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Job Satisfaction in the National Geospatial Intelligence Agency

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Abstract

Job Satisfaction in the National Geospatial Intelligence Agency

by

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MBA, Liberty University, 2006

BA, American Military University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

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Abstract

Approximately every 20 years, a new generation is born and eventually dominates the workforce; although changes occur with each new generation, the importance of job satisfaction remains constant. Research within the U.S. Intelligence Community is lacking with regard to changing trends of job satisfaction levels. The purpose of this study was to explore job satisfaction levels between Generation X and Generation Y workforce employees at the National Geospatial-Intelligence Agency (NGA). The central research question addressed how job satisfaction differed by generational differences in the workforce. A quantitative method was used to assess survey data. A structural equation modeling technique was used to simultaneously test the plausibility of variable relationships to include the following: independent variables—compensation, environment, advancement, performance, training, supervision, motivation, demographics, leadership; and the dependent variable, job satisfaction. Regarding theoretical construct, the McGregor theories X and Y was used to address 2 fundamental approaches that affected job satisfaction levels exclusive to Generation X and Y. Full-time NGA employees from the Analysis and Production Directorate completed a survey to assess whether generational differences affected employees' job satisfaction. Key findings indicated that Generation X employees associated job satisfaction as a measure of respect for their positions within NGA and Generation Y employees viewed job satisfaction as a measure of advancement and performance. The implications for positive social change include combating generational policy biases in the U.S.

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Dedication

This dissertation is dedicated to my mother (Gail Colbert), sister (Joy Fedrick), and children (Miles, Mikayla, and Mariah). They supported, pushed, and pulled me throughout this journey. There were many moments and opportunities to quit, but my mother would force my hand by telling everyone that I will be a doctor soon. This is dedicated to my children to demonstrate Colberts can do anything!!!

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Chapter 1: Introduction to the Study

Within the last 13 years, Generation X has shifted from a plentiful workforce to retirement eligible while experiencing two government downsizings. Generation Y was the most dominant generation in the workforce but inherited an era of fiscal restraint. To prepare for the projected retirement boom for the federal workforce in 2016–2017, job satisfaction had become a mounting concern to the National Geospatial-Intelligence Agency (NGA). It was necessary for the NGA policy makers to focus on meeting their employee's needs, which ultimately resulted in lower turnover rates (Bureau of Labor Statistics, 2013).

The NGA offered a one-size-fits-all emphasis on business-related values. It was under the premise that the current business-related values such as, supervision, agency future, coworkers, training, advancement, differential recognition, and equality led to changes in job satisfaction between Generations X and Y, which required a shift in the way that these employees were motivated to maximize job satisfaction. In this study, I investigated changes in the different business-related values of employees inside the agency and how they affected job satisfaction.

The U.S. Intelligence Community, in particular, constitutes specific subset of government employees with their own determinants of job satisfaction, because their "customers" consisted of other governmental organizations, including the armed forces, and policy makers, rather than the American public (Nagy, 2002; Office of the Director of National Intelligence [ODNI], 2007). The NGA's Employee Climate Survey was designed by NGA to collect critical responses on leadership, Intelligence Community

collaboration, performance recognition, inclusiveness, job functions, poor performers, managing people, managing performance, and compensation. The survey did not accurately identify job satisfaction levels within or between the generations but instead identified drivers of climate and used advanced measurements and analysis techniques to quantify and parse the different aspects of climate at NGA.

There has been a lack of research within the NGA, as well as the Intelligence Community in general, with regard to changing trends of job satisfaction levels. Research also lacks how well the satisfaction surveys are accurately reflecting the organizational culture belonging to each generation. Successful change often begins with a thorough understanding of the problem. Because Generation X is eligible to retire within the next 5 years, it is imperative to consider whether generational differences are connected to job satisfaction. The purpose of this quantitative study was to examine whether Generation X and Generation Y generational differences affect employee job satisfaction in the NGA by measuring compensation, environment, advancement, performance, training, supervision, motivation, and leadership. This data will help to answer the research questions and assist leadership to emphasize attention and focus in neglected or miscategorized business-related value areas that achieve the largest return on investment for the NGA. Despite its commitment to developing its human capacity, the NGA faces an uphill task in meeting the job satisfaction level standards and bridging cultural gaps in its workforce (Barford & Hester, 2011).

Background of the Study

The NGA is a U.S. government intelligence apparatus. It provides "imagery, map-based intelligence and geospatial information in support of the nation's military forces, national policy makers and civil users" (NGA, 2013, para. 6). The agency is undergoing significant changes in its workforce, to include Generation Y entering the workforce. Generation Y are individuals born between 1981 and 2000. The exact birth years for Generation Y are debatable among experts and journalists. This is the generation with momentous experiences such as the end of the Cold War, induction of new news media, fast-paced technology, and terrorism (Crumpacker & Crumpacker, 2007; Dries, Pepermans, & DeKerpel, 2008). After the influx of Generation Y, Generation X is no longer the dominant workforce.

Members of Generation X, individuals born between the 1960s and the start of 1980, tend to value face-to-face interactions and traditional values and modes of behavior, which are associated with their increased job satisfaction and productivity. Although O'Bannon (2001) argued that age and job satisfaction had been studied extensively in the past, limited research was published on job satisfaction levels and generational cohorts in a secretive environment that deals with national security, personnel with classified clearances, and occasional spies.

Problem Statement

The NGA emphasizes job performance to accurately reflect its organizational culture, thus overlooking job satisfaction for its new rank-in-file workforce. The high demand for intelligence products and services from NGA, often inherited by short and

intense deadlines, budget cuts, and pay freezes, appeared to be the new standard. It was not surprising that federal employee satisfaction levels across government plunged in 2013 (Office of Personnel Management [OPM], 2014).

Research on job satisfaction in relation to generational cohorts has been neglected throughout the Intelligence Community mainly due to access. NGA is not required to share their internal results to OPM and did not have to participate in federal wide government surveys (ODNI, 2013). Much attention had been placed on the equality and meritocracy, whereas other critical outcomes such as creativity and innovation had received less focus. Generation Y wants to work for organizations that fosters creativity and innovation, yet most in this generation are not expecting to find those opportunities at government agencies (NextGov, 2014). To help NGA base its management on systematic and reliable evidence, it is necessary to provide research on job satisfaction by generation difference.

Given the necessity of NGA's responsibility to the Intelligence Community and its effect on national security, the need to evaluate and scrutinize employee job satisfaction. This may be imperative in guaranteeing the delivery of accurate and quality intelligence and minimize intelligence failures to our nation's policy makers. Individual success and prosperity are tied to the successes of the NGA, and to meaningfully identify with the mission depends on how employees embody the agency's culture and strategic vision. It is beneficial that the NGA understands what generally affects employee job satisfaction and recognizes the effects of generational change. The results of this study

were appropriately examined and addressed by the researcher to influence new personnel management programs at the NGA.

Purpose of the Study

The purpose of this quantitative study was to examine whether Generation X and Generation Y generational differences affect employee job satisfaction in the NGA by measuring compensation, environment, advancement, performance, training, supervision, motivation, and leadership.

Nature of the Study

I used a quantitative research design to explore job satisfaction levels between the NGA's Generation X and Generation Y workforce. Although job satisfaction could vary for diverse people, I examined whether employees from different generations identified with their generational cohorts or whether generational factors should not be considered in determining job satisfaction at the NGA. Unlike previous generations, Generation Y employees are more likely to seek employment elsewhere if their needs are not met (NextGov, 2014).

Research Question and Hypotheses

Job satisfaction is one of the principal determinants for employees to contemplate their intentions to remain in their position (Brown et al., 2001; Lambert, Hogan, & Barton, 2001). The literature inferred that agencies with a generational perspective increase job satisfaction, collaboration, and product output (Cambron, 2001; Kennedy, 2003; Kupperschmidt, 2000). Measuring compensation, environment, advancement,

performance, training, supervision, motivation, leadership, and demographics

(Generations X and Y) provides a mechanism to measure job satisfaction at the NGA.

The research question (RQ) for this study was:

RQ1: Does job satisfaction differ by generational difference in the NGA?

$H_0$1: There is no statistical difference in job satisfaction for the two cohorts under

study (i.e., Generation X and Generation Y).

H_a1: There is a statistical difference in job satisfaction for the twocohorts under

study (i.e., Generation X and Generation Y).

Theoretical Framework

The following theories reviewed: (a) Maslow's hierarchy of needs: This theory

proposes that individuals are motivated by five stages of external factors to satisfy their

needs (Maslow, 1954); (b) Herzberg's motivational theory: Also known as the two factor

theory, this theory proposes that job satisfaction and dissatisfaction are independent of

each other (Herzberg, Mausner, & Snyderman, 1959); (c) social identity theory: This

theory proposes that individual self-concept is based on the groups to which the

individual belongs (Tajfel, & Turner, 1979); (d) Adam's equity theory: This theory

proposes that inequity motivates individuals to reduce inequality in the workforce; and

(3) McGregor's XY theory. All the theories address aspects of job satisfaction; however,

McGregor's XY theory was the most appropriate for this study. McGregor's theory X

and theory Y address management, motivation, organizational development, and

improving organizational culture; all those factors equate to job satisfaction (McGregor,

2006). The workforce is composed of employees from different generational cohorts who

have different attitudes and motivation triggers that determine high/low job satisfaction. Some succeed under theory X or theory Y management, whereas others deteriorate (McGregor, 2006). It is critical to understand whether such theory impact job satisfaction are exclusive to Generation X and Y. Generations X and Y differ significantly in their values toward career success and life, which directly affects employee job satisfaction. This fact led to new policies for the NGA and other organizations within the U.S. Intelligence Community (McGinniss, 2011).

McGregor's XY theory proposed two fundamental approaches to manage people. One was labeled theory X, an authoritarian management style; and the other theory was labeled theory Y, a participative management style. McGregor's XY theory suggested that most older employees use authoritarian management style, which has brought about poor results, whereas enlightened and younger employees use a participative management style that infers (tends to bring about) both better performance and results (McGregor, 2006). McGregor theorized that "leaders developed unique relationships with different subordinates and that the quality of these relationships was a determinant of how each subordinate was treated" (Sahin, 2012, p. 159). The influence on the managerial styles is related to organizational change, relevant training, or cohort collaboration. This outcome significantly affects job satisfaction levels at NGA based on the determinants if Generation X and Generation Y deem the independent variables as favorable or unfavorable consequences.

Attitude

We dislike work, find it boring, and will avoid it if we can.	We need to work and want to take an interest in it. Under the right conditions, we can enjoy it

Direction

We must be forced or coerced to make the right effort.	We will direct ourselves towards a target that we accept.

Responsibility

We would rather be directed than accept responsibility, which we avoid.	We will seek and accept responsibility, under the right conditions

Motivation

We are motivated mainly by money and fears about their job security.	Under the right conditions, we are motivated by the desire to realize our own potential.

Creativity

Most of us have little creativity – except when it comes to getting around rules.	We are highly creative creatures – but are rarely recognized as such or given the opportunity to be.

Figure 1. McGregor's XY theory. Retrieved from
http://www.businessballs.com/mcgregorxytheorydiagram.pdf (2014).

'Theory X'   **'Theory Y'**

management

Theory X - authoritarian, repressive style. Tight control, no development. Produces limited, depressed culture.

staff

Theory Y - liberating and developmental. Control, achievement and continuous improvement achieved by enabling, empowering and giving responsibility.

staff

management

© 2002 alan chapman   Based on Douglas McGregor's XY-Theory.   www.businessballs.com

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Figure 2. McGregor's XY theory and staff
Retrieved from: http://www.businessballs.com/mcgregorxytheorydiagram.pdf (2014).

Research has suggested that high achievers seek complicated tasks, take risks, are self-confident, and are motivated (Jennings & Zhang, 2005). As applied to this study, the key concepts in McGregor's XY theory suggest that satisfaction is a nuance of generational differences and are interconnected, but one does not equal the other. For example, a young employee performs a simple task but has low job satisfaction, whereas an employee who is near retirement performs the same task and has high job satisfaction.

Definitions of Key Terms

Academic enrichment: Scholastic programs that engaged students and developed essential skills through modified assignments (NGA, 2015)

Bias: Motivation and thinking of decision makers who produced predisposition outcomes (Entman, 2007).

Generation X: Workers born between the start of 1960s and the beginning of 1980s (Twenge, Campbell, Hoffman, & Lance, 2010).

Generation Y: Also known as the Millennial Generation, those born between 1981 and 2000 are identified as Generation Y or Millennials (Twenge et al., 2010).

Job satisfaction: "It was the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1976, p. 2).

Leadership: "A process of social influence in which one person was able to enlist the aid and support of others in the accomplishment of a common task" (Chemers, 2000, p. 27).

Mentoring: A unique and developmental relationship between a junior employee with less experience in a particular skill, discipline, profession, or organization and a senior employee for the purpose of personal and professional growth (NGA, 2013).

Professional development: Receipt of additional training and certificates (NGA, 2015).

Work unit: The work space headed by your immediate supervisor (NGA, 2015).

Assumptions

1. NGA employees responded to the survey and did not try to influence the
   results through deception.

2. NGA employees responded to the survey questions based on their life and
   work experiences.

Limitations

1. Survey results may have been influenced by unrelated external factors such as:

    A. Personal life.

    B. Fiscal constraints outside of their organization's control.

    C. Health issues.

    D. Higher salaries in the private sector for the same work.

2. Survey results may have been influenced by related internal factors such as:

    A. Career services.

    B. Mission talent alignment.

2. Statistical data was obtained from one survey instrument.

3. Survey participants were self-reporting may not have answered truthfully.

Delimitations

Two important parameters that "establish boundaries, exceptions, reservations,
and qualifications inherent in every study" were the delimitations and the limitations of
the study (Creswell, 2003, p. 147). This research focused only on two generation
differences types of NGA employees, namely full-time civilian government employees,
also known as cadre employees assigned to the NGA.

Significance of the Study

This study adds to existing literature and provides additional approaches for the NGA leadership to determine how to improve employee satisfaction specific to generation cohorts. In 2015, Generation X became retirement eligible and 23% of the Baby Boomers are expected to retire in 2016 (Bureau of Labor Statistics, 2010). Understanding job satisfaction helps the NGA target specific policies and procedures that better benefits its top two workforce. Researchers assume that low job satisfaction directly affects inflated turnover rates, morale, recruitment, intelligence failures, and employment stress. The NGA in particular has its own determinants of job satisfaction and do not rely on the U.S. public (ODNI, 2007). In my study, I place the NGA in a healthier position to preserve its workforce by revisiting its robust approach to organizational climate to simultaneously improve job satisfaction for Generations X and Y. This change leads to faster implementation of positive social change through new or revised policies that affect employee lives and the agency's culture. It also serves as the foundation for future research on how generational cohort interaction affects job satisfaction for the U.S. Intelligence Community as a whole.

