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# Correlations Between Current and Expected Relocation Quality of Workplace Factors

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2018

Abstract

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by

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MA, University of Liverpool, United Kingdom, 2010




Dissertation Submitted in Partial Fulfillment

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Abstract

High-quality hospitality education is important to bring to international locations because it is a foundation for business and tourism. An international network of hospitality schools (HS) has a problem of convincing faculty to relocate to international locations, which limits expansion efforts and the quality of faculty available at less desirable locales. The purpose of this correlation study was to investigate the relationship between varies workplace factors that faculty expect to be of the highest quality, allowing senior management to ensure relocations. The theoretical foundation that grounded this study was Authors' expectancy theory, which stipulates that what people expect to occur drives their behavior; in this study, the behavior in question was the decision to relocate or not. The research questions concerned the correlations between faculty ratings of current workplace factors and faculty ratings indicating the quality they expected each workplace factor to show at a relocation site. Approximately 180 faculty members of HS answered an anonymous online survey. The survey was rated using 2 scales indicating how true each workplace item was in the current location and how high quality each workplace item was expected to be. Correlation analysis was conducted for each of the survey items to determine if there was a relationship between the faculty's ratings of their current position and what they expected in a relocation. The study found that feedback on work results was highly valued by participants wherever their workplace was located. The study may promote positive social change by supporting the school's capability to provide a workplace environment in compromise locations that attract and retain hospitality faculty, ultimately benefiting students in the globalizing world of education.

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Dedication

I would like to dedicate this doctoral study to my sons Sebastian and Andreas, and stepdaughter Shenshen to encouraging and inspiring, and motivating them towards lifelong learning—*The Will to Learn.*

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I would like to say thank you and deepest respect to my committee chairperson, Dr. Jennifer Seymour, for all her outstanding professional support. I say thank you to HS senior management for their financial support and to the HS faculty for their gracious participation in the research.

I say thank you to my lovely wife, Qiaoping, for all her patience and warmness. You helped me to achieve a major goal in my life.

To my mother and father, Erngard, Erhard, and Eberhard, who did not live to see this work.

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Chapter 1: Introduction to the Study

## Introduction

An engaged faculty does not need to be managed; its members simply require leadership to remain focused on the collective attainment of objectives (Pearce, 2013). School officials want faculty to be willing to perform tasks and activities aimed at the accomplishment of the objectives of the institution (Spring, 2015a). In this study, the educational organization of interest was a network of hospitality schools (referred to in this study as HS, a pseudonym). The problem was that faculty were resistant to relocating to compromise locations such as Nigeria, Kuwait, Kingdom of Saudi Arabia, and China (Expat Insider, 2016). The gap in practice was that HS leadership did not know which workplace factors would encourage current faculty and new faculty to relocate to new campuses in compromise locations. The term *compromise location* was created for this study and is meant to convey a circumstance wherein European employees would have to compromise their current working and living conditions to move to a new location (see definition on p. 10). These compromise locations included the HS in Shanghai, in the People's Republic of China, and at future sites including Kigali in Rwanda, Abu Dhabi in the United Arab Emirates, Chicago in the United States, and Singapore in the Republic of Singapore.

According to Blackburn (2015), as global mobility increases and the number of doctorates increases, faculty relocation to compromise locations is becoming more frequent. As higher education institutions expand globally, the multifacetedness of the many different organizations defies easy categorization (Mueller & Overmann, 2014).

Because of the variety, it is worthwhile for each institution to define the specifics of its faculty workplace factors and identify those factors that faculty expect to be of the highest quality in any location and that are thus the most important to faculty job satisfaction. According to Chen and Yu (2016), the faculty workplace is a critical environment that affects the mental and physical well-being of any teacher; it also indirectly affects the health conditions in teachers' households, communities, and society. The workplace factors that affect faculty were the focus of this study; the workplace factors are aspects of positions that could be changed for compromise locations based on the feedback from participants in this study. Workplace factors can directly influence faculty members' ability to do a well-balanced job, regardless of their position (Harber, 2014). Teachers are likely to be encouraged in general when they are situated in a favorable working environment that ensures attractive salaries, moderate teaching loads, moderate class size, good relationships among themselves and with students, and good leadership (Parker, 2014). However, characteristics of teaching positions can demoralize faculty's commitment to their jobs (Spring, 2015b), including large class sizes, unfamiliar hours of work, multigrade teaching, and unhealthy relationships among teachers. These general characteristics of teaching positions are important but are not sufficient to ensure that the particular workplace of a position is encouraging for teachers. This study delved into these details to identify which workplace factors are most important and which are needed for faculty to relocate.

**Background**

In the local context of HS, a hospitality school originally founded in Switzerland, it is a problem to convince faculty to relocate to compromise locations based on discussions with senior management and inspection of the 2013 Global Employee Engagement Survey (M. Ma, personal communication, November 4, 2013). HS European locations are small and secluded. This is very different from, for example, HS in Shanghai, China (Y. Zhu, personal communication, December 4, 2014). According to Peng and Baek (2015), people are reluctant to relocate from small towns to cities of a different culture. The importance of this issue will grow dramatically in the coming years, according to the president of HS, as the company seeks more faculty to relocate and opens school sites in additional compromise locations including Kigali in Rwanda, Abu Dhabi in the United Arab Emirates, Chicago in the United States, and Singapore in the Republic of Singapore. According to Collier (2013), several compromise locations are in developing countries that have economic, security, housing, and transportation problems. According to the academic affairs director of HS (A. Butler, personal communication, January 23, 2015), hospitality schools aiming to become truly global will need to plan and structure management development that includes international and cross-cultural experiences. They will need to train their teachers to work in cross-cultural teams.

The overall context of providing global hospitality education is larger than simply relocating some faculty. For example, when residential private schools begin developing regular business with foreign investors, a typical problem that their senior management

teams face is a lack of expertise in international matters on all levels, including

management, principals, and faculty (Yudkevich, Altbach, & Rumbley, 2017). Currently,

HS has some experience in operating under foreign conditions, specifically at the

Shanghai campus, which has been open since 2013. There are currently shortages of

personnel at this facility, according to the chief executive officer of HS. Indeed, I have

personally experienced the ramifications of this problem as I have been temporarily

assigned to staff positions that could not be filled. HS needs to grow its personnel who

are more experienced in international schools.

Globalization is taking place at a fast pace, and it is hard to find faculty to meet

the need. A senior official of HS Global Production and Services (GPS) said, "It seems

clear that living and working in a multicultural environment is part of the definition of the

21st century. Not only are we exposed to multiple national cultures, but there are multiple

domestic cultures to experience as well" (D. Wood, personal communication, December

4, 2014). Currently, HS faces the challenge of staffing two international degree programs,

according to the president of HS (P. Brown, personal communication, March 17, 2015).

These are the global bachelor's program and a Switzerland-Chicago two-degree program.

The newly started Global Bachelor of Business Administration is a unique

program offered by HS that gives students the opportunity to study at three campuses

(Switzerland, China, and Spain). Unfortunately, staffing the Shanghai location continues

to be a problem, according to the human resources director of HS (K. Favre, personal

communication, November 21, 2016). Finding qualified hospitality teachers to teach in

dual language programs—for example, in Spanish—is a major challenge (A. Smith,

personal communication, March 9, 2017). In addition, HS has launched a two-degree hospitality program with coursework in Switzerland and at HS College in Chicago for preparing students for careers in international hotel management and hospitality management (G. Peterson, personal communication, August 12, 2016). This location has also been challenging to get HS faculty to relocate to (D. Wood, personal communication, November 21, 2016).

<div align="center">**Problem Statement**</div>

The problem is that HS has difficulty encouraging faculty to relocate to compromise locations. The gap in practice is that HS does not know which job characteristics faculty expect to be of the highest quality in order for them to relocate to new campuses in compromise locations. For this study, I assumed that while salary and culture would certainly be factors in any faculty member's expectations of a new position (Bastian & Henry, 2016), it is also important to consider the factors of the working environment that employees indicate they expect to be of highest quality in their potential new positions.

Meeting teachers' desire for a quality workplace enables them to not only relocate and stay at a compromise location, but also to do high-quality work (Teichler, 2015). This is important to the entire HS institution. Recognition of the importance of teachers in a school's success has increased significantly as research continues to report that a teacher is the single greatest variable for student success and retention (Organization for Economic Cooperation and Development, 2013). According to the director-general of HS, the value of the teacher's contribution, which can be referred to as *human capital*, has

been increasingly interesting to HS senior management and governing board in recent years. Human capital includes both the experience and the knowledge of teachers. Human capital is one of the few assets of a school whose value does not wane from the first day of purchase but can grow over time and must continue to grow for the successful existence of the school (Hanushek, 2013). This study will help HS leaders to understand their human capital and improve upon it by enriching the workplace factors that faculty care the most about.

## Purpose of the Study

The purpose of this study was to investigate (a) the participants' ratings of their current workplace factors, (b) the participants' ratings of the quality of workplace factors they would expect in order to move to a compromise location, and (c) whether there are any correlations between the two sets of ratings. A quantitative survey study collected faculty ratings on each workplace factor twice: first, indicating how true was it of their current position, and second, indicating how high quality they expect the factor to be in a compromise location. These two ratings were the dependent variables. Correlations were calculated for each item to determine the strength of the relationship.

## Research Questions and Hypotheses

HS leaders welcomed this study's survey as a complement to their current review of employee engagement. As president of HS Global Products and Services mentioned in his first statement of 2015, "We continued our focus on being a smart and healthy organization, launching a global Employee Engagement Survey to target areas for continued improvement" (D. Wood, personal communication, January 16, 2016). The

difference is that the HS survey attempts to identify current engagement, whereas the survey in this study was used in an effort to identify workplace factors that may contribute to relocation to compromise locations.

The gap in practice was lack of knowledge regarding what workplace factors teachers expect to be of high quality in compromise locations. The survey first asked faculty about their current location to give context to what they would want in a relocation. The survey asked participants to rate statements in terms of how much they agreed that the statement was true of their current location. These ratings indicated the extent to which participants currently had each workplace factor. Then, the survey asked participants to rate statements in terms of how much quality they expected in each workplace factor at the compromise locations. These ratings indicated the workplace factors' quality that participants expected in order for them to relocate. The first two research questions then asked for descriptive statistics on all of these ratings. The third research question investigated whether there was a relationship between the job characteristics participants currently had and those that they would expect to be of high quality for them to relocate.

RQ1: How do hospitality faculty rate their current workplace factors?

RQ2: How do hospitality faculty rate each workplace factor in terms of how high quality they expect each factor to be in order for them to relocate?

RQ3: What is the relationship between hospitality faculty ratings for current workplace factors and their ratings of the workplace factors in terms of

how high quality they expect each factor to be in order for them to

relocate?

Ho3:   There are no significant relationships between teachers' ratings of

their current workplace factors and teachers' ratings of how high

quality they expect workplace factors to be in order to relocate to a

compromise location.

$H_A$3:   There are correlations between teachers' ratings of their current

workplace factors and teachers' ratings of how high quality they

expect workplace factors to be in order to relocate to a compromise

location.

**Theoretical Framework for the Study**

Vroom's expectancy theory of motivation indicates that people desire to reach a

goal if they think that the goal is worthwhile (Truss, Delbridge, Alfes, & Shantz, 2014).

According to this theory, the HS faculty would be motivated if they believed that their

workplace factors were producing excellent future hospitality employees. According to

Rumbley, Helms, Peterson, and Altbach (2014), teachers are beginning to demand that

they are treated as individuals. The one-size-fits-all workplace is becoming a thing of the

past. The savvy human resource professional should instead focus on fostering

employment workplace factors that meet the needs of each discrete segment of

employees. This study investigated how hospitality faculty rated their current workplace

factors and how hospitality faculty rated each workplace factor in terms of how high

quality they expected each factor to be for them to relocate. The survey items were rated

using two different scales. First, participants were asked to rate workplace factors on a 5-point scale that ranged from *strongly disagree* to *strongly agree* that the workplace factor was true of their current position. Using the second 5-point scale, participants rated how high quality they expected each workplace factor to be, ranging from *basic quality* to *highest quality*. The factors that were expected to be of highest quality would indicate which factors the global organization should make of highest quality to attract and retain teachers at these compromise locations. The factors that were true of the current workplace and were also expected of the relocation workplace might had correlations that were inspected to determine whether HS should allocate resources to ensure that workplace factors in the compromise location are commensurate with the current location so that employees are not disappointed.

**Nature of the Study**

The quantitative survey design was selected because a reliable and valid tool was available. A survey could reach the greatest number of people, and I could carefully examine the correlations between the two dependent variables: current workplace ratings and expected workplace ratings. The data were collected anonymously from faculty at two HS using Google Forms. The data were analyzed using IBM SPSS Statistics for descriptive statistics and correlation analysis of each item's two ratings.

**Definitions**

*Human capital*: The qualities and talents that employees bring that are valuable to an organization. Human capital is sometimes called *employee competence* (Koehn & Rosenau, 2016). Employee competencies are attributes that personnel need to accomplish

their work most effectively. Human capital is the productivity that employees bring to a company. Importantly, it also includes the way in which employees work together and the relationships they have within the organization (Hayden & Thompson, 2013).

Compromise location: I invented this term for this study. It directly refers to the condition of employees—that they would have to make compromises in order to move to a different location. Locations have a broad range of positive and negative differences, which are subjectively ascribed. The natural habitat is a broad description of the differences between typical HS employee living conditions and the compromise locations' living conditions. Differences include politics, language, religion, terrain, pollution, housing, and others (Reilly, Sirgy, & Gorman, 2013).

*Workplace factors*: Leadership climate, the intrinsic attractiveness of the workplace, the extrinsic attractiveness of the workplace, workplace autonomy, workplace competencies, social interaction at the workplace, competence experience, autonomy experience, integration of social experiences, and work-related performance. There are two dependent variables that are related to workplace factors. The two dependent variables are due to two different ways of rating the same workplace factor items. With one, the faculty rate their current location's workplace factors, and with the other, they rate they workplace factors they expect to be of high quality at a compromise location.

## Assumptions

The primary assumption of this study was that the participants would provide their ratings honestly and thoughtfully. The entire study depended upon this. Another assumption I made was that the items on the survey represented the workplace factors

that would affect someone's job satisfaction in a current location as well as potential compromise locations. The survey was tested in previous research with current positions and was pilot tested with the compromise location, but there was still a small need to assume that it was suitable for both situations at this time.

For this study, I assumed that the faculty members responding to the survey would rate the items as truthfully as possible. I also assumed that they could consider the hypothetical question of how high quality they expected each factor to be for them to consider relocating.

## Scope and Delimitations

The scope of this study encompassed two European hospitality schools that taught aspiring dining and hotel employees the necessary skills and attitudes to provide quality service. The findings were particular to this setting and the international campuses that the faculty might consider working at. The findings may indicate which workplace factors are important to ensure that they are high quality in compromise and none compromise locations of hospitality schools around the globe.

The scope was narrowed to HS faculty at the European locations, their current workplace factor conditions, and their ability to rate factors that they would consider in order to relocate. Workplace factors delimit; that is, it does not account for the multiple aspects of any of the specific compromise locations, nor the participants' relative evaluation of those aspects. Instead, employment focuses on workplace factors that they currently experience because that is what HS can have some control over.

**Limitations**

A limitation of this study was the low number of potential participants. I expanded my participant pool to include an additional HS, but it would have been better if there had been two additional schools. The response rate was sufficient, and I had enough data for the statistical analyses.

The limitation of this project study was that all of the data came from the same source. Using only HS for the entire study might have limited the generalization of the results. This study was conducted with only employees who were currently working in Switzerland. Future studies should attempt to replicate the findings with employees from other compromise locations.

**Significance**

This research is relevant to the larger context of employment because there is the need to define workplace factors that faculty expect to be of highest quality to guide the task of relocating many faculty from many schools to compromise locations internationally. As hospitality schools become a global economy, they are also becoming a global educational system. The need for high-quality faculty to compromise their current living conditions and work abroad will only grow. It would be encouraging if this and similar research studies were fruitful in defining the one aspect a school can better control: workplace factors.

This study may be a significant step toward ameliorating the local problem that HS administration has as it opens sites in compromise locations where it will be difficult to encourage current and new teachers to apply and to remain teaching. Identifying key

factors that employees expect to be of highest quality for their job satisfaction could lead HS to focus on increasing the quality of the encouraging workplace factors identified in the survey results. HS could focus advertising on the high quality of factors (e.g., leadership, compensation, open-mindedness, and work-life balance) that survey results indicate are most expected by potential relocation faculty. This could increase the likelihood that high-quality teachers would relocate to compromise locations.

At the local level, this study could stimulate the ambition faculty have for their positions. HS leaders want all people who belong to the community to contribute to the economic well-being and fame of the organization and its members (A. Butler, personal communication, January 23, 2015). High-quality workplace factors may improve the HS community's commitment to being a center of competence and stability. HS targets are to retain a spirit of open academic study; it is important to safeguard and acknowledge boundless opportunities for all members and to foster a sense of mindfulness and homogeneity with stakeholders. According to Hanushek (2013), positive social change emerges from schools that have high-quality teachers who serve the student demographic. The study may also be significant in terms of the compromise locations (particularly in developing countries) potentially benefitting from additional business and tourism revenues that well-educated hospitality students would provide at hotels and restaurants.

The positive social change implications of this study involve HS's ability to address more than general factors such as salary. That is, HS leaders would have knowledge of workplace factors that they should focus on because faculty expect them to be of high quality to relocate to compromise locations. The next step toward positive

social change would involve HS leadership's ability to plan new campus positions with an emphasis on the workplace factors identified in this study. Another positive social change implication of this study involves HS's ability to successfully advertise positions, including details on the workplace factors identified by this study, resulting in faculty relocating to compromise locations. The ultimate positive social change outcome of this study may be the successful appropriation of knowledge and skills by relocated faculty's students, who then may contribute to the adaptable countries in which they reside.

**Summary**

In the introduction, I outlined HS faculty's resistance to relocating to compromise locations. HS management does not know which workplace factors will reinforce decisions of current and new faculty to relocate to new campuses in compromise locations.

In the background section, I explained that HS employees are becoming increasingly diverse due to HS's planned international expansion. HS must be able to use the diversity of its human resources to become truly global. This means that HS management must maximize human talent regardless of where employees are located or their national origin. As a first step, HS must learn the human side of the global company. This includes the training, orientation, and the quality of workplace factors understanding needed for the HS management and HS employees.

In the problem statement, I explained that HS has difficulty encouraging faculty to relocate to compromise locations. The quantity of faculty who feel encouraged by workplace factors is considered to be a key factor for organizational success (Koehn &

Rosenau, 2016). The purpose of the study was to inquire into which workplace factors are necessary to address in order to convince faculty to relocate to compromise locations. To succeed in managing a workforce that is increasingly diverse and multinational, HS managers need to know how hospitality faculty rate their current workplace factors and how hospitality faculty rate each workplace factor item in terms of how high quality they expect each factor to be for them to relocate. In the next section, I review the study's theoretical foundations and relevant literature.

The purpose of the study was to investigate the quality of HS's current workplace factors and the quality of workplace factors that faculty would expect in order to move to a compromise location. What seems to be happening is that successful international educational institutions are able to meet people's needs both for a good job and to work in a great place. They create good work and a conducive to a successful working environment. In this way, they become employers of choice. People want to work for such organizations because these organizations meet their individual needs—for a good job and for a workplace with prospects linked to training and working with a good manager who listens and gives some autonomy but helps with coaching and guidance.

When investing in individuals, HS leaders have fewer guarantees than they do when investing in machines that they can secure the continuing use of services. Individuals, unlike machines, can always decide to leave HS, or they can choose to withdraw their labor, strike, go absent, or work poorly. Therefore, the quality of workplace factors should be important to HS management to succeed in the near future.

Chapter 2: Literature Review

## Introduction

Through this study, I sought to understand what workplace factors faculty have in their current workplace and would expect to have to commit themselves to relocate to a compromise location. Today's international hospitality school global markets are ever more agitated as global campuses open a world of opportunities. To be successful, companies must manage human assets to their full potential. Managers cannot make workplace factors high quality if they do not know which workplace factors to focus resources upon (Katz & Shaha, 2015).

## Literature Search Strategy

The research literature was first explored using the following search terms in a variety of Walden databases as well as other library and business journal databases: *motivation, expectancy,* and *equity as a motivator*. Strategic management and human capital were areas that were also searched. Finally, the field of higher education international hiring practices was searched. The keywords for searches in these areas included *academic mobility, international academics, higher education, human capital, capital in teaching, international teacher migration, faculty relocation, international professors,* and *global teacher*. When no new articles within the 2013-2017 time range appeared with these keywords and combinations of keywords, it was determined that saturation had been reached.

**Theoretical Foundation**

Qualified and motivated employees are considered a key factor for organizational success, according to human resource management theory (Bexley, Arkoudis, & James, 2013). High-performing teachers leave their positions for a variety of reasons; some of these reasons are personal, but most often they are related to attributes such as leadership climate and integration of jobs (Adnot, Dee, Katz, & Wyckoff, 2017). Human resource management strategies are used to develop policies to select, develop, and retain employees. It is important to know what dimensions of jobs could be influenced by inducement systems. In this study, a survey encompassed five main dimensions of the workplace: leadership climate, aspect environment, emotional work, performance behavior, and mental health. Each of these included factors of the job that might or might not encourage faculty.

Daft (2015), Mackay, (2017), and Schein (2017) collectively identified three broad common-sense approaches to motivation. The first indicates that because people cannot be trusted, are irrational, and are unreliable, they need to be controlled by financial incentives. The second indicates that people seek independence and self-development in their work. The third indicates that social interactions are most likely to influence people's work behavior. Trusz and Babel (2016) stated that these three approaches had been incorporated into multiple motivation theories, including the one that was used in this project study: expectancy theory.

**Expectancy Theory**

The expectancy theory of motivation states that individuals base decisions about their behaviors on their expectations that one or another alternate behavior is more likely to lead to needed or desired outcomes (Armstrong, 2016). The survey was built on the premise of expectancy theory. According to the president of HS (P. Brown, personal communication, March 17, 2015), faculty have expectations about what factors in their current workplace lead to their personal expectations of positive desired outcomes. In addition, faculty have expectations for how high quality the factors are for teachers' expected desired outcomes in a compromise location.

Faculty must expect that they have the ability to perform a task well; they must feel that high performance will result in receiving rewards; and they must value those rewards (Minckler, 2013). If all three conditions are met, according to Rainey (2014), employees will be motivated to exert greater effort. Essentially, performance is a function of ability, the perception of the task required, and effort (Gagné, 2014). This points to an important feature of expectancy theory: It accounts for both extrinsic (rewards) and intrinsic (personal valuation) motivation (Ulrick & Bowers, 2014). Motivation-based organizational approaches that involve a behavioral view emphasize the difference between intrinsic and extrinsic motivations (Deckers, 2018; Savva, 2013; Trusz & Babel, 2016).

