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Nonmonetary Strategies to Increase Employee Job Satisfaction in Nonprofit Organizations

Tawana Lovick-McDaniel
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Tawana Lovick-McDaniel

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Review Committee
Dr. Erica Gamble, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Chad Sines, Committee Member, Doctor of Business Administration Faculty

Dr. Judith Blando, University Reviewer, Doctor of Business Administration Faculty

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Abstract

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MS, University of Maryland University College, 2014

BS, University of Maryland University College, 2012

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Nonprofit organizations' managers face challenges in creating nonmonetary rewards to increase the job satisfaction of staff and productivity of the organization. The purpose of this multiple case study was to explore the nonmonetary reward strategies that nonprofit organizations' managers used to increase employee job satisfaction. The targeted population included nonprofit managers who had successfully implemented nonmonetary reward strategies to increase employee job satisfaction. Kalleberg's theory of job satisfaction was the conceptual framework for the study. The primary data collection method was semistructured, face-to-face interviews with 3 participants. Secondary data sources included review of company documents such as employee evaluations and work-from-home request forms. Methodological triangulation of data and information was accomplished by comparing data collected from interviews and company documents. Through coding and thematic analysis, 3 primary themes emerged: experience, effective communication, and flexibility. The primary conclusion of this study was that managers use personal experiences as an employee to develop and implement effective reward systems. The implications of this study for social change include the potential to improve employee job satisfaction in nonprofit organizations, which may result in improved employee productivity and promote social development in the community.

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Dedication

I dedicate my doctoral study to my late grandmother, “Big Mama” Rowena Matthews-Hicks. Without her, I would not have had the push to finish in the time that I did. Every time we were together, she would always check on my doctoral study progress, even if we were together the next day. She always told me how proud she was and encouraged me to pursue my doctoral degree. When I felt like giving up, her words of encouragement, love, and wisdom always spoke to me, and, because of her, I am where I am today. I kept my promise and know that she is smiling down, proud of me.

Acknowledgments

I would like to first thank God for giving me the strength and knowledge to complete this journey. I would also like to acknowledge and thank my wonderful husband, Derek McDaniel, for being there for me and encouraging me along the way, for not letting me give up, for loving me, for listening to me complain, for taking on extra family tasks, and much more. A special thank you to my family for always encouraging me, praying for me, and checking on me. Last, but not least, I thank my doctoral study committee members--Dr. Erica Gamble (chair), Dr. Eric Sines (SCM), and Dr. Judith Blando (URR)--for their guidance and support.

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Section 1: Foundation of the Study

Employee job satisfaction is a major factor in organizations. The employer has a sizable influence on an employee's job satisfaction through creating a caring and ethical work climate (Carmeli, Brammer, Gomes, & Tarba, 2017). Some leaders decide to reward their staff with monetary rewards while other leaders may decide to use other strategies. Nonmonetary reward strategies may be beneficial for nonprofit companies struggling with employee job satisfaction or finances. Nonmonetary rewards may motivate nonprofit employees more than extrinsic rewards (Lee & Sabharwal, 2016). In addition, such rewards are a cost saving method that could be used to increase employee job satisfaction (Schlechter, Thompson, & Bussin, 2015).

Leaders must establish a type of reward system to improve job satisfaction. When employees have job satisfaction, they are more likely to put more interest into their work. Different factors may contribute to employee job satisfaction, but intrinsic motivation has a more prolonged impact because the employees genuinely enjoy their work (Breaugh, Ritz, & Alfes, 2018). In this section, I describe the background of the problem, provide the problem and purpose statements, and discuss the nature of the study. Section 1 also includes the research question, interview questions, conceptual framework, and a review of the professional and academic literature.