Summary

The NGA plays a crucial role in the U.S. Intelligence Community, and it has recently seen a shift in its workforce; for example, 23% of Baby Boomers are expected to retire this year (Bureau of Labor Statistics, 2010). More employees from Generation Y enter the workforce, whereas Generation X employees reach retirement eligibility. Research on the factors that influence job satisfaction levels among NGA employees are

scant. To promote employee retention, the NGA should investigate different business-related values inside the agency and how they affect job satisfaction and generational cohorts.

Chapter 2: Literature Review

According to Kapoor and Solomon (2011), today's workplace demographics extended across four generations, implying that 20-year-old employees are employed with coworkers who are approximately 50 years older. Advances in medicine, preventive health care, and improvements in technology, all contributed to longer life expectancy. According to Bureau of Labor Statistics (2008), there was a 172% increase in workers 75 years or older from 1977–2007. Recent changes in Social Security are also contributing factors for workers staying in the workforce longer.

Dealing with generational differences is an increasingly daunting task in most if not all business establishments, considering that each generation has its distinct values and attributes as well as worldviews. For example, Generation Y as a whole appears to had more liberal attitudes than previous generations; they are more likely to support same-sex marriages and more likely to openly criticize the president of the United States and his foreign policies. Generation X participated in multiple wars/conflicts and is less likely to support same-sex marriages or openly criticize the president of the United States and his foreign policies. Therefore, it is critical for management to comprehend the different generations in today's changing business environment to successfully communicate across generational boundaries. During this time, there was a fundamental shift in the leadership of intelligence agencies such as the NGA. Along with acquiring a more diverse array of intelligence officers, the NGA witnessed its Generation X leadership reach retirement eligibility. Therefore, the NGA is in a state of transition,

where its leading positions are turned over to the next crop of intelligence analysts, known as Generation Y (Carlson & Rivers, 1997).

In this chapter, I review the literature on Generation X and Generation Y, as well as history of job satisfaction surveys and how their interactions could be handled effectively in the contemporary workplace.

Overview of Generations

A generation is a group of people living at the same time who are approximately the same age. During their earlier years, they were ciphered with data on morality, what was fashionable, and what was not fashionable, among many other issues (Erickson, 2013). Rowe (2010) pointed out that a generation has a mutual set of formative trends along with events such as heroes, parenting styles, fashion, music, and academics among many other elements. As they age, they discover more and grow. They change their conduct and establish their skills; however, they typically do not completely alter the way they perceive the world. Because each generation comes of age in a different and unique time, each has its distinctive view on various business issues such as decision-making, motivation, communication, and problem solving, among many others. In the past few years, generations have been distinguished at work by status versus rank. In unwritten hierarchical business establishments, the assumptions is that the oldest workers take senior management positions, the middle-aged ones occupy middle-management jobs, and the youngest work on bottom-level jobs.

During the early 1980s–1990s, employees were not expected to interact on a regular basis with those in other age groups. Within the last 10–15 years, older employees

have reported to younger employees and younger employees present their suggestions to older employees and vice versa. Four different generations operate closely to handle problems, design products, make decisions, complete projects, and serve customers. All are, to some degree, discretional. In the following sections, I discuss Generation X and Generation Y or Millennials in greater detail.

Generation X

Generation X, was defined by Kapoor and Solomon (2011), as the generation born following the end of Western Post World War II. In other words, their birth dates fell within the start of 1960s to the start of 1980 and they showed a major generational shift from the baby boomers. The word Generation X as indicated in Hawley (2009) was made up by Robert Capa during the early 1950s. He later employed the term as a title for some of his works to describe young people who developed immediately after the end of the Western Post World War II. The Generation X people came of age starting from 1988 to 1994, and by the year 2004, they were between 28 to 38 years.

As of the year 2012, the population of Generation X in the United States of America was more than 40 million people. At times regarded as a *lost generation*, Generation X was the very generation identified as *latched key kids*, disadvantaged by social issues such as divorce and even daycare among many others. Generation X was also recognized as the generation with the least voting involvement rate of any generation. It could be considered one of the best educated generations when observing higher education enrollment numbers.

Different from their parents, Generation X were likely to revere leaders and were more inclined to work toward long-term changes in the society through economic, media, and consumer actions among many other areas. Generation X's view of the world was grounded on change and on the need to eradicate social evils in the society such as corruption and dictatorship. It was considered as a generation in pursuit of human self-worth and individual freedom, sense of belongingness, stability, and love coupled with tolerance and human rights. Likened with other past generations, Generation X comprised of individuals that were more heterogeneous, openly recognizing and adopted social diversity in line with religion, gender identity, and race as well as and sexual orientation among many other social aspects. A number of Generation X members held middle and top management positions in government, corporate legal departments, and other organizations (Wong, Gardiner, Lang, & Coulon, 2008).

Workplace Attitude

Some of the major attributes of Generation X (or the cohorts born in the 60s and 70s in the 20th century) included: 1) the persons in this generation were individualistic and in the work setting, Generation X respected the responsibility accompanied with freedom (Erickson, 2013). This generation showed a casual despise of routine work hours and authority and disfavored being micromanaged and adopt hands-off management doctrines. 2) Generation X was flexible, in that a number of people in this generation experienced challenging economic times of the 1980s and witnessed their workaholic parents suffer massive losses. Hence, Generation X was less dedicated to one employer and moved from one organization to another to advance their lives. They adjusted well to

change and were liberal to alternative lifestyles. Generation X was assertive and keen to

acquired new skills; however, they wanted to carry out things on their own conditions

(Kapoor & Solomon, 2011). 3) Generation X were technologically proficient, whereby

this generation's outlook manifested a change from a manufacturing economy to a

service sector. This was the first generation that utilized computers in the workplaces,

and from using them technology became integrated and parcel of their everyday lives. As

business establishments consolidated technological techniques, Generation X learned,

modified, and embraced it. People in this group utilized mobile technological devices

such as laptops, cell phones, and many other technologies at every moment in the modern

work setting. 4) Generation X prized and demand a work life balance. They valued fun at

work and embraced a work hard play hard mindset. Generation X managers usually

integrated humor and physical activity into a substantial amount of work programs (Ball

& Gotsill, 2011).

Generation X employees experienced several revolutionary changes in the work

settings: from racial equality initiatives to changes in organization structures and gender

equality as well as drug free workplace regulations. Confusion on their function in the

business establishment and comprehended disrespect for past knowledge of the business

environment and organization could had led to decline in engagement. Appreciating

Generation X's contributions along with historical information was critical and

imperative not to underestimate the workplace opportunities created by Generation X

employees. Attention to detail coupled with historical information was vital

considerations in the refining and carrying out organizational goals. The workplace

challenges of this generation as indicated in Wong et al. (2008) were less likely to be

associated to adhering to the set directives, even though these employees did not concur

with the regulations, management, or system. Generation X employees more likely

battled at work with; respect to diversity, effects of their lifestyle conducts such as

alcoholism and absence caused by medical conditions, and depression.

Employment Expectations

After Generation X saw the burnout and/or dismissal of their parents from the

workforce, they joined the workforce as autonomous, self-sufficient, and resourceful

persons who regarded freedom and duty. If they were enclosed in an organization, they

would find a way to liberate themselves. They were accustomed to being on the leading

edge, particularly to technology, and wanted to utilize their entrepreneurial spirit to create

change. Generation X employees were eager and ready to acquire new skills; hence, they

looked for jobs and try to connect them to what they could do to better society. They

needed regular training that touched on their jobs and careers. They appreciated the

freedom to determine their work schedules; flexible work programs and telecommuting

enabled management to retain as well as motivate this generation of employees. Middle

managers alluded that the hands-off position usually worked well when mentoring,

managing, or working with Generation X. Employees in this generation needed coaching

because they valued independence to meet their goals and oftentimes opted to work alone

rather than in workgroups to meet deadlines. They disapproved of meetings and did not

want or need direct contact; furthermore, Generation X did not have blind loyalty, as they

were primarily skeptics, cynics, and esteemed value originality. They looked for change

and tended to perform well on challenges and variety. If their employer failed to offer these opportunities, Generation X employees reluctantly sought other places where their needs and expectations were addressed. Generation X employees expected to have feedback on their performance appraisals on a continual basis and anticipated the feedback would address specific issues or areas that were lacking (Wong et al. 2008).

Generation Y

Generation Y, described by Ball and Gostill (2011), were born at the start of 1980 to the earlier part of 2000s; this generation is also referred to as Millenniums. According to Kapoor and Solomon (2011), the persons who fell under this generation are much more racially and ethnically diverse. Generation Y had the most people after the Baby Boomers, their high numbers were the fastest developing segment of the contemporary workforce. Generation Y were considerably divided as an audience supported by the fast expansion of internet, cable TV, satellite radio, and face-to-face video conferencing. This generation was impressively sophisticated, technological informed, and not influenced by traditional sales/marketing strategies. The internet caused this group to be more flexible and creative on how they received and relayed information. They were eager to use the internet to search for solutions, information, and networks versus asking the question face-to-face. Generation Y was considered an extremely well educated generation, but the standard of education was not accurately reflected in their grammar and spelling. They usually applied phonetic spelling or text speak to accelerate the activities of written communication (Twenge et al., 2010).

Workplace Attitudes

Kapoor and Solomon (2011) indicated the character of Generation Y as being a stressful generation to deal with because of the different attitudes they had that were contrary to that of the rest of the employees. They were brought up in a culturally diverse learning and social environment, and were enthusiastic, confident, well connected, and performance oriented. Generation Y employees negotiated for employee benefits along with salary without giving much in returned loyalty. They had a passionate, overconfident, and somewhat self-centered risk taking approach, which made them a group of workers who transformed an organization with their worldviews, creativity, and sense of immediacy.

Generation Y individuals had influential energies to not only harness the workplace, but also they transformed it; this element contributed to a number of workplace issues and conflicts, involving Generation Y employees and their employers. The workplace issues for this generation were less likely to be linked to dealing with change or even sexual harassment, instead, the workplace issues encountered by all the employees, the generation Y employees were more likely to get into conflict at work because of the following: respectful communication, functional training, or risk taking.

As organizations competed for potential employees and talent, they could not downplay the needs together with attitudes and needs of Generation Y. Some of the major traits of Generation Y employees included:

1. They were family centric: fast means had lost much of its allure for Generation Y members who were willing to interchange higher pay for few working hours, flexible

work schedules and a work life balance. On the other hand, older generations considered this approach as egotistical or lacking engagement, drive, and obedience; Generation Y employees had a different perception of workplace expectations and put family before work (Erickson, 2013).

2. They were performance oriented: encouraged by their parents who did not want them to repeat mistakes of previous generations, Generation Y was ambitious, assertive and performance based. Generation Y needed relevant work, they sought new challenges and were willing to engage authority.

3. They were extremely technologically savvy as they grew up with cutting edge technology. They incorporated technology in every aspect of their jobs. Owning laptops, smart phones, and other mobile devices, Generation Y was up-to-date with the latest developments around the globe; this generation of employees, favored communicating via electronic mail and instant messaging as well as text short message compared to face to face contact and opted for online technology along with webinars instead of conventional lecture based notes (Hawley, 2009).

4. Generation Y desired guidance, constant feedback, respected being updated, reassured, and given regular recognition. Generation Y benefited a great deal from mentors who assisted, directed, and grew their careers, and possibly contributed to higher levels of job satisfaction.

5. They were team oriented generation and strived to get the input and acceptance from other team members.

Employment Expectations

When it came to employment expectations, Generation Y hoped for their views to be heard as well as considered and they were not shy to voice their displeasures if these expectations were not met. They wanted to understand that what they were carrying out was critical to the organization and essential to them and their future. They yearned for fulfilling opportunities from their employer and were propelled more to work by accomplishments rather than financial rewards. They desired to demonstrate their creativity and ability to carry out tasks on their own by applying their own techniques. Generation Y employees craved for professional development, creativity, teamwork, rewards, and personal accolades; they required well defined expectations in order to be fully engaged and give their best at work (Kapoor & Solomon, 2011).

Generation Y employees needed their jobs to be well-linked and classified as important by their employer to increase their willingness to actively participate in issues outside of their job's description. They are excited to join working groups with shared objectives and wanted to have unfiltered access to senior level employees to ensure their questions were being answered. This generation expected additional chances to better their performance, and whole heartedly accepted non-monetary motivators such as praise and recognition from their coworkers and supervisors to motivate them to perform better. Generation Y were loyal to their employer, however, they did not offer blind loyalty. If the employer was socially responsible and addressed Generation Y's personal interests along with their career needs, then the Generation Y employee would be loyal until

something changed that affected them negatively. It was normal for them work and change jobs frequently over their career (Ball & Gotsill, 2011).

Interaction of X with Y in the Workplace

Managers that managed and communicated across generations had an organizational competitive edge, which helped to locate the right personnel for the right job positions. Moreover, to deal with conflicts inherent in modern organizations resulting from generational differences, the following strategies were adopted: the initial step to minimize conflict was to understand whom the different generations encompassed: Baby Boomers, Generation X, and Generation Y (Kapoor & Solomon, 2011). 1) It was important to appreciate that each generation grew up encountering distinctly different experiences that shaped his or her perceptions and values of work. For instance, Generation Y was fixed firmly in technology, they were able to multitask and respect work life balance while Generation X was extremely tolerant to workforce diversity and were the driving forces behind the diversity initiative during the mid-1990s. 2) Appreciated that each generation had great contributions to the workplace. 3) Embraced effective management strategies for each generation that motivated employees to provide their best. Finally, managers accepted to live with what cannot be changed, by recognizing the validity of each generation's beliefs and modified how the organization motivated each generation (Erickson, 2013). To avoid confusion, McGregor's XY Theory, did not actually represent the actual Generations X and Y.