Many factors determine whether an organization will be successful; human resources represent only one of them. Competitiveness, ability to adapt to changes in the global market, and many other issues are involved as well. HS senior management

decides where the organization needs to go as well as how to get there, and then regularly evaluates whether the organization is on track. This research complements those findings by directly addressing questions around employee workplace factors in global locations.

<p style="text-align:center"><strong>Literature Review Related to Key Variables</strong></p>

**Introduction**

Throughout this literature review, the common thread is the faculty member. The first major section is about international faculty hiring practices. The push to internationalize influenced the subsections, including those addressing the compensation of expatriates, recruitment of expatriates, reasons for expatriating, challenges for expatriates, and benefits of expatriating. The second major section addresses human capital management, with subsections pertaining to the overall concept of work, workplace factors, defining international hospitality schools, and strategic management. The final section concludes with a critical summary and an implications section.

**Higher Education International Hiring Practices**

There is a body of literature examining higher education international hiring practices. Many different programs and policies have been implemented to entice well-educated faculty to relocate across the globe. According to Knight (2015), the challenges of most international schools related to recruitment of international faculty depend on a variety of factors such as funding, governance models, the terms of the land of the host, and accreditation. There is no doubt that strategies for school governance differ extensively from nation to nation (Knight, 2015). The regulations of the host country have an effect on decisions about who sits on the managing committee, and how they are

nominated (Fiore, 2016). One benefit that most international schools have in common for global students is the presence of a world academy of faculty. This culturally diverse mixture of teachers offers many opportunities for intercultural exchange of knowledge and values (Knight, 2015).

Similarities and differences among international hiring practices happen in the context of internationalization and even globalization. In this context, the next sections address the reasons why faculty choose international jobs. This discussion begins with a section on compensation. A second section contains a description of how schools entice applicants, with the example of China's recruitment efforts. In the third section, research that takes the unusual stance of using metaphors to define reasons for expatriation is shared. The last two sections focus on the challenges and benefits that faculty experience.

**Internationalization**. Globalization and internationalization are the primary forces that are critically influencing institutions of higher education worldwide. Knight (2015) stated that the concept changing the world of education is internationalization, while the concept changing the world of internationalization is globalization. Globalization and internationalization are processes that are beyond the control of educational institutions. International higher education in this globalized era not only enhances the economic betterment of a country, but also performs a role for political stability, diversity in culture, international cooperation, and trade (Savva, 2013). Globalization does not reveal itself in a single form of international trade, but is dynamically marked in the form of students' global mobility for higher education (Cropley, 2015).

According to the social work literature, globalization denotes the global integration of different people through exposure to international capitalism and increases the interconnections and flow of capital, technology, knowledge, and practices between countries toward a global culture and economy (Dominelli, 2014). Globalization reinforces a market economy and promotes privatized systems of social welfare governance (Ibrahim, 2015). It also points to the increased connection and integration of social, cultural, political, and economic processes; political influence at the international level; the free flow of trade and capital across national borders; and the increased migration of people, especially academics (Hochbein & Carpenter, 2016; Lyngstad, 2013).

According to Niehaus and Williams (2016), the globalization of university-level institutions is contributing to the increasingly diverse nature of the communities of individual schools. Worldwide, transnational academic mobility is ever present, with faculty members or staff progressively seeking environments in which to develop their capabilities. Some may be seeking to free themselves from adverse working conditions in their country of origin. All are ambitious to achieve development in their teaching, scholarly study, and research in a new and inspiring setting. Indications are that this international movement of faculty is on an upward trajectory (Walker, 2015).

Among global trends, global competition also plays a significant role. Halicioglu (2015) found that the diversification of services and products offered by different universities and freedom of choice for students made quality consideration more interesting. Competition among universities has been started by price and quality of

education. This global competition is attracting universities to bring improvement in their

services and quality of products for better rankings. According to Knight (2015),

international universities are progressively linked to the international labor market in

search of new teacher endowments as more teachers relocate globally.

Surock (2015) identified internationalization as a primary development in a

European University Association report on European universities within the last 13 years.

According to Selmer and Lauring (2015), across the world, rapid growth and

international changes in higher education involve a great number of issues. These issues

include academic research collaboration, advancements in technology, better visibility for

universities worldwide, crowd-sourcing, globalization (dual degrees), increase in

international student mobility, new forms of institutions (public-private universities,

transnational universities), and distance education. Different HSs have boards of directors

overseeing internationalization. When businesspeople from different surroundings

collaborate on a board of directors to establish an international establishment, there are

points of controversy that require attention (Spring, 2015a). There are also differences in

values, norms, and assumptions arising from different cultural perspectives on governing

a higher education institution (Marshall, 2014). While there are many challenges to

internationalization, there is also a huge movement toward it, including the example of

China.

Universities are themselves increasingly globalized—they are perhaps the most

globalized of all prominent institutions in society (Yudkevich et al., 2017). It is

challenging to get faculty to relocate to compromise international locations. The study in

this dissertation focused on only the workplace factors because they have been shown to be neglected and a reason that people leave relocation positions (Teichler, 2015). There is also evidence that part of the problem is that employers do not address the particular workplace factors that may be important to faculty (Arnold, 2016). Several authors (e.g., Dalal, Baysinger, Brummel, & LeBreton, 2012) have affirmed that work satisfaction, or satisfaction with workplace factors, is the most important indicator of an individual's posture in a work context. Judge and Kammeyer-Mueller (2012) verified that work satisfaction is a fundamental construct for organizations, being defined as an evaluative process regarding one's working conditions and the profession itself. According to Viseu, Jesus, Rus, and Canavarro (2016), the satisfaction of teachers is based on tasks performed and the work environment, and satisfied teachers present greater enthusiasm and psychological health. Workplace factors that promote satisfaction include interpersonal relations with managers and colleagues and the work itself. Factors that cause teacher dissatisfaction include salary issues, lack of professional development opportunities, working conditions, student behavior, and work-related stressors (e.g., extended schedule and workload; Viseu, Jesus, Rus, & Canavarro, 2016).

  **Compensation**. While this research study focused on workplace factors' role in international relocation, there are obviously many other very important issues that are part of the decision to relocate. In many cases, international academics expect competitive international-level salaries—remuneration similar to that offered in such high-salary countries as the United States, United Kingdom, Switzerland, and France (Yudkevich et al., 2017). According to Helms (2015), in some cases, international

academics earn higher salaries and have extra privileges (e.g., housing allowance). These issues vary according to location. For example, according to Hrycak (2015), among teachers based in the United Kingdom, it is hard to get people to relocate because they would be away from family, have lower job security, be isolated in insular expatriate communities, and have to tolerate cultural differences.

In contrast, Keller (2015) found in Russia that local faculty cared more about purchasing power parity; international faculty thought more about the local currency exchange rate because many spent their earnings in their home countries—and demanded that their salaries be adjusted to levels that were competitive on the global academic market. It is hard to get faculty to relocate to urban China because of frequent news about environmental (air, water, and land) pollution. China has great difficulty getting people to relocate there; in fact, teaching in China is explained as low-image employment and a last resort (Kim, 2015).

Ibrahim (2016) reported findings on 178 faculty members in eight Arab countries. Salaries and compensation were recognized to be a necessary, but sophisticated, multidimensional factor in professional satisfaction. This is accurate for instructors as well (Ibrahin, 2016). Their basic human needs have to be satisfied. Better employee wages will attract qualified and committed faculty to the profession. Pay not only helps faculty to meet their basic needs, but also is helpful in supporting upper-level need satisfaction. It is essential to recognize that frequently, faculty—as employees—see employee wages as a reflection of how senior management looks at their contributions to the educational establishment. Employee benefits in the form of extra pay for

supplementary academic work (e.g., giving extra instruction to students in the school) are also significant. Ibrahim (2016), however, indicated that if faculty members are allowed some ability to choose benefits they prefer within a comprehensive package, there is a prime increase in overall workplace satisfaction. International educational institutions should offer employment and wages based on expert knowledge and multiple skills that faculty members possess, thereby increasing work commitment (Altbach, 2016).

Ramasswani, Carter, and Dreher (2016) described relationships among different types of international experiences and compensation. Their study focused on 440 graduates of elite Master of Business Administration programs around the world. The results of the study suggested that healthcare is an essential element of the expatriate package because inadequate medical care can equate to a failed assignment, either through the need to return home for treatment or because of recruitment and retention issues (Ramasswani et al., 2016). Three key factors inform decision making, according to Biemann and Braakmann (2013): (a) the availability of sufficient standard health care coverage in the host country, (b) the home health care plan for dependents remaining at home, and (c) endeavors toward health education and disease prevention. Expatriates are particularly vulnerable to health problems and accidents in unfamiliar environments. Control of health care costs is of increasing corporate concern (Ramasswani et al., 2016).

Another important consideration in relation to salary is taxation schemes. Bailey's (2015b) survey of international school teachers suggested that in an international environment, a human resources department must engage in some activities that would not be necessary in a domestic environment, and one of them is international taxation.

According to Bailey (2015b), tax equalization is by far the most popular method: 91% of organizations surveyed used it. Tax equalization ensures that expatriate workers pay no more or less tax than they would pay in their home country, so that there is no financial advantage to being in one country or the other. This is achieved by deducting the home taxes from pay in an ordinary way while the organization pays all taxes in the host nation. The organization retains any tax advantage or bears the additional cost.

Machin (2017) debate that the international school industry in Asia is currently enjoying gold rush market conditions. In cost terms, the greatest threat to schools comes from teachers. With between two-thirds and three-quarters of school fees spent on staff salaries and with, as Roberts and Mancuso (2014) argued, teacher retention and salary packages closely linked, salary costs are a significant factor in the profitability of international schools. Teachers could, in theory, demand increases to pay and conditions such that profitability was reduced, and the competitiveness of the industry increased. In some markets, these effects are already being felt. For example, according to Machin (2017), rising competition between private international schools in the United Arab Emirates is fueling demand for quality teachers, who now expect greater pay and benefits. However, across most of Asia supply of teachers outstrips demand. The power of teachers to demand terms is consequently minimal. While schools do compete for teachers, and there is currently sufficient supply of labor to mitigate the effect of that competition (Machin, 2017).

**Recruitment, including the China example**. In the process of globalization of higher education (Spring, 2015b) the transnational movement of teachers has made the

pedagogical knowledge and skills differences more apparent (Holland, 2016). To find the best teachers and researchers Universities are looking globally, and this creates the need for innovative recruitment methods. Selmer and Lauring (2015) argue that international higher education today is being questioned and asked to do diverse things in different paths. For example, one small but interesting segment of the expatriate faculty are post-study international graduate employees and adjunct staff hired by Western universities. These positions are facilitated by individual aggressive immigration schemes in different countries aiming to attract qualified personnel from the international sector (Champoux, 2016). That said, there is also evidence that academic careers can require international posts. For example, pursuing an academic career increasingly requires international mobility (Tzanakou, 2017), undertaking some short-term and uncertain employment contracts at the early career stage with the lack of support during mobility stages (Teichler, 2015). The attempt to recruit willing highly qualified personnel exists at multiple levels of the international school.

Indeed, the need to recruit is present elsewhere. In some instances, international faculty are the primary means to replace aging faculties. According to Bently, Coates, Dobson, Geodegebuure, and Meek (2013), the faculty members are the foundation, and currently, international faculty members are an essential component in a somewhat aging United Kingdom labor force. As Thomas (2016) noted, quantitative renewal is vital if the United Kingdom colleges and higher education are to meet the challenges of global competitiveness of the 21st century. Today, there is a need to attract international

academic teachers from overseas as well as from the European Union countries. They bring new ideas and competent knowledge (Bently et al., 2013).

Australia is a country that annually asserts that colleges would prefer not to recruit international faculty, but every year colleges do indeed recruit international faculty. According to Blachford and Zhang (2013), one of the strongest findings from in-depth interviews with school administrators in Australia, is that they say they wish they could shrink expatriate population because of the expense concerning benefits, services, and support. And a view of the school administration officers mentioned they are going to scale down on expats, but it never happens. Until there are teachers all over the world with the skills Australian international schools need, employers are going to have to continue to send expatriates (Blachford & Zhang, 2013).

China has had the largest recruitment program. According to Kim (2015), for the past two decades, international higher education faculty have been intensively recruited to teach in Chinese educational institutions. This has resulted in several research studies which will be described in the next paragraphs. The remarkable recruitment project is called the Thousand Talents Program, is run by Chinese central government, and includes an attractive, comprehensive package for non-Chinese overseas professionals under retirement age (Mok & Han, 2016). According to Kim (2015), the remuneration includes a wage, auxiliary service privileges, a starting salary of approximately US$160,000, and research development funds that range from US$380,000 to $780,000 over several years. A related state program called Project 985 was also developed to lure academics globally in hopes of invigorating study and educational formation in China. Project 985 has a

crucial task to form leading universities in the 21st century (Mok & Han, 2016). Today,

Project 985 subsidizes thirty-one additional higher education institutions. As a result,

Chinese higher education institutions of all sizes and reputations are under intense

pressure to hire academics globally, and many faculties are choosing to expatriate for a

variety of reasons discussed next.

   **Reasons for faculty expatriation**. There are four metaphors for the reasons

academics expatriate that is similar to the reasons that business people expatriate:

architect, mercenary, explorer, and fugitive reasons (McKenna & Richardson, 2016). The

individual academic expatriate is primarily motivated by architect reasons, including the

desire to strengthen work aspects and the tendency to do the appropriate tasks for

advancement. The second reason is mercenary, including the opportunity to achieve and

to put aside a considerable amount of money. Expatriation teachers differ from business

expatriates, who are primarily motivated by mercenary reasons (Selmer & Lauring,

2015). The third reason is for explorer reasons; the expatriate educator is encouraged by

the desire for lifetime experience and traveling (Selmer & Lauring, 2015). The aim of

migration had three key features: Desire to discover the world, looking for new

opportunities, and fervor for challenges. The fourth reason is change; The expatriate

educator as a fugitive primarily refers to the desire for life changes. McKenna and

Richardson (2016) described emigration as an escape from negative work situations with

the countries of origin and as an opportunity for change. So overall academic expatriates

may want to leave their location, may want to explore, or are secondarily motivated by

mercenary compensation, but they put as their primary motivation their career aspirations.

Cai and Hall (2016), in their studies of British academics in the United Arab Emirates, Singapore, and New Zealand, mentioned that both the research and refugee metaphors could be used to describe the motivation of academic expatriates to resettle overseas. Cai and Hall (2016) suggested that these metaphors could be used to facilitate better management practices and support cultural adjustment.

**Professional satisfaction**. Job satisfaction is extremely important to retention internationally. Heineke, Streff-Mazza, and Tichnor-Wagner (2014) study delved into international teacher turnover at international educational institutions in order to understand faculty reasons for leaving their positions. Over one hundred and eighty expatriate teachers completed an online survey identifying which variables affected their decision to quit at the end of their first employment contract. The most cited factors were a satisfactory working climate in the work environment, financial premium, and a satisfying sense of work challenge. The researchers expanded on the definition of a satisfied working climate to include that faculty felt well regarded and respected by faculty members and staff, experienced a sense of security, and had strong relationships with teachers and students.

According to Morrison (2017), it is vital to focus and pay attention of the human capital of a company to have a successful business. Part of the reason that relocating faculty internationally is a problem is because they do not pay attention to the factors that are important to faculty satisfaction instead of monetary factors alone (Huang,

Finkelstein, & Rostan, 2013). While for many educational institutions hiring foreign academic requires some modification in policy and orientation, there is a noticeable movement toward more welcoming policies and practices (Helms, 2015). For some universities, arrangements for appointments, promotion, and career advancement norms were developed for citizens and must be modified for international staff (Knight, 2015).

**Challenges of faculty expatriate adjustment**. Arthur and Lewis (2016) noted that human capital, acquired by foreign immigrants in the country of origin, does not always transfer completely intact due to various languages, cultural differences, and economic system in the new work climate. Apparently, almost one-third of corporate expatriates assigned to foreign-based projects cannot perform adequately, and nearly 25% repatriate before completing their tenure abroad (Selmer & Lauring, 2015). The primary cause for this adverse effect is cited as the incompetence of the out-migrant to re-adjust to the culture of the host country (Meister & Mulcahy, 2016). This trend can be seen in academic expatriates as well. According to Kim (2015), the number of university expatriates entering Mainland China has constantly been tending upwards annually by 8% since 2001, although 30% of these professors are leaving the country within the first two years due to problems with cultural diversity and the workplace environment.

Meister and Mulcahy (2016) indicated that there is a shortage of academic research or education available for expatriating faculties and their spouses and life partners which may result in a difficulty adjusting to the distinct cultural and educational settings abroad. Additional commentators identify the provision of sufficient support, which prepares staff to make the necessary adjustments, as a critical issue that has not yet

been adequately addressed in most universities (Hobson & Silova, 2014; Hrabowski, 2014; Ingersoll, Merrill, & Stuckey, 2014). Hoare (2013) agreed, arguing that it is important that academics should be supported to develop intercultural competencies.

Johnston's (2016) study looked at the reasons expatriates left their Chinese teaching positions. The study is valuable in this area of research because the in-depth interviews that were conducted provided a great amount of useful detail. Some interviewees felt overlooked or marginalized by their departmental colleagues on the home campus. Academics who had come to China expecting plenty of opportunities for travel, cultural activities, and language learning, generally found that their expectations were not realized because of too large a workload (Johnston, 2016). These difficulties were further exacerbated by language problems, limited access to translation and interpreting support for research activities, and the difficulties some experienced as foreigners in gaining access to data. For all the interviewees, a total of eight, the experience of academic work on the international branch campus (IBC) was intense and sometimes frustrating (Johnston, 2016).

Because faculty had not, on the whole, thought a great deal about the nature of the work in advance of arriving at the campus, those with a significant teaching role had not been prepared for the workload involved in creating new materials and adapting existing resources for the new context (Johnston, 2016). There was also a marked lack of ongoing professional development to help the international faculty better understand and manage their new work lives once they had arrived in China (Johnston, 2016). Faculty development related to disciplinary and subject identities featured strongly in the

interviewees' professional concerns, but it was clear that there had been no systematic attempt to help staff work together to understand the social and political differences, constraints, and advantages of working as academics on the IBC (Johnston, 2016). Campus identity, which was high in social and community terms, was relatively weak at the professional level. Overall, Johnston's (2016) suggested that pre-departure knowledge and social support are important to consider and have practical implications at the organizational level.

On a wider scale, Selmer and Lauring (2015) investigated issues of cultural change for expatriate academics across 34 universities in five European countries. Selmer and Lauring (2015) concluded that there was no difference between an expatriate academics' personal adjustment and the time it took them to become proficient in different contexts. People's working proficiency and personal adjustment are interdependent, and faculty may need mental support by the management team in order to fulfill their job (Kossek, 2016). Psychological support during the adjustment period is another workplace factor that may be important for a successful international relocation of the faculty.

**Benefits for expatriate faculty**. In addition to the challenges, there were also motivating benefits to expatriation found by Johnston (2016). The move to the IBC did help many of the interviewees advance their careers in very tangible ways. Respondents were satisfied with the standard of living their salaries allowed them to enjoy, and half of the sample group was promoted either while they were working on the IBC or immediately in advance, as a consequence of taking the position (Johnston, 2016). Those

nearing the end of their careers, who placed a particular emphasis on the contribution they might make to the successful development of the campus, generally found their work rewarding and felt that their contribution was valued (Johnston, 2016).

International faculty may help foster institutional reform or innovation because of their experiences in other countries (Brummit & Keeling, 2013). According to Rubley, Helms, Peterson, and Altbach (2014), international faculties are often seen as the spearhead of internationalization. Further, increased numbers of international faculty are recognized as a key maker of internationalization by the international rankings and often by ministries and other policymakers within countries (Kelly & Locks, 2016).

Expatriates who have a good fit with their school experience positive feelings and successful work outcomes. Commonly, people who undergo a preponderance of positive emotions enjoy more gainful outcomes in the place of employment than those who experience lower levels of positive emotions (Cervone & Pervin, 2013). Encouraged faculty members have a positive mindset and acceptable control of their work agitations. Faculty members are willing to assure responsibility and are in person accountable for results according to Knight (2015), and there will be less likelihood of insufficient performance Kim (2015). Personnel with high positive affect have workstations that involve a broad range of functions and are described as more significant and more autonomous (Sutton, 2015). Other researchers also acknowledge the idea that satisfied people have a higher degree of autonomy in their workstation than their less satisfied colleagues and that such increased control of the environment may prevent burnout (Muchinsky, 2015; Tomal & Schilling, 2013; Mor Barak, 2016). Such quality of work

may be associated with enhanced place of employment success because they make a work activity more pleasant (Gallie, 2013). Therefore, expatriates are likely to be more productive if they are content with the workplace factors that are provided to them at the international school.

All of these issues must be taken into consideration when a company is attempting to relocate faculty to international locations, but the workplace factors are also important and something that the company has quite a bit of control over. Therefore, this study focuses on determining which workplace factors faculty expect to be of highest quality in a compromise location.

As Hrycak (2015) pointed out, international schools around the world are expanding, fueled in part by globalization and the ease with which faculty can change one's home worldwide as they seek new job opportunities. Alongside the regular needed professional skills, the need for being prepared for teaching overseas has also been recognized (Fiore, 2016). There is also a need for the University to address common issues of adjustment so that they have faculty satisfied and therefore successful in their positions. The need for University's to provide high-quality workplaces makes the task of this study, defining the expected quality of workplace factors, a positive step forward.

**Human Capital Management**

**Introduction**. This section discusses human capital management as the context of identifying critical workplace factors and defining work. The intent of locating the factors that faculty expect to be high quality is to manage the satisfaction and performance of the faculty member. That is, managing the human capital of the organization: faculty. In this

study, the human capital exists within the international hospitality school; therefore, the second section defines the characteristics of an international hospitality school. The focus then turns to the concept of strategic management, how it applies to schools and businesses differently. Also discussed is how it has been successful in setting and reaching attainable goals such as the one of this study: uncovering the workplace factors faculty expect to be of highest quality and then focusing efforts at international campuses on making those workplace factors high quality.

Nothing is achieved in a school without teachers. This platitude is frequently acknowledged in the clichéd phrase that teachers are our most important assets. Educational spending is a long-term investment in developing human capital from adolescent to adult life; an investment that society will recoup with the rewards of economic productivity and social cohesion in the next generation (Hayden & Thompson, 2013). A significant part of this investment is in professional teachers and teaching (Spring, 2015a). In this view, providing a sufficient education for all learners requires investments in teachers as human capital.

Mello (2014) stated that financial systems typically see teachers as headcount and make no distinctions between their role as a cost of production and investment for the future. In contrast, according to Bauder (2015), getting the right teachers into the system is a critical step toward building a stronger workforce. Human Capital Management (HCM) is a term that recognizes that a high-quality faculty is an intangible asset in a school that has the power to create value, whether cost-efficient or inefficient (Morrison, 2017). Aside from professional capital, the value is only maintained, decreased, or

increased by teachers, both as individual contributors and working together in teams (Spring, 2015a). Teachers are the value.

