Actively listens to diverse points of view.	○	○	○	○	○	○	○	○	○	○
Spends time and energy on making certain that the people he or she works with adhere to the principles/standards that have been agreed on.	○	○	○	○	○	○	○	○	○	○
Makes it a point to let people know about his/her confidence in their abilities.	○	○	○	○	○	○	○	○	○	○
Searches outside the formal boundaries of his or her organization for innovative ways to improve what we do.	○	○	○	○	○	○	○	○	○	○
Appeals to others to share an exciting dream of the future.	○	○	○	○	○	○	○	○	○	○

[Previous] [Next]

LEADERSHIP PRACTICE INVENTORY (LPI) - OBSERVER

To what extent does your **Head Athletic Trainer** typically engage in the following behaviors? Choose the description that best applies to each statement and click the marker that coincides with that description.

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

	1	2	3	4	5	6	7	8	9	10
Treats others with dignity and respect.	○	○	○	○	○	○	○	○	○	○
Follows through on the promises and commitments that he or she makes.	○	○	○	○	○	○	○	○	○	○
Makes sure that people are creatively rewarded for their contribution to the success of projects.	○	○	○	○	○	○	○	○	○	○
Asks "What can we learn?" when things do not go as expected.	○	○	○	○	○	○	○	○	○	○
Shows other how their long-term interests can be realized by enlisting in a common vision.	○	○	○	○	○	○	○	○	○	○
Supports the decisions that people make on their own.	○	○	○	○	○	○	○	○	○	○

Previous   Next

LEADERSHIP PRACTICE INVENTORY (LPI) - OBSERVER

To what extent does your **Head Athletic Trainer** typically engage in the following behaviors? Choose the description that best applies to each statement and click the marker that coincides with that description.

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

	1	2	3	4	5	6	7	8	9	10
Is clear about his or her philosophy of leadership.	○	○	○	○	○	○	○	○	○	○
Publicly recognizes people who exemplify commitment to shared values.	○	○	○	○	○	○	○	○	○	○
Experiments and takes risks even when there is a chance of failure.	○	○	○	○	○	○	○	○	○	○
Is contagiously enthusiastic and positive about future possibilities.	○	○	○	○	○	○	○	○	○	○
Gives people a great deal of freedom and choice in deciding how to do their work.	○	○	○	○	○	○	○	○	○	○
Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	○	○	○	○	○	○	○	○	○	○

Previous   Next

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LEADERSHIP PRACTICE INVENTORY (LPI) - OBSERVER

To what extent does your **Head Athletic Trainer** typically engage in the following behaviors? Choose the description that best applies to each statement and click the marker that coincides with that description.

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

	1	2	3	4	5	6	7	8	9	10
Finds ways to celebrate accomplishments.	○	○	○	○	○	○	○	○	○	○
Takes the initiative to overcome obstacles even when outcomes are uncertain.	○	○	○	○	○	○	○	○	○	○
Speaks with actual conviction to the higher meaning and purpose of our work.	○	○	○	○	○	○	○	○	○	○
Ensures that people grow in their jobs by learning new skills and developing themselves.	○	○	○	○	○	○	○	○	○	○
Makes progress toward goals one step at a time.	○	○	○	○	○	○	○	○	○	○
Gives the members of the team lots of appreciation and support for their contributions.	○	○	○	○	○	○	○	○	○	○

[Previous] [Next]

JOB SATISFACTION SURVEY

Please select the description for each question that comes closest to reflecting your opinion about the statement.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
I feel I am being paid a fair amount for the work I do.	○	○	○	○	○	○
There is really too little chance for promotion on my job.	○	○	○	○	○	○
My supervisor is quite competent in doing his/her job.	○	○	○	○	○	○
I am not satisfied with the benefits I receive.	○	○	○	○	○	○
I receive the recognition I should when I do a good job.	○	○	○	○	○	○
Many of our rules/procedures make doing a good job difficult.	○	○	○	○	○	○