History of Job Satisfaction Surveys

Job satisfaction surveys, when first created, were intended for industrial

manufacturing employees, although later were used among employees in the service and

clerical sectors (Taylor, 1977). Job satisfaction surveys had invariably included elements

that attempted to make them accurate measures for specific aspects of certain jobs and

provided them with predictive power related to job loyalty and turnover intent, given

certain base conditions within the workplace (Dunaway & Running, 2009). Hoppock, in

1935, created an early job satisfaction measure which used only four items, scored on a

Likert scale of one to seven, to investigate employee attitudes, related to overall job

satisfaction, level of intent to change their job, and a comparison measure of their own

attitude toward the workplace versus their coworkers (McNichols, Stahl, & Manley,

1978). Over time, more complex measures were created to assess various dimensions of

employee satisfaction, so that positive aspects of jobs could be identified, and those areas

causing discontent would potentially be changed, as well.

The Job Descriptive Index, or JDI, had a significant influence on the development

of most modern job satisfaction surveys, including the survey instrument that the NGA

currently uses (ODNI, 2007). The JDI was created in 1969, and it remained one of the

most popular and widely used measures of job satisfaction (Dunaway & Running, 2009).

The JDI consisted of five factors that were used to evaluate satisfaction. These included

satisfaction with overall qualities of the job, as well as satisfaction with one's

supervisors, promotional opportunities, pay and compensation, and co-workers (Yeager,

1981). Employees could potentially view their own satisfaction in different dimensions

than those that were covered in the JDI, although these disputes had not led to a great deal of change to the dimensions used (Yeager, 1981). The overall job satisfaction category, as well as the categories regarding satisfaction with one's coworkers and supervisors, had been determined through research based on diverse groups of employees. The surveys continued to have high reliability despite low correlation between different scales (Yeager, 1981).

Despite these misgivings regarding the JDI, there were positive aspects to the JDI that had been determined through research, which showed it to be an appropriate measure by which to base other job satisfaction surveys off of. The JDI was reliable when assessing different groups of employees when it was taken within similar contexts, even when these employees work in different industries or came from diverse demographic backgrounds, and sometimes the factors that the JDI tests for was not fully covered within its dimensions (Jung, Dalessio, & Johnson, 1986). Interpersonal communications and relationships, for example, were more thoroughly assessed within this survey, which had influenced later survey creation (Jung et al., 1986). This allowed newer surveys to produce more reliable results for employees while showing differences in satisfaction within some dimensions; for example, whether or not an employee felt their supervisor was competent with their job tasks, in addition to how competent a supervisor was perceived to be with regard to interpersonal communication (Jung et al., 1986). JDI studies that looked at how great the discriminate validity was for the JDI, or how well the survey could discriminate between the various dimensions that it tested for, as well as the level of convergent validity, discovered that only small variations tended to exist in this

study (Johnson, Smith, & Tucker, 1982). Therefore, the five-factor nature of the JDI could still be an acceptable means that determined employee satisfaction in various dimensions, although the addition of more dimensions proved useful in some situations, as well (Johnson et al., 1982). Additionally, the "yes/no/don't know" format that some forms of the JDI used were less reliable than those that used a Likert scale with several points, similar to the first job surveys that were designed (Johnson, et al., 1982).

Newer job satisfaction surveys attempted to discriminate, among various survey components, different aspects of job satisfaction, and looked for convergence with factors that were already measured within extant job satisfaction surveys (Dunham, Smith, & Blackburn, 1977). Any newly created survey, including the NGA Job Satisfaction Survey, usually met these criteria; the widely utilized Job Descriptive Index, for example, was often used as a basis for comparison against newer surveys, and these newer surveys generally showed convergence with it in order to be accepted (Dunham et al., 1977). Even a single-dimension survey described in Nagy (2002) was tested against the Job Descriptive Index in order to provide it with evidence of validity.

Factors Underlying Predictors of Employee Satisfaction

Some of the more common researched themes of existing studies had been the efficacy of those job satisfaction surveys used within the federal government of the United States, and, more specifically, the Intelligence Community. Although NGA employees filled out their own organization's unique job satisfaction survey, they also completed the Federal Employee Viewpoint Survey (FEVS), which was created specifically for the public sector to meet its changing needs, as well as to treat employees

more like individuals instead of personnel being treated as property resources, as they had

a "viewpoint" rather than simply being "human capital" (ODNI, 2007). The instrument of

this survey was used across all departments and branches of the federal government; the

Intelligence Community generally distributed an additional version of the FEVS aimed at

both military and civilian employees because the service orientation of intelligence

officers were different than that of other federal employees. While other sectors of the

government served the public directly, the Intelligence Community did so in a more

indirect way; both civilian and military were responsible to policy makers and

government agencies instead of the direct public (ODNI, 2007).

One characteristic of the FEVS was that its categories were somewhat broad with

regard to the ways they were reported, which could complicate the way in which analysts

of this survey could pinpoint how specific organizational aspects influenced the

satisfaction level of employees. Satisfaction was considered to be at least indirectly

affected by gender, ethnicity, and other demographic factors, interestingly, as many

surveys assumed that this would not be the case, although this assertion was contested by

Sauser and York (1978).

One potential component of job satisfaction among employees in the Intelligence

Community related to *anticipatory socialization*. Anticipatory socialization was defined

as "all of the learning that occurs prior to a recruit's entering on duty" (Konya &

Johnston, 2007, para.5). Realistic information about an individual's life in the

Intelligence Community could help them to determine whether they would have had

congruence within this community, or how well an individual's "needs and skills were

mutually satisfying" with regard to the organization and its resources (Konya & Johnston, 2007, para. 6). This congruence was important, because research shows that those recruits with high congruence can adapt more quickly than those whose values do not match that of the organization (Konya & Johnston, 2007). According to the generationalist theory" a new generation if formed every 20 years, marked by differences in beliefs, attitudes, and behaviors from the generation before them" (Gamble, 2011, para. 1).

There had been other attempts within the NGA to determine how employees could be better served by their organization, such as surveys conducted within the NGA; the NGA Survey 2004 was one such example of these efforts. The director at the time, Air Force Lt. Gen. James Clapper, Jr., commissioned the survey, and encouraged both government and private-sector employees via email to participate (Hurlburt, 2004). The last survey implemented solely by the NGA was in 1999, and allowed for a comparison between the results of both; the 2004 NGA Survey found that favorable attitudes toward the organization had increased in many categories, including overall job satisfaction, perceived leadership, and the environment of the NGA (Hurlburt, 2004). However, there were also specific areas that indicated causes for concern; for example, cartographers, multimedia specialists, and visualization specialists noted that their careers did not progress in the way that they would like them to, which could be a potential area for concern (Hurlburt, 2004). Researchers stressed workplaces will thrive "if leaders appreciate each generation's strengths and weaknesses and work to diminish age-related misunderstandings" (Gamble, 2011, para. 1).

Although the NGA Survey was not identical to the FEVS, its similarity to other

surveys allowed for some comparison as well. The NGA had been indicated as being

superior to other Federal Agencies in terms of training and development (Hurlburt, 2004).

However, despite an increase in the perceived satisfaction with their work environment,

employees at the NGA indicated that this environment was not as satisfactory as other

departments (Hurlburt, 2004). This could be related to more specific areas, such as the

degree to which management respected diversity. Employees stated that their managers

generally encouraged cooperation between agencies, an important aspect of the

Intelligence Community that assisted in improved outcomes, not only for individual

employees or work groups, but also for the nation as a whole (Hurlburt, 2004).

Perhaps one of the categories that were the most germane to any discussion of

how the NGA Survey could be used to improve the work environment in practice was

that of organizational change (Hurlburt, 2004). Employees gave responses in this

category that showed concern about the NGA's "operations, culture, goals, and

objectives"; while these areas were all quite broad, they indicated that the changes that

the NGA made based on the results of any job satisfaction survey would be wide-ranging

in order to be perceived as real improvements by the majority of employees in Generation

Y (Hurlburt, 2004).

Issues With Employment Surveys

Employment surveys were useful means of assessing the current state of

employees, as well as having a predictive value with regard to organizational policy

benefits. However, they had their limitations and drawbacks, which were considered

during any evaluation of the NGA job satisfaction survey. One major problem, detailed in

Taylor (1977), was that these satisfaction surveys, much as public opinion polls, showed

disconnect between attitude and behavior. Although satisfaction remained high over long

periods of time, and even increased, managers observed greater degrees of frustration or

alienation among employees, as well as antisocial behavior (Taylor, 1977). This meant

that organizations saw high satisfaction rates, while simultaneously experiencing high

absenteeism or turnover (Taylor, 1977).

Several possible explanations existed for this phenomenon. As a means of

adapting to a job, employees found ways to endorse positive attitudes toward their job, or

automatically claimed that they held favorable attitudes in accordance with societal

expectations, even after their behavior seemed to indicate otherwise (Taylor, 1977).

Another explanation put forth in Taylor (1977) was that these surveys accurately

evaluated employee attitudes, but had no predictive value, as they could not be behavioral

measures. Kim and Wiggins (2011) refuted that by their surveys success which

accurately tied employee satisfaction to the benefits conferred by specific policies.

Results of satisfaction surveys also subjected to the influence of economic trends,

as employee feared about predicted or actual events could influence their perceived well-

being, even when they remained relatively satisfied with their job. Job satisfaction tended

to be much lower during times when layoffs were common, although these were expected

by younger employees (Shank & Paulson, 1996). From December 1995 to early January

1996, the United States Government experienced a massive government shutdown due to

budgetary impasse between Congress and the White House. This shutdown affected

65,631 government employees. Also, during 1996, the private sector underwent massive layoffs this was the largest since the Great Depression; more than a million employees lost their jobs. Around two-thirds of employees reported high levels of satisfaction in 1996, a decrease from six years before, which corresponded to an increase in employees that believed they would not be working at the same organization in five to ten years (Shank & Paulson, 1996). Additionally, management perceived the maintenance of employees in the same position differently than those employees themselves; while 81 percent of managers in the Shank and Paulson study sample (1996) felt that their employees would be working elsewhere in five to ten years, only 57 percent of the employees reported the same sentiment. These results show the difficulties that job satisfaction survey designers faced when developing accurate measurement tools that also had predictive value throughout organizational and economic circumstances that were constantly changing over time.

Other issues with satisfaction surveys surfaced throughout the literature. Employee satisfaction surveys that were specifically intended to study the attitudes of federal employees were relatively recent creations, and those surveys were not studied as thoroughly as those that pertained to the private sector. It was largely assumed until around 20 years ago that public-sector and private-sector employees had the same goals and opinions toward work, although more recent research indicated that this was likely not the case (Ting, 1997). The design of surveys used within the federal government remained quite similar to those employed by the private sector, measuring similar factors and making similar assumptions as those surveys, such as that job satisfaction came about

as a combination of personal, organizational, and job-related characteristics (Ting, 1997).

Until the surveys specifically used by the federal government were more closely studied

for their accuracy and value, it was preemptive to assume that they had a complete

predictive value (Pitts, Marvel, & Fernandez, 2011).

Other studies, used employees at the municipal government level, showed a clear

connection between specific aspects of a workplace environment and the overall level of

satisfaction, which were detailed in Ellickson and Lodgson (2002). This was expected to

be similar to results that would be obtained from federal employees, because those

employees would have had similar motivations. This study showed that those individuals

with higher job satisfaction also had high degrees of satisfaction not only with their

immediate supervisors, but also with the ways that performance reviews were conducted,

the training that they were provided with when hired for their job, and having access to

equipment, resources, and a sufficient workload (Ellickson & Lodgson, 2002). According

to this study, each of these components had moderate to strong correlations with job

satisfaction; additionally, the sense of "esprit de corps" was found to underlie job

satisfaction, as well, which was not always seen in comparable research amongst private

sector employees, but which accounted for a need for employers to have ways to

immediately form a strong sense of employee satisfaction (Ellickson & Lodgson, 2002).

Potential Changes Based on Surveys

Job satisfaction surveys (such as those employed by the NGA and the FEVS,

across the government as a whole) offered an advantage in that organizational researchers

and analysts could assess whether measures taken to improve satisfaction were successful

or not. The use of the NGA satisfaction survey, in this respect, allowed the agency to use

trial programs or strategies to improve satisfaction among their employees, particularly

those from the younger generation. The use of job satisfaction surveys in this respect was

fairly well documented in the research literature regarding federal employees. For

example, Kim and Wiggins (2011) discussed how particular family-oriented policies used

among certain sectors of the federal government affected satisfaction among specific

employee groups. This survey allowed for specific evaluations of how these policies

benefitted employees within a specific age range, family structure, or other demographic

categories. In addition to the useful methodology of Kim and Wiggins (2011), the results

of this study could be used to guide employee-related policies in the NGA itself.

The findings of Kim and Wiggins (2011) showed that policies such as providing

child care on-site, alternative and flexible scheduling, letting employees telecommute to

some extent, and sponsoring programs aimed at work-life balance, such as support groups

or health and wellness programs increased employee satisfaction for all groups, although

specific employee groups seemed to benefit from certain programs, in particular. This

study showed that many employees seemed to benefit less from telecommuting or on-site

child care than those in similar positions in the private sector; however, given the

technical nature of a great deal of intelligence work, it could be that the NGA employees

benefited more from these options (Kim & Wiggins, 2011). The NGA attempted a trial of

these measures in order to determine their efficacy, as other studies had shown that

employees in the Intelligence Community differed somewhat from other federal

employees, as evidenced by the fact that they often reported higher overall satisfaction than employees of other agencies (ODNI, 2007).

A similar study by Kim (2002), found that management policies encouraging employee participation, as well as participatory strategic planning, were able to increase the feeling of empowerment among employees. By extension, employee satisfaction underlines productivity; Kim (2002) inferred that employee empowerment could be measured by the same means as employee satisfaction. Public-sector studies supported the concept of increased autonomy and empowerment as driving satisfaction; Hallock, Salazar, and Venneman (2004) showed that stock ownership programs that made employees feel more invested in their organization, as well as empowered, were successful in increasing both satisfaction and productivity. However, older employees, who were more receptive to the concept of receiving material rewards for their work, reported higher degrees of satisfaction in response to such a program (Hallock et al., 2004). Rusbult, Farrell, Rogers, and Mainous (1988) reported that greater material and emotional investment in an organization, coupled with high job satisfaction, as being two main underlying factors for employee loyalty. Dissatisfaction was handled by heavily invested employees through vocal criticism of policies that they did not agree with, still remained loyal, although those employees that were either more dissatisfied to begin with, or that were not as heavily invested in the organization were more likely to simply leave the organization (Rusbult et al., 1988). The anticipatory socialization mechanism mentioned in Konya and Johnston (2007) affected this process, as negative socialization lead to higher dissatisfaction upon entering the job, and therefore leading, ultimately, to

turnover, whereas more positively socialized employees were more resistant to leaving the organization.