Background of the Problem

Researchers have demonstrated that employee job satisfaction is important for business and societal success (Dijkhuizen, Gorgievski, Van Veldhoven, & Schalk, 2018). To increase the job satisfaction of employees, some leaders choose to use nonmonetary rewards. Nonmonetary rewards do not involve cash; instead, they are of no financial value. Although intrinsic and nonmonetary rewards are similar and are often associated, they have different meanings (Olafsen, Halvari, Forest, & Deci, 2015). Nonmonetary rewards may include motivational methods such as autonomy, feedback, and skill variety to add value to an employee's job and well-being (Knapp, Smith, & Sprinkle, 2017). Nonmonetary rewards are also a cost-effective way to compensate, attract, motivate, and retain high-quality employees while making them experience appreciation (Gabriel & Nwaeke, 2015). Other examples of nonfinancial rewards are employee recognition, additional days off, working remotely, or flexible schedules.

Employee job satisfaction is an important part of the success of an organization and a primary issue in the workforce (Holston & Kleiner, 2015). Gabriel and Nwaeke (2015) discovered that 70% of employers who have used nonfinancial rewards have found a positive association between the reward and employee job satisfaction. The term *job satisfaction* refers to the degree to which an individual enjoys their work and to which they could contribute to a company's competitiveness, productivity, and growth (Coetzee, Maree, & Smit, 2019). Low job satisfaction may lead to burnout, high absenteeism, and low productivity (Coetzee et al., 2019). An employee's job satisfaction can reflect the success of an organization, so leaders must keep employees satisfied (Zablah, Carlson, Donavan, Maxham, & Brown, 2016).

Problem Statement

Low employee job satisfaction leads to a loss in organizational productivity (Naser, Alireza, Fatemeh Kamari, Sareh, & Ali Akbar, 2017). Employees with low job satisfaction tend to be 43% less productive than employees with a higher level of job satisfaction (Carpenter & Gong, 2016). The general business problem was some employees become dissatisfied and voluntarily leave an organization, resulting in a loss of productivity for the business. The specific business problem was some managers of nonprofit organizations lack nonmonetary reward strategies to increase employee job satisfaction.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction. The target population comprised managers from three different nonprofit organizations in Richland County, South Carolina, who have successfully implemented nonmonetary reward strategies to increase employee job satisfaction. The implications for positive social change include the potential to improve employee job satisfaction, which may result in improved employee productivity for the organization as well as promote social development in the community.

Nature of the Study

Using the qualitative research method, a researcher seeks to understand the reasons, opinions, and motivations associated with an event (Singh, 2015). Researchers can obtain a comprehensive understanding of the subject through participant collaboration. The qualitative method was appropriate for this study because I sought to explore perceptions that contribute to job satisfaction. Conducting qualitative research requires an in-depth, descriptive understanding while quantitative researchers focus on facts and numbers to research the question grounding the study (Barnham, 2015). Researchers using the quantitative method seek to examine relationships or differences among variables (Barnham, 2015). Because I wanted to gain an in-depth understanding of the study phenomenon rather than explore relationships between variables, I concluded that the quantitative method would not be appropriate for my research. Mixed-methods research requires the use of qualitative and quantitative data (Barnham, 2015) and therefore would not have been appropriate for this study.

Researchers using a phenomenological study design focus on describing a phenomenon's characteristics and an individual's real-life lived experiences by identifying the qualities that makes the phenomenon exist (Parvan et al., 2018). A researcher who uses a phenomenological design seeks to obtain information by exploring a phenomenon from the participant's lived experience or perspective (Corley, 2015). Another qualitative design is the ethnographic design. Researchers using the ethnographic design explore the cultural aspects of a phenomenon (Williams, Lindtner, Anderson, & Dourish, 2014). The purpose of this study was to explore strategies rather than gather phenomenological information about participants' lived experience or explore the cultural aspects of the study phenomenon. For this reason, the ethnographic design was not appropriate for the study. The case study design was appropriate because I wanted to elicit in-depth and descriptive information about strategies that increase job satisfaction.

Research Question

What nonmonetary reward strategies do some managers of nonprofit organizations use to increase employee job satisfaction?

Interview Questions

1. What nonmonetary reward strategies have you used to increase the job satisfaction of your employees?
2. How did you develop the strategies?
3. What barriers did you encounter in developing and implementing the strategies?
4. How did you address the barriers?
5. How have your employees responded to the nonmonetary rewards that you have used?
6. How well have the strategies worked?
7. What other information you would like to provide that is important for this research?