Human capital places the focus on the people of the organization and the work that they do. Human capital is defined as productive wealth embodied in labor, skills, and knowledge (Organization for Economic Cooperation and Development, 2013) and it refers to any stock of knowledge, or the innate/acquired characteristics a person has that contributes to his or her economic productivity (Hanushek, 2013). According to Champoux (2016) work is something people do, make, or perform, especially as an occupation, duty, or task. Work frequently involves the notion of physical effort or mental labor. Champoux (2016) also noted that work is an abstract concept which is bound up with time since work is often used within a framework of the time span given to employment (e.g., I will meet you after I have finished work), and with the place (e.g., I must take this book into work). Furthermore, work may contain the notion of output or creation (e.g., the author worked on this document). These are important distinctions, but don't place focus on the person doing the work, the human capital.

It is helpful to understand what humans expect from their work by considering the multitude of perceptions of work that have occurred in the past and may exist for employees today. The ancient Greek felt that work was an undesirable necessity held by the Ancient Greeks; a means to an end, not in itself satisfying (Collett & Furnham, 2013). By the Middle Ages, work was a means of structuring society and integrating individuals within it. In the sixteenth century "Calvin's Protestant Ethic" (Jacob, Decker, & Lugg, 2016) added moral dimensions, such as wealth, earned and invested, confirming one's

journey to heaven. Weber (2014) thought that the "Protestant Ethic" was a cause of the rise of Capitalism in the Western world. Marx argued that capitalism robbed people of their true identities which should be found outside of work (Katz & Shahar, 2015). Each of these considers work as something that defines a person.

In contrast, current researchers consider how a person defines work as something they may or may not be motivated to engage in. For example, Muchinsky (2015) and sociologist Korgen, White, and White (2014), have looked at the role of instrumentality in work. In their view work is seen only as a means to an economic end and where behavior at work can largely be determined by financial rewards.

**Workplace factors**. The influence that teachers have over their work-roles has also been identified as a key factor in affecting the employee experience—the greater the influence, the better the reported experience (Khawary & Ali, 2015). Such influence is, however, multidimensional. It can vary according to the factor concerned. Some work-roles involve varying degrees of influence over, for example, pay, how work is done and how teachers work. Correspondingly, teachers differ in the degree to which they value such influence and differing workplace factors. The influence that teachers have over their work-roles has also been identified as a key factor in affecting the employee experience – the greater the influence, the better the reported experience (Khawary & Ali, 2015). Such influence is, however, multidimensional. It can vary according to the factor concerned. Some work-roles involve varying degrees of influence over, for example, pay, how work is done and how teachers work. Correspondingly, teachers differ in the degree to which they value such influence and differing workplace factors.

Job satisfaction has achieved such a wide usage mainly because it has proved to be such a good predictor of objective behavior such as attrition and absenteeism. Alexejun and D'Angelo's (2013) case study presented a study on the experiences of United States faculty in international positions. Alexejun and D'Angelo (2013) noted that economists view job satisfaction as a proxy for worker utility and human happiness, whereas sociologists have tended to look at the influence of preferences, tastes, gender, and work orientation upon job satisfaction among different social groups. Policy-makers are also interested in trends in its level, both within and across nation-states.

One of the key factors that enhance the employee experience is job security (Roskell, 2013). This is partly a function of the nature of the employer and the degree of stability in the external environment in which it operates. This is also partly due to strategic choices made by its policy-formers that are intended to develop greater levels of commitment of workers towards the organization and its goals and values, such as the pursuit of high commitment or high involvement management philosophies (Roskell, 2013).

Keller's article focused on international schools in Turkey. Keller (2015) stated that the survival of international schools is mainly dependent on the extremely encouraged and committed faculty. If required workplace factors are not included in the work setting, the level of achievement tends to be minor in the pitfall of the qualified and competent manpower. Successful work performance of the profession by faculty requires that their expectations in term of financial rewards, and fulfillment of their needs are met. If these are fulfilled, faculty will be pleased with the outcome of work performance, and

greater work satisfaction would stimulate the faculty for performing their work more productive. Faculty who are highly engaged precedence their work, stay focused on their work and are highly productive. An individual faculty member ability to perform knowledgeable tasks is intensely affected by practice and by the degree to which he is engaged (Keller, 2015).

Akiba (2017) provided a summary of the primary satisfaction and dissatisfaction sources which are financial stability and security and separation from home and family. Akiba (2017) found that the main sources of dissatisfaction amongst expatriates in many international schools were the overall level of expatriate pay, the scarcity of data on local costs of living, currency rate risk, social security and pension issues, spouse related issues, and repatriation costs. Sources of satisfaction were the lower levels of taxation, allowances (particularly car allowances), clear compensation principles, and sufficient information to be able to negotiate the expatriate's own package.

**Defining international hospitality schools**. According to Tanu (2014), the process of becoming international is embedded in national and transnational socioeconomic structures of power, which influence perceptions of cultural hierarchies. Modern HS act in a constantly changing environment, resulting from the advent of the knowledge society, globalization, and revolutionary educational models, among others trends (Orphanos & Orr, 2014). The background is that there is little agreement on, or definition of, what is not an international or multinational school. According to Hobson and Silova (2014), the difficulty is because there are many different types of schools which operate, to some extent, across national boundaries. According to Bruggencate,

Luyten, Scheerens, and Sleegers (2013) in major developing countries, HS's are usually

hybrid organizations: semi-public, semi-private, or private. In general, an international

school is defined as one which operates directly managed investments in more than one

country and has a number of foreign subsidiaries which employ a number of expatriate

principals and teachers (Rothstein, 2015). Bailey (2015a) addressed that one of the

problems in examining the entity of international schools is that the host countries

involved are diverse by their very nature, international schools stretch across every

continent and capturing this cultural diversity may seem to defy identifying

commonalities. As such, component schools can become insular to their own campus.

According to Keller (2015), world academic institutions and their collective can

become hermitical excluded from their next-door site and their native country. The

isolation could deepen the affiliations due to social-psychological and language diversity.

As Keller (2015) argues, these kinds of surroundings produce psychic confinement,

which increases disappointment, and emotional stress. The limitations of these groups

can restrict them from outside and degenerate them from within (Rothstein, 2015). This

also contributes to the fact that the global education market is highly stratified; many of

the most prestigious schools in Malaysia, for instance, charge the highest fees and

continue to cater primarily for expatriates (Bailey, 2015a). Schools can exist

internationally but within their own silos.

When a university decides to open international campuses, this involves learning

how to live peaceably with the differences and engage with the others in an increasingly

interdependent world. Given the vast amount of knowledge and complexity of the

environment, it is reasonable to doubt that a single HS's will be able to reach its goals alone (Bruggencate et al., 2013). Carrying out major academic projects, undertaking large investments in infrastructure for international hospitality development and providing excellent training systems will need cooperation and strategic alliances with up to now unthinkable partners (Kreamer, 2015). It will require organizational systems that are able to support and facilitate cooperative work and networking (Ertas, 2015). The emphasis on cooperative work and networking will also carry over into the college classroom with a departure from traditional lecture to accumulate knowledge and movement toward cooperative learning of information management skills (Firestone, 2014). The traditional objectives of knowledge accumulation will be replaced by learning objectives oriented to the development of information management skills (Morris, 2017).

**Strategic management**. Strategic management is responsible for creating the plans for expanding the HS to compromised locations. Strategic management can be defined as a form of management suitable for complex and uncertain environments that prepare people to envision themselves in the future emphasizing organizational learning and development (Rothaermel, 2013). Strategic management designs plan for how to run organizations under efficiency criteria, with a focus on their mission, and response to demands in order to exceed expected outcomes (Salsbury, 2013).

Hospitality schools' main stakeholders (society, government, enterprises, and the HS community) highly value education and have great expectations of its power to create better opportunities for human development and welfare (Bruggencate et al., 2013). Stakeholders critically observe the effectiveness and efficiency of a hospitality school as

a service institution; they demand transparency on how and where resources are allocated. They also expect hospitality school accountability for excellence and quality in research and education, especially regarding the relevance and social contribution of their achievements (Savva, 2015). In short, they now expect the strategic management of innovative goals such as bringing hospitality school benefits to developing countries.

Changes in hospitality school funding systems and the debate about institutional autonomy demand accountability that has intensified the discussion on how hospitality schools should be governed and managed (Bruggencate et al., 2013). In the current competitive context, an entrepreneurial attitude is expected. Hospitality school's contribution to social welfare must come together with the fulfillment of quality, efficiency and effectiveness criteria (Ertas, 2015). According to Savva (2013), facing the challenges of the future strategically will lead to greater flexibility and a goal-oriented attitude necessary to succeed.

The rapid adoption and popularity of strategic management appear to be due mainly to its straightforward approach in the process of decision making to address competitive contexts (Mello, 2014). It starts with three basic questions; (a) Where are we? (b)Where do we want to go? And (c) How do we intend to get there? To answer these questions systematically is a means to analyze the environment from the perspective of threats and opportunities, and to perform an internal audit of the organization in both their strengths and weaknesses (Salsbury, 2013).

Looking at the factors that will encourage faculty to relocate is part of strategic management because it chooses to value faculty members' perspectives. Strategic

management has been enriched by different schools of thought that respond to the experiences and learning of different types of organizations in which it is applied. In fact, an industrial organization of mass production will require a different strategic approach than that of an HS (Pynes, 2013). The approach depends on the site, structure, complexity, and the regulatory framework, as well as the values and culture of the organization. Costa, Gramston, and Zimmerman (2014) studied various schools of which two apply to the higher education institutions. These two are categorized into two types of professional bureaucracies; the planning school and the learning school (Minckler, 2013).

The planning school is geared consistently towards formulating the processes and activities necessary to achieve strategic objectives. These objectives should be measurable through specific data and should enable the construction of indicators for analysis and performance assessment. The survey in this research study could become part of HS's decision-making data. This requires a team of highly qualified experts accountable to higher authorities. This perspective has been widely welcomed by big private corporations and adopted by public entities in the form of the New Public Management (Rainey, 2014).

In contrast, the learning school believes that the world is too complex to delegate the strategic planning to a well-informed group of planners (Minckler, 2013). It is strongly associated with four learning skills that come directly from its human capital: (a) to absorb knowledge, (b) to disseminate knowledge, (c) to produce new knowledge, and (d) to exploit new knowledge (Morris, 2017). For the learning school, human capital is

needed, and it is crucial to have the expertise to manage and mobilize it towards creativity and productivity (Armstrong, 2016). There is a wide consensus that a learning school is the most suitable to face complex and turbulent environments (Bexley et al., 2013).

Traditionally categorized as a learning school, HS is considered professional bureaucracies from a planning school perspective (Hayden & Thompson, 2016). They have a natural resistance to incorporate a strategic management framework since this is associated with business or planning school thinking. Scholars tend to reject this model as they assume that hierarchies and corporate decision-making systems are risky to their freedom within the institution (Morris, 2017). HS's, by their own system of government (democratic collegiate tradition) and organizational structures (assemblies, senates, councils, vice chancellors, deans and academic departments) tend to be multi-mission organizations (Bush & Middlewood, 2013). Within this, there is a predominant culture of collegial governance based on the egalitarian distribution and control of resources (Morris, 2017). Their system of government prioritizes academic prestige, rather than the recognition of managerial skills related to education provision, financial and operational affairs and human capital management (Rainey, 2014).

Despite this aversion to business approaches, case studies on the successful implementation of strategic management in higher education in Anglo-American countries (Salsbury, 2013) allow identification of the benefits of applying strategic management in higher educations. Those benefits are in general from, and especially in their fundamental academic unit: the faculty of teachers.

Among the benefits of competent strategic management is that faculty can become aware of and favor the alignment of goals and are then willing cooperate. This, in turn, increases the effectiveness of the faculty because of their explicit cooperation with stated goals. If the mission is clear and shared then, it will contribute to the alignment of efforts and cooperation even from different disciplinary perspectives (Morris, 2017). Cooperation and alignment are then checked with performance evaluations of the organization. The human capital is a critical component of the strategic management framework because it allows feedback of decision-making process and learning in relation to the achievements and failures (Muchinsky, 2015). Effectiveness is also enhanced by faculty efforts to meet institutional priorities.

Higher education is, from the point of view of organizational theory, a professional bureaucracy in which the experience and knowledge are diluted in government bodies, classrooms, laboratories, and research centers (Tomal, Schilling, & Trybus, 2013). The strategic management framework (based on objectives, indicators, and assessment) is intended to create the conditions for decision makers to boost knowledge production and transfer of that knowledge (Tomal, Schilling, & Wilhite, 2014).

**Critical Conversation**

The review of the literature was organized under three broad headings: international relocation hiring practices, human capital management, and strategic management of HS. Each is summarized below with a critical stance toward the quality of the research studies.

The theoretical framework of encouragement is essential to this study. Teachers are encouraged by the concept of work by seemingly complex combinations of extrinsic motivation (salary) and intrinsic motivation (quality satisfaction). Traditionally, work has been evaluated by its contribution to productivity. Today's teachers evaluate work by its meaning to the individual and its contribution to social, rather than economic, goals (Collett & Furnham, 2013). Human beings have emotional as well as economic needs. Organization and job structures need to be designed in such a way as to enable teachers to meet both their material and non-material needs. If these are met, then teachers may perform efficiently and effectively in the best interests of the organization.

Salsbury (2013) stated that a teacher does not quit jobs; they just quit other people. This refers directly to the way individuals are treated by their immediate supervisor. Salsbury believes that organizations should work to redesign jobs to increase teacher control and reduce teacher uncertainty, while at the same time managing conflict and task demands. Conflict at work can be accomplished through the use of supportive supervisory styles to resolve conflict and participative decision making.

International hiring practices were reviewed including workforce mobility and personal goals. Today human beings have emotional as well as economic needs (Parker, 2014). In this context, the next sections examined the reasons why faculty choose international jobs. This begins with a section on compensation. The research on compensation overall emphasizes that there are many aspects to the financial package (Ibrahim, 2016) that must be taken into account when considering international salaries. Purchasing parity in the host country (Keller, 2015), as well as equalizing rates of

taxation (Bailey, 2015b) to those of the faculty's home country are vital considerations. A large reliable study found that the availability of affordable quality health care was a primary issue for faculty (Ramasswani, Carter, & Dreher, 2016).

The second section of international hiring practices described how schools entice applicants. The research on recruitment is slanted toward countries that need to hire internationally because it is logical to study those locations. For example, China has significant needs to hire internationally and poor quality of life factors, and this has resulted in intense recruitment efforts (Kim, 2015). The United Kingdom has an aging faculty and finds themselves having to hire internationally, even beyond the European Union (Thomas, 2016). Australia would prefer not to endure the costs associated with hiring international faculty and try not to, but they continue to do so (Blachford & Zhang, 2013). It has been asserted that international faculty positions are becoming a required part of the career (Tzanakou, 2017). The third section includes researchers that use metaphors in their characterization of the reasons faculty expatriate. They found that architect is the metaphor that describes most faculty's motivations to go to international positions; they want to advance their work objectives in contrast to international business people who expatriate for mercenary reasons (Selmer & Lauring, 2015). The last two sections focus on the challenges faculty experience and the benefits faculty experience. There appeared to be more studies on the challenges than the benefits. Nevertheless, Meister and Mulcahy (2016) indicated that there is a shortage of research on the adjustment of the expatriate faculty. This is despite the fact that nearly 25% quit before their contract is complete (Selmer & Lauring, 2015). Johnston (2016) found that faculty

expected to have opportunities and time to explore the host country, and this did not happen. The workload was intense, and they felt socially isolated. In a very strong study, Selmer and Lauring (2015) investigated issues of cultural change for expatriate academics across 34 universities in five European countries. Their primary finding was that personal adjustment significantly tied to professional competence. They recommended that schools provide personal adjustment support. The benefits of the faculty positions were dependent on their personal satisfaction, if they were happy in their positions, they performed well and experienced job promotion (Johnston, 2016).

Overall, according to Meister and Mulcahy (2016) measuring human capital has been viewed as disagreeable. The section in this paper on Strategic Human Capital Management has several sub-sections. First, there is the issue of defining human capital itself. In fact, the very term has been the subject of strong disagreements with one side hailing the advantages of treating individuals as capital rather than costs and the other side lamenting that individuals should be considered on the same terms as inanimate forms of capital. According to Meister and Mulcahy (2016) in an organization, capital is most frequently defined as a cell of intellectual capital parallel with social capital, consisting of the connections and networks that enable the creation and transfer of knowledge, and organizational capital. These include the company guidelines and best practices together with patents and other forms of knowledge owned by the institution rather than by a single person.

Human capital than is the knowledge, skills, and experience of individuals and also their willingness to share these attributes with the organization to create value. As a

result, measuring human capital is not just about measuring skills or even contribution in the form of productivity; it is also about measuring how successfully that knowledge and contribution translates into organizational value. It is recognized by Thomas, Smith, and Diez (2013), who commented that the worth of human capital is basically dependent on its way to contribute to the competitive advantage or essence of professional competence of the business. Researchers are in agreement that improving human capital management is a strong way to improve the financial performance of an organization (Armstrong, 2016).

Next in the section on workplace factors, the research as a whole indicates that these are critical for administration to design for the well being of the faculty member. Two primary constructs that are used are job satisfaction and job security because they predict whether or not a faculty member is more or less likely to leave their position. More specific workplace factors need definition and research on their impact.

Finally, the framework of strategic management emphasizes the HS and what is beneficial for the HS today. The strategy is the plan and action necessary to achieve organizational objectives and goals (Minckler, 2013). Increasingly there is a need for HS's to integrate faculty into the planning processes in terms of identifying necessary teacher skills, behaviors, and place in promoting a positive organizational culture. These aspects are critical in terms of programming and achieving the vision or strategic choice.

## Summary and Conclusions

In the introduction to this paper, I laid out the problem and the gap in practice. The problem is that it is difficult to convince HS faculty to relocate to compromise

locations (Anonymous, 2013). The gap in practice is that HS does not know which high-quality job characteristics will attract current and new faculty to new campuses in compromised locations. I provided evidence from the research site that it was challenging to convince faculty to relocate to *compromising locations*. This evidence included discussions with senior management, personal communication, and inspection of the 2013 Global Employee Engagement Survey (Anonymous, 2013) statements that there is a problem to convince faculty to relocate to compromised location. I also provided evidence from the professional literature including experiences of relocated and immigrant professors (Hutchison, 2017) and comparative perspectives on recruitment on the international faculty in higher education (Yudkevich et al., 2017). A discussion of the study methodology follows this review. Finally, the findings of the data analysis are presented with an argument of the study limitations and possible implications for HS hospitality faculty relocation.

Chapter 3: Research Method

## Introduction

To be successful, HS must manage human assets to their full potential. The gap in practice is that HS does not know what job characteristics faculty expect to be of the highest quality in order for them to relocate to new campuses in compromise locations. This study suggests that while salary and culture will certainly be factors in any faculty members' expectations of a new position (Bastian & Henry, 2016), it is also important to consider the factors of the working environment that employees indicate they expect to be of highest quality in their potential new positions. The focus is not on how to ferret out cause-and-effect relationships, but rather on describing the variables that exist in a given situation and on how to describe the relationships that exist among those variables.

## Research Design and Rationale

This quantitative research design was twofold. First, it was a quantitative descriptive study to identify the workplace factors that faculty currently have and those they expect to be of highest quality in order to relocate to a compromise location. Second, it was correlational to determine if there is any relationship between the ratings for each of the settings that would indicate which items HS faculty currently have that they want in a compromise location. The dependent variables were the faculty's ratings of their current location workplace factors and their ratings of what workplace factors they expect to be of high quality at a compromise location. The independent variable was the ratings supplied by the faculty members. The research questions were as follows:

RQ1: How do hospitality faculty rate their current workplace factors?

RQ2:   How do hospitality faculty rate each workplace factor in terms of how high quality they expect each factor to be in order for them to relocate?

RQ3:   What is the relationship between hospitality faculty ratings for current workplace factors and their ratings of those workplace factors in terms of how high quality they expect each factor to be in order for them to relocate?

Ho3:   There are no significant relationships between teachers' ratings of their current workplace factors and teachers' ratings of how high quality they expect workplace factors to be in order to relocate to a compromise location.

$H_A3$:   There are correlations between teachers' ratings of their current workplace factors and teachers' ratings of how high quality they expect workplace factors to be in order to relocate to a compromise location.

This quantitative design derived logically from the problem that it is challenging to convince faculty to relocate to compromise locations. The gap in practice was that it is unclear what workplace factors hospitality faculty members expect in a compromise location.

Descriptive data analyses reported means, mode, and standard deviations for each subsection of the survey and each item of the survey. I analyzed the data to determine whether any correlations existed. Specifically, I investigated whether there was a correlation between the ratings for each section of the survey for the current workplace

and the compromise location. To further investigate whether there is any relationship between the ratings applied in the current workplace and the compromise location, I inspected the mean ratings assigned to each item. For example, I looked at each survey item for mean ratings that were high (4.8-5) for both the current setting and the compromise location, as this would indicate that those workplace factors were highly rated in both settings (Field, 2013).

## Methodology

Nonrandom census sampling was used. All faculty at two hospitality schools, a sample size of 181 participants, were contacted through the central administration in-house email system. They were all eligible to complete the survey because the research questions related to all current faculty of these two hospitality schools. The faculty consisted of 98 men and 83 women. They were predominantly White Europeans, with 87 Swiss and 53 English individuals. The age range spanned from 32 to 67 years, with the largest portion being in the 40-49 age range.

A power analysis was completed for a one-tailed point biserial correlation with an effect size set to .05, and a power of .8. It was determined that the total sample size required was 65. This required a 36% response rate.

### Instrumentation and Materials

The data were collected with Keddi's (2008) "Work Atmosphere" survey (see Appendix A). Keddi developed the survey for his dissertation. Keddi permitted me to use the survey in this research, as indicated in Appendix B.

I made some alterations to the survey for use in this research study, with permission from Keddi (see Appendix C). There was one major change to the survey. Note that the primary scale of Keddi's survey was not changed. The survey continued to be the following: How strongly do you agree that each workplace factor statement is true of your current position? The first change was that there was a second scale added in order to collect data on the compromise location. Participants used both scales on every item of the survey. The second scale was as follows: How high quality do you expect each workplace factor to be in order for you to relocate? The survey was divided into three parts: Part I: About your workplace; Part II: Your experience of your workplace; and Part III: Cooperation with your manager.

Keddi (2008) established validity and reliability measures by pilot-testing with a small group of people (sample size of 10, 47% female and 54% male) within a graduate school of economics, finance, and management. Participants for the pilot test were chosen randomly from a pool of 39 leadership employees. An important concern of this test run was to check the quality of the applied scales and how participants would respond to the online survey. Keddi found that the tool was valid according to the participants' positive feedback. For his research study, the pilot test obtained a Cronbach's alpha of $\alpha = .913$, which indicated a high covariance. Further, all 10 participants' qualitative feedback on the validity of the survey was positive. For example, the length of the questionnaire was regarded as appropriate, and the language and terminology of the survey were well understood. In short, the pilot study found this survey to be valid and reliable.