Employees had a variety of negative effects from a poor view of the organization based on their anticipatory socialization, as this carried over to their feelings after they were hired. These consequences included culture shock and difficulties in adapting to the organization, and lower job satisfaction (Konya & Johnston, 2007). Low job satisfaction caused employees to attempt to minimize the exposure to their jobs, resulting in higher turnover rates and absenteeism. Turnover, in particular, lead to high organizational costs as employees must be trained for replacing them, lost productivity from positions that remained vacant, or overtime pay for employees that took over for their job duties (Konya & Johnston, 2007). For an employee that had compensation of around $50,000, the turnover cost worked out to $12,506, was estimated by the Employment Policy Foundation (Konya & Johnston, 2007).

Limited research had been conducted related to improving job satisfaction and job quality within the Intelligence Community; specifically, studies oriented more toward defining the issues that affect agencies such as the NGA. One such paper, written by Mitzel, Nedland, and Traves (2007), discussed the creation of improved leadership in the Intelligence Community. As many members of Generation Y moved into leadership roles at increasing rates, these studies became more pertinent. The Intelligence Community, much the same as the Department of Defense, had a task-oriented leadership style, where work and roles were clearly defined, and support structures exist for organizing and monitoring employees (Mitzel et al., 2007). However, this style did "not prioritize the

well-being of their teams and therefore [had] trouble motivating and retaining staff"

(Mitzel et al., 2007). This style was contrary to the values espoused by many members of

the newer generation, as reported in research such as Clare (2009). Transactional

leadership, where employees received rewards and benefits for performance, including

job security, bonuses, and time off, were used to balance out the lack of employee

support under the task-oriented leadership (Mitzel et al., 2007). This strategy improved

employee retention, but it did not increase perceived loyalty or performance (Mitzel et

al., 2007).

The recommendations in Mitzel et al. (2007) stated that intelligence agencies,

such as the NGA, created a different organizational culture in order to improve job

satisfaction and to recruit or train better leaders. Top performing companies, the authors

noted, often had a "trusting work environment that provides flexibility and opportunity to

innovate and make a difference" (Mitzel et al., 2007). Researchers had drawn clear

distinction between intrinsic and extrinsic motivations simply stated intrinsic motivations

referred to inherent rewards while extrinsic motivations referred to external rewards.

Intrinsically motivated employees engaged in inherent rewards such as

undertaking assignments they found enjoyable and appealing. Being involved in the

mission was its own reward and did not require additional external incentives (Schunk,

Pintrich, & Meece, 2008). The employees perceived newly gained skills, experiences,

and self-efficacy were all considered the intricate satisfactory part of the job. Intrinsically

motivated employees were more likely to seek additional certifications and classes on

their own to make them the most completed worker possible. There were no external

reward or recognition only self-satisfaction that related to improving oneself (Amabile, Hill, Hennessey, & Tighe, 1994).

Extrinsic motivated employees needed to attain distinguishable outcomes while they performed their jobs such as recognition, promotions, bonuses, and etc. These outside influences affected work either positively or negatively. *Extrinsic motivation* created work competition because employees aspired to outperform coworkers, an aspect tied to the notion of performance goals (Wigfield, 1997). Because the extrinsic rewards that government services provided were adequate, but could not compete with those offered by the private sector, government organizations like the NGA increased the intrinsic rewards in order to make these positions appeal to talented individuals (Mitzel et al., 2007).

This included cultivating the concept among employees that they worked from a sense of altruism, or "working hard to meet the needs of others" (Mitzel et al., 2007, p. 5). Other qualities that should be optimally encouraged by these agencies included "emotional healing," where leaders allowed employees to freely discuss issues, wisdom, or "a combination of awareness of surroundings and anticipation of consequences," persuasive mapping, which allowed individuals to realize possibilities and convey them to others, and organizational stewardship, or the ability of individuals to compel their organization to serve society (Mitzel et al., 2007, p. 6). These values were all more aligned with the management strategy of transformational leadership, where ethics and morality featured prominently, rather than the current transactional model (Mitzel et al., 2007).

The NGA indicated interest in making a comprehensive analysis of satisfaction surveys, particularly the NGA Survey, in order to improve the work environment and satisfaction levels for its employees, in both the government and private contract positions. Director Lt. Gen. James Clapper, Jr. (ret) stated that the Human Development Directorate was responsible for survey analysis and created recommendations based on the results, which allowed for "a way forward" for assisting all stakeholders in the organization (Hurlburt, 2004). This process included additional research on focus groups within the employee base, as well as structured interviews with employees "to gain greater insight into [their] responses and their implications (Hurlburt, 2004). This process led to the NGA issuing agency-wide surveys on an increased basis, and was linked by the organization to a larger overall goal of boosting not only employee satisfaction, but also the productivity of individual work groups as well as the agency on a holistic basis (Hurlburt, 2004). The federal government, particularly the defense and homeland security communities, planned to hire thousands of cybersecurity professionals in the coming years. And from health care to financial services, the private sector engaged in an all-out war to attract the best and the brightest of the roughly 40,000 students who graduated each year with a degree in computer science (Verton, 2013). However, along with the will to make changes, the NGA was prepared to tackle challenges related to the process of reform, a topic that had been covered in the literature.

Effect of Satisfaction Studies on Implementation of Changes

The employees of the NGA, or any organization, must be comfortable with change in order for any satisfaction-oriented changes to be implemented easily. This fact was discussed at length in Jones, Jimmieson, and Griffiths (2005). These results showed that the actual or potential satisfaction that employees expressed with specific policies were not the only factors that influenced the difficulty of implementation. Employees within these divisions stated that they had higher satisfaction, which was strongly correlated with change, as evaluated both before and after these changes were implemented (Jones et al., 2005). In this study, the change that was executed involved an upgrade of information technology systems. This upgrade was rated by satisfied employees, and those that were ready for the change, as being easier to use (Jones et al., 2005). Policy introductions could be helpful for raising employee satisfaction before organizational changes were introduced, as this satisfaction seemed to be crucial to their perceived and actual readiness (Jones et al., 2005).

Having a large amount of management-level employees regarded by others as "dead wood," not possessing sound interpersonal or management skills, or that were perceived as political appointees, were also believed by their employees to be less productive than respected managers (Brewer, 2005). Supervisors believed to be willing to participate in group work, that communicated on a regular basis with both employees and their own superiors, and that were perceived as reaching their current station through merit, were evaluated by their employees as being more productive (Brewer, 2005).

However, the turnover that was occurring as many older employees retired were promoted could make the present an ideal time to implement those policies.

The motivating factors of employees were considered when determining how survey-based changes could be implemented within the NGA, in addition to the previously discussed predictors. Private-sector employees, for example, were more likely than employees in the government to indicate that monetary compensation was the most important component of their job (Crewson, 1997). This was consistent with other findings reported by Mitzel et al. (2007) that even the civilian employees within the Intelligence Community tended to be motivated more by intangible factors than tangible ones; this was an important consideration; as most public-sector positions could not match the tangible compensation that could be provided by the private sector. Accomplishment, as well as having the ability to help other people and improve the conditions of society while engaging in one's job duties, were more likely to be indicated as being important employment aspects by public-sector employees, while the private sector employees indicated that the ability to advance in an organization and job security were more important and relevant to their needs (Crewson, 1997). Other research indicated that the findings of this type of research provided a valid basis for recommendations and organizational changes within the government, particularly when these results came from surveys that specifically analyzed certain agencies or departments, and that the qualities of those agencies that had high levels of performance, goal orientation, and employee satisfaction, could be studied for further recommendations (Carlson & Rivers, 1997).

Some of the practices that were found by Gould-Williams (2003), correlated with overall organizational performance and employee satisfaction, included employment security, teamwork-based strategies, pay that was based on performance, and selective hiring. Younger employees sometimes expected deviations from these practices, being less trusting of institutions, but when human resources departments violated them after they were instituted, employees tended to lose their trust, and organizational performance, along with individual employee performance, declined (Gould-Williams, 2003). Policy shifts in human resources could be undertaken, and while employees could be briefed about these changes, including how the changes affected them, or their personal roles in the changes, it was more difficult to fully prepare employees for these changes, as would be recommended by Jones et al. (2005). However, an attempt at briefing, as well as implementing these changes, increased the trust that younger employees had for the agency and its ingrained systems, which increased employee and organizational performance (Gould-Williams, 2003).

Structural Equation Modeling

Structural Equation Modeling was a cross-sectional statistical modeling technique that was commonly used in modern social science research which hypothesized the analytic model and simultaneous test the plausibility of variables relationships (Byrnes, 1994). Reise, Waller, and Comrey (2000) suggested SEM techniques were tantamount with empirical research and was a paramount for explaining linkage among multiple variables and underlining factors. Raykov and Marcoulides (2006) inferred researchers were investigating multigenerational relationships through SEM applications in order to test

the data set and find potential points of interest among variables. Byrne (2010) supported

previous researchers by suggesting generations comparison were quite common with

SEM because it provides greater flexibility to perform multivariate analysis. Fan (1997),

Floyd and Widaman (1995), and Song and Lee (2008) concluded that SEM offered

researchers a clean apparatus to assess the tenability of a hypothesized structure between

populations which reinforced the evidence that over the last four decades researchers had

made SEM the method of choice.

Summary

A wealth of information had been compiled in the research literature related to

Generation X, Generation Y, job satisfaction surveys, and the factors that underlie the

satisfaction of federal employees. The researchers argued that there was no official tool to

measure job satisfaction (Roelen, Koopmans, & Groothoff, 2008). Many job satisfaction

surveys were based on the concept of measuring several elements to better understand

overall satisfaction, including satisfaction with coworkers, supervisors, compensation,

and promotional opportunities (Yeager, 1981). Federal employees were not only

concerned with their payment, but also with having work that was meaningful, and

obtaining feedback on job performance in order to be satisfied with their positions

(Reiner, 1998). Anticipatory socialization, or having realistic information related to one's

job, as well as organizational climates that integrate new employees, also seems to be

linked to higher satisfaction, as well as having higher productivity and job commitment

(Konya & Johnston, 2007).

Chapter 3: Methodology

Research Design

In this quantitative study, I examined the generational differences between Generation X and Generation Y and their relation to employee job satisfaction in the NGA. I employed a cross-sectional design with data collected by a survey with a sample of NGA employees to determine whether the generational differences affect employees' job satisfaction in the NGA. I chose Structural Equation Modeling (SEM) because there were 8 independent variables. When there are too many variables that can have issues with other methodology there will be sample size issues for each category. SEM has the ability to handle the smaller sample size and is the best model for this type of analysis. The study required IRB approval (see Appendix A).

Research Design and Approach

The literature revealed that job satisfaction is linked to variables such as one's supervisors, promotional opportunities, pay and compensation, and coworkers (Yeager, 1981). I examined nine independent variables that are portrayed in Figure 3: compensation, environment, advancement, performance, training, supervision, motivation, demographics, and leadership to measure the dependent variable, job satisfaction. The NGA Job Satisfaction Survey informed the leadership of the opinions of individual NGA employees, as well as the attitudes of various demographic groups, such as generational groups.

At times, job satisfaction surveys are treated as routine, rather than a basis for management decision making administered as a matter of course, without considering

results as a tool for guiding policy, but I argued that this was not the case for the NGA.

Krapu, Meinke, Kramer, Friedman, and Voda (2006) noted that surveys have the

potential to evaluate initial levels of satisfaction, provide baselines to measure progress,

and identify areas that the respondents wish to focus on. The NGA Job Satisfaction

Survey allowed for an understanding of the workforce's perception of the current

organizational culture and job satisfaction.
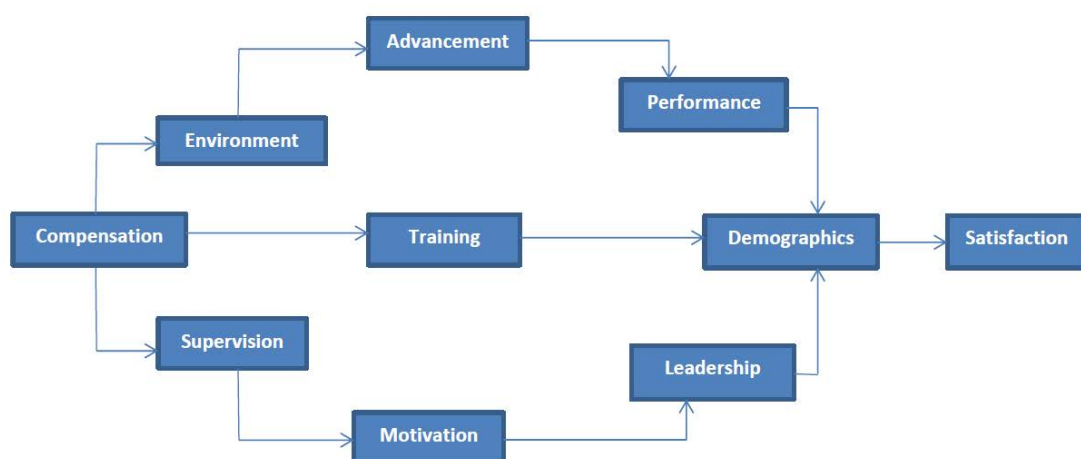
Figure 3. NGA job satisfaction model.

Figure 3 reflects nine independent variables that measured job satisfaction within

the NGA. The model reflects the aims and objectives of the NGA and government policy

makers to focus on motivating the NGA workforce.

Population Sample

I selected the sample from the Analysis and Production Directorate, the sampling

frame for the sample selection of the study. I intended for my study sample to reflect

opinions and measurable attitudes applicable to the entire population I investigated. Based

on the findings of McNabb (2008), I expected that the job satisfaction seen in the

Analysis and Production Directorate would similar to the results that were reported by the entire NGA. There were, however, other limitations to this study that constituted some of the aspects that establish boundaries, exceptions, reservations, and qualifications inherent in any study (Creswell 2003).