Conceptual Framework

Kalleberg published his theory of job satisfaction in 1977. Kalleberg (1977) examined the importance of job satisfaction and the desirability of a positive work experience. Kalleberg identified the following fundamental concepts underlying the theory (a) job satisfaction, (b) work values, and (c) job rewards. The theory of job satisfaction applied to this study because nonmonetary rewards can lead to job satisfaction, according to researchers (Bozionelos, 2016). The theory was also applicable because it includes different strategies, perceptions, and experiences of job satisfaction.

In his theory of job satisfaction, Kalleberg (1977) emphasized that job satisfaction can develop by addressing employees' happiness, values, rewards, recognition, or other means. Job satisfaction symbolizes positive emotions toward a particular job and is considered an attitude or orientation (Bozionelos, 2016). The mutual link between this research study and Kalleberg's theory is the primary focus on job satisfaction. Job satisfaction is the foundation of an employee's happiness and retention in an organization (Kalleberg, 1977). If nonmonetary rewards and recognitions are implemented, they can increase employee job satisfaction, and the organization can focus on satisfying employees through more cost-saving methods (Ali & Qazi, 2018).

Operational Definitions

Employee turnover: Employee turnover is the rate at which employees leave an organization (Jayasekara & Pushpakumari, 2018).

Extrinsic rewards: Extrinsic rewards are tangible awards that are usually given for a task (Cruz, Hanus, & Fox, 2017).

Intrinsic rewards: Intrinsic rewards refer to interesting and enjoyable work that is satisfying to employees (Putra, Cho, & Liu, 2017).

Job satisfaction: Job satisfaction refers to how a person feels about his or her job (Paleksić, Narić, Vukotić, & Stanković, 2017).

Motivation: Motivation includes goal selection and goal setting (Heckhausen & Heckhausen, 2018).

Nonmonetary rewards: Nonmonetary rewards do not include cash compensation to employees. Instead, nonmonetary rewards can be an enjoyable work environment, training, and development (Habib, Khalil, & Manzoor, 2017).

Nonprofit organization: A nonprofit organization can be placed into different categories according to the Internal Revenue Service, but it generally performs a public or community benefit, without the purpose of making a profit (Internal Revenue Service, 2019).

Retention: Retention refers to leaders keeping employees in an organization (Peltokorpi, Allen, & Froese, 2015).

Assumptions, Limitations, and Delimitations

Assumptions are elements that cannot be confirmed but which provide a basis for research (Kirkwood & Price, 2013). The first assumption was that the managers of the studied nonprofits would provide accurate information to represent their organizations. The second assumption was that during the interviews, the participants would truthfully share their thoughts. I also assumed that the findings of this case study might not apply to all motivational management nonprofit organizations but would be transferable or beneficial to some.

Limitations are restrictions that may influence flaws in research, which are out of the researcher's control (Kirkwood & Price, 2013). Limitations of this study included the honesty, validity, and reliability of the interviewees; the restricted number of participants; and the focus on nonprofit organizations. The study consisted of managers from three different nonprofit motivational management organizations. By selecting three different nonprofits, I hoped to add more validity to the study for future research.

Delimitations are boundaries that the researcher sets (Kirkwood & Price, 2013). I conducted this qualitative, multiple case study to determine the role that nonmonetary rewards have in employee job satisfaction. The collection of data was from three motivational management nonprofit organization managers in Richland County, South Carolina. I excluded managers working at any other nonprofit organizations other than the organizations in this study. In keeping with my study focus, I also focused my literature review on studies that included relevant subjects such as job satisfaction, nonmonetary rewards, nonprofits, job rewards, work value, or productivity.

Significance of the Study

Contribution to Business Practice

Employee job satisfaction is an integral part of an organizational strategy to maintain or increase profitability (Yanadori & Van Jaarsveld, 2014). The first-line employee of a business may influence the service outcome for a customer, so the employee must perform at his or her full capability (Ali, Jangga, Ismail, Kamal, & Ali, 2015). This study can be of value to the practice of business because the findings could provide examples and scenarios of nonmonetary incentives, which may contribute to a higher level of work from employees through enhanced job satisfaction (Arogundade & Arogundade, 2015). Job satisfaction can develop from different areas, but understanding the strategies that nonmonetary rewards and recognition have on employee job satisfaction can improve revenue and productivity (Yanadori & Van Jaarsveld, 2014).