**The Survey**

A survey (Appendix D) previously used by Keddi (2008) for hospitality faculty at another school was used in this project study to collect Likert-scale data. This study investigated both what workplace factors faculty were currently experiencing and what quality of workplace factors they would expect in a compromise location. The most common surveys among social researchers use Likert-scale rating systems and are used to collect data from large numbers of people (Katz & Shahar, 2015). Surveys are popular because they allow the collection of a large amount of data from a sizeable population in a highly economical way.

For this research, I used a survey, which was identical in terms of the survey items and the first rating scale to a published questionnaire survey used by Keddi (2008). I added an additional scale on the same items to gauge what level of quality participants indicated that each workplace factor would need to be for them to consider relocating to a compromise location. The addition of the expect-quality scale was the only change that I made to the survey.

The survey items were rated using two different scales. The first asked the participants to rate workplace factors on a 5-point scale that ranged from *strongly disagree* to *strongly agree* that the workplace factor was true of their current position. The second asked the participants to rate how high quality they expected each workplace factor to be in order for them to relocate using a 5-point scale that ranged from *basic quality* to *highest quality*.

This survey was developed by Keddi (2008) based on his desire to understand the importance of workplace factor satisfaction. I expanded the survey by adding a second scale. Each of the items was rated on two scales: (a) level of agreement with the item for their current workplace and (b) how high quality they expected the workplace factor to be for them to relocate to a compromise location.

**Data Collection**

This survey was provided online using Google Forms (see Appendix D). A total of 181 participants were invited to respond the survey. A total of 65 participants was required, according to the power analysis. A total of 128 participants responded.

Each item was rated twice using two scales. The first scale on the survey asked participants to rate their current faculty employment situation in terms of how much they agreed or disagreed with each single item on the survey. The second scale was used on the same items. It asked them to rate the same single item on the survey in terms of how high quality they expected the workplace factor to be in order for them to relocate.

In the survey, I asked each participant to rate each section of items on the two separate scales before moving on to the next section of items. The participant clicked on the next page to respond to the next item. Thus, the same item was rated twice consecutively. This was done in order to enhance the participants' ability to compare a single item both in terms of their current situation and in terms of what they expect to be of highest quality in order for them to relocate to a compromise location. This improved the reliability of the administration. Participants were asked to rate one item using the two scales consecutively in order to preserve their memory of what item they were rating.

One reminder was sent weekly for 3 weeks. At the end of 3 weeks, the survey was closed, and analyses began. Again, the responses were anonymous from the 128 participants in the survey.

**Data Analysis Plan**

  **Descriptive statistics**. The first analysis and presentation of data took the form of descriptive statistics. For each item, the means, mode, and standard deviations were reported. In statistical terms, there are usually two aspects to such descriptive statistics that are important to consider: (a) some measure of an average value and (b) some measure of variability around this average.

  It is very useful to be able to summarize the agreement of a group using a single score for the typical or average agreement of a group. These are what researchers call *measures of central tendency*, and the most common are the mean, mode, and median (Coe, Waring, Hedges, & Arthur, 2017). In this research, I mainly focused on the mean but also report on the mode. The mode is the score in a distribution that occurs most frequently. The mean is the arithmetical average of a set of scores (Wisniewski, 2016). To find the mean, I added up all of the scores and divided by the number of scores. This measure is the most commonly used because it accounts for every data point in a set.

  In a frequency polygon, the mode is the score represented by the highest point on the curve (Coe et al., 2017). This simply indicates the rating that got the most votes, not the rating that was most representative of the whole group. For example, 1 might get the most votes, but the numbers of 4 and 5 votes combined might total more than the votes for 1. Reporting the mode is useful but should be checked for instances such as this.

An important and often-used measure of variability is the standard deviation. I just addressed the mean as a statistical measure of average; the standard deviation is used to calculate a measure of variability around this average. It answers the question of how much the items in the dataset differ from the mean value. In other words, the standard deviation is the average distance between each of the scores in a distribution and the mean. The standard deviation is important because few datasets adhere to the bell curve model, and so it needs to be determined just how far away from the mean the data points fall.

**Correlation analyses**. The purpose of correlation research is to measure two variables and examine whether there are relationships between the variables. In research, two variables are said to be correlated when there is an association between the variables such that different amounts or levels of one variable correspond to different amounts of the other variable in a systematic way. Correlations are measures of negative tendency below 0 down to -1 and of positive tendency above 0 up to 1.

To display correlational relationships, first, I needed to obtain a measure of each variable identified in the research question for every participant in the study. I entered these data in a table using IBM SPSS Statistics, and the program calculated the correlations. These data showed the correlation level of each teacher in the current and the compromise locations. Note that each teacher had two rating levels: one for the current location and one for if they were to move to the compromise locations. Correlations were calculated between these two values for all of the respondents of the

survey. As stated earlier, strong positive correlation above .8 or negative below .8 were considered items that addressed factors important to both HS and compromise locations.

An additional simple representation of these correlation relationships is a graph known as a *scatterplot*. In a scatterplot, each teacher in a study is represented by one point on the graph. Values of one of the variables are plotted using the vertical or y-axis of the graph, and values of the second variable are plotted using the horizontal or x-axis of the graph. Each point represents the score for one teacher on both variables. With the use of the combination of the correlation values in the tables and the scatterplot, I could examine the pattern within the overall group to determine both the direction and the strength of the relationship or correlation.

**Threats to Validity**

**Pilot Testing**

This study piloted the survey with a representative group of 12 participants who were employed in an international boarding school. These faculty members were native English speakers of a global educational institution. I calculated Cronbach's alpha estimate of reliability for this sample and the full sample. The validity evaluations included face validity with a small sample of 12 relative experts from the international boarding school employees. These employees took the survey and gave feedback on whether or not it, at face value, appeared useful for collecting information about HS workplace factors here and in potential compromise locations. These 12 experts reviewed the survey a second time and rated the validity of each item for its value for quantifying

that item's construct. The face validity and construct validity evaluations enhanced trust in the survey measuring what it purported to.

The basic data structure is shown in Table 1, is presented in an overview in Appendix E, and is detailed in Appendix F. There are three groups of items: condition, process, and target. Each group is broken down into two dimensions. Each dimension is further broken down into one to three specific factors of the workplace. For example, in the condition group of variables, one dimension is leadership climate, and there are three factors.

Table 1

*Overview of Survey Data Structure*

| Groups of items | Main dimension | Factors |
|---|---|---|
| Condition | Leadership climate | Leadership climate |
| | | Intrinsic—workplace |
| | | Extrinsic—workplace |
| | Aspect environment | Workplace autonomy |
| | | Workplace competencies |
| | | Social interaction |
| Process | Emotional work | Competence |
| | | Autonomy |
| | | Integration |
| Target | Performance behavior | Work-related performance |

As mentioned earlier, I piloted the questionnaire before administering it in full. A pilot study involves a small-scale administration of the survey prior to the main administration and is often conducted by using a similar sample (Fink, 2016). In addition to having the respondents in a pilot study complete a questionnaire in order to ensure that it is clear and unambiguous, researchers can share the purpose of the questionnaire with the pilot study participants and make the following request of them: "Please add

additional comments you might have, including any thoughts on what you would like me

to improve regarding this online survey." Participants were asked this question before

taking the survey and were asked to provide feedback at the end of the survey. The

feedback was overwhelmingly positive. For example, most participants indicated that the

terms used were clear and that the flow of statements was well thought out. Many

participants indicated that both scales were clear and easy to follow. Incorporating the

resulting feedback from pilot study participants can help a researcher increase the

reliability and validity of a questionnaire. Pilot testing a questionnaire also allows the

researcher to test the questionnaire's administration procedures (from initial distribution

to receipt of completed questionnaires) and the planned data analysis procedures—both

of which can be particularly important when using a questionnaire.

Questionnaires must be both reliable and valid in order for researchers to have

confidence in the data collected with them. In other words, items measuring the same

construct should generate consistent responses and be pertinent to the construct that the

items are intended to measure. As reliability and validity increase, measurement error

decreases. A simplified method for measuring the internal consistency reliability of a

group of items is the Cronbach's alpha coefficient, often referred to as simply Cronbach's

alpha or Cronbach's $\alpha$ (Creswell, 2014). In short, Cronbach's alpha measures how well a

set of variables or items measures a single, unidimensional latent construct. Cronbach's

alpha is primarily a correlation between the item responses in a questionnaire. Assuming

the Cronbach's alpha is directed toward a group of items intended to measure the same

construct, Cronbach's alpha values will be high when the correlation between the

respective questionnaire items are high. Cronbach's alpha values range from 0 to 1, and, in the social sciences, values at or above 0.7 are desirable, but values well above 0.9 may not be desirable as the scale is likely to be too narrow in focus (Creswell & Poth, 2017).

For this research study the pilot-test obtained a Cronbach's alpha of $\alpha = .903$; it is indicating a high covariance. Also, the 12 participants qualitative feedbacks on the validity of the survey were all positive. For example, the terms used are clear, the sequence of question and the flow of statements are well thought out. In short, the pilot study found this survey to be valid and reliable.

## Ethical Procedures

The participants responded in a completely anonymous fashion thus improving the protection of their rights. Their participation was also completely voluntary allowing them choice over whether or not they would participate. The voluntary consent of the human subject was essential. It means that the participant should be not be compelled to participate in this study. Participants in this research study had the right to give their informed consent before participating. Honesty was crucial to the relationship between me, participants, and institutional representatives. Participants' anonymity was maintained. They were contacted by email using a general all-faculty email address for which I did not have individual names. The email contained information regarding HS approval, the fact that this was a dissertation study, and a description of the survey with the link to the Google Form survey.

**Summary**

In quantitative research, variables are defined operationally and are commonly divided into independent variable and dependent variables (Coe et al., 2017). In this research, the independent variable was the ratings provided by the HS faculty and the two dependent variables were current location and expected compromise location. A primary goal of this study was to be able to identify a correlational relationship between the two variables.

Chapter 4: Results

**Introduction**

In this research, IBM SPSS Statistics was used for statistical analysis. The descriptive statistics included the mean, mode, and standard deviation. In addition, for each pair of ratings on each item, a correlation analysis was used to describe the strength of the relationship between the ratings of the workplace factors of HS in its current location and the ratings of the expected quality of the workplace factors in the compromise location.

**Descriptive Item Analyses by Survey Section**

Descriptive statistics for each section of the survey and each item are displayed in the following tables. After all sections are displayed, a series of summary tables highlighting the items with the largest mean values is displayed, as well as any noteworthy mode findings. Standard deviations were used to evaluate the variability of the mean values.

Tables 2, 3, and 4 pertain to the overall quality of leadership climate, and the quality of the social relationship between faculty and management. The section on leadership climate included nine items.

Table 2

*Condition—Leadership Climate: Means*

| No. | Item text | Current $M$ | Compromise $M$ |
|---|---|---|---|
| 1 | I feel that my manager provides me choices and options. | 3.56 | 3.85 |
| 2 | I feel understood by my manager. | 3.51 | 3.90 |
| 3 | My manager conveys confidence in my ability to do well at my job. | 3.67 | 3.95 |
| 4 | My manager encourages me to ask questions. | 3.42 | 4.19 |
| 5 | My manager listens to how I would like to do things. | 3.50 | 4.15 |
| 6 | My manager tries to understand how I see things before suggesting a new way to do things. | 2.97 | 3.85 |
| 7 | My manager informs me on business objectives on a regular basis. | 2.94 | 3.83 |
| 8 | My manager regularly informs me on my work results. | 2.01 | 3.75 |
| 9 | I am sufficiently informed and actively involved by my manager. | 3.41 | 4.05 |

*Note.* No. = number; $M$ = mean; $n$ = 128.

Table 3

*Condition—Leadership Climate: Modes*

| No. | Item text | Current<br>*Mo* | Compromise<br>*Mo* |
|---|---|---|---|
| 1 | I feel that my manager provides me choices and options. | 4 | 4 |
| 2 | I feel understood by my manager. | 4 | 4 |
| 3 | My manager conveys confidence in my ability to do well at my job. | 4 | 4 |
| 4 | My manager encourages me to ask questions. | 4 | 4 |
| 5 | My manager listens to how I would like to do things. | 3 | 4 |
| 6 | My manager tries to understand how I see things before suggesting a new way to do things. | 3 | 4 |
| 7 | My manager informs me on business objectives on a regular basis. | 3 | 4 |
| 8 | My manager regularly informs me on my work results. | 2 | 4 |
| 9 | I am sufficiently informed and actively involved by my manager. | 4 | 4 |

*Note.* No. = number; *Mo* = mode; *n* = 128.

Table 4

*Condition—Leadership Climate: Standard Deviations*

| No. | Item text | Current SD | Compromise SD |
|-----|-----------|------------|---------------|
| 1 | I feel that my manager provides me choices and options. | 0.821 | 0.641 |
| 2 | I feel understood by my manager. | 0.922 | 0.625 |
| 3 | My manager conveys confidence in my ability to do well at my job. | 0.785 | 0.644 |
| 4 | My manager encourages me to ask questions. | 0.866 | 0.867 |
| 5 | My manager listens to how I would like to do things. | 1.143 | 0.814 |
| 6 | My manager tries to understand how I see things before suggesting a new way to do things. | 0.832 | 0.711 |
| 7 | My manager informs me on business objectives on a regular basis. | 0.791 | 0.711 |
| 8 | My manager regularly informs me on my work results. | 0.874 | 0.753 |
| 9 | I am sufficiently informed and actively involved by my manager. | 0.910 | 0.872 |

*Note*. No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 2, 3, and 4—Leadership Climate**

Tables 2, 3, and 4 contain the means, modes, and standard deviations for the

Leadership Climate section. Both the current location and the compromise location data

are in each table. Many of the items in this section have mean ratings that were very

similar between the current and compromise location, with the trend being that people

rated the compromise location higher, meaning that they had higher expectations for a

compromise location than for their current conditions. One item stood out with a wider

difference in mean ratings than most of the items "My manager regularly informs me on

my work results." Mean participant ratings for the current location were $M = 2.01$ and *Mo*

= 2; this means that participants felt that in the current location, it was slightly less than true that the manager regularly informed the participants of their work results. Participants would expect this to be of higher quality in order to move to a compromise location, as the participants rated it with a $M = 3.75$ and $Mo = 4$. This indicates that the participants were getting less information at the current location from their manager in regard to their work results than they would expect to get in order to move to a compromise location. Except for this item, the modes were the same or similar, with the same trend of the compromise expectations being rated higher. The standard deviations were unremarkable except for the current location's ratings for the item "My manager listens to how I would like to do things." This had a standard deviation of $SD = 1.143$, indicating that there was some variability in answers.

Tables 5, 6, and 7 pertain to the intrinsic attractiveness of the workplace, including the employee's prospects for professional development and advancement as well as the employee's perspective on his or her profession. The section on intrinsic attractiveness included three items.

Table 5

*Condition—Intrinsic—Workplace: Means*

| No. | Item text | Current $M$ | Compromise $M$ |
|---|---|---|---|
| 1 | I am convinced that HS will fill leading positions from its own ranks in future. | 3.02 | 3.17 |
| 2 | I trust in the economic stability of HS. | 2.84 | 3.31 |
| 3 | My current job provides good opportunities to develop my professional competencies. | 3.55 | 3.77 |

*Note.* No. = number; $M$ = mean; $n = 128$.

Table 6

*Condition—Intrinsic—Workplace: Modes*

| No. | Item text | Current *Mo* | Compromise *Mo* |
|---|---|---|---|
| 1 | I am convinced that HS will fill leading positions from its own ranks in future. | 3 | 3 |
| 2 | I trust in the economic stability of HS. | 3 | 3 |
| 3 | My current job provides good opportunities to develop my professional competencies. | 4 | 4 |

*Note*. No. = number; *Mo* = mode; *n* = 128.

Table 7

Condition—Intrinsic—Workplace: Standard Deviations

| No. | Item text | Current *SD* | Compromise *SD* |
|---|---|---|---|
| 1 | I am convinced that HS will fill leading positions from its own ranks in future. | 0.621 | 0.641 |
| 2 | I trust in the economic stability of HS. | 0.715 | 0.696 |
| 3 | My current job provides good opportunities to develop my professional competencies. | 0.772 | 0.690 |

*Note*. No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 5, 6, and 7—Intrinsic Workplace**

Tables 5, 6, and 7 contain the means, modes, and standard deviations, respectively, for the intrinsic workplace section. Both the current location and the compromise location data are in each table. The ratings were similar for both, but the trend of the compromise expectations being rated higher than the current location conditions continued. The largest difference in means between the current and compromise location was for the item "I trust in the economic stability of HS." Mean

participant ratings were $M = 2.84$ for the current location and $M = 3.31$ for the

compromise location; this indicates that participants at the current location rated the

economic stability of HS close to 3, meaning that they perceived it as neither true nor

untrue that there is economic stability at HS. In order to move to a compromise location,

participants would have liked to see HS as having economic stability of moderately high

quality. The modes for all items were identical for the current and compromise locations.

The standard deviations were within a normal range.

Tables 8, 9, and 10 pertain to the extrinsic attractiveness of the workplace. The

section represents the pay for employee motivation and refers to the salary and financial

recognition of professional performance by the company. The section on extrinsic

attractiveness included two items.

Table 8

*Condition—Extrinsic—Workplace: Means*

| No. | Item text | Current *M* | Compromise *M* |
|-----|-----------|---------|------------|
| 1 | I get a reasonable salary for my work. | 4.02 | 4.45 |
| 2 | My professional performance is recognized by my salary adequately. | 3.91 | 4.41 |

*Note.* No. = number; $M$ = mean; $n = 128$.

Table 9

*Condition—Extrinsic—Workplace: Modes*

| No. | Item text | Current Mo | Compromise Mo |
|---|---|---|---|
| 1 | I get a reasonable salary for my work. | 4 | 5 |
| 2 | My professional performance is recognized by my salary adequately. | 4 | 5 |

*Note.* No. = number; *Mo* = mode; *n* = 128.

Table 10

*Condition—Extrinsic—Workplace: Standard Deviations*

| No. | Item text | Current SD | Compromise SD |
|---|---|---|---|
| 1 | I get a reasonable salary for my work. | 0.763 | 0.859 |
| 2 | My professional performance is recognized by my salary adequately. | 0.934 | 0.943 |

*Note.* No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 8, 9, and 10—Extrinsic Workplace**

Tables 8, 9, and 10 contain, respectively, the means, modes, and standard deviations. Both the current location and the compromise location data are in each table. The trend of higher ratings for the compromise location than for the current location continued. Both items had notable results. For the item "I get a reasonable salary for my work," the participants' ratings for the current location were $M = 4.02$, $Mo = 4$, and $SD = 0.763$. This means that participants agreed that they got a reasonable salary at their current location. The participants' ratings for the compromise location were $M = 4.45$, $Mo = 5$, and $SD = 0.859$. This means that participants would expect salary to be of somewhat higher quality in order to move. The standard deviation was slightly high at

.859, meaning that people had a slightly wider range of expectations. The standard deviations were slightly higher for the item "My professional performance is recognized by my salary adequately." This means that participants had a wider range of answers for this item than for others, indicating that there is a range of salaries. The means and the modes were similar for both locations.

Tables 11, 12, and 13 are about workplace autonomy, including how participants evaluated the workplace regarding its conditions to allow independent action. The section on autonomy at work included six items.

Table 11

*Aspect of the Work Environment—Autonomy: Means*

| No. | Item text | Current M | Compromise M |
|---|---|---|---|
| 1 | I can plan my working hours flexible for a better work-life balance. | 4.00 | 4.52 |
| 2 | My job allows me to produce a work product from the beginning until the completion. | 4.34 | 4.05 |
| 3 | The decentralized structure of the company allows me great freedom of action. | 4.13 | 3.89 |
| 4 | I usually make my own decisions in my teaching work. | 4.37 | 3.98 |
| 5 | I can make necessary arrangements without my direct manager. | 3.89 | 3.92 |
| 6 | Whenever I have a good idea, I can easily put it into practice in my job. | 3.80 | 3.94 |

*Note.* No. = number; *M* = mean; *n* = 128.

Table 12

*Aspect of the Work Environment—Autonomy: Modes*

| No. | Item text | Current *Mo* | Compromise *Mo* |
|-----|-----------|--------------|-----------------|
| 1 | I can plan my working hours flexible for a better work-life balance. | 4 | 5 |
| 2 | My job allows me to produce a work product from the beginning until the completion. | 5 | 4 |
| 3 | The decentralized structure of the company allows me great freedom of action. | 5 | 4 |
| 4 | I usually make my own decisions in my teaching work. | 5 | 4 |
| 5 | I can make necessary arrangements without my direct manager. | 4 | 4 |
| 6 | Whenever I have a good idea, I can easily put it into practice in my job. | 4 | 4 |

*Note*. No. = number; *Mo* = mode; *n* = 128.

Table 13

*Aspect of the Work Environment—Autonomy: Standard Deviations*

| No. | Item text | Current SD | Compromise SD |
|---|---|---|---|
| 1 | I can plan my working hours flexible for a better work-life balance. | 0.851 | 0.832 |
| 2 | My job allows me to produce a work product from the beginning until the completion. | 0.844 | 0.644 |
| 3 | The decentralized structure of the company allows me great freedom of action. | 1.068 | 0.723 |
| 4 | I usually make my own decisions in my teaching work. | 0.802 | 0.640 |
| 5 | I can make necessary arrangements without my direct manager. | 0.701 | 0.647 |
| 6 | Whenever I have a good idea, I can easily put it into practice in my job. | 0.754 | 0.585 |

*Note.* No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 11, 12, and 13—Workplace Autonomy**

The above Tables 11, 12, and 13 contain respectively the means, modes, and standard deviations. Both for the current location and compromise location are in each table. This section was interesting because for three of the six items, the trend in the ratings was reversed; for these three the mean ratings for the current location were higher than the mean ratings for the compromise location. For the item "My job allows me to produce a work product from the beginning until the completion;" the mean rating for the current location were *M* = 4.34 and for the compromise location were *M* = 4.05. This indicates that faculty have lower expectations for the compromise location for being able to complete a work product than they do at the current location. For the item "The decentralized structure of the company allows me great freedom of action;" the mean

rating for the current location were $M = 4.13$ and for the compromise location were $M = 3.89$. This indicates that faculty have lower expectations for the compromise location for being able to have freedom of action than they have in the current location. For the item "I usually make my own decisions in my teaching work;" the mean rating for the current location were $M = 4.37$ and for the compromise location were $M = 3.98$. This indicates that faculty have lower expectations for the compromise location for being able to make their own decisions than they have at the current location. Also notable for this item was the high standard deviation for the current location. The ratings for the item "The decentralized structure of the company allows me great freedom of action." The participants' ratings for the current location were $SD = 1.068$ and for the compromise location were $SD = 0.723$. This indicates that for the current location the participants had a wider range of experiences reflected in their ratings in comparison to their ratings for the compromise location which the ratings were more similar indicating the desire for autonomy.