The NGA had 2,946 Analysis and Production Directorate cadre employees located worldwide. Of those 2,946 cadre employees approximately 2,634 resided at the NGA. Only full time cadre employees Generations X and Y stationed at the NGA were eligible for this study. 617 Generation X and 1,604 Generation Y cadre employees met the required criteria and were eligible for this study. However, due to issues with being informed about the survey, having the ability to fill it out, as well as the desire to do so, it was expected that only around 15-20 percent of total desired population will respond to the survey. This created potential issues whereby the findings in this study were not completely indicative of the overall attitudes of the NGA workforce, as it was not all inclusive. Additionally, this study was not intended to cover part-time cadre employees, military members, contractor workers, or other directorates within the NGA.

The Survey System software was used to identify the sample size. This software could be used to determine how many people were required in order to get the target population as precisely as needed (surveysystem.com, 2015). I used a 95% confidence level, 10 confidence interval, and 2,221 population. The desired sample size was 93 which was within range of my desired 100 personnel.

However, the race and sexual orientation of the employees were not differentiated for the purposes of the study. Other demographic factors, such as the age of employees,

experience, and rank were considered in this analysis. The breadth of the employees studied had significant implications for positive social change, as this research influenced some aspects of practices and theories within the NGA due to the fact that a wide base of survey findings informed and influenced policy decisions by introducing policies, or changing existing ones, in order to remove factors that detracted from the NGA's professional workforce satisfaction, and, by extension, productivity. This study provided recommendations to the senior leadership of the NGA by determining more effective ways that aligned job satisfaction between Generational members of the Analysis and Production Directorate, and the employees of the NGA as a complete organization.

Instrumentation

The NGA Job Satisfaction Survey was carried out through self-administered questionnaire, which was not validated by any type of objective measure performed by third parties. While there were concerns about the accuracy of responses, the survey instrument was considered reliable and valid as a means of measuring job satisfaction for the reasons stated in the literature review. The survey instrument was uploaded into Survey Monkey, an electronic online survey system that required a user logon and password. A mass non-DoD email was sent to cadre employees that were associated with NGA via Facebook and LinkedIn accounts. This email asked full time cadre employees in the Analysis and Production Directorate to volunteer and take the online NGA Job Satisfaction Survey for my dissertation at Walden University; this survey was available for 10 days. Included in the email was a consent letter explaining protection of participant's rights and requesting their voluntary completion of this survey. This study

used the NGA Job Satisfaction Survey, a voluntary self-reporting 100-question survey, to

determine their level of satisfaction, both overall, and with specific aspects of their jobs.

The results of this survey, were used to draw conclusions about job satisfaction within the

NGA, and assessments were made about the extent to which past results had influenced

current NGA employee policies. In addition, policies could be created that allowed the

NGA to raise satisfaction and performance among younger employees, by using the

results of this research as a basis. In addition, raw data from this survey, along with any

other government-licensed survey work, were protected from discovery by NGA policy

and procedures. The survey instrument gathered demographic gender, age, pay band, race

and experience. The survey identified job satisfaction factors related to motivation,

leadership, compensation, training, work environment, performance and supervision. The

aim of the instrument was to capture what drove job satisfaction so as to identify the job

satisfaction limitations within the organization and make recommendations to the NGA

to establish consistent and effective strategies to help increase job satisfaction. This

survey varied slightly in certain categories from the NGA's 2014 climate survey. The

2014 climate survey appeared to be focused on alignment with the NGA Strategy 2013-

2017: Content, Open Information Technology Environment, Analytic Capabilities,

Customer Service, Workforce, Workplace, Corporate and Functional Management

(NGA, 2015). The measurable were supervision, leadership, agency future, and

meritocracy versus actual job satisfaction. The NGA Job Satisfaction Survey uploaded in

Survey Monkey placed emphasis in categories that were more aligned with job

satisfaction so it could be properly measured.

Table 1

Variable and Measurement for Job Satisfaction

Demographics	What is your age?
	What is your gender?
	Which race/ethnicity best describes you?
	What is your pay grade?
	Which of the following categories describes your employment status?
	Number of years in the organization?
	What is the highest level of school you have completed or the highest degree you have received?
Advancement	Are you considering leaving the organization within the next year?
	My organization is a good place for career growth.
	My organization has an effective process to help me identify my career development needs.
	I can reach my career goals here.
	I am building skills that will help me in my long-term success inside and outside my agency.
	Promotions in my work unit are based on merit.
	I genuinely believe my organization wants me to take risk to make things better.
	How satisfied are you with your opportunity to get a better job in your organization?
Compensation	Given your skills, how well are you paid?
	Given your abilities, how well are you paid?
	Pay raises depend on how well employees perform the jobs.
	Awards in my work unit depend on how well employees perform their jobs.
	Considering everything, how satisfied are you with your job?
	Considering everything, how satisfied are you with your pay?
	Considering everything, how satisfied are you with your total compensation (salary, bonus, benefits, etc.)?
Environment	The people I work with cooperate to get the job done.
	I recommend my organization is a good place to work.
	I am treated respectfully without regard to my race, gender, age, disability status, sexual orientation, or cultural background.
	I have the opportunity to succeed in my organization without regard to my race, gender, age, disability status, sexual orientation, or cultural background.
	Physical conditions allow employees to perform the jobs.

	I have the proper equipment, technology, and materials to do my job.
	I can disclose a suspected violation of any law or regulation without fear of reprisal.
	Employees in my work unit share job knowledge with each other.
	I have the opportunity to work directly with members of other organizations or components when necessary.
	Employees are protected from health and safety hazards on the job.
	Employees have a feeling of personal empowerment with respect to work processes.
	My organization is dedicated to diversity and inclusiveness.
	My teammates have my back.
Satisfaction	Work assignments are not fully explained.
	I would choose to stay even if offered a similar job with the same pay and benefits elsewhere.
	I like the kind of work I do.
	I know how my work relates to the agency's goals and priorities.
	The work I do is important.
	At work, my opinions seem to count.
	My management's actions and decisions are consistent with the organization's core values.
	How satisfied are you with your involvement in decisions that affect your work?
	I enjoy volunteering for work activities beyond my job requirements.
	I believe the survey will be used to make my organization a better place to work.
	I want to retire from this organization.
Leadership	Empowerment is important at work.
	Policies and programs promote diversity in the workplace.
	My supervisor supports my need to balance work and other life issues.
	My supervisor appropriately addresses conflict on our work team.
	My supervisor emphasizes collaboration and information sharing with other organizations or components.
	I have a high level of respect for my organization's senior leaders.
	My leadership encourages and respects alternate points of view recommendations.
	The senior most leaders in my organization are doing the things necessary to build a more competent and capable enterprise.
	My leadership does what they say they are going to do.

(table continues)

	My leadership follow through with implementing sound improvement ideas.
	My leadership wants to know what's really going on, whether good news or bad.
	My office and group level leaders are doing the things necessary to build a more competent and capable enterprise.
Motivation	Did you receive a bonus in either of the last two years?
	I am given a real opportunity to improve my skills in my organization.
	Supervisors/team leaders in my work unit support employee development.
	My organization is doing a good job of developing employees in my occupation to their full potential.
	Creativity and innovation are rewarded.
	How often does your manager provide informal or formal feedback on your performance?
	In my organization, leaders generate high levels of motivation and commitment in the workforce.
	My supervisor allows me to take risks to make things better.
Performance	When at work, I am completely focused on my job duties.
	I give more than what is expected of me in my job.
	The skill level in my work unit has improved in the past year.
	In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.
	In my work unit, steps are taken to deal with misconduct.
	In my most recent performance appraisal, I understood what I had to do to be rated at different performance levels.
	I am held accountable for achieving results.
	In my work unit, differences in performance are recognized in a meaningful way.
	My performance appraisal is a fair reflection, performance.
	Discussions with my supervisor/team leader about my performance are worthwhile.
	My work products are improved when I can collaborate with colleagues from other organizations or components.
	My workload is reasonable.
	In my organization, employees adapt quickly to difficult situations.
Supervision	What is your supervisory status?
	Have you moved into a supervisory role in the last three years?
	My supervisor has trust and confidence in me.
	I have trust and confidence in my supervisor.

(table continues)

	Overall, how good a job do you feel is been done by your immediate supervisor/team leader?
	My supervisor sets and revises my performance objectives as needed during the performance cycle.
	I know where I stand with my supervisor regarding my level of performance throughout the entire year.
	My supervisor understands what it takes to do my job.
	How often do you talk with your supervisor?
	Supervisors/team lead leaders work well with employees of different backgrounds.
	My supervisor/team leader is committed to a workforce representative of all segments of society.
Training	I learned a great deal in my present job.
	The workforce has the job relevant knowledge and skills necessary to accomplish organizational goals.
	My work unit is able to recruit people with the right skills.
	My work unit is able to retain people with the right skills.
	My training needs are assessed.
	I am satisfied with the job-related training my organization offers.
	I am satisfied with the investment my organization makes in training and education.
	I am constantly looking for ways to do my job better.
	My talents are used well in the workplace.
	I feel encouraged to come up with new and better ways of doing things.

Data Collection

The results of the NGA Job Satisfaction Survey issued for the purposes of this research were analyzed to determine attitudes and beliefs of employees. This allowed the researcher to show how employee attitudes affected generational difference within the NGA to determine which areas had become growing concerns for certain employee groups, and in which areas the NGA had shown improvement.

Protection of Participants' Rights

This survey did not collect or use personally identifiable information and was not retrieved by personal identifiers. Responses to this survey were voluntary and were held

in the strictest confidence. No individual responses were reported, disclosed, or displayed

in any way that could be used to identify individual respondents.

Data Analysis

An appropriate technique for obtaining valid evidence as far as research design,

data collection, analysis and interpretation were concerns rested on selecting the proper

methodology (Chen & Hirscheim, 2004). The quantitative approach was ideal for this

study as it aimed to discover and explore job satisfaction levels between the NGA's

Generation X and Generation Y workforce at the NGA.

Despite a strong partiality that favored qualitative research in social science,

aligning this study to qualitative research would had denied the empirical notion of

scientific knowledge, especially if the focus of the study pointed to society and human

interaction (Kerlinger & Campbell, 2004). The study therefore used positivist quantitative

research that was based on deductive reasoning with implicit theoretical formulation

about job satisfaction levels between the NGA's Generation X and Generation Y

workforce job satisfaction variables (Pedhazur, 1982).

Statistical Analysis Techniques

The study used the SEM to help present results of model building and hypothesis

testing. SEM was an ideal method for modeling paths of causal relation between any

numbers of blocks of variables. The SmartPLS v.2 software was used in the model

construction and testing of the said hypothesis. SmartPLS was ideal because it balanced

the response and predictor variations by seeking factors that explained both response and

predictor variations by extracted linear combinations of the predictors, also called latent and component vectors.

This combination addressed the response and predictor variations. Although the proposed method had not been comprehensively used in social science research, (Hulland, 1999), this approach showed the strength of measures used to explore job satisfaction levels between the NGA's Generation X and Generation Y workforce at the NGA and evaluated the significance of the path coefficients and variations in the constructs. It also provided an approximation of R^2, which examined the model fit. An empirical support was warranted in order to satisfy the primary research objective and aim of the study, which was to explore relationships of job satisfaction levels between the NGA's Generation X and Generation Y workforce at the NGA. Being a survey, the study went beyond descriptive statistics to draw inferences and relationships among the factors to understand job satisfaction levels.

The SEM was ideal in drawing such inferences and relationships through confirmatory and exploratory modeling that projected a hypothesis that was represented in a causal model. SEM enabled the construction of variables that could not be measured directly, but were estimated from several measured variables within the latent variables (MacCallum & Austin, 2000). It also allowed the estimation of structural relations between latent variables; the SEM combined factor analysis and multiple regressions. The variables in the SEM were measured as variables or indicators and factors that were classified as endogenous/dependent variables or exogenous/independent variables.

Descriptive analysis was used to report summary data, such as measures of the mean, median, variation, percentage, and correlation between variables. A descriptive research method was unique because it included multiple variables for analysis. For instance, a descriptive study could employ methods of analyzing correlations between multiple variables by using tests such as Pearson's correlation, regression, or regression analysis. Conversely, descriptive research could simply report the percentage summary on a single variable. Descriptive statistics also used data collection and analysis techniques that yielded reports about the measures of central tendency, variation, and correlation. The combination of its characteristic summary and correlation statistics, along with its focus on specific types of research questions, methods, and outcomes, distinguished descriptive research from other research types.

Statistical Package for the Social Sciences (SPSS) and SmartPLS was used for the analysis, thus facilitating linear and curvilinear multiple regression analyses (MacCallum & Austin, 2000). I used both techniques because they could simultaneously take into account descriptive statistics and numerous predictive variables. This helped determine how and whether any different values affected the independent variables and their relationship to the dependent variable (MacCallum & Austin, 2000).

The statistical analysis that was performed on the data from the NGA Job Satisfaction Survey involved several types of procedures. After assessing the satisfaction that employees indicated both overall and for various aspects of the organization, comparisons were made between generations.

Summary

The NGA employees' level of job satisfaction could be inferred from survey results, and this allowed for the recommendation of future policies that could guide the NGA toward improving the satisfaction levels and performance of its younger generation of employees.

The demographics of the employees that took the survey were reviewed to determine how accurately respondents reflected the overall composition of the NGA. Additionally, statistical analysis allowed for the review of scores in certain areas, as well as for certain items, to determine areas where the NGA had satisfactorily met the needs of its employees, and areas where the organization could improve the motivation and satisfaction levels of these employees. The concerns that were revealed through the analysis and reporting of this data allowed for a solid set of recommendations that improved the leadership quality and performance of NGA employees, which allowed for the organization to better achieve its goals, in addition to raising the loyalty and productivity of its employees.

Chapter 4: Results

Of the 307 surveys received, I eliminated 20 incomplete surveys. Therefore, I used 287 surveys for data analysis.

Survey Completion

The descriptive and demographic analysis shows an overview of the collected data with the NGA employees offering different perceptions, attitudes, and opinions pertinent to their motivation and job satisfaction. Their perception pointed to important factors that motivate them and the potential challenges to job satisfaction. I explain further inference to these differences in the Discussion section. I tested data for reliability and I validated the data by identifying errors in data entry, unintended samples, and missing values (Cohen, 1969). As indicated earlier, I eliminated the 20 incomplete surveys from the study as they represented unintended samples.