Previous   Next

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JOB SATISFACTION SURVEY

Please select the description for each question that comes closest to reflecting your opinion about the statement.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
I like the people I work with.	○	○	○	○	○	○
I sometimes feel my job is meaningless.	○	○	○	○	○	○
Communications seem good within this organization.	○	○	○	○	○	○
Raises are too few and far between.	○	○	○	○	○	○
Those who do well on the job stand a fair chance of promotion.	○	○	○	○	○	○
My supervisor is unfair to me.	○	○	○	○	○	○

[Previous] [Next]

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JOB SATISFACTION SURVEY

Please select the description for each question that comes closest to reflecting your opinion about the statement.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
The benefits we receive are as good as most other organizations.	○	○	○	○	○	○
I do not feel that the work I do is appreciated.	○	○	○	○	○	○
My efforts to do a good job are seldom blocked by red tape.	○	○	○	○	○	○
I have to work harder because of others incompetence.	○	○	○	○	○	○
I like doing the things I do at work.	○	○	○	○	○	○
The goals of this organization are not clear to me.	○	○	○	○	○	○

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JOB SATISFACTION SURVEY

Please select the description for each question that comes closest to reflecting your opinion about the statement.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
I feel unappreciated when I think about what I am paid.	○	○	○	○	○	○
People get ahead here as fast as they do in other places.	○	○	○	○	○	○
My supervisor shows little interest in subordinates' feelings.	○	○	○	○	○	○
The benefit package we have is equitable.	○	○	○	○	○	○
There are few rewards for those who work here.	○	○	○	○	○	○
I have too much to do at work.	○	○	○	○	○	○

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JOB SATISFACTION SURVEY

Please select the description for each question that comes closest to reflecting your opinion about the statement.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
I enjoy my coworkers.	○	○	○	○	○	○
I often do not know what is going on within the organization.	○	○	○	○	○	○
I feel a sense of pride in doing my job.	○	○	○	○	○	○
I feel satisfied with my chances for salary increases.	○	○	○	○	○	○
There are benefits we should have that we do not have.	○	○	○	○	○	○
I like my supervisor.	○	○	○	○	○	○

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JOB SATISFACTION SURVEY

Please select the description for each question that comes closest to reflecting your opinion about the statement.

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much
I have too much paperwork.	○	○	○	○	○	○
I don't feel my efforts are rewarded the way they should be.	○	○	○	○	○	○
I am satisfied with my chances for promotion.	○	○	○	○	○	○
There is too much bickering and fighting at work.	○	○	○	○	○	○
My job is enjoyable.	○	○	○	○	○	○
Work assignments are not fully explained	○	○	○	○	○	○

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End of interview. Thank you for your participation.

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Hello! My name is Mark Dutton. I am an ATC currently working on my master's in sport management at the University of Tennessee. I am conducting a research study for my thesis, on the impact of transformational leadership on job satisfaction among certified athletic trainers in the NCAA Division I setting. I am contacting you because, to the best of my knowledge you are currently an ATC working in this setting. If not, I apologize and you can reply to this email "remove" and be removed from any further emails about this study.

   If I have correctly reached you, you are invited to take an online questionnaire responding to questions about your Head Athletic Trainers leadership practices, and your job satisfaction with your current position, as well as a few simple demographic questions. All responses will be confidential and your identity will not be revealed in any published reports of the results of the survey. Your participation is voluntary but I would greatly appreciate it if you would take the time to complete this survey, which will take you approximately 10-15 minutes. Your completion and submission of the survey will serve as your informed consent to participate.

Questionnaire Link:

http://survey.utk.edu/mrIWeb/mrIWeb.dll?I.Project=LEADERSHIPANDJOB

Thank you for your time and consideration of this request.

Sincerely,

Mark Dutton, ATC

VITA

Mark Dutton was born and raised in Gloucester, VA. He graduated from Mathews High School in 2003. He then attended James Madison University in Harrisonburg, VA and graduated with a B.S. Degree in Athletic Training in 2007. He became a certified athletic trainer in June of 2007. He then attended the University of Tennessee for his Masters Degree in Sport Management. Mark currently resides in Knoxville, TN with his wife Leigh Ann, and is an active member of Cornerstone Church of Knoxville.