Tables 14, 15, and 16 are about workplace competencies, a designate prerequisite for the competent and successful actions in the workplace. The section on workplace competencies included six items.

Table 14

*Aspect of the Work Environment—Competencies: Means*

| No. | Item text | Current M | Compromise M |
|---|---|---|---|
| 1 | I know what to do in my job as my area of responsibility is clearly defined. | 3.82 | 3.91 |
| 2 | The work process in my division is effectively organized thus enabling me to obtain good results without difficulty. | 3.68 | 3.91 |
| 3 | The interfaces to other departments are clearly identified. | 3.22 | 3.82 |
| 4 | My immediate supervisor communicates effectively with his staff regularly meetings. | 3.70 | 3.92 |
| 5 | My decision-making powers are clearly defined. | 3.69 | 3.89 |
| 6 | When there are changing demands in my area of responsibilities, I receive appropriate training measures. | 3.51 | 3.76 |

*Note*. No. = number; *M* = mean; *n* = 128

Table 15

*Aspect of the Work Environment—Competencies: Modes*

| No. | Item text | Current *Mo* | Compromise *Mo* |
|---|---|---|---|
| 1 | I know what to do in my job as my area of responsibility is clearly defined. | 4 | 4 |
| 2 | The work process in my division is effectively organized thus enabling me to obtain good results without difficulty. | 4 | 4 |
| 3 | The interfaces to other departments are clearly identified. | 3 | 4 |
| 4 | My immediate supervisor communicates effectively with his staff regularly meetings. | 4 | 4 |
| 5 | My decision-making powers are clearly defined. | 4 | 4 |
| 6 | When there are changing demands in my area of responsibilities, I receive appropriate training measures. | 4 | 4 |

*Note*. No. = number; *Mo* = mode; *n* = 128.

Table 16

*Aspect of the Work Environment—Competencies: Standard Deviations*

| No. | Item text | Current SD | Compromise SD |
|---|---|---|---|
| 1 | I know what to do in my job as my area of responsibility is clearly defined. | 0.681 | 0.509 |
| 2 | The work process in my division is effectively organized thus enabling me to obtain good results without difficulty. | 0.763 | 0.509 |
| 3 | The interfaces to other departments are clearly identified. | 0.731 | 0.581 |
| 4 | My immediate supervisor communicates effectively with his staff regularly meetings. | 0.874 | 0.647 |
| 5 | My decision-making powers are clearly defined. | 0.729 | 0.536 |
| 6 | When there are changing demands in my area of responsibilities, I receive appropriate training measures. | 0.878 | 0.637 |

*Note*. No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 14, 15, and 16—Workplace Competencies**

The above Tables 14, 15, and 16 contain respectively the means, modes, and standard deviations. Both the current location and the compromise location data are in each table. The trend of higher mean ratings for the compromise location than the current location continued for all items in this section. For example, for the items "I know what to do in my job as my area of responsibility is clearly defined," the mean participant ratings for the current location were $M = 3.82$ and for the compromise location were $M = 3.91$; the interfaces to other departments are clearly identified, the mean participant ratings for the current location were $M = 3.22$ and for the compromise location were $M = 3.82$. This means that some participants felt that in the current location ($M = 3.82$) their

area of responsibility in regards to the area of responsibility and the interfaces to other departments are clearly defined. Participants would expect the definition of their area of responsibility to be of slightly better defined ($M = 3.91$; only .9 higher than current location) in order to move to a compromise location. For the item "The interfaces to other departments are clearly identified," the mean participant ratings for the current location were $M = 3.22$ and for the compromise location were $M = 3.82$. This indicates that participants would like interfaces to be more clearly identified in a compromise location ($M = 3.82$) than the current location ($M = 3.22$). The modes were identical for all, but one item and the standard deviation were moderate all below 1.0.

Tables 17, 18, and 19 are about social interaction at the workplace. These relate primarily to the relationship with employees. The section on social work environment included two items.

Table 17

*Aspect of the Work Environment—Social: Means*

| No. | Item text | Current $M$ | Compromise $M$ |
|---|---|---|---|
| 1 | The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. | 3.37 | 3.37 |
| 2 | My colleagues support me actively, if I have trouble with my tasks. | 3.72 | 3.75 |

*Note.* No. = number; $M$ = mean; $n = 128$.

Table 18

*Aspect of the Work Environment—Social: Modes*

| No. | Item text | Current<br>*Mo* | Compromise<br>*Mo* |
|---|---|---|---|
| 1 | The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. | 3 | 3 |
| 2 | My colleagues support me actively, if I have trouble with my tasks. | 4 | 4 |

*Note*. No. = number; *Mo* = mode; *n* = 128.

Table 19

*Aspect of the Work Environment—Social: Standard Deviations*

| No. | Item text | Current<br>*SD* | Compromise<br>*SD* |
|---|---|---|---|
| 1 | The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. | 0.741 | 0.719 |
| 2 | My colleagues support me actively, if I have trouble with my tasks. | 0.720 | 0.699 |

*Note*. No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 17, 18, and 19—Social Interaction**

The above Tables 17, 18, and 19 contain respectively the means, modes, and standard deviations. Both the current location and the compromise location data in each table. The notable thing about this section is that the mean ratings were identical for the current and compromise locations. For the items "The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things;" the mean participant ratings for the current location were $M = 3.37$ and for the compromise

location were $M = 3.37$. This means that participants felt that trust amongst colleagues

something the participants currently have and would expect to have at the same level

wherever their workplace is located.

Tables 20, 21, and 22 are about competence experience. The section focuses on

the basic need satisfaction at work. The section on emotional competence in the

workplace included three items.

Table 20

*Emotional Experience at Work—Competence: Means*

| No. | Item text | Current M | Compromise M |
|-----|-----------|-----------|--------------|
| 1 | Colleagues at work tell me I am good at what I do. | 3.88 | 3.52 |
| 2 | I have been able to learn interesting new skills on my job. | 3.33 | 3.87 |
| 3 | On my job, I do not get much of a chance to show how capable I am. | 3.20 | 4.25 |

*Note*. No. = number; $M$ = mean; $n = 128$.

Table 21

*Emotional Experience at Work—Competence: Modes*

| No. | Item text | Current Mo | Compromise Mo |
|-----|-----------|------------|---------------|
| 1 | Colleagues at work tell me I am good at what I do. | 4 | 3 |
| 2 | I have been able to learn interesting new skills on my job. | 3 | 4 |
| 3 | On my job, I do not get much of a chance to show how capable I am. | 3 | 5 |

*Note*. No. = number; $Mo$ = mode; $n = 128$.

Table 22

*Emotional Experience at Work—Competence: Standard Deviations*

| No. | Item text | Current SD | Compromise SD |
|---|---|---|---|
| 1 | Colleagues at work tell me I am good at what I do. | 0.527 | 0.675 |
| 2 | I have been able to learn interesting new skills on my job. | 0.677 | 0.580 |
| 3 | On my job, I do not get much of a chance to show how capable I am. | 0.722 | 0.939 |

*Note.* No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 20, 21, and 22—Competence**

The above Tables 20, 21, and 22 contain respectively the means, modes, and standard deviations. Both the current location and the compromise location data are in each table. One of the items went against the trend of higher ratings for compromise location, for the item "Colleagues at work tell me I am good at what I do," participants felt that this was very true of their current location ($M = 3.88$) but the mean of what is expected was lower for a compromise location ($M = 3.52$). There was a wider difference than others in mean scores for the item "On my job, I do not get much of a chance to show how capable I am." The participants' ratings for the current location were $M = 3.20$, $Mo = 3$, and $SD = 0.722$. This means that participants have the chance to show how capable they are at their current location. The participants rating for the compromise location were $M = 4.25$, $Mo = 5$, and $SD = 0.939$. This means participants would expect an even higher chance to show how capable they are at a compromise location.

Tables 23, 24, and 25 are about autonomy experience, to understand the most

satisfying and unsatisfying faculty experiences. The section on emotional autonomy in

the workplace included three items.

Table 23

*Emotional Experience at Work—Autonomy: Means*

| No. | Item text | Current $M$ | Compromise $M$ |
|---|---|---|---|
| 1 | I feel pressured at work. | 3.32 | 3.16 |
| 2 | When I am at work I have to do what, I am told. | 3.15 | 3.05 |
| 3 | I do not expect to be committed for a long time to this company. | 2.02 | 3.41 |

*Note.* No. = number; $M$ = mean; $n$ = 128.

Table 24

*Emotional Experience at Work—Autonomy: Modes*

| No. | Item text | Current $Mo$ | Compromise $Mo$ |
|---|---|---|---|
| 1 | I feel pressured at work. | 3 | 3 |
| 2 | When I am at work I have to do what, I am told. | 3 | 3 |
| 3 | I do not expect to be committed for a long time to this company. | 1 | 3 |

*Note.* No. = number; $Mo$ = mode; $n$ = 128.

Table 25

*Emotional Experience at Work—Autonomy: Standard Deviations*

| No. | Item text | Current SD | Compromise SD |
|-----|-----------|------------|---------------|
| 1 | I feel pressured at work. | 0.720 | 0.637 |
| 2 | When I am at work I have to do what, I am told. | 0.743 | 0.613 |
| 3 | I do not expect to be committed for a long time to this company. | 1.104 | 0.715 |

*Note.* No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 23, 24, and 25—Autonomy**

The above Tables 23, 24, and 25 contain respectively the means, modes, and standard deviations. Both the current location and the compromise location data are in each table. For the item "I do not expect to be committed for a long time to this company;" the participants' rating for the current location at the current location were $M = 2.02$, $Mo = 1$, and $SD = 1.104$. The rating of 2 means that this is somewhat untrue of this company, therefore because it is a negative statement, this indicates participants disagree with the item statement and do intend to stay with the company. The participants' rating for the compromise location $M = 3.41$, $Mo = 3$, and $SD = 0.715$ indicating that they would expect their commitment to be rated at $M = 3.41$ or somewhat true at a compromise location.

Tables 26, 27, and 28 are about integration of social experiences with three items.

Table 26

*Emotional Experience at Work—Social: Means*

|      |                                         | Current | Compromise |
| ---- | --------------------------------------- | ------- | ---------- |
| No.  | Item text                               | *M*     | *M*        |
| 1    | I get along with people at work.        | 3.92    | 4.13       |
| 2    | People at work care about me.           | 3.70    | 3.91       |
| 3    | People at work are friendly towards me. | 4.14    | 4.09       |

*Note*. No. = number; *M* = mean; *n* = 128.

Table 27

*Emotional Experience at Work—Social: Modes*

|      |                                         | Current | Compromise |
| ---- | --------------------------------------- | ------- | ---------- |
| No.  | Item text                               | *Mo*    | *Mo*       |
| 1    | I get along with people at work.        | 4       | 4          |
| 2    | People at work care about me.           | 3       | 4          |
| 3    | People at work are friendly towards me. | 4       | 4          |

*Note*. No. = number; *Mo* = mode; *n* = 128.

Table 28

*Emotional Experience at Work—Social: Standard Deviations*

|      |                                         | Current | Compromise |
| ---- | --------------------------------------- | ------- | ---------- |
| No.  | Item text                               | *SD*    | *SD*       |
| 1    | I get along with people at work.        | 0.759   | 0.721      |
| 2    | People at work care about me.           | 0.769   | 0.664      |
| 3    | People at work are friendly towards me. | 0.598   | 0.645      |

*Note*. No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 26, 27, and 28—Integration**

The above Tables 26, 27, and 28 contain respectively the means, modes, and standard deviations. Both the current location and the compromise location data are in each table. The trend of higher mean ratings for the compromise location continued.

Mean participant ratings for item "People at work care about me;" the current location

were $M = 3.70$ and for the compromise location were $M = 3.91$. This means that some

participants felt that in the current location they rated that it was nearly somewhat true ($M$

$= 3.70$) that co-workers care about them, and they have slightly higher expectations ($M =$

3.91; .11 higher mean than current) for co-workers to care about them in a compromise

location.

Tables 29, 30, and 31 are about work-related performance. The work-related

activities expected of a faculty and how well those activities were executed. The section

on behaviour at work included 3 items.

Table 29

*Performance Behavior—Work-Related: Means*

|     |           | Current | Compromise |
| No. | Item text | *M* | *M* |
| --- | --- | --- | --- |
| 1 | My job performance corresponds to my current performance capacity. | 3.68 | 3.99 |
| 2 | If I really wanted I could do my job much better than at present. | 2.93 | 3.25 |
| 3 | I got the impression that my job performance fully complies with the job requirements. | 3.82 | 3.82 |

*Note.* No. = number; $M$ = mean; $n = 128$.

Table 30

*Performance Behavior—Work-Related: Modes*

| No. | Item text | Current Mo | Compromise Mo |
|---|---|---|---|
| 1 | My job performance corresponds to my current performance capacity. | 4 | 4 |
| 2 | If I really wanted I could do my job much better than at present. | 3 | 3 |
| 3 | I got the impression that my job performance fully complies with the job requirements. | 4 | 4 |

*Note*. No. = number; *Mo* = mode; *n* = 128.

Table 31

*Performance Behavior—Work-Related: Standard Deviations*

| No. | Item text | Current SD | Compromise SD |
|---|---|---|---|
| 1 | My job performance corresponds to my current performance capacity. | 0.687 | 0.682 |
| 2 | If I really wanted I could do my job much better than at present. | 0.834 | 0.664 |
| 3 | I got the impression that my job performance fully complies with the job requirements. | 0.594 | 0.581 |

*Note*. No. = number; *SD* = standard deviation; *n* = 128.

**Summary of Tables 29, 30, and 31—Work-Related Performance**

The above Tables 29, 30, and 31 contain respectively the means, modes, and standard deviations for the Performance Behavior section. Both the current location and the compromise location data are in each table. The greatest difference in means was for item "If I really wanted I could do my job much better than at present." The mean participant ratings for the current location were $M = 2.93$ and for the compromise

location were $M = 3.25$. This means that participants felt that in the current location they could do a much better job than at present. Participants would expect this to be of higher quality in order to move to a compromise location.

## Correlation Analysis

The next section presents the results of correlations tested between the current and compromise locations. The Pearson product-moment correlation coefficient is a standardized measure of the strength of relationship between two variables. They are in Tables 32 through Table 41.

These are shared in the descriptions following the tables. In addition, because there were few even low correlations but several that came close to the .6 threshold, I report these. I may be helpful to the HS to know those items that were close to the .6 threshold to consider, even if they are cautioned to not strongly consider them in their deliberations regarding potential workplace enhancements in the current or compromise locations. In addition, to be helpful to the reader who logically wonders what the means were when they see a correlation is presented, the means for those items are repeated in each section.

Table 32

*Condition—Leadership Climate: p Values*

| No. | Item text | *r* | *p* |
|-----|-----------|-----|-----|
| 1 | I feel that my manager provides me choices and options. | .355 | .000 |
| 2 | I feel understood by my manager. | .213 | .008 |
| 3 | My manager conveys confidence in my ability to do well at my job. | .323 | .000 |
| 4 | My manager encourages me to ask questions. | .523 | .000 |
| 5 | My manager listens to how I would like to do things. | .469 | .000 |
| 6 | My manager tries to understand how I see things before suggesting a new way to do things. | .338 | .000 |
| 7 | My manager informs me on business objectives on a regular basis. | .401 | .000 |
| 8 | My manager regularly informs me on my work results. | .087 | .165 |
| 9 | I am sufficiently informed and actively involved by my manager. | .487 | .000 |

*Note.* No. = number; *r* = estimate of the Pearson product-moment correlation coefficient; *p* = probability value; *n* = 128.

**Summary of Table 32—Leadership Climate**

The above Table 32 contain respectively the Pearson correlation coefficient and probability value. None of the correlations were greater than the .6 threshold for a low correlation. This means that the participants' rating of their current location is not highly correlated with their ratings for a compromise location. This means that what they currently have is not what they would expect in a compromise location. The trend across the means for almost all the items in the survey and all the items in this section was that the expectations for a compromise location were higher than their current location situation. In this section, the one item that came close to having a correlation was "My

manager encourages me to ask questions." It had a .523 Pearson correlation at a .000

level of significance. This indicates that in current location participants are encouraged to

ask questions, and they would expect to be encouraged to ask questions at the same rate

at the compromise location. As a reminder the mean scores for this item were: $M = 3.42$

for current location and $M = 4.19$ for compromise locatio*n*.

Table 33

*Condition—Intrinsic—Workplace: p Values*

| No. | Item text | r | p |
|---|---|---|---|
| 1 | I am convinced that HS will fill leading positions from its own ranks in future. | .603 | .000 |
| 2 | I trust in the economic stability of HS. | .241 | .003 |
| 3 | My current job provides good opportunities to develop my professional competencies. | .549 | .000 |

*Note*. No. = number; *r* = estimate of the Pearson product-moment correlation coefficient; *p* = probability value; *n* = 128.

**Summary of Table 33—Intrinsic Workplace**

The above Table 33 contain respectively the Pearson correlation coefficient and

probability value. There was one item that met the .6 threshold at $r = .603$ and at $p = .000$

level of significance to be considered a low correlation "I am convinced that HS will fill

leading positions from its own ranks in future." This indicates that faculty currently

expect promotion from within and that they would expect that at the same level in a

compromise location. As a reminder, the mean ratings were $M = 3.02$ at current location

and were $M = 3.17$ at compromise location. The third item is not considered a low

correlation but are mentioned here briefly because it is interesting that it was somewhat

close at $r = .549$ at a $p = .000$ level of significance indicating that participants consider

that their current job provides good opportunities to develop my professional

competencies and that this would be expected at the same level in a compromise location.

As a reminder the means for this item were $M = 3.55$ at the current location and were $M = 3.77$ at compromise location.

Table 34

*Condition—Extrinsic—Workplace: p Values*

| No. | Item text | r | p |
|-----|-----------|-----|-----|
| 1 | I get a reasonable salary for my work. | .578 | .000 |
| 2 | My professional performance is recognized by my salary adequately. | .562 | .000 |

*Note*. No. = number; $r$ = estimate of the Pearson product-moment correlation coefficient; $p$ = probability value; $n = 128$.

**Summary of Table 34—Extrinsic Workplace**

The above Table 34 contain respectively the Pearson correlation coefficient and

probability value. Neither of the items met the .6 threshold but they both came close. For

the item "I get a reasonable salary for my work." The participants ratings had at $r = .578$

and at $p = .000$ level of significance; this means that participants might have similar

expectations for reasonable salary in both their current and compromise location. The

second item had a correlation of $r = .562$ at a $p = .000$ level of significance and was very

similar to the first item. It reads "My professional performance is recognized by my

salary adequately." Thus, participants might have similar expectations of their salary to

their professional expertise is almost correlated between the current and compromise

locations.

Table 35

*Aspect of the Work Environment—Autonomy: p Values*

| No. | Item text | r | p |
|---|---|---|---|
| 1 | I can plan my working hours flexible for a better work-life balance. | .511 | .000 |
| 2 | My job allows me to produce a work product from the beginning until the completion. | .314 | .000 |
| 3 | The decentralized structure of the company allows me great freedom of action. | .661 | .000 |
| 4 | I usually make my own decisions in my teaching work. | .518 | .000 |
| 5 | I can make necessary arrangements without my direct manager. | .675 | .000 |
| 6 | Whenever I have a good idea, I can easily put it into practice in my job. | .418 | .000 |

*Note.* No. = number; $r$ = estimate of the Pearson product-moment correlation coefficient; $p$ = probability value; $n$ = 128.

**Summary of Table 35—Workplace Autonomy**

The above Table 35 contain respectively the Pearson correlation coefficient and probability value. There were two items that met the .6 threshold for a low correlation in this section. The first item "The decentralized structure of the company allows me great freedom of action." The participants ratings had an $r$ = .661 at a $p$ = .000 level of significance. This means that participants felt that the decentralized structure of the company would makes participants more satisfied with their jobs was correlated for both the current and compromise location. The second item "I can make necessary arrangements without my direct manager." The participants ratings had an $r$ = .675 at a $p$ = .000 level of significance. This means that participants ratings were at a low correlation between the current and compromise location.

Table 36

*Aspect of the Work Environment—Competencies: p Values*

| No. | Item text | r | p |
|---|---|---|---|
| 1 | I know what to do in my job as my area of responsibility is clearly defined. | .428 | .000 |
| 2 | The work process in my division is effectively organized thus enabling me to obtain good results without difficulty. | .267 | .001 |
| 3 | The interfaces to other departments are clearly identified. | .186 | .018 |
| 4 | My immediate supervisor communicates effectively with his staff regularly meetings. | .361 | .000 |
| 5 | My decision-making powers are clearly defined. | .335 | .000 |
| 6 | When there are changing demands in my area of responsibilities, I receive appropriate training measures. | .517 | .000 |

*Note*. No. = number; $r$ = estimate of the Pearson product-moment correlation coefficient; $p$ = probability value; $n$ = 128.

**Summary of Table 36—Workplace Competencies**

The above Table 36 contain respectively the Pearson correlation coefficient and probability value. There were no items that met the .6 threshold for a low correlation in this section. This means that participants' current location situation and their expectations for a compromise location were not correlated, and thus were different. There was one item with an $r$ = .517 at a $p$ = .000 level of significance representing a close to low correlation. It reads "When there are changing demands in my area of responsibilities, I receive appropriate training measures." Thus, participants might have similar expectations if there are changing demands in their area of responsibilities to receive appropriate training measures.

Table 37

*Aspect of the Work Environment—Social: p Values*

| No. | Item text | r | p |
|---|---|---|---|
| 1 | The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. | .661 | .000 |
| 2 | My colleagues support me actively, if I have trouble with my tasks. | .720 | .000 |

*Note*. No. = number; $r$ = estimate of the Pearson product-moment correlation coefficient; $p$ = probability value; $n$ = 128.

**Summary of Table 37—Social Interaction**

The above Table 37 contain respectively the Pearson correlation coefficient and probability value. This section was interesting because both of the items had correlations between the current and compromise location, indicating that the participants would want what they have now to be at the same level in the compromise location. The first item "The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things." The participants ratings had an $r$ = .661 at a $p$ = .000 level of significance (current location $M$ = 3.37 and compromise location $M$ = 3.37). This means that participants felt that trust amongst colleagues is expected wherever their workplace is located. There was a moderate correlation for the second item "My colleagues support me actively if I have trouble with my tasks." The participants' ratings had an $r$ = .720 at a $p$ = .000 level of significance (current location $M$ = 3.72 and compromise location = $M$ 3.75), this indicated that there is a significant moderate positive correlation between current and compromise location. Participants strongly agree that they receive significant support from colleagues at the current location and for them to

move to a compromise location they felt that this support would have to be at the same

level.