Table 2

Summary of Study Variables

Constructs	Items	Mean
Advancement	10	2.18
Compensation	5	2.26
Demographics	5	1.93
Environment	9	2.55
Satisfaction	10	3.01
Leadership	11	3.11
Motivation	8	2.84
Performance	10	2.78
Supervision	10	2.05
Training	4	2.74

Demographics

The participant age range was from 21 to 55 years old, with an average of 67.5% of the respondents ranging in ages from 33 to 46 years. The male respondents formed a majority at 53%, whereas female respondents stood at 47%; the racial balance leaned heavily toward Caucasians participants at 68%, followed by Black or African American at 25%. The Hispanics and Hawaiian Pacific Islanders represented 5% and 1% of the sample, respectively. I also collected information regarding the pay band, which is identified by roman numerals I, II, III, IV, and V. No participants fell under Band I; 0.69% were in Band II, 65.51% were in Band III, 31.71% were in Band IV, and 2.09% were in Band V.

Table 3

Demographic Factors

Response	Total	Percentage
Gender		
Female	136	47.39
Male	151	52.61
Race		
Black or African American	73	25.43
Hispanic	15	5.23
Native Hawaiian or Other Pacific Islander	3	1.05
White	196	68.29
Age (y)		
21–34	184	64.11
35–55	103	35.89
Pay band category/grade		
Band I/GS 1–7 or equivalent ($22,115–$54,875)	0	0
Band II/GS 8–10 or equivalent ($46,745–$73,197)	2	0.69
Band III/GS 11–13 or equivalent ($62,467–$115,742	188	65.51
Band IV/GS 14 or equivalent ($105,211–$136,771	91	31.71
Band V/GS 15 or equivalent ($123,758–$155,50	6	2.09
Number of years in the organization		
Less than 1 Year	0	0
1–3 years	9	3.14
4–5 years	34	11.85
6–10 years	103	35.89
11–20 years	116	40.41
More than 20 years	25	8.71

I conducted testing for reliability and validity. Reliability, which estimates the extent of construct reliability, was indicated by the Cronbach alpha, mostly used for internal relationships (Cronbach & Meehl, 1955; Nunnally & Bernstein, 1994). According to Nunnally and Bernstein, items with values >0.70 indicate strong internal

consistencies. All values in this study were above 0.70, indicating a positive contribution to the overall validity.

Table 4

Cronbach Alpha Based on Standardized Items

Constructs	Cronbach's Alpha
Advancement	0.9895
Compensation	0.9743
Demographics	0.8646
Environment	0.9744
Satisfaction	0.9806
Leadership	0.9816
Motivation	0.9870
Performance	0.9916
Supervision	0.9773
Training	0.9889

Construct Validity

By associating the test scores and theoretical trait prediction, the constructs used in the study were demonstrated through a construct validity test to show whether the constructs used indicated an association between the test scores and the theoretical trait prediction. This was done through the SmartPLS program that assessed the construct validity by evaluating the composite reliability and average variance extracted (AVE) (Anderson & Gerbing, 1988). All of the composite reliability and AVEs ranged between 0.70 and 0.90, which is above the minimum recommended value of 0.70, even when dealing with psychological constructs as is the case with this study; a value greater than

0.60 can be realistic due to the diversity of the constructs measured (For example, as

shown in Table 4, Cronbach Alpha Based on Standardized Items).

Table 5

Composite Reliability and Average Variance Extracted

	AVE	Composite Reliability	R^2	Cronbach's Alpha	Communality	Redundancy
Advancement	0.9231	0.9908	0.9446	0.9895	0.9231	0.8703
Compensation	0.9075	0.98	0	0.9743	0.9075	0
Demographics	0.7892	0.918	0.9536	0.8646	0.7892	-1.446
Environment	0.9289	0.9812	0.9274	0.9744	0.9289	0.8606
Satisfaction	0.9285	0.9848	0.8598	0.9806	0.9285	0.7964
Leadership	0.9646	0.9879	0.9782	0.9816	0.9646	0.9434
Motivation	0.9393	0.9893	0.9593	0.987	0.9393	0.901
Performance	0.9523	0.9929	0.9828	0.9916	0.9523	0.936
Supervision	0.8667	0.981	0.9642	0.9773	0.8667	0.8356
Training	0.9375	0.9906	0.9963	0.9889	0.9375	0.3324

Note. Alpha values > 700 are significant.

(For example, as shown in Table **5**, Composite Reliabiltity and AVE) also

indicates that the AVE estimates for the NGA job satisfaction constructs had an AVA of

0.92. The AVE estimates that measures the variation explained The estimates in this

study were greater than the 0.50 lower limits (Fornell & Larker, 1981).

Convergent and Discriminate Validity

Relationships between measures were shown by conducting convergence validity.

All of the 57 items passed the test measurement model by loading adequately. Most of

the measures purported to reflect the construct of propensity that motivates job

satisfaction among the different generations at NGA. Based on our scale, the item

intercorrelations of the items loaded highly with a range above 0.80, which is considered

a strong indicator of the range of latent variables. This indicates evidence that most of the

items were related to the same construct.

Table 6

Cross Loadings of all Items against Latent Variables

	Advancement	Compensation	Demographics	Environment	Job Satisfaction
Accountability for performance	0.9272	0.9038	0.9433	0.9628	0.8888
Age	0.7111	0.7787	0.8152	0.7546	0.8062
Awards per performance	0.9701	0.9642	0.9701	0.9803	0.9494
Bonus	0.8915	0.8948	0.7565	0.799	0.8454
Building capable enterprise	0.9601	0.9424	0.9541	0.9816	0.9247
Career move	0.9153	0.902	0.8066	0.848	0.8591
Collaboration /information sharing	0.9896	0.9621	0.9212	0.9621	0.9257
Current empowerment	0.8835	0.9203	0.9352	0.948	0.9278
Dealing with poor performance	0.9777	0.9693	0.9532	0.9631	0.9414
Employee development	0.9784	0.9532	0.9478	0.9749	0.9308
Employee development support	0.971	0.9402	0.9417	0.9678	0.9187
Equal opportunity/training	0.9433	0.905	0.9472	0.9642	0.8744
Equipment/technology for the job	0.9544	0.9173	0.9474	0.9692	0.8923
Evaluation of performance	0.9725	0.9771	0.9156	0.9485	0.9558
Fair performance appraisal	0.9847	0.977	0.9299	0.9689	0.9528
Gender	0.8593	0.8266	0.9182	0.9186	0.8066
Good career growth	0.9789	0.9584	0.9453	0.9711	0.9363

(table continues)

	Advancement	Compensation	Demographics	Environment	Job Satisfaction
Good work environment	0.979	0.9477	0.9276	0.9621	0.9097
Improved skill level	0.9434	0.9459	0.9699	0.9771	0.9303
Income	0.9416	0.9499	0.934	0.9707	0.9386
Job relevant Skills	0.9266	0.9219	0.9135	0.9518	0.9264
Job satisfaction	0.9149	0.9559	0.8925	0.8955	0.9663
Like kind of work I do	0.9044	0.8963	0.9376	0.9503	0.9124
Motivation by leaders	0.9619	0.9556	0.9632	0.981	0.9404
Opportunity to improve skills	0.9777	0.9413	0.9333	0.9675	0.9062
Organization satisfaction	0.8944	0.9484	0.8719	0.8956	0.9721
Pay	0.905	0.963	0.8953	0.905	0.97
Pay rise per performance	0.9761	0.9764	0.9527	0.9616	0.9479
Personal accomplishment	0.965	0.9391	0.9452	0.969	0.919
Personal empowerment	0.9436	0.933	0.9477	0.9739	0.9174
Position of level of performance	0.9792	0.9507	0.9195	0.9582	0.9173
Promotion	0.9025	0.8931	0.7724	0.8102	0.8505
Promotion of diversity	0.9796	0.9491	0.9043	0.9339	0.9002
Promotion on merit	0.975	0.9652	0.9139	0.9432	0.9535
Proximity to supervisor	0.8292	0.8589	0.937	0.8983	0.8753
Race	0.9261	0.8876	0.9274	0.9168	0.8586
Recognition of performance	0.9523	0.9427	0.9727	0.9754	0.9258
Rewarding creativity/innovation	0.9769	0.9599	0.9156	0.9539	0.9308
SPY commitment to societal workforce	0.9593	0.935	0.9542	0.9813	0.9074
SPV evaluation	0.9539	0.9651	0.9059	0.9324	0.9568
SPV move	0.8042	0.8149	0.6529	0.7275	0.7745
SPV status	0.9083	0.8922	0.7887	0.8218	0.8474
SPV understanding	0.9755	0.9513	0.9271	0.9657	0.9295
Satisfaction of job opportunity	0.9099	0.9513	0.9112	0.9117	0.9774
Skill retainment	0.9752	0.962	0.9262	0.9589	0.9378
Supervisor interaction with diversity	0.9769	0.9363	0.9322	0.9557	0.8965
Total compensation	0.9337	0.9767	0.9097	0.9393	0.9746

(table continues)

	Advancement	Compensation	Demographics	Environment	Job Satisfaction
Training assessment	0.9763	0.9549	0.926	0.9692	0.9359
Training satisfaction	0.926	0.9585	0.8746	0.9128	0.9655
Trust in SPY	0.9737	0.95	0.9353	0.9697	0.9308
Accommodating opinions	0.9697	0.9559	0.9561	0.9813	0.9332
Leadership capacity building	0.9804	0.9594	0.9474	0.9769	0.9399
Leadership know what's going on	0.9272	0.9227	0.953	0.9695	0.9239
Leadership promises	0.929	0.9392	0.9422	0.9638	0.95
Recognition	0.9382	0.9633	0.9194	0.9438	0.9579
Satisfaction in work decisions.	0.9088	0.9564	0.8747	0.9094	0.9746
Work environment physical	0.9105	0.8864	0.9395	0.9633	0.8837

Table 7

Cross Loadings of all Items against Latent Variables

	Leadership	Motivation	Performance	Supervision	Training
Accountability for performance	0.9647	0.9539	0.9545	0.9417	0.9568
Age	0.7591	0.7707	0.7385	0.7121	0.7209
Awards per performance	0.9809	0.9809	0.9855	0.9731	0.9775
Bonus	0.7969	0.8077	0.858	0.8869	0.8479
Building capable enterprise	0.9692	0.9831	0.9767	0.9571	0.9748
Career move	0.8229	0.8587	0.8787	0.893	0.8749
Collaboration /information sharing	0.9478	0.9592	0.9795	0.9827	0.9802
Current empowerment	0.9319	0.9387	0.9165	0.8978	0.9126
Dealing with poor performance	0.9501	0.9672	0.978	0.9757	0.9739
Employee development	0.9675	0.9805	0.9827	0.9711	0.9815
Employee development support	0.9601	0.9671	0.9767	0.9744	0.9782
Equal opportunity/training	0.9574	0.9555	0.962	0.9525	0.9654
Equipment/technology for the job	0.9655	0.964	0.9684	0.9584	0.9749

(table continues)

	Leadership	Motivation	Performance	Supervision	Training
Evaluation of performance	0.9466	0.9536	0.9732	0.9766	0.9641
Fair performance appraisal	0.9595	0.9727	0.985	0.9815	0.9822
Gender	0.9103	0.907	0.8956	0.8755	0.8998
Good career growth	0.9621	0.9738	0.9785	0.9739	0.9782
Good work environment	0.9448	0.9559	0.9768	0.9798	0.978
Improved skill level	0.9707	0.9752	0.9701	0.9608	0.9695
Income	0.963	0.9762	0.9627	0.945	0.964
Job relevant Skills	0.9634	0.9478	0.9492	0.9374	0.9519
Job satisfaction	0.9064	0.9076	0.9207	0.935	0.912
Like kind of work I do	0.9624	0.9566	0.9328	0.9065	0.9339
Motivation by leaders	0.9782	0.9883	0.9765	0.9642	0.9753
Opportunity to improve skills	0.9517	0.966	0.9757	0.9699	0.9757
Organization satisfaction	0.8974	0.9129	0.8997	0.9043	0.8951
Pay	0.9064	0.9177	0.9157	0.919	0.9077
Pay rise per performance	0.9511	0.9682	0.9766	0.9768	0.9722
Personal accomplishment	0.9703	0.9694	0.9731	0.9671	0.9748
Personal empowerment	0.9681	0.9784	0.9655	0.9525	0.9709
Position of level of performance	0.9476	0.9541	0.9779	0.9804	0.9768
Promotion	0.8083	0.8175	0.8672	0.8954	0.8587
Promotion of diversity	0.9143	0.9377	0.9614	0.9706	0.9594
Promotion on merit	0.9491	0.9551	0.9669	0.9674	0.9641
Proximity to supervisor	0.8944	0.8977	0.8751	0.8601	0.8744
Race	0.8955	0.9087	0.9267	0.9309	0.9309
Recognition of performance	0.9688	0.9819	0.9702	0.9552	0.9655
Rewarding creativity/innovation	0.9424	0.9584	0.9696	0.9692	0.9729
SPY commitment to societal workforce	0.9666	0.9773	0.9734	0.9641	0.978
SPV evaluation	0.9434	0.9421	0.957	0.9652	0.9496
SPV move	0.7066	0.7413	0.7664	0.7976	0.7696
SPV status	0.8202	0.8278	0.8769	0.9045	0.8678
SPV understanding	0.9637	0.9609	0.9775	0.9847	0.9803
Satisfaction of job opportunity	0.9216	0.9305	0.9178	0.912	0.9111
Skill retainment	0.9482	0.9612	0.9731	0.9695	0.9739

(table continues)

	Leadership	Motivation	Performance	Supervision	Training
Supervisor interaction with diversity	0.9395	0.9488	0.9732	0.978	0.9731
Total compensation	0.9336	0.9479	0.9421	0.9462	0.9416
Training assessment	0.9595	0.9715	0.9742	0.9719	0.9814
Training satisfaction	0.9104	0.9262	0.9247	0.9354	0.9317
Trust in SPY	0.9685	0.9722	0.9762	0.9758	0.9802
Accommodating opinions	0.9698	0.9836	0.9788	0.9658	0.9783
Leadership capacity building	0.9753	0.9789	0.9853	0.9797	0.9856
Leadership know what's going on	0.9869	0.9661	0.9591	0.9408	0.9571
Leadership promises	0.9842	0.969	0.9531	0.941	0.9526
Recognition	0.931	0.9508	0.9443	0.9475	0.9409
Satisfaction in work decisions.	0.9088	0.9249	0.9158	0.9215	0.9176
Work environment physical	0.9615	0.9521	0.9425	0.9223	0.9483

Cross Loading Score Weight Comparison

The cross loading score weight and squared correlation test was done to access

the discriminant validity. According to Gefen, Straub, & Boudreau, (2000) both

discriminant and convergent validity are established when each item has a higher loading

(calculated as the correlation between the factor scores and the standardized measures) on

its assigned construct than on the other constructs (Table 5 illustrates the score weights

for each item).

Table 8

Cross Loading Score Weight Comparison

	Advancement	Compensation	Demographics	Environment	Job Satisfaction
Advancement	1	0	0	0	0
Compensation	0.9763	1	0	0	0
Demographics	0.9404	0.9366	1	0	0
Environment	0.9719	0.963	0.9748	1	0
Satisfaction	0.9459	0.9828	0.9272	0.948	1
Leadership	0.9629	0.9576	0.9648	0.9878	0.955
Motivation	0.9764	0.9718	0.9728	0.9938	0.9603
Performance	0.9913	0.9787	0.9642	0.9901	0.9561
Supervision	0.9932	0.9819	0.9489	0.9777	0.9574
Training	0.9897	0.9743	0.9613	0.9908	0.9529

Table 9

Cross Loading Score Weight Comparison

	Leadership	Motivation	Performance	Supervision	Training
Advancement	0	0	0	0	0
Compensation	0	0	0	0	0
Demographics	0	0	0	0	0
Environment	0	0	0	0	0
Satisfaction	0	0	0	0	0
Leadership	1	0	0	0	0
Motivation	0.989	1	0	0	0
Performance	0.9835	0.9905	1	0	0
Supervision	0.9713	0.9794	0.9934	1	0
Training	0.9828	0.9906	0.9964	0.9931	1

The study examined the variance-extracted for each construct as well. According to Anderson and Gerbing (1988), the squared correlation between a pair of latent variables should be less than the average variance-extracted (AVE) estimate of each

variable. Hence, each AVE value should be greater than the correlations in its row and column. The test was applied to every combination of latent variables. Each pairing passed the test as indicated in Table 5.

The study employed the SmartPLS to examine the cross-loading that indicate the probability of items in measuring more than one factor. According to Chin (1998a, 1998b), values of 0.70 or greater are significant. In the initial instrument, all the items were loaded satisfactorily with values over 0.90 (As shown in Table 6).

Structural Model Assessment and Hypothesis

Following the SEM, path analysis, which is closely related to multiple regressions, was employed to describe the dependencies among a set of variables. Path analysis gives the squared multiple correlations R^2 for each endogenous construct in the model. The percentage construct variation was used with the overall model providing the path coefficients that indicate the significance of the relationship between dependent and independent constructs. The results of the hypothesis tests of the structural model are discussed in this section. These results show how well the model predicts the hypothesized relationships (Gefen, 2002).
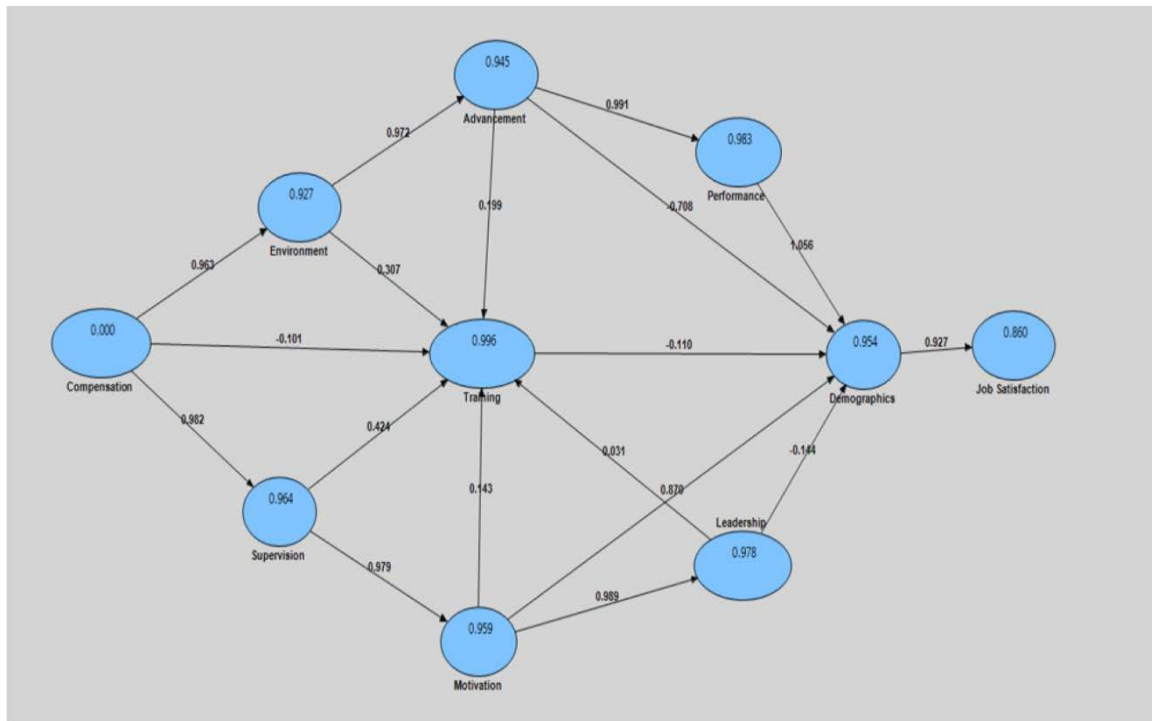
Figure 4. Job satisfaction path analysis model.

Normally, path analysis, estimates of standard error stabilize after 100 re-sampling. For standardized path to be meaningful, a value of 0.20 and above is ideal. The coefficient path should be 0.05, level of significance. The study showed the value outcome of R^2 above 0.90 for all the constructs with the least showing 0.80 the results of structural model are presented in figure1. This study had a value outcome of $R^2 = 85.9\%$ for job satisfaction and 97.8% for motivation.

Results

The results of this study provided useful information regarding NGA employee perception on generational motivation to job satisfaction and identified the challenges faced by employees which impact job satisfaction potential. The participants' opinions

provided a basis for identifying the major barriers to job satisfaction and whether they differ, generationally, amongst employees.

Effects of the Total Overall Model

For example Table VIII, Summaries for Total effects on Overall Model, indicates summaries of the results on the overall model and T-statistics.

Table 10

Summaries for Total Effects on Overall Model

	Original Sample	Sample Mean	Standard Deviation	T-Statistics
Advancement > Demographics	-0.707601	-0.720895	0.216729	3.264912
Advancement > Performance	0.99134	0.991393	0.001243	797.336803
Advancement > Training	0.19913	0.198412	0.060271	3.303902
Compensation> Environment	0.962999	0.962904	0.00707	136.218163
Compensation -> Supervision	0.981938	0.981916	0.002815	348.867199
Compensation -> Training	-0.10126	-0.104746	0.032593	3.106865
Demographics -> Job Satisfaction	0.927236	0.927543	0.013475	68.809841
'Environment -> Advancement	0.971931	0.971937	0.004438	218.98438
Environment > Training	0.307399	0.307903	0.063123	4.869816
Leadership -> Demographics	-0.14430	-0.11885	0.203534	0.70898
Leadership -> Training	0.03124	0.025192	0.045961	0.679706
Motivation -> Demographics	0.869578	0.85192	0.208315	4.174335
Motivation -> Leadership	0.989049	0.989165	0.002059	480.264401
Motivation > Training	0.14307	0.145144	0.076047	1.881333
Performance -> Demographics	1.056078	1.069223	0.352442	2.996456
Supervision -> Motivation	0.979441	0.979467	0.002924	335.017144
Supervision -> Training	0.423784	0.431287	0.071897	5.894283
Training -> Demographics	-0.11016	-0.117909	0.259076	0.425203

Hypothesis (*H*1a) seeking to answer the research question: Does job satisfaction differ by generational difference in the NGA? This was measured by the NGA job Satisfaction Survey and was supported by the direct relationship between the

demographic and job satisfaction factors with ($t=68.809841$) although studies indicate

generational differences in job satisfaction, this study differed with the assumption that

Generation X and Y are motivated differently. Although the majority of the respondents

(64.11) fell under generation Y, there is no evidence to indicate that age difference was a

major factor to job satisfaction.

Similarly, the relationship between extrinsic motivation factors and job

satisfaction was supported with the overall path coefficients of 0.90 and above. Although

intrinsic constructs like leadership, motivation, and advancement showed significant job

satisfaction factors, the study showed extrinsic constructs like training, compensation,

and work environment as a significant determinant of job satisfaction. This establishes a

relationship among both intrinsic and extrinsic to job satisfaction that is not clearly

defined by the X and Y generational gap.

Likewise, as indicated by the relationship between extrinsic motivation factors

and job satisfaction, the data showed no difference in how generational cohorts moderate

relationships between extrinsic factors and job satisfaction; generational job satisfaction

was not defined by age alone, but by other factors like race, income pay band, gender,

and experience.

There is a positive relationship between job satisfaction for Generation X, but for

Generation Y this positive relationship was not supported. Although the relationship

between demographics and job satisfaction factors were significant ($t=68.809841$), other

non-generational extrinsic relationship factors like environment and training

($t=4$.869816); performance ($t=2.996456$) and advancement ($t=3.264912$) were

negligible. It is unlikely that generational cohort moderates the relationship between extrinsic motivation and job satisfaction in such a way that there is a positive relationship between extrinsic motivation and job satisfaction for Generation X, but not for Generation Y.

Summary

The study showed Generation Y cohorts are almost two time more likely to participate in job satisfaction surveys compared to their Generation X cohorts. This results of this study confirmed that employees belonging to Generation X and Y did not have a statistically significant difference on job satisfaction; however, there was a clear relationship among both intrinsic and extrinsic to job satisfaction that was not clearly defined by the X and Y generational gap.

Chapter 5: Discussion, Implementation, and Recommendations

Introduction

The purpose of the current quantitative study was to examine whether

generational difference between Generation X and Generation Y affect employee job

satisfaction in the NGA. I hypothesized that there may be differences in the job

satisfaction of NGA employees from different generational cohorts by measuring

compensation, environment, advancement, performance, training, supervision,

motivation, and leadership.

The job market has changed, and the perceived lanes in the road have shifted from

the desk to virtual boundaries such as, Facebook, Twitter, Snapchat, and LinkedIn.

Therefore, I speculate that the NGA leadership needs to employ generational-specific

policies to meet the needs of both Generations X and Y in the workplace. Included in this

chapter is a discussion of the findings and an explanation of the significance of the

findings. I continue with a discussion of the interpretation of findings, the implications

for social change, recommendations for action and future studies, and a conclusion.

Interpretation of Findings

The participation rate was higher than I expected and identified common themes

associated with generational cohorts. McGregor theory X and theory Y inferred that

combined factors such as management, motivation, organizational development, and

improving organizational culture unequivocally lead to job satisfaction. The first research

question was intended to assess whether job satisfaction differs by generation in the

NGA. I concluded that employees from both generations generally enjoy the work they

perform and want to contribute to building a better NGA. Employees and supervisors share responsibility in making this work and making adjustments to satisfy both the mission and taking care of its people. NGA (2016) is committed to improving workforce performance by using a systematic approach for formal and informal training, which encompasses both classroom and online settings. Training showed a favorable percentage with both generations; this explains why both generations are satisfied with their level of training and agree with the level of interaction.

Generation X Employees

The survey identified and demonstrated a strong connection between performance, supervision, leadership, and job satisfaction for Generation X employees. A strength for self-reporting surveys is that they capture what a generation's members say about themselves rather than how they are perceived by others (Twenge et al., 2012). I concluded that Generation X employees associate job satisfaction as a measure of respect for their positions or place within NGA. This generation emphasizes principles of trust, respect, and leadership because they are more likely to be in a supervisor/manger position and are obligated to provide direction or even rate Generation Y employees on job performance. McGregor's X theory suggests that older employees use authoritarian management style, which aligns with the assumption in the disparity to examine their leadership style and possibly reflect their view on managing younger employees. They are less likely concerned about their own performance because they are nearing retirement age and are reaching the end of their own careers. Employee performance may help explain the fervor with which managers pursue the development of an engaged

workforce (Allen & Rogelberg, 2013). The McGregor X theory provides Generation X with the falsehood to control Generation Y because they do not respect them as they did Baby Boomers or embrace how technology has significantly changed the work environment.

The findings concluded that although there is a difference in job satisfaction between the two different generations there is not a significant difference that causes concern to the NGA. The differences appear because of the previously mentioned variable differences and attitudes.

Generation Y Employees

The survey identified and showed there was a strong connection between advancement, compensation, motivation, and job satisfaction for Generation Y employees. I concluded that Generation Y employees associate job satisfaction as a merit based requirement. This is reflected in their *Defense Civilian Intelligence Personnel System* (DCIPS) scores which ultimately provides the employees with the assurance that the better they performed the more satisfaction they will receive. This indicates that Millennials quantify their tangible actions and results over talking and thus survey questions may not capture their true core as a generation. They place more importance on behaviors (Twenge et al., 2012).

I suspect that Generation Y employees view advancement and compensation as internal validation on how NGA measures its investment (employees). Motivation is essential for this generation to feel satisfied in their job and stay committed to NGA because they have a long career ahead of them. Many estimates put the "Great

Recession" of 2008 – 2010 as having consumed somewhere around $14 trillion in household wealth (Gibaldi, 2013). Generation Y employees are still attempting to get promoted and seek greater responsibilities, improving organizational culture, and flourish under McGregor Theory Y's participative management style.

Implications for Social Change

The study concluded that there are multiple implications for social change. This study added to the body of research and filled existing gaps in the literature by providing researchers with tangible data into generational perceptions within the Intelligence Community that was previously unknown. Even though Generation Y has become the dominant workforce in 2016, they are working under policies that were created by Baby Boomers; this does not sit too well with my Generation Y employees because they are more creative and technologically savvy. The study suggest that NGA may need to create new initiatives and training develop and challenge highly capable employees without tying performance to monetary gains. These type of opportunities may close the gap between the two generations if the new training is effectively socialized among the workforce. This is consistent with Allen and Rogelberg (2013) who suggested this approach is not only relevant for current managers, but ultimately makes employees leverages strengths and mitigate weakness across the organization. This has the potential to uncover the root caused for dissatisfaction and develop the way forward to combat generational biases.