Table 38

*Emotional Experience at Work—Competence: p Values*

| No. | Item text | *r* | *p* |
|---|---|---|---|
| 1 | Colleagues at work tell me I am good at what I do. | .262 | .001 |
| 2 | I have been able to learn interesting new skills on my job. | .292 | .000 |
| 3 | On my job, I do not get much of a chance to show how capable I am. | .125 | .080 |

*Note*. No. = number; *r* = estimate of the Pearson product-moment correlation coefficient; *p* = probability value; *n* = 128.

**Summary of Table 38—Competence**

The above Table 38 contain respectively the Pearson correlation coefficient and

probability value. There were no low, moderate, or high correlations for any items in this

section indicating that the participants expect different things in terms of co-worker

emotional support from a compromise location than they do their current location. As a

reminder one of the items went against the trend of higher ratings for compromise

location, for the item "Colleagues at work tell me I am good at what I do," participants

felt that this was very true of their current location (*M* = 3.88) but was not expected from

a compromise location (*M* = 3.52).

Table 39

*Emotional Experience at Work—Autonomy: p Values*

| No. | Item text | r | p |
|-----|-----------|-----|-----|
| 1 | I feel pressured at work. | .485 | .000 |
| 2 | When I am at work I have to do what, I am told. | .278 | .001 |
| 3 | I do not expect to be committed for a long time to this company. | .177 | .023 |

*Note*. No. = number; $r$ = estimate of the Pearson product-moment correlation coefficient; $p$ = probability value; $n$ = 128.

**Summary of Table 39—Autonomy**

The above Table 39 contain respectively the Pearson correlation coefficient and probability value. There were no low, moderate, or high correlations for any items in this section indicating that the participants expect different things in terms of co-worker emotional support from a compromise location than they do their current location. As a reminder one of the items went against the trend of higher ratings for current location, for the item "I do not expect to be committed for a long time to this company" ($M$ = 2.02) but was expected from a compromise location ($M$ = 3.41).

Table 40

*Emotional Experience at Work—Social: p Values*

| No. | Item text | r | p |
|-----|-----------|-----|-----|
| 1 | I get along with people at work. | .450 | .000 |
| 2 | People at work care about me. | .472 | .000 |
| 3 | People at work are friendly towards me. | .537 | .000 |

*Note*. No. = number; $r$ = estimate of the Pearson product-moment correlation coefficient; $p$ = probability value; $n$ = 128.

**Summary of Table 40—Integration**

The above Table 40 contain respectively the Pearson correlation coefficient and

probability value. There were no low, moderate, or high correlations for any items in this

section indicating that the participants expect different things in terms of emotional

experience at work from a compromise location than they do their current location. There

was one item that was close to a correlation "People at work are friendly towards me."

The participants rate $r = .537$ at a $p = .000$ level of significance. This means that

participants are friendly at the current location, and they would also expect this behavior

at the same level to receive in order to move to a compromise location. As a reminder,

the mean ratings for the current location were $M = 4.14$, and for the compromise location

were $M = 4.09$.

Table 41

*Performance Behavior—Work-Related: p Values*

| No. | Item text | r | p |
|-----|-----------|-----|-----|
| 1 | My job performance corresponds to my current performance capacity. | .348 | .000 |
| 2 | If I really wanted I could do my job much better than at present. | .544 | .000 |
| 3 | I got the impression that my job performance fully complies with the job requirements. | .681 | .000 |

*Note.* No. = number; $r$ = estimate of the Pearson product-moment correlation coefficient; $p$ = probability value; $n = 128$.

**Summary of Table 41—Work-Related Performance**

The above Table 41 contain respectively the Pearson correlation coefficient and

probability value. There was one low positive correlation in this section. The participants

rate $r = .681$ at a $p = .000$ level of significance indicated that the participants impression that their job performance fully complies with the job requirements at the current location and expect this at the same level for their compromise location. As a reminder the mean ratings for the current location were $M = 3.82$ and for the compromise location were $M = 3.82$.

## Summary

This summary will highlight the most notable findings from each of the sections of the survey. The primary trend was that participants had higher expectations for a compromise location than their current location conditions. This was true for most of the sections of the survey except for two. The most surprising was regarding salary: participants had similar expectations for both settings ($r = .578$ and a $p = .000$ level of significance). This was surprising because one might logically expect that an employee would want more compensation for relocating to a compromise location. The second was the section on the autonomy of the workplace: participants wanted less autonomy of the workplace in a compromise location than they currently have ($r = .661$ at a $p = .000$ level of significance). This was surprising because the research literature indicates employees want greater autonomy (Sutton, 2015). The details are shared in their respective sections below.

The study found in the survey section Leadership Climate that none of the correlations were greater than the .6 threshold for a low correlation. The participants felt that in the current location it was rated ($r = .523$ at a $p = .000$ level of significance) only slightly less than true according to the scale that the manager regularly informs the

participants of their work results. The findings also indicate that participants expect to be encouraged to ask questions at the same rate as the current location in order to move to a compromise location.

Under the section Intrinsic Workplace, it indicates that participants at the current location that it is slightly less than true according to the scale ($r = .603$ at a $p = .000$ level of significance) that HS has economic stability. In order to move to a compromise location, participants would have moderate expectations for the HS as economic stability of ($M = 3.31$) quality. It is also worth to mention that faculty currently expect to promotion from within ($M = 3.02$) and that they would expect that at the same level in a compromise location ($M = 3.17$). In other words, it is desired that managers place clear expectations on the faculty, so they know what is expected of them throughout their careers with the organization.

Within the section of the Extrinsic Workplace, none of the correlations were greater than the .6 threshold for a low correlation. The notable thing about this section is that most participants think that their current salaries are acceptable at their current location. In order to move to a compromise location, participants have similar expectations of their salary according to their professional expertise. According to Bastian and Henry (2016) with salary systems, on the whole, the goal of a company should be for is perceived fairness or equity so that salary does not become distractor.

At the next section, participants rated the Autonomy of their Workplace. This section was interesting because for three of the six items, the trend in the ratings was reserved; for these three the mean ratings for the current location were higher than the

mean ratings for the compromise location. First, the faculty has lower expectations for the compromise location for being able to complete a work product than they have at the current location. Second, the faculty has lower expectations for the compromise location for being able to have freedom of action than they have in the current location. Third, the faculty has lower expectations for the compromise location for being able to make their own decisions than they have at the current location. It is also notable that the standard deviations were larger at the current location than the compromise location. This means participants had a wider range of different ratings for the current location indicating that some faculty has a lot of freedom of action while others have very little. In contrast, the smaller range of ratings indicating expectations for the compromise location meaning faculty has more similar expectations of their freedom in a compromise location. It is also notable that two items met the .6 threshold for a low correlation in this section. The first item "The decentralized structure of the company allows me greater freedom of action" ($r$ = .661 at a $p$ = .000 level of significance). This means that participants felt that the decentralized structure of the company would make participants more autonomy to make partly their own decisions, giving them a sense of importance and making them feel as if they have more input in the direction of HS. The second item "I can make necessary arrangements without my direct manager" ($r$ = .675 at a $p$ = .000 level of significance). This means that participants felt free to their best when they do not have to justify their actions to others.

The section of Workplace Competencies, none of the correlations, were greater than the .6 threshold for a low correlation. The notable thing about this section is that

participants felt positive about their current location and wanted to feel even better about their compromise location. Participants ratings indicate that they felt that in the current location their area of responsibility is clearly defined. Participants had slightly higher expectations for the definition of their area of responsibility in order to move to a compromise location. The culture of HS will play a large role in how successful autonomy can be.

The notable thing about the section of Social Interaction is that the mean ratings were extremely close for the current and compromise locations. This is notable because the participants expect their compromise location to be similar to their current location. The participants felt that trust amongst colleagues is true in their current workplace and would be expected at a similar level in a compromise location. Participants felt that they can communicate openly about everything, even personal things. Participants strongly agree that they receive significant support from colleagues at the current location and for them to move to a compromise location they felt that this support would have to be at the same level for the participants. It is also notable that the first item had a low correlation and the second item had a moderate correlation between the current and compromise location. The first item "The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things" ($r = .661$ at a $p = .000$ level of significance). This means participants felt when colleagues trust one another well; they are much more likely to work well together. The second item "My colleagues support me actively, if I have trouble with my tasks" ($r = .720$ at a $p = .000$ level of significance). This means participants felt that this is also a good way to build trust.

In the section of Competence, none of the correlations were greater than the .6 threshold for a low correlation. The findings were that participants at their current location agree that they have the chance to show how capable they are at their job. Participants rated this level higher for the compromise locations. This was consistent with the pattern throughout the survey.

In the section of Autonomy, none of the correlations were greater than the .6 threshold for a low correlation. The findings were that participants are committed to this company at the current location. In contrast, in the compromise location participants would expect to be less committed to the company than the current location. Therefore, HS might consider offering more extended contracts to those considering relocating to a compromise location.

In the section of Integration, none of the correlations were greater than the .6 threshold for a low correlation. The findings were that the trend of higher mean ratings for the compromise location than the current location continued. Participants felt that in the current location it is true that co-workers cared about them but did have slightly higher expectations for co-workers to care about them in a compromise location. Also, some participants rated that it is true that people be friendly at the current location, and that they would also expect people to be friendly at the compromise location. Being polite in the workplace and following proper workplace etiquette are expected in the current location and slightly more in a compromise location.

The last section of the findings focused on Work-Related Performance. There was one item that met the .6 threshold for a low correlation in this section. The item "I got the

impression that my job performance fully complies with the job requirements" ($r = .681$ at a $p = .000$ level of significance). This means participants felt they are qualified for their position.  Participants rated that in the current location it is true that they could do a better job, and they rated the item slightly higher for a compromise location.

Chapter 5: Discussion, Conclusions, and Recommendations

**Interpretation of the Findings**

The survey was organized into 10 sections: leadership climate, intrinsic workplace, extrinsic workplace, workplace autonomy, workplace competencies, social interaction, competence, autonomy, integration, and work-related performance. The following paragraphs review the findings of each of these factors in order. Within each section, major findings are reported, and these are related to findings in the research literature. Overall, the sections have been designed to interpret the findings in terms of their salience to the data set and to the research literature. The implications of the findings for the local situation are discussed briefly.

The section contains two summary tables that refer to the most notable items and findings from the survey. The tables organize the section. The order of the items in the first summary table is the order in which they appear in the section. There is one summary table of the items for which there were important findings that are noted in the sections below in the order that they are listed here. There is also a summary table of the items for which there was at least a low correlation (.6 or higher) between the ratings for the current and compromise locations. Items were deemed noteworthy if they (a) had a larger than common disparity in mean ratings between the current and compromise locations, (b) had a mean of 4 or higher rating or a mean of 2 or lower rating, or (c) had very similar ratings between the current and the compromise location.

Table 42

Items—Noteworthy Results—Mean, Mode, and Standard Deviations

| | Current | | | Compromise | | |
|---|---|---|---|---|---|---|
| Item text | M | Mo | SD | M | Mo | SD |
| My manager regularly informs me on my work results. | 2.01 | 2 | 0.874 | 3.75 | 4 | 0.753 |
| I get a reasonable salary for my work. | 4.02 | 4 | 0.763 | 4.45 | 5 | 0.859 |
| I do not expect to be committed for a long time to this company. | 2.02 | 1 | 1.104 | 3.41 | 3 | 0.715 |

*Note.* $M$ = mean; $Mo$ = mode; $SD$ = standard deviation; $n$ = 128.

There are three items in this list that were particularly noteworthy in this study. First, there was a low mean rating of 2 in the current location for the following item "My manager regularly informs me on my work results." The participants' ratings for the current location were $M = 2.01$, $Mo = 2$, and $SD = 0.874$; and for the compromise location were $M = 3.75$, $Mo = 4$, and $SD = 0.753$. This means that more participants felt that they disagreed that the manager in the current location regularly informed the participants of their work results. When considering any communication, leaders must remember that it is a powerful tool for fostering and developing shared meaning between individuals and organizations. Employees will depend on both verbal and nonverbal messages from the organization and its leaders to develop an understanding of the importance and gravity of healthy workplace intervention (Day, Kelloway, & Hurrell, 2014).

Second, the current location was also rated low for the item "I do not expect to be committed for a long time to this company." The participants' ratings for the current location were $M = 2.02$, $Mo = 1$, and $SD = 1.104$. For the compromise location, the

ratings were $M = 3.41$, $Mo = 3$, and $SD = 0.715$. This means that participants were committed to the current location but would expect to be less committed in order to move to a compromise location. The is important for the company to keep its employees committed in terms of maintaining low turnover. Further, Arnold (2016) found that employees who had high affective commitment to their organization tended to be better performers than those low in affective commitment, and it is good to have better performers.

Third, it was found for the current location that participants highly rated (4 or higher) the item "I get a reasonable salary for my work." The participants' ratings for the current location were $M = 4.02$, $Mo = 4$, and $SD = 0.763$. For the compromise location, ratings were $M = 4.45$, $Mo = 5$, and $SD = 0.859$. This means that participants thought that it was true that their salaries were appropriate in the current location and had slightly higher expectations that their salaries would be appropriate to their abilities in a compromise location. Thus, as the research indicates, salary might not be the driving force that many would assume it would be. Thus, in order to move to a compromise location, based on the higher mean, employees' salary should possibly be slightly higher. Armstrong (2016) pointed out that financial rewards tend to enhance performance, especially when they are seen as fair and as providing accurate feedback about how well the person is doing.

In summary, the three most noteworthy findings were that the current location was rated low in terms of both the amount of feedback employees got from their managers and the length of time they intended to be committed to the current location.

Both of these findings are important feedback for the current location and indicate areas

for improvement. They also represent opportunities for those recruiting employees to

relocate to a compromise location, in that they could emphasize that employees would get

substantial feedback on their performance and have strong commitment to the length of

their employment contracts in a compromise location.

Table 43 contains the Pearson correlation coefficient and probability value.

Table 43

*Items—Low Correlations*

| Item text | $r$ | $p$ |
|---|---|---|
| I am convinced that HS will fill leading positions from its own ranks in future. | .603 | .000 |
| The decentralized structure of the company allows me greater freedom of action. | .661 | .000 |
| I can make necessary arrangements without my direct manager. | .675 | .000 |
| The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. | .661 | .000 |
| My colleagues support me actively, if I have trouble with my task. | .720 | .000 |
| I got the impression that my job performance fully complies with the job requirements. | .681 | .000 |

*Note.* $r$ = estimate of the Pearson product-moment correlation coefficient; $p$ = probability

value; $n = 128$.

**Summary of Table 43—Low Correlations**

Table 43 contains data on the Pearson correlation coefficient and probability

value. There was only one moderate correlation, for "My colleagues support me actively

if I have trouble with my task." The participants' ratings were $r = .720$ and $p = .000$ level

of significance. There was a correlation between the ratings that participants gave to both

the current and compromise locations. The participants thought that it was very true ($M$ =

3.72) that they received support from colleagues at the current location, and for them to

move to a compromise location, they felt that this support would have to be at a moderate

level of 3.75 as well ($M$ = 3.75). These findings indicate that employees currently felt

supported by their fellow faculty and would want the same support in a compromise

location. Firestone (2014) mentioned that support often comes from creating a culture of

compassion in the workplace environment; this is where many thriving schools are

placing their attention today. Workplace factors that encourage support foster happy

faculty members. Compassion involves an authentic desire to help others, and having a

positive effect on others elicits a positive emotional response (Adler, Rodman, & DuPré,

2016). According to Adnot et al. (2017), when teachers come together in a supportive

school environment and they feel safe from competition, there is less fear of failure,

which results in greater endurance. These are helpful qualities to have in any work

environment.

**Interpretation of Results: Each Section of the Survey**

　　**Leadership climate**. Under the factor of Leadership Climate, there was a trend

that continues for most of the items in the survey: The current location scores are lower

than the compromise location scores. For all of the items in this factor, the current

location ratings were closer to 3, indicating that participants "neither agree nor disagree,"

as the rating scale states that this is true of the current location. Meanwhile, the

compromise location ratings were closer to a 4 rating, indicating that each of the items

would have to be of high quality for a move to a compromise location. For example, in

Table 2, one item stood out because of a wider difference than most of the items in mean ratings: "My manager regularly informs me on my work results." Participants' ratings for the current location were $M = 2.01$ and $Mo = 2$, indicating that they rated it as less than true of the current location. For the compromise location, the statistics were $M = 3.75$ and $Mo = 4$, indicating that employer feedback would have to be of somewhat high quality for a move to a compromise location. This item identifies something that is not true at the current location and would have to be of high quality at the compromise location. It might be used as a selling point for programs to entice faculty to move to compromise locations.

Overall, the data indicate that participants were getting less than desired amounts of feedback at the current location from their manager in regard to their work results, and that they would expect more information about their work results at a compromise location. Because all of the items were about using communication to create a positive leadership climate and were rated lower at the current location and higher at the compromise location, improved communication should play a role in shaping HS management and practices for the compromise location. It has been argued that effective communications create a positive climate (Bond & Hargreaves, 2015). Words and actions of leaders reflect the extent to which organizations care about workers. Adler et al. (2016) argued that communication is the foundation upon which the key attributes of a healthy workplace must be developed to be effective. This view is consistent with the organizational communication and management literature that identifies communication

as an essential prerequisite for successful organizational change (e.g., Ibrahim, 2016;

Katz & Shahar, 2015; McLeod & Shareski, 2017).

Ertas (2015), writing from a human resource perspective, posited that

organizational-level change involves shifting employee perceptions of both formal and

informal organizational policies, practices, and procedures. Similarly, it is essential to

know how employees ascribe meaning to managerial actions such as changes in policies,

procedures, and practices as well as informal chatter across units and ranks, and to

compare this meaning with their sense of self (Pearce, 2013). This process of comparison

can help or hinder individual-to-firm identification. Mello (2014) described sense-giving

and sense-making as critical cognitive processes from a consumer behavior perspective.

Teachers must be able to monitor the competence of their ongoing activities in order to

make adjustments in their performance. Much of this feedback is available to teachers as

they interact with students, but some need to be given the tools and data necessary to

assess the quality of their performance and to make adjustments themselves whenever

possible (Levin & Schrum, 2016).

**Intrinsic workplace.** In the second section of the survey, titled *Intrinsic*

*Workplace*, the largest difference in means between the current and compromise location

was for the item "I trust in the economic stability of HS." Mean participant ratings were

$M = 2.84$ for the current location and $M = 3.31$ for the compromise location. This

indicates that participants felt that they slightly disagreed that the company was

economically stable, but that their expectations for a compromise location would not be

much higher. In general, participants' ratings indicate that the economic stability of the company was expected to be acceptable no matter where it was located.

One of the three items addressed intrinsic motivation: "My current job provides good opportunities to develop my professional competencies." The participants' ratings for the current location were *M* = 3.55, *Mo* = 4, and *SD* = 0.772. This means that participants felt that it was true that they had professional development opportunities at their current location. The participants' ratings for the compromise location were *M* = 3.77, *Mo* = 4, and *SD* = 0.690, indicating that they would want similar opportunities in a compromise location. In terms of intrinsic leadership, leaders want employees to feel like they own their work; that sense of ownership is incredibly inspiring and leads to high effort and accomplishment (Thomas, 2016). If people understand the impact of their actions, feel a sense of ownership, and think that their work is meaningful, they tend to have a high degree of internal motivation, which leads to high performance and a feeling in people that their needs are being satisfied (Thompson, 2015). Creating employees' intrinsic enthusiasm is all about the work environment—about how a leader designs the tasks and the context (Kelly & Locks, 2016). According to Arnold (2016), the work environment refers to the physical and organizational context in which work is carried out. The physical work environment is often thought of as the domain of ergonomics— designing controls, displays, workstations, and work systems around the requirements of the user. However, the organizational context is also a significant influence on performance, in that organizational issues are major determinants of the way that people behave at work (Arnold, 2016).

**Extrinsic workplace**. Within the section titled *Extrinsic Workplace*, both of the

two items had notable results, in that their ratings were among the highest assigned by

these participants, and the ratings for the compromise location were higher than for the

current location. For the first item ("I get a reasonable salary for my work"), the

participants' ratings for the current location were $M = 4.02$, $Mo = 4$, and $SD = 0.763$. The

participants' ratings for the compromise location were $M = 4.45$, $Mo = 5$, and $SD = 0.859$.

For the second item ("My professional performance is recognized by my salary

adequately"), the participants' ratings for the current location were $M = 3.91$, $Mo = 4$, and

$SD = 0.934$. The participants' ratings for the compromise location were $M = 4.41$, $Mo =$

5, and $SD = 0.943$. First, this means that participants believed that it was true that they

were reasonably compensated with their salary at their current location. Second, this

means that participants would expect this to be of slightly higher quality in order to move

to a compromise location. Satisfaction with pay, in this case, reflects judgments about the

acceptability of pay, accounting for wider job aspects or characteristics (Bellanca, 2015).

The participants had to account for the inconvenience of the compromise location.

People's satisfaction with pay is influenced to some degree by social comparison

or perceptions of fairness (Harris et al., 2013). These judgments fall under the heading of

*distributive justice*, or the extent to which people feel that they are treated fairly in

comparison with others in their organizations (Bellanca, 2015). However, there are also

individual differences that contribute. Some people are more inclined than others to

appraise aspects of their jobs positively or negatively, and this is reflected in the

associations of job satisfaction with personality traits (McLeod & Shareski, 2017). The

important factor affects the general disposition of feeling positive or negative about things (Bellanca, 2015). Furthermore, people's satisfaction with pay might also reflect satisfaction with other aspects of work. A person might reason that his or her pay is low, but that there are other benefits associated with the job that mitigate the lower salary (e.g., the organization has a brilliant offer to developing one's career). Satisfaction with pay, in this case, reflects judgments about the acceptability of pay, accounting for wider job aspects or characteristics (Bellanca, 2015).

Chen and Yu (2016) argued that pay is not a key motivator at work, though it is acknowledged that this conclusion depends on some basic level of pay being provided in order to meet basic needs. According to Armstrong (2016), financial rewards tend to enhance performance, especially when they are seen as fair and as providing accurate feedback about how well the person is doing. People also desire different types of extrinsic rewards (Ariely & Kreisler, 2017). Praise may be perfectly acceptable to the person motivated by affiliation and relationship needs but may do nothing for the person expecting a more tangible reward such as money (Keller, 2015). Rewarding progress and success and recognizing achievements are powerful ways to motivate a team. By rewarding someone for doing something right, according to the president of HS (P. Brown, personal communication, March 17, 2015), HS management positively reinforces that behavior, providing an incentive for doing it again. According to Ariely and Kreisler (2017), typical extrinsic rewards are favorable assignments, trips to desirable destinations, tuition reimbursement, pay raises, bonuses, promotions, and office placements.

**Workplace autonomy.** The section of Workplace Autonomy was interesting because for three out of six items, the trend in the ratings was reversed, meaning that these three items for the ratings of current location were higher than the ratings for the compromise location.

Table 44

*Items—Workplace Autonomy—Ratings Reversed at Current Location*

| | Current | | | Compromise | | |
|---|---|---|---|---|---|---|
| Item text | *M* | *Mo* | *SD* | *M* | *Mo* | *SD* |
| My job allows me to produce a work product from the beginning until the completion. | 4.34 | 5 | 0.844 | 4.05 | 4 | 0.644 |
| The decentralized structure of the company allows me great freedom of action. | 4.13 | 5 | 1.068 | 3.89 | 4 | 0.723 |
| I usually make my own decision in my teaching work. | 4.37 | 5 | 0.802 | 3.98 | 4 | 0.640 |

*Note*. *M* = mean; *Mo* = mode; *SD* = standard deviation; *n* = 128.

The first item is: my job allows me to produce a work product from the beginning until the completion, in the current location were *M* = 4.34, *Mo* = 5, and *SD* = 0.844 and in the compromise location, were *M* = 4.05, *Mo* = 4, and *SD* = 0.644. The second item is: the decentralized structure of the company allows me great freedom of action. Results in the current location were *M* = 4.13, *Mo* = 5, and *SD* = 1.068. Results in the compromise location were *M* = 3.89, *Mo* = 4, and *SD* = 0.723. The third item is: I usually make my own decision in my teaching work. Results in the current location were *M* = 4.37, *Mo* = 5, and *SD* = 0.802. Results in the compromise location were *M* = 3.98, *Mo* = 4, and *SD* = 0.640. In summary, these three findings indicate a trend that faculty has a lower

expectation for the compromised location than the current location for being able to complete a work product, the freedom of action, and to make their own decisions.

It is also notable that results in this section had large standard deviation indicating that in the current location there was a wider range of different ratings (greater than 1.0). This indicates that in the current location some faculty has freedom and others have less. It is unclear whether participants appreciated freedom or if they wanted more guidance. Whenever people come together to perform a task or make a decision, differing amounts of both implicit and explicit guidance process occur (Glewwe, 2013). School managers provide guidance, to make decisions in a crisis, and to inspire us to achieve what they otherwise would not think was possible (Bond & Hargreaves, 2015). Guidance is fundamental to human society. Understanding the needs and feelings of followers, monitoring the effects of one's behavior on followers, and being aware of one's emotional reaction is central to effective guidance (Glewwe, 2013).

**Workplace competencies.** In the section of Workplace Competencies, the trend of higher mean ratings for the compromise location than for the current location continued for all items in this section. For instance, for the item: I know what to do in my job as my area of responsibility is clearly defined participants' ratings for the current location were $M = 3.82$ and for the compromise location were $M = 3.91$. For the item: the interfaces to other departments are clearly identified; the participants' ratings for the current location were $M = 3.22$ and for the compromise location were $M = 3.82$. This means that participants felt it was true that in the current location their area of responsibility and interfaces to other departments are defined, and they rated that they

would expect a slightly higher mean and therefore quality for both in order to move to a compromise location.

These items have to do with how well the employer informs the employee regarding their roles and responsibilities across departments. Adapting a definition by Kraemer (2015), it can describe organizational trust as follows: based on what the actor knows about the regularities of organizational behavior and about the behavioral incentives and norms as set by the organization, an actor who trusts an organization makes themselves vulnerable to the actions of others who are guided by the organization. In this study, the participants are moderately guided in their current positions, and would expect greater guidance in order to trust their employer in the compromise locations. The school could plan for interpersonal time focused on guiding the employee. Organizational trust and interpersonal trust amongst employees are nested and build on one another (Myung, Martinez, & Nordstrum, 2013).

**Social interaction.** In the section of Social Interaction, it is notable that participants equal ratings indicated that they felt that trust amongst colleagues is currently held and also expected wherever their workplace is located. For instance, for the item: the mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things; the participant's ratings for the current location were $M = 3.37$ and $SD = 0.741$, and for the compromise location were $M = 3.37$ and $SD = 0.719$.

Trust is the willingness to accept vulnerability based upon positive expectations of the intentions or behavior of another (Fortier & Albert, 2015), is widely recognized as a central component, if not the necessary element, of effective functioning when people

work together. For instance, when individuals trust one another in teams, they have been shown to demonstrate higher rates of information sharing, cooperation, and performance (Byham & Wellins, 2015). Likewise, within organizations, high levels of trust are associated with increased job satisfaction, commitment, and job performance (Koontz & Weihrich, 2015).

Research examining trust formation in close relationships has shown that the development of trust involves a process of uncertainty reduction, as individuals build confidence in their partners' pro-relationship values, motives, goals, and intentions (Mitchell, Ray, & Ark, 2015). To build trust, individuals may engage in behaviors such as providing voluntary help (Hanushek, Peterson, & Woessmann, 2013), engaging in commitment-inspiring acts such as accommodation and the willingness to self-sacrifice (Fortier & Albert, 2015), and managing other people's perceptions of threat (Kraemer, 2015). By inaccurately assessing the degree to which they are trusted, individuals may be unable to gauge which behaviors are necessary or required to help maintain or restore trust. Consequently, such individuals may inadvertently hinder effective trust development by failing to engage in trust-building behaviors or perhaps engaging in behaviors that are inappropriate given the actual level of trust.

**Competence.** Competence can be defined as the minimum acceptable standard of performance and relates to the aspects of the job that have to be performed efficiently (Elliot, Dweck, & Yeager, 2017). In the section of Competence, one of the items results went against the trend of higher ratings for compromise location, for the item: colleagues at work tell me I am good at what I do. The participants ratings at the current location

were $M = 3.88$, $Mo = 4$, and $SD = 0.527$ and for the compromise location were $M = 3.52$,

$Mo = 3$, and $SD = 0.675$. This means that participants at their current location think that it

is true that they have the chance to show how capable they are at their job, but this aspect

was rated slightly lower, therefore, might be less expected to be of quality for the

compromise location. In other words, people currently are told that they are good at what

they do often enough, but that would not necessarily be expected to be very high quality

at a compromise location.

According to Thompson (2015), providing feedback to your employees will

improve their performance. Feedback tells HS faculty how well they are progressing

towards those goals. Positive feedback gives reinforcement, while constructive negative

feedback can result in the increased effort. The content of the feedback will suggest ways

that people can improve their performance. Providing feedback demonstrates to people

that you can care about how they are doing (Dessler, 2017). Research (Bhattacharya,

2017) indicates that managers need to create a supportive climate in which goals are seen

as a device for clarifying employee expectations rather than as a manipulative tool for

threatening and intimidating subordinates. According to Horstman (2016) managers

exhibit support by helping employees select challenging goals and by reducing barriers

that stand between employees and the attainment of their goals. This means, for example,

resources to complete their task. Managers are supportive when subordinates view them

as goal facilitators.

Individuals differ in term of their skills and abilities (Horstman, 2016). If these

differences are taken into consideration, each person's goals will reflect that employee's

capabilities. Furthermore, matching goal difficulty and an individual's skills increases the likelihood that the employee will see the goals as fair, realistic, attainable, and acceptable. If a person's abilities are not adequate to meet the minimal satisfactory goals, this matching effort might signal the need for additional skill training for that employee.

A clear, mutual understanding up front in these areas provides a common vision of desired results and creates standards against which people can measure their success (Bloomberg & Pitchford, 2017). Consequently, managers do not have to worry about controlling people. Instead, because of the up-front agreement, people know exactly what is expected, so your role as a manager is to be a facilitator. People will take personal responsibility and judge their performances. In many cases, people know in their hearts how things are going much better than the records show. Personal discernment by responsible people is often far more accurate than managers' observation or measurement.

**Autonomy**. In the section of Autonomy, it is notable that participants felt at the current location that they are committed to this company. For instance, for the item: I *do not* expect to be committed for a long time to this company. Note that this is a negative statement so the ratings are opposite to what we might expect for other items. The participants ratings at the current location were $M = 2.02$, $Mo = 1$, and $SD = 1.104$ and for the compromise location were $M = 3.41$, $Mo = 3$, and $SD = 0.715$. This means participants intend to be committed for a long time to this company at the current location. They expect to be less committed if they were to move to a compromise location.

Commitment is the bond faculty experience with their school (Bastian & Henry, 2016). For an organization, employee turnover can have significant costs (Arnold, 2016). There is the cost of hiring new faculty, training new faculty, disruption to teamwork, and organizing teachers to cover the teaching done by faculty who have left. It is an issue that HS at the school could build on their success. While some turnover is considered necessary and healthy for international schools, too much instability can be harmful and create serious organizational challenges (Bastian & Henry, 2016).

This is an important issue for the compromise location to address because it may be less stable. This can lead to a loss of human capital, especially if schools lose large numbers of teachers who are very experienced and competent. Also, staff who are not instable may negatively impact the organizational functioning of schools (Bauder, 2015) by breaking existing social ties and support networks, leading to loss of essential institutional knowledge. In this way, not instable can hinder efforts to develop a coherent and collective vision and mission - key factors in school functioning and improvement - which in turn can negatively impact student performance (Bailey, 2015b). Furthermore, staff who are not instable can become a vicious cycle, as turnover can have negative effects on organizational culture, further driving additional teacher exits (Bailey, 2015a).

**Integration.** At the section of Integration participants ratings for the item, people at work care about me, were at the current location $M = 3.70$ and $SD = 0769$, and at compromise location were $M = 3.91$ and $SD = 0.664$. This means that participants expect co-workers to care about them at the same level or slightly higher in order to move to a compromise location. Employees who get along with their coworkers and appear to be

satisfied with their job often exhibit high levels of commitment to their organization.

Research supports the notion that employees who work at an organization with a norm of

civility report more affective organizational commitment (Richardson, Karabenick, &

Watt, 2014). Employees will work hard and contribute to a healthy work environment if

the organization provides the means to do so and places value on ensuring a respectful

and safe workplace. The experience of ongoing workplace mistreatment, however,

represents the breakdown of a respectful workplace; in turn, the employee often becomes

less committed to the organization. In fact, incivility, abusive supervision, and

interpersonal conflict all exhibit small to moderate negative correlations with affective

commitment (Thompson, 2015).

**Work-related performance**. In the section of Work-Related Performance,

participants felt that in the current location they could do a better job. For the item, if I

really wanted I could do my job much better than at present, the mean participant ratings

for the current location were $M = 2.93$, and for the compromise location were $M = 3.25$.

Job satisfaction refers to a person's general feelings about their job, and more specifically

the extent to which they feel positive or negative about it (Thompson, 2015). Satisfaction

can be considered in different ways. It may be thought of as a general attitude, reflecting

overall feelings about work. According to Kraemer (2015) it may also be considered as a

composite of more specific attitudes.

Arnold (2016) stated that job satisfaction had been seen as important for two main

reasons. First, it is one indicator of a person's psychological well-being or mental health.

Second, it is often assumed that job satisfaction will lead to good work performance

(Arnold, 2016). In the new global economy where innovation, individual and organizational learning, employee development, and talent retention are critical for sustained competitive advantage. Senior management of HS needs to remember that a business runs better when faculty within the HS organization know and trust one another.

  **Summary**. In terms of section Leadership Climate, the study found that feedback on work results is highly valued by participants and they would expect more information about their work results at a compromise location. In this section none of the correlations were greater than the .6 threshold for a low correlation. In terms of section Intrinsic Workplace, the study found that participants, in general, rated the current and compromise locations similarly indicating that the economic stability of the company has little influence where it was located. There was one item that met the .6 threshold at $r =$ .603 and at $p = .000$ level of significance to be considered a low correlation: I am convinced that HS will fill leading positions from its own ranks in future. This indicates that faculty currently expect promotion from within and that they would expect that at the same level in a compromise location. In terms of section Extrinsic Workplace, the study found that participants are satisfied with their pay and their current location and would expect this to be slightly higher quality in order to move to a compromise location. In this section none of the correlations were greater than the .6 threshold for a low correlation. In terms of section Workplace Autonomy, the study found that faculty has a lower expectation for the compromised location than the current location for being able to complete a work product, the freedom of action, and to make their own decisions. There were two items that met the .6 threshold for a low correlation in this section. The first

item: the decentralized structure of the company allows me great freedom of action. The participants ratings had an $r = .661$ at a $p = .000$ level of significance. This means that participants felt that the decentralized structure of the company would make participants more satisfied with their jobs was correlated for both the current and compromise location. The second item: I can make necessary arrangements without my direct manager. The participants ratings had an $r = .675$ at a $p = .000$ level of significance. This means that participants ratings were at a low correlation between the current and compromise location. In terms of section Workplace Competencies, the study found that participants felt that in current location their area of responsibility and interfaces to other departments are defined, and they would expect slightly higher quality for both in order to move to a compromise location. In this section, none of the correlations were greater than the .6 threshold for a low correlation. In terms of section Social Interaction, the study found that trust amongst colleagues is important wherever their workplace is located. This section was interesting because both of the items had correlations between the current and compromise location, indicating that the participants would want what they have now to be at the same level in the compromise location. The first item: the mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. The participants ratings had an $r = .661$ at a $p = .000$ level of significance. This means that participants felt that trust amongst colleagues is expected wherever their workplace is located. There was a moderate correlation for the second item: my colleagues support me actively if I have trouble with my tasks. The participants' ratings had an $r = .720$ at a $p = .000$ level of significance. This indicated that

there is a significant moderate positive correlation between current and compromise location. Participants strongly agree that they receive significant support from colleagues at the current location and for them to move to a compromise location they felt that this support would have to be at the same level. In terms of section Competence, the study found that participants at their current location agree that they have the chance to show how capable they are at their job, but it was slightly less important to be of quality for the compromise location. In this section none of the correlations were greater than the .6 threshold for a low correlation. In terms of section Autonomy, the study found participants at the current location has a low intention to be committed for a long time to this company. They would be more committed if they were to move to a compromise location. In this section none of the correlations were greater than the .6 threshold for a low correlation. In terms of section Integration, the study found that participants expect co-workers to care about them at the same level or slightly higher in order to move to a compromise location. In this section none of the correlations were greater than the .6 threshold for a low correlation. In terms of section Work-Related Performance, the study found that participants felt that in the current location they could do a better job, and they would do a slightly higher quality job for the compromise location. There was one low positive correlation in this section. The participants rate $r = .681$ at a $p = .000$ level of significance indicated that the participants impression that their job performance fully complies with the job requirements at the current location and expect this at the same level for their compromise location.

**Limitations of the Study**

The study had several limitations. First, it is important to note that foreign-born faculty members are a heterogeneous group of individuals with diverse cultural, language, and national backgrounds. One could expect that workplace perceptions and attitudes would be different across diverse international faculty groups depending on their ethnic origin, time spent in Switzerland, or the native language. Second, there may be limitations due to changes I made to an existing survey. The permission to change the survey instrument in this research study was given to accommodate the focus on the compromise location. The changes were made to the first scale on each item of the survey: how strongly do you agree that each workplace factor statement is true of your current position? The second scale on each item of the survey was added asking the question: how high quality do you expect each workplace factor to be in for you to relocate? Finally, the survey was changed to be limited to three parts based on the committee feedback. The published survey consisted of six (6) parts. The survey which is used for this research study was divided into three parts: (a) about your workplace, (b) your experience of your workplace, and (c) cooperation with your manager. These all might be limitations because they compromise the integrity of the original survey but altering the number of items as well as adding the second scale.

**Recommendations**

Based on the findings of this study, two recommendations apply to both locations, three recommendations apply only to the current location, and five recommendations apply only to those seeking to design and attract faculty to work in compromise locations.

In terms of both locations, this study found that participants, in general, rated that the economic stability of the company is true and expected. This study also found that participants currently say that it is true that there is trust amongst colleagues, and they also expect trust among colleagues in a compromise location. Therefore, one might say that trust among colleagues is likely to be valued wherever their workplace is located, and therefore recommends that trust be a focus of the administrators designing the workplace because trust can influence both the credibility of the actual reason (whether it is believed to be true) as well as belief in its legitimacy (whether it is justified). According to Dessler (2017) where employees trust management, the managerial account will be more credible. In the context of high trust manager-employee relationship, the account's credibility should promote its legitimacy by reducing suspicion and the search for disconfirming information (Newstrom, 2015).

In terms of the current location, this study found that faculty rated that it is true that they are able to complete a work product, they have freedom of action, and they can make their own decisions. Therefore, it is recommended that in the current location HS management should continue to engage faculty in their own decision-making process actively. Dessler (2017) mentioned that participation in the decision-making process gives each employee the opportunity to voice their opinions, and to share their knowledge with others. This study also found that participants at their current location believe that it is true that they have the chance to show how capable they are at their job, and therefore recommends that employees are given opportunities to demonstrate their capability to contribute to the achievement of the HS company goals. This study also found

participants have a low intention to be committed for a long time to this company at the current location and therefore recommends that HS management try to improve employees' organizational commitment through research-based initiatives. Organizational commitment has been defined by Deissler (2017) as the relative strength of an individual's identification with and involvement in an organization. In addition to loyalty, organizational commitment encompasses an individual's willingness to expend effort in order to further a company's goals and the degree of alignment the company has with the goals and values of the individual (Colquitt, LePine, & Wesson, 2014).

In terms of the compromise location, this study found that feedback on work results is a positive feature at their current location and was rated in terms of what they expect from a compromise location. Therefore, it is recommended that in the compromise location they provide regular feedback to employees. Feedback should clearly communicate progress against clear objectives given to employees, but more importantly, communication should serve a developmental purpose helping employees attain the objectives (Woods & West, 2014). Good feedback allows employees to see what they are doing right, helping to build confidence, identifies areas for improvement, helping to build competence and can also promote engagement and involvement with the company (Deissler, 2017).

This study also found that participants are satisfied with their pay and their current location and would expect this to be slightly higher quality in order to move to a compromise location, and therefore recommends that HS senior management focus less attention on salary alone and broaden their investment plans to incorporate workplace

factors indicated by research such as this study including fostering positive employee relationships, feedback on work objectives, and autonomy in the workplace. The most obvious extrinsic reward is of course pay (Colquitt et al., 2014). From the perspective of the organizational justice, faculty will be concerned with whether their pay is fair reward relative to the reward received by others. Armstrong (2016) stated that financial rewards tend to enhance performance, especially when they are seen as fair and providing accurate feedback about how well the person is doing. This study also found that participants felt that in current location their area of responsibility and interfaces to other departments are defined, and they would expect slightly higher quality for both in order to move to a compromise location, and therefore recommends creating a company culture of responsibility. Colquitt et al. (2014) stated it is important to give employees the freedom to define the right approach. Therefore, HS management needs to be sure to delegate both the responsibility and the freedom to decide how to make workplace factors satisfactory or better. This study also found that participants expect co-workers to care about them at the same level or slightly higher in order to move to a compromise location and therefore recommends that one of the key hiring criteria for HS must be that faculty members have the ability to work as a team player. One of the benefit of faculty working well together is that information flows more freely, according to the President of HS (personal communication, March 17, 2015). This study also found that participants felt that in the current location they could do a better job, and they would do a slightly higher quality job for the compromise location, and therefore recommends keeping faculty

morale high. Keeping employee morale high is one of the best things HS management can do to instill loyalty and maintain a productive workplace.

The HS senior management should give priority attention to seeking ways to build healthy workplaces. A respectful workplace occurs through civil, social encounters. Although interactions with service recipients (e.g., students, parents of students, and visiting lectures) affect the social tone of a workplace, the respect shown among colleagues and of supervisors with subordinates has a powerful impact on faculty experience of their work settings. I propose that it appears that faculty may value a sense of belonging. In this context, positive interactions and treatment promote a respectful and healthy work environment. Conversely, mistreatment of employees by other employees or managers undermines the healthiness of a work setting, increasingly its illegitimate demands and its apparent riskiness. Some progress has been made in critically evaluating civility interventions; however, much work remains.

**Implications**

Healthy workplace awards, employee choice awards, and top workplace honors have gained a high profile in the media in recent years, with both small businesses and large corporations being recognized as being among the best places to work, in terms of their tangible perks and psychological supports and benefits to employees, their business productivity, and their focus on social responsibility. In this study, I have sought participants' responses to respond to 40 questionnaire items related to specific factors of business that might affect their perception of how healthy their workplace is. The underlying question is would the HS win an award for how it supports them other than

only through compensation? The survey inquired into leadership climate, important aspects of the work environment, emotion work, and work-related performance. These factors were examined both in terms of HS current location and expectations for a compromise location. I have first asked in particular how strongly do you agree that each workplace factor statement is true of your current position and second, how high quality do you expect each workplace factor to be for you to relocate. In this section, I conclude by briefly foregrounding some of the study's implications for practice, and some of the direction for future research that stems from the project.

The primary aim of this study was to address that faculty in HS are resistant to relocate to compromise locations (e.g., China and Rwanda). I have done so by administering an anonymous online survey to all HS faculty members to ask the relevant questions about their workplace at their current location and their expectations for a compromise location. The increasing complexity of the business process and extensive social changes, also known under the keywords globalization, flexibility, and individualization, have the particularly significant impact on international companies.

Both beg the questions, what impact do job characteristics have on faculty reason, impulse, commitment, and the role of the behavior of leaders there. Both issues are studied for the first time in the context of a hospitality school. Employer and employee representatives can determine any further jointly developed projects. The details of the survey participants thus provide essential indications for further improvement of the working environment in our company.

**Conclusion**

A workplace is important because it occupies much of our time, provides us with a livelihood, and defines how we feel about ourselves. Good workplace enables faculty to develop and use skills to benefit others. It is important for HS senior management to recognize and study the multiplicity of workplace factors that influence workplace behavior. Individualism or collectivism, power distance, uncertainty avoidance, and long-term versus short-term orientation are some of the key considerations in describing and characterizing various workplaces in HS.

The emotions we experience, whether at our workplace or elsewhere, affect both our work behavior and our non-work behavior. To understand emotions at workplaces psychologists, consider the complexity of work and non-work stimuli as well as the range of people's reactions, from attitudes to emotions to moods.

There are many ways in which to improve the day-to-day workplace conditions of faculty in schools. The key is not to try to implement them all at once but start small, with one or two, and then build on the success. The more that work-life balance can be improved, the fewer faculty absences leaders will have to manage, and the financial savings as a consequence can be redeployed into further innovations to improve the well-being of all colleagues.

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Appendix A: Online Survey

**Information on ONLINE survey - work climate and employee motivation in HS**

1. **Objectives of the Survey**

The increasing complexity of business processes and extensive social changes, also known under the key words globalization, flexibility, and individualization, have particularly significant impact on international companies.

This begs the questions, what impact job characteristics on employee motivation and the role of the behavior of leaders there.

Both issues will be studied for the first time in the representative of HS. The evaluation of the data is anonymous and is used primarily to answer the question with which the present thesis deals.

Employer and employee representatives can determine any further jointly developed projects. The details of the survey participants thus provide important indications for further improvement of the working environment in our company.