Recommendations

Recommendations for Action

Via the survey, employees were provided a real opportunity to be heard and make a difference in the workforce; their responses were used to identify trends in specific generations, across the entire workforce. Based on the results of this study, I recommend a shift from a job satisfaction model to a model that measures levels of employee engagement; this can promote the creation and updating of policies that focus on the strengths of the current workforce demographics. Engagement is connected to employee job performance and significantly interrelated with job satisfaction (Rich, LePine, & Crawford, 2010).

With an advocate assigned, NGA can showcase stronger career paths, promotions, and development opportunities for all employees. The current research uncovered information on generations and job satisfaction that was previously unknown within the body of research. Results can be presented to leadership teams, unions, and professional groups to strengthen job satisfaction opportunities for improvement at the NGA. Barford and Hester (2011) reported that the federal government's workforce climate is shifting; hence, Generation Y is unveiling what it expects from a long and prosperous career. Conducting internal studies will help management align corporate incentives to motivate workers from multiple generations.

Recommendations for Further Study

I am emphasizing my recommendation that a future study should be more focused on motivation relationship between motivation factors and job satisfaction and

the concept of generations could be arbitrary. Examining workforce motivation factors is an industry standard indicator to measure organizational overall health and NGA's ability to execute missions. Job satisfaction may guide action plans, evaluate current policies, and identify key drivers for managers to understand how employees across the organization think and feel despite their generational alliances. This will generate an intentional culture where highly satisfied employees demonstrate a link of mutual respect regardless of generational differences and organizational performance.

Summary

Although there were generational differences in performance, supervision, advancement, leadership, compensation, and motivation, both Generation X and Y employees were satisfied working at NGA. "More challenging, of course, is to try to predict the future from these data with the next generation—continue these trends or reverse them?" (Twenge et al., 2012, p. 1060).These variables can be contributed to the different generational attitudes and supported by the literature. Accessing the workforce, under the McGregor Theory construct and fiscal restraints, will define the ongoing generation shifts and fill a knowledge gap that is often times overlooked.

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Appendix A: IRB Approval

Gmail
by Google

Calvin Colbert <calvin.colbert@waldenu.edu>

IRB Materials Approved - Calvin Colbert
1 message

IRB <irb@waldenu.edu>   Mon, Feb 22, 2016 at 5:31 PM
To: "calvin.colbert@waldenu.edu" <calvin.colbert@waldenu.edu>
Cc: Jessie Lee <jessie.lee2@waldenu.edu>

Dear Mr. Colbert,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Job Satisfaction in the National Geospatial Intelligence Agency."

Your approval # is 02-22-16-0083294. You will need to reference this number in your dissertation and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on February 21, 2017. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. This includes maintaining your current status with the university. Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.

If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections

otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the IRB section of the Walden website: http://academicguides.waldenu.edu/researchcenter/orec

> Welcome from the IRB - Research Ethics & Compliance ...
>
> academicguides.waldenu.edu
>
> The Institutional Review Board (IRB) is responsible for ensuring that all Walden University research complies with the university's ethical standards as well as U.S ...

Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ_3d_3d

Sincerely,

Libby Munson

Research Ethics Support Specialist

Office of Research Ethics and Compliance

Email: irb@waldenu.edu

Fax: 626-605-0472

Phone: 612-312-1283

Office address for Walden University:

100 Washington Avenue South, Suite 900

Minneapolis, MN 55401

Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link: http://academicguides.waldenu.edu/researchcenter/orec

Appendix B: Participation Request

Requesting Participation in Survey for my Dissertation at Walden University

Fellow Colleagues:

I am a Walden University doctoral student that requests your participation in a 100 question survey. This survey takes approximately 10-15 minutes to complete. If you are full time cadre employees between the ages of 21-55 please take the NGA Job Satisfaction Survey. Your selection was derived from your association to NGA via Facebook and Linkedin accounts.

The purpose of this study is to examine if Generation X and Generation Y generational differences affect employee job satisfaction at the NGA by measuring compensation, environment, advancement, performance, training, supervision, motivation, and leadership.

Your responses are critical in providing the necessary information to evaluate and improve policies that may create a more harmonious work place.

The participation in this research is completely voluntary and your answers are completely confidential. No personally identifiable information will be associated with your responses; moreover, survey results are reported in a summary format, which prohibits anyone from establishing a link between a particular participant and his or her responses. To protect your privacy, I am not requesting a consent signature. Rather, your action of responding to this survey would implicitly serve to acknowledge that you are volunteering to participate in this study and that you consent to my usage and interpretation of information that is provided from the survey results.

There are no penalties or professional risks for not participating and you have the option to quit the survey at any time. Although there are risks of strong emotional responses, taking the survey is on a strictly voluntary basis. Survey availability is only for 10 days; please take the survey as soon as possible.

Please print this consent form for your records.

Should you have any questions or comments, feel free to contact me at calvin.colbert@waldenu.edu or 540-848-6833. If you have any questions about your privacy or your rights as a participants, please contact my university via IRB@waldenu.edu or 612-312-1210.

Thank you for your time and consideration.

R/S
Calvin Colbert

Appendix C: Job Satisfaction Survey

1. What is your age?

◯ 21 to 34

◯ 35 to 55

* 2. What is your gender?

Male	◯
Female	◯

3. Which race/ethnicity best describes you?

◯ White

◯ Black or African American

◯ Hispanic

◯ Native Hawaiian or other Pacific Islander

* 4. What is your pay grade?

Band I / GS 1-7 or equivalent ($22,115 – $54,875)	◯
Band II / GS 8-10 or equivalent ($46,745 – $73,197)	◯
Band III / GS 11-13 or equivalent ($62,467 – $115,742)	◯
Band IV / GS 14 or equivalent ($105,211 – $136,771)	◯
Band V / GS 15 or equivalent ($123,758 – $155,500)	◯

* 5. What is your supervisory status?

| Supervisor | ○ |
| Non-Supervisor | ○ |

6. Which of the following categories describes your employment status?

○ Government employee full-time

○ Government employee part-time

○ Military member

○ Contractor

* 7. Number of years in the organization?

1-3 years	○
4-5 years	○
6-10 years	○
11–20 years	○
Less than 1 year	○
More than 20 years	○

8. What is the highest level of school you have completed or the highest degree you have received?

○ Less than high school degree

○ High school degree or equivalent (e.g., GED)

○ Some college but no degree

○ Associate degree

○ Bachelor degree

○ Graduate degree

* 9. Are you considering leaving the organization within the next year?

| Yes | ○ |
| No | ○ |

* 10. I would choose to stay even if offered a similar job with the same pay and benefits elsewhere.

Yes	○
No	○

* 11. My organization is a good place for career growth.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 12. My organization has an effective process to help me identify my career development needs.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

13. When at work, I am completely focused on my job duties.

○ Strongly Disagree

○ Disagree

○ Neutral/Neither agree nor disagree

○ Agree

○ Strongly Agree

* 14. I learned a great deal in my present job.

Strongly Disagree	◯
Disagree	◯
Neither Agree Nor Disagree	◯
Agree	◯
Strongly Agree	◯

* 15. I can reach my career goals here.

Strongly Disagree	◯
Disagree	◯
Neither Agree Nor Disagree	◯
Agree	◯
Strongly Agree	◯

* 16. I am building skills that will help me in my long-term success inside and outside my agency.

Strongly Disagree	◯
Disagree	◯
Neither Agree Nor Disagree	◯
Agree	◯
Strongly Agree	◯

* 17. Promotions in my work unit are based on merit.

Strongly Disagree	◯
Disagree	◯
Neither Agree Nor Disagree	◯
Agree	◯
Strongly Agree	◯

* 18. I genuinely believe my organization wants me to take risk to make things better.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

19. How satisfied are you with your opportunity to get a better job in your organization?

○ Extremely satisfied

○ Very satisfied

○ Moderately satisfied

○ Slightly satisfied

○ Not at all satisfied

20. Given your skills, how well are you paid?

○ Extremely well

○ Very well

○ Moderately well

○ Slightly well

○ Not at all well

21. Given your abilities, how well are you paid?

○ Extremely well

○ Very well

○ Moderately well

○ Slightly well

○ Not at all well

* 22. Pay raises depend on how well employees perform the jobs.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 23. Pay raises depend on how well employees perform the jobs.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 24. Awards in my work unit depend on how well employees perform their jobs.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

25. Considering everything, how satisfied are you with your job?

○ Extremely satisfied

○ Very satisfied

○ Moderately satisfied

○ Slightly satisfied

○ Not at all satisfied

26. Considering everything, how satisfied are you with your pay?

○ Extremely satisfied

○ Very satisfied

○ Moderately satisfied

○ Slightly satisfied

○ Not at all satisfied

27. Considering everything, how satisfied are you with your total compensation (salary, bonus, benefits, etc)?

○ Extremely satisfied

○ Very satisfied

○ Moderately satisfied

○ Slightly satisfied

○ Not at all satisfied

* 28. The people I work with cooperate to get the job done.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 29. I recommend my organization is a good place to work.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 30. I am treated respectfully without regard to my race, gender, age, disability status, sexual orientation, or cultural background.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 31. I have the opportunity to succeed in my organization without regard to my race, gender, age, disability status, sexual orientation, or cultural background.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 32. Physical conditions allow employees to perform the jobs.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 33. I have the proper equipment, technology, and materials to do my job.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 34. I can disclose a suspected violation of any law or regulation without fear of reprisal.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 35. Employees in my work unit share job knowledge with each other.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 36. I have the opportunity to work directly with members of other organizations or components when necessary.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 37. Employees are protected from health and safety hazards on the job.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 38. Empowerment is important at work

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 39. Employees have a feeling of personal empowerment with respect to work processes.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 40. I like the kind of work I do.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 41. I know how my work relates to the agency's goals and priorities.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 42. The work I do is important.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 43. At work, my opinions seem to count.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 44. My management's actions and decisions are consistent with the organization's core values.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

45. How satisfied are you with your involvement in decisions that affect your work?

○ Extremely satisfied

○ Very satisfied

○ Moderately satisfied

○ Slightly satisfied

○ Not at all satisfied

* 46. Policies and programs promote diversity in the workplace.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 47. My supervisor supports my need to balance work and other life issues.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 48. My supervisor appropriately addresses conflict on our work team.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 49. My supervisor emphasizes collaboration and information sharing with other organizations or components.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 50. I have a high level of respect for my organization's senior leaders.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 51. My leadership encourages and respects alternate points of view recommendations.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 52. The senior most leaders in my organization are doing the things necessary to build a more competent and capable enterprise.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 53. My leadership does what they say they are going to do.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 54. My leadership follow through with implementing sound improvement ideas.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 55. My leadership wants to know what's really going on, whether good news or bad.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 56. My office and group level leaders are doing the things necessary to build a more competent and capable enterprise.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 57. Did you receive a bonus in either of the last two years?

Yes	○
No	○

* 58. I am given a real opportunity to improve my skills in my organization.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 59. Supervisors/team leaders in my work unit support employee development.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 60. My organization is doing a good job of developing employees in my occupation to their full potential.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 61. Creativity and innovation are rewarded.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 62. How often does your manager provide informal or formal feedback on your performance.

Weekly	○
Monthly	○
Quarterly	○
Semi-Annually	○
Yearly	○

* 63. In my organization, leaders generate high levels of motivation and commitment in the workforce.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 64. My supervisor allows me to take risks to make things better.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 65. I give more than what is expected of me in my job.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 66. The skill level in my work unit has improved in the past year.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 67. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 68. In my work unit, steps are taken to deal with misconduct.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 69. In my most recent performance appraisal, I understood what I had to do to be rated at different performance levels.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 70. I am held accountable for achieving results.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 71. In my work unit, differences in performance are recognized in a meaningful way.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 72. My performance appraisal is a fair reflection, performance.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 73. Discussions with my supervisor/team leader about my performance are worthwhile.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 74. My work products are improved when I can collaborate with colleagues from other organizations or components.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 75. Have you moved into a supervisory role in the last three years?

Yes	○
No	○

* 76. My supervisor has trust and confidence in me.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 77. I have trust and confidence in my supervisor.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 78. Overall, how good a job do you feel is been done by your immediate supervisor/team leader?

Excellent	○
Good	○
Mediocre	○
Poor	○

* 79. My supervisor sets and revises my performance objectives as needed during the performance cycle.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 80. I know where I stand with my supervisor regarding my level of performance throughout the entire year.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 81. My supervisor understands what it takes to do my job.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 82. How often do you talk with your supervisor.

Daily	○
Weekly	○
Monthly	○
Never	○

* 83. Supervisors/team lead leaders work well with employees of different backgrounds.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 84. My supervisor/team leader is committed to a workforce representative of all segments of society.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 85. The workforce has the job relevant knowledge and skills necessary to accomplish organizational goals.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 86. My work unit is able to recruit people with the right skills.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 87. My work unit is able to retain people with the right skills.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 88. My training needs are assessed.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

89. I am satisfied with the job-related training my organization offers.

○ Strongly Disagree

○ Disagree

○ Neutral/Neither agree nor disagree

○ Agree

○ Strongly Agree

90. I am satisfied with the investment my organization makes in training and education.

○ Strongly Disagree

○ Disagree

○ Neutral/Neither agree nor disagree

○ Agree

○ Strongly Agree

* 91. I am constantly looking for ways to do my job better.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 92. My talents are used well in the workplace.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 93. I feel encouraged to come up with new and better ways of doing things.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 94. I enjoy volunteering for work activities beyond my job requirements.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 95. My workload is reasonable.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

* 96. I believe the survey will be used to make my organization a better place to work.

Strongly Disagree	○
Disagree	○
Neither Agree Nor Disagree	○
Agree	○
Strongly Agree	○

97. My organization is dedicated to diversity and inclusiveness.

○ Strongly Disagree

○ Disagree

○ Neutral/Neither agree nor disagree

○ Agree

○ Strongly Agree

98. I want to retire from this organization.

◯ Strongly Disagree

◯ Disagree

◯ Neutral/Neither agree nor disagree

◯ Agree

◯ Strongly Agree

99. In my organization, employees adapt quickly to difficult situations.

◯ Strongly Disagree

◯ Disagree

◯ Neutral/Neither agree nor disagree

◯ Agree

◯ Strongly Agree

100. My teammates have my back.

◯ Strongly disagree

◯ Disagree

◯ Neither disagree nor agree

◯ Agree

◯ Strongly agree