2. **Content of the Survey**

The survey takes about 10 minutes to complete and addresses the following topics:

- Part I: About your workplace?
- Part II: Your experiences of your workplace?
- Part III: Cooperation with your line manager

For your support and participation, I thank you very much!

3. **Compliance with Data Protection**

The provisions of data protection were examined by the Director of Academic Affairs, HS and have been certified. If you participate in this voluntary survey, you agree to the anonymous storage of your information for the purpose of evaluation and research.

4. **General Instructions for Completion**

Please make every effort to answer all questions. If you have a question but do not answer, you can leave these also unanswered.

**Part I: About your workplace?**

Below you will find statements that relate to your workplace and the immediate environment. You will be asked for your personal beliefs and preferences. Here there is no right or wrong, good, or bad answers. Only your opinion counts. Please respond spontaneously and honestly.

First: Please assess exactly how true these statements are for you personally. Then highlight on the 5-point scale ranging from strongly disagree to strongly agree the value that best meets your assessment:

Scale 1

|  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
| Question | 0 | X | 0 | 0 | 0 |

Second Scale on Each Page Item of Survey:

For this scale of the survey, please rate how high quality do you expect each of these elements is for you personally to consider future faculty employment at a compromise location.

Scale 2

|  | Basic Quality | Average Quality | Moderately High Quality | High Quality | Highest Quality |
|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
| Question | 0 | X | 0 | 0 | 0 |

The questions are:

1. I get a reasonable salary for my work.
2. My professional performance is recognized by my salary adequately.
3. I can plan my working hours flexible for a better work-life balance.
4. My job allows me to produce a work product from the beginning until the completion.
5. The decentralized structure of the company allows me great freedom of action.
6. I usually make my own decisions in my teaching work.
7. I can make necessary arrangements without my direct manager.
8. Whenever I have a good idea, I can easily put it into practice in my job.
9. I know what to do in my job as my area of responsibility is clearly defined.
10. The work process in my division is effectively organized thus enabling me to obtain good results without difficulty.
11. The interfaces to other departments are clearly identified.
12. My immediate supervisor communicates effectively with his staff at regularly meetings.
13. My decision-making powers are clearly defined.
14. When there are changing demands in my area of responsibilities, I receive appropriate training measures.
15. The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things.
16. My colleagues support me actively, if I have trouble with my tasks.
17. I am convinced that HS will fill leading positions from its own ranks in future.
18. I trust in the economic stability of HS.
19. My current job provides good opportunities to develop my professional competencies.

**Part II: Your experiences of your workplace?**

Below you will find statements that relate to your perception and your attitude to your work. Please rate again how accurate these statements are true for you personally.

1. Colleagues at work tell me I am good at what I do.
2. I have been able to learn interesting new skills on my job.
3. On my job, I do not get much of a chance to show how capable I am.
4. I feel pressured at work.
5. When I am at work I have to do what, I am told.
6. I do not expect to be committed for a long time to this company.
7. I get along with people at work.

8. People at work care about me.
9. People at work are friendly towards me.
10. My job performance corresponds to my current performance capacity.
11. If I really wanted I could do my job much better than at present.
12. I got the impression that my job performance fully complies with the job requirements.

**Part III: Cooperation with your manager?**

The following statements relate to your experiences that you have made in working with your immediate supervisor. Assess please exactly how true these statements are for you personally.

1. I feel that my manager provides me choices and options.
2. I feel understood by my manager.
3. My manager conveys confidence in my ability to do well at my job.
4. My manager encourages me to ask questions.
5. My manager listens to how I would like to do things.
6. My manager tries to understand how I see things before suggesting a new way to do things.
7. My manager informs me on business objectives on a regular basis.
8. My manager regularly informs me on my work results.
9. I am sufficiently informed and actively involved by my manager.

You did it!

Thank you very much for your assistance.

# Appendix B: Permission to Use an Existing Survey

**PERMISSION: TO USE AN EXISTING SURVEY**

3rd of August 2015
Permissions Editor
Dr Markus Keddi
E-mail: markus_keddi@yahoo.de

Dear Dr Keddi:
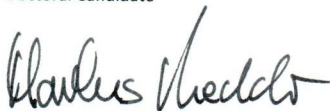
I am a doctoral student from Walden University, Minneapolis, MN, United State writing my dissertation tentatively titled "In search of the optimal hospitality faculty motivation for international positions" under the direction of my dissertation committee chaired by Dr Jennifer Seymour.

I would like your permission to reproduce to use survey instrument in my research study. I would like to use your survey under the following conditions:

- I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will use this survey only as an online survey.
- I will send my complete survey promptly to your attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me through e-mail: edward.rachny@waldenu.edu

Sincerely,
Edward Rachny
Doctoral Candidate

_____

Agreed to and accepted/Signature

Date: 05.08.15

Expected date of completion December 2015

Appendix C: Permission to Change an Existing Survey

**PERMISSION: TO USE AN EXISTING SURVEY**

3rd of August 2015
Permissions Editor
Dr Markus Keddi
E-mail: markus_keddi@yahoo.de

Dear Dr Keddi:

I am a doctoral student from Walden University, Minneapolis, MN, United State writing my dissertatio
tentatively titled "In search of the optimal hospitality faculty motivation for international positions"
under the direction of my dissertation committee chaired by Dr Jennifer Seymour.

I would like your permission to reproduce to use survey instrument in my research study. I would like t
use your survey under the following conditions:

- I will use this survey only for my research study and will not sell or use it with any compensated
  or curriculum development activities.
- I will use this survey only as an online survey.
- I will send my complete survey promptly to your attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and
returning it to me through e-mail: edward.rachny@waldenu.edu

Sincerely,
Edward Rachny
Doctoral Candidate

Agreed to and accepted/Signature

Date: 05.08.15

Expected date of completion December 2015

Appendix D: Online Survey Using Google Forms

**Part I: About your workplace?**

Below you will find statements that relate to your workplace and the immediate environment. You will be asked for your personal beliefs and preferences. Here there is no right or wrong, good, or bad answers. Only your opinion counts. Please respond spontaneously and honestly.

First Scale on Each Item of Survey: How strongly do you agree that each workplace factor statement is true of your current position?

1 Strongly Disagree
2 Disagree
3 Neither Agree nor Disagree
4 Agree
5 Strongly Agree

Second Scale on Each Item of Survey: How high quality do you expect each workplace factor to be in order for you to relocate?

1 Basic quality
2 Average quality
3 Moderately high quality
4 High quality
5 Highest quality

1. I get a reasonable salary for my work.

|  | 1 | 2 | 3 | 4 | 5 |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
| --- | --- | --- | --- | --- | --- | --- |
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

2. My professional performance is recognized by my salary adequately.

|  | 1 | 2 | 3 | 4 | 5 |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

3. I can plan my working hours flexible for a better work-life balance.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

4. My job allows me to produce a work product from the beginning until the completion.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

5. The decentralized structure of the company allows me great freedom of action.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

6. I usually make my own decisions in my teaching work.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

7. I can make necessary arrangements without my direct manager.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

8. Whenever I have a good idea, I can easily put it into practice in my job.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

9. I know what to do in my job as my area of responsibility is clearly defined.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

10. The work process in my division is effectively organized thus enabling me to obtain good results without difficulty.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

11. The interfaces to other departments are clearly identified.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

12. My immediate supervisor communicates effectively with his staff regularly meetings.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

| 1 | 2 | 3 | 4 | 5 |

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

13. My decision-making powers are clearly defined.

| 1 | 2 | 3 | 4 | 5 |

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

| 1 | 2 | 3 | 4 | 5 |

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

14. When there are changing demands in my area of responsibilities, I receive appropriate training measures.

| 1 | 2 | 3 | 4 | 5 |

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

| 1 | 2 | 3 | 4 | 5 |

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

15. The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things.

| 1 | 2 | 3 | 4 | 5 |

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

| 1 | 2 | 3 | 4 | 5 |

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

16. My colleagues support me actively, if I have trouble with my tasks.

| 1 | 2 | 3 | 4 | 5 |

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

| 1 | 2 | 3 | 4 | 5 |

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

17. I am convinced that HS will fill leading positions from its own ranks in the future.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

18. I trust in the economic stability of HS.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

19. My current job provides good opportunities to develop my professional competencies.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

**Part II: Your experience of your workplace?**

Below you will find statements that relate to your perception and your attitude to your work. Please rate again how accurate these statements are true for you personally.

1. Colleagues at work tell me I am good at what I do.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

2. I have been able to learn interesting new skills on my job.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

3. On my job I do not get much of a chance to show how capable I am.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

4. I feel pressured at work.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

5. When I am at work I have to do what I am told.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

6. I do not expect to be committed for a long time to this company.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

7. I get along with people at work.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ▢ | ▢ | ▢ | ▢ | ▢ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ▢ | ▢ | ▢ | ▢ | ▢ | Highest Quality |

8. People at work care about me.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ▢ | ▢ | ▢ | ▢ | ▢ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ▢ | ▢ | ▢ | ▢ | ▢ | Highest Quality |

9. People at work are friendly towards me.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ▢ | ▢ | ▢ | ▢ | ▢ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ▢ | ▢ | ▢ | ▢ | ▢ | Highest Quality |

10. My job performance corresponds to my current performance capacity.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ▢ | ▢ | ▢ | ▢ | ▢ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Basic Quality | ▢ | ▢ | ▢ | ▢ | ▢ | Highest Quality |

11. If I really wanted I could do my job much better than at present.

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Strongly Disagree | ▢ | ▢ | ▢ | ▢ | ▢ | Strongly Agree |

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

12. I got the impression that my job performance fully complies with the job requirements.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

**Part III: Cooperation with your manager**

The following statements relate to your experiences that you have made in working with your immediate supervisor. Assess please exactly how true these statements are for you personally.

1. I feel that my manager provides me choices and options.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

2. I feel understood by my manager.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Basic Quality | ☐ | ☐ | ☐ | ☐ | ☐ | Highest Quality |

3. My manager conveys confidence in my ability to do well at my job.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Strongly Disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly Agree |

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

4. My manager encourages me to ask questions.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

5. My manager listens to how I would like to do things.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

6. My manager tries to understand how I see things before suggesting a new way to do things.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

7. My manager informs me on business objectives on a regular basis.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

8. My manager regularly informs me on my work results.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

9. I am sufficiently informed and actively involved by my manager.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

1 2 3 4 5

Basic Quality ☐ ☐ ☐ ☐ ☐ Highest Quality

You did it!
Thank you very much for your assistance.

| Send form |
| --- |

Appendix E: Overview of Survey Data Structure

| Groups of items | Main dimension | Factors |
|---|---|---|
| Condition | Leadership climate | (1) Leadership climate |
| | | (2) Intrinsic attractiveness of the workplace |
| | | (3) Extrinsic attractiveness of the workplace |
| | Aspect of the work environment | (4) Workplace autonomy |
| | | (5) Workplace competencies |
| | | (6) Social interaction at the workplace |
| Process | Emotional experience at work | (7) Competence experience |
| | | (8) Autonomy experience |
| | | (9) Integration of social experiences |
| Target | Performance behavior | (10) Work-related performance |

Appendix F: Detailed Survey Data Structure

| Groups of items | Main dimension | Factors | Survey questions |
|---|---|---|---|
| Condition | Leadership climate | (1) Leadership climate | Part III: Cooperation with your manager |
| | | | 1. I feel that my manager provides me choices and options. |
| | | | 2. I feel understood by my manager. |
| | | | 3. My manager conveys confidence in my ability to do well at my job. |
| | | | 4. My manager encourages me to ask questions. |
| | | | 5. My manager listens to how I would like to do things. |
| | | | 6. My manager tries to understand how I see things before suggesting a new way to do things. |
| | | | 7. My manager informs me on business objectives on a regular basis. |
| | | | 8. My manager regularly informs me on my work results. |
| | | | 9. I am sufficiently informed and actively involved by my manager. |
| | | (2) Intrinsic attractiveness of the workplace | Part I: About your workplace? |
| | | | 1. I am convinced that HS will fill leading positions from its own ranks in future. |
| | | | 2. I trust in the economic stability of HS. |
| | | | 3. My current job provides good opportunities to develop my professional competencies. |
| | | (3) Extrinsic attractiveness of the workplace | Part I: About your workplace? |
| | | | 1. I get a reasonable salary for my work. |
| | | | 2. My professional performance is recognized by my salary adequately. |
| | Aspect of the work environment | (4) Workplace autonomy | Part I: About your workplace? |

| | | | |
|---|---|---|---|
| | | | 1. I can plan my working hours flexible for a better work-life balance. |
| | | | 2. My job allows me to produce a work product from the beginning until the completion. |
| | | | 3. The decentralized structure of the company allows me great freedom of action. |
| | | | 4. The interfaces to other departments are clearly identified. |
| | | | 5. I can make necessary arrangements without my direct manager. |
| | | | 6. Whenever I have a good idea, I can easily put it into practice in my job. |
| | | (5) Workplace competencies | Part I: About your workplace? |
| | | | 1. I know what to do in my job as my area of responsibility is clearly defined. |
| | | | 2. The work process in my division is effectively organized thus enabling me to obtain good results without difficulty. |
| | | | 3. The interfaces to other departments are clearly identified. |
| | | | 4. My immediate supervisor communicates effectively with his staff regularly meetings. |
| | | | 5. My decision-making powers are clearly defined. |
| | | | 6. When there are changing demands in my area of responsibilities, I receive appropriate training measures. |
| | | (6) Social interaction at the workplace | Part I: About your workplace? |
| | | | 1. The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. |
| | | | 2. My colleagues support me actively, if I have trouble with my tasks. |
| Process | Emotional experience at work | (7) Competence experience | Part II: Your experiences of your workplace? |

| | | | |
|---|---|---|---|
| | | | 1. Colleagues at work tell me I am good at what I do. |
| | | | 2. I have been able to learn interesting new skills on my job. |
| | | | 3. On my job I do not get much of a chance to show how capable I am. |
| | | (8) Autonomy experience | Part II: Your experiences of your workplace? |
| | | | 1. I feel pressured at work. |
| | | | 2. When I am at work I have to do, what I am told. |
| | | | 3. I do not expect to be committed for a long time to this company. |
| | | (9) Integration of social experiences | Part III: Your experiences of your workplace? |
| | | | 1. I really like the colleagues I work with. |
| | | | 2. I get along with people at work. |
| | | | 3. People at work care about me. |
| | | | 4. People at work are friendly towards me. |
| Target | Performance behavior | (10) Work-related performance | Part II: Your experiences of your workplace? |
| | | | 1. My job performance corresponds to my current performance capacity. |
| | | | 2. If I really wanted, I could do my job much better than at present. |
| | | | 3. I got the impression that my job performance fully complies with the job requirements. |

Appendix G: The Codebook of the Dataset

| Codebook | | | | |
|---|---|---|---|---|
| Part1_Q1_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q2_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q3_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q4_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q5_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q6_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q7_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q8_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q9_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q10_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q11_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q12_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q13_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |

| | | | | |
|---|---|---|---|---|
| Part1_Q14_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q15_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q16_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q17_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q18_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q19_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q1_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q2_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q3_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q4_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q5_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q6_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q7_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q8_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |

| Part2_Q9_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
|---|---|---|---|---|---|
| Part2_Q10_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q11_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part2_Q12_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q1_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q2_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q3_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q4_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q5_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q6_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q7_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q8_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part3_Q9_1 | 1=Strongly Disagree | 2=Disagree | 3=Neither Agree nor Disagree | 4=Agree | 5=Strongly Agree |
| Part1_Q1_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q2_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |

| | | | | | |
|---|---|---|---|---|---|
| Part1_Q3_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q4_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q5_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q6_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q7_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q8_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q9_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q10_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q11_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q12_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q13_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q14_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q15_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q16_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q17_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q18_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part1_Q19_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q1_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q2_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q3_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q4_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q5_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |

| | | | | | |
|---|---|---|---|---|---|
| Part2_Q6_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q7_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q8_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q9_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q10_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q11_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part2_Q12_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q1_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q2_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q3_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q4_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q5_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q6_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q7_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q8_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |
| Part3_Q9_2 | 1=Basic Quality | 2=Average Quality | 3=Moderately High Quality | 4=High Quality | 5=Highest Quality |

Appendix H: The Question for Each Variable

| Code | Question |
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| Part1_Q1_1 | 1. I get a reasonable salary for my work. |
| Part1_Q2_1 | 2. My professional performance is recognized by my salary adequately. |
| Part1_Q3_1 | 3. I can plan my working hours flexible for a better work-life balance. |
| Part1_Q4_1 | 4. My job allows me to produce a work product from the beginning until the completion. |
| Part1_Q5_1 | 5. The decentralized structure of the company allows me great freedom of action. |
| Part1_Q6_1 | 6. I usually make my own decisions in my teaching work. |
| Part1_Q7_1 | 7. I can make necessary arrangements without my direct manager. |
| Part1_Q8_1 | 8. Whenever I have a good idea, I can easily put it into practice in my job. |
| Part1_Q9_1 | 9. I know what to do in my job as my area of responsibility is clearly defined. |
| Part1_Q10_1 | 10. The work process in my division is effectively organized thus enabling me to obtain good results without difficulty. |
| Part1_Q11_1 | 11. The interfaces to other departments are clearly identified. |
| Part1_Q12_1 | 12. My immediate supervisor communicates effectively with his staff regularly meetings. |
| Part1_Q13_1 | 13.My decision-making powers are clearly defined. |
| Part1_Q14_1 | 14. When there are changing demands in my area of responsibilities, I receive appropriate training measures. |
| Part1_Q15_1 | 15.The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. |
| Part1_Q16_1 | 16. My colleagues support me actively, if I have trouble with my tasks. |
| Part1_Q17_1 | 17. I am convinced that HS will fill leading positions from its own ranks in future. |
| Part1_Q18_1 | 18. I trust in the economic stability of HS. |
| Part1_Q19_1 | 19. My current job provides good opportunities to develop my professional competencies. |
| Part2_Q1_1 | 1. Colleagues at work tell me I am good at what I do. |
| Part2_Q2_1 | 2. I have been able to learn interesting new skills on my job. |
| Part2_Q3_1 | 3. On my job I do not get much of a chance to show how capable I am. |
| Part2_Q4_1 | 4. I feel pressured at work. |
| Part2_Q5_1 | 5. When I am at work I have to do what I am told. |
| Part2_Q6_1 | 6. I don't expect too much of committing myself to this company on a long-term basis. |
| Part2_Q7_1 | 7. I get along with people at work. |
| Part2_Q8_1 | 8. People at work care about me. |
| Part2_Q9_1 | 9. People at work are friendly towards me. |

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| Part2_Q10_1 | 10. My job performance corresponds to my current performance capacity. |
| Part2_Q11_1 | 11. If I really wanted, I could do my job much better than at present. |
| Part2_Q12_1 | 12. I got the impression that my job performance fully complies with the job requirements. |
| Part3_Q1_1 | 1. I feel that my manager provides me choices and options. |
| Part3_Q2_1 | 2. I feel understood by my manager. |
| Part3_Q3_1 | 3. My manager conveys confidence in my ability to do well at my job. |
| Part3_Q4_1 | 4. My manager encourages me to ask questions. |
| Part3_Q5_1 | 5. My manager listens to how I would like to do things. |
| Part3_Q6_1 | 6. My manager tries to understand how I see things before suggesting a new way to do things. |
| Part3_Q7_1 | 7. My manager informs me on business objectives on a regular basis. |
| Part3_Q8_1 | 8. My manager regularly informs me on my work results. |
| Part3_Q9_1 | 9. I am sufficiently informed and actively involved by my manager. |
| Part1_Q1_2 | 1. I get a reasonable salary for my work. |
| Part1_Q2_2 | 2. My professional performance is recognized by my salary adequately. |
| Part1_Q3_2 | 3. I can plan my working hours flexible for a better work-life balance. |
| Part1_Q4_2 | 4. My job allows me to produce a work product from the beginning until the completion. |
| Part1_Q5_2 | 5. The decentralized structure of the company allows me great freedom of action. |
| Part1_Q6_2 | 6. I usually make my own decisions in my teaching work. |
| Part1_Q7_2 | 7. I can make necessary arrangements without my direct manager. |
| Part1_Q8_2 | 8. Whenever I have a good idea, I can easily put it into practice in my job. |
| Part1_Q9_2 | 9. I know what to do in my job as my area of responsibility is clearly defined. |
| Part1_Q10_2 | 10. The work process in my division is effectively organized thus enabling me to obtain good results without difficulty. |
| Part1_Q11_2 | 11. The interfaces to other departments are clearly identified. |
| Part1_Q12_2 | 12. My immediate supervisor communicates effectively with his staff regularly meetings. |
| Part1_Q13_2 | 13. My decision-making powers are clearly defined. |
| Part1_Q14_2 | 14. When there are changing demands in my area of responsibilities, I receive appropriate training measures. |
| Part1_Q15_2 | 15. The mutual trust between me and my colleagues is so great that we can talk openly about everything, even personal things. |
| Part1_Q16_2 | 16. My colleagues support me actively, if I have trouble with my tasks. |
| Part1_Q17_2 | 17. I am convinced that HS will fill leading positions from its own ranks in future. |
| Part1_Q18_2 | 18. I trust in the economic stability of HS. |

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| Part1_Q19_2 | 19. My current job provides good opportunities to develop my professional competencies. |
| Part2_Q1_2 | 1. Colleagues at work tell me I am good at what I do. |
| Part2_Q2_2 | 2. I have been able to learn interesting new skills on my job. |
| Part2_Q3_2 | 3. On my job I do not get much of a chance to show how capable I am. |
| Part2_Q4_2 | 4. I feel pressured at work. |
| Part2_Q5_2 | 5. When I am at work I have to do what I am told. |
| Part2_Q6_2 | 6. I don't expect too much of committing myself to this company on a long-term basis. |
| Part2_Q7_2 | 7. I get along with people at work. |
| Part2_Q8_2 | 8. People at work care about me. |
| Part2_Q9_2 | 9. People at work are friendly towards me. |
| Part2_Q10_2 | 10. My job performance corresponds to my current performance capacity. |
| Part2_Q11_2 | 11. If I really wanted, I could do my job much better than at present. |
| Part2_Q12_2 | 12. I got the impression that my job performance fully complies with the job requirements. |
| Part3_Q1_2 | 1. I feel that my manager provides me choices and options. |
| Part3_Q2_2 | 2. I feel understood by my manager. |
| Part3_Q3_2 | 3. My manager conveys confidence in my ability to do well at my job. |
| Part3_Q4_2 | 4. My manager encourages me to ask questions. |
| Part3_Q5_2 | 5. My manager listens to how I would like to do things. |
| Part3_Q6_2 | 6. My manager tries to understand how I see things before suggesting a new way to do things. |
| Part3_Q7_2 | 7. My manager informs me on business objectives on a regular basis. |
| Part3_Q8_2 | 8. My manager regularly informs me on my work results. |
| Part3_Q9_2 | 9. I am sufficiently informed and actively involved by my manager. |