Instead of spending money on rewards, business leaders can use nonmonetary reward and recognition strategies to increase employee job satisfaction to enable the company to save money and to reward employees.

Some nonprofit organizations do not have the resources to reward employees financially. In conducting this study, I sought to provide nonprofit organizations' managers with new nonmonetary ideas to increase employees' job satisfaction while saving money. Organizations can improve their business strategies by using nonmonetary rewards to retain profit and provide employees with long-term satisfaction. Nonmonetary rewards and recognition are visible, bring higher utility, and have higher value as an award compared to some monetary rewards (Habib et al., 2017). By using a nonmonetary approach to increase employee job satisfaction, nonprofit businesses can contribute to the productivity and happiness of employees (Arogundade & Arogundade, 2015).

Implications for Social Change

Nonprofit leaders can use the results of this study to provide businesses with valuable information as well as positively affect the consumers who interact with those employees. The positive interactions between workers, leaders, and consumers in the nonprofit population may contribute to promoting the development of the community through improved interaction, treatment, and service for individuals in nonprofit establishments (Bakar & McCann, 2016). When an employees have intrinsic motivation, they portray attentive behavior, professionalism, open communication, and sincere behavior (Ali & Qazi, 2018). The results of this study can be beneficial when leaders learn what factors internally motivate employees.

Nonprofit organizations that pursue nonmonetary goals have a different level of organizational commitment to social performance than for-profit organizations because enhancing social performance is usually the most critical mission of a nonprofit (Berlan, 2018). Some job demands may require hard work, but some employees are motivated to work harder because the result itself is rewarding (Fan & Han, 2018; Watson & Hoefer, 2016). The implication for positive social change is the possibility that this study might provide nonprofit leaders with insight on social conformity. Social conformity evolves from the tendency to align behaviors and attitudes with those of others, which may transmit to a larger population (Ellinas, Allan, & Johansson, 2017). When a community comes together and understands the importance of helping others, this may turn into a cultural norm that influences social change (Reilly, 2016). With more insight on social conformity, nonprofit leaders may be able to help their organizations grow and serve more people in need.

A Review of the Professional and Academic Literature

Employee job satisfaction in a nonprofit organization indicates that the employee is engaged. Engagement and employee job satisfaction is important because when employees are satisfied, they are more likely to be stable and productive and help accomplish organizational goals (Jessen, 2015). To ensure employee satisfaction and commitment, leaders must take the necessary steps to implement reward and recognition programs for workers. Ndungu (2017) found that rewards are significant to employees because they display the individual’s value to the organization and acknowledge their hard work. I begin this section by discussing the research strategies I used to investigate literature on the study topic and conceptual framework.

I conducted the majority of literature searches using electronic library databases. The selected research included full-text peer reviewed journal articles that I accessed through the following databases: EBSCOhost's Business Source Compete, Emerald Management, Google Scholar, ProQuest's ABI/Inform Complete, ProQuest Central, and SAGE Premier. A few books and purchased materials also contributed to the research literature. The following search terms were used individually or in different combinations to develop search results: *organization*, *employee*, *nonmonetary*, *intrinsic*, *reward*, *job satisfaction*, *motivation*, *reduce turnover*, *work values*, *job rewards*, *nonprofit*, *human resources*, *performance*, *productivity*, *participation*, *managers*, *leadership*, and *incentive*. Included in this study are 271 total references with approximately 85% of them published within the past 5 years (2015 or later).

Conceptual Foundation

Kalleberg's (1977) theory of job satisfaction constituted the conceptual foundation of this study. Job satisfaction is a construct that includes factors related to an employee's satisfaction and fulfillment with his or her job. The elements Kalleberg used to create the theory include work values, job rewards, and the components that determine the obtainment of employment rewards. There is an extensive range of literature on job satisfaction and the characteristics that contribute to the satisfaction of employees (e.g., Breaugh et al., 2018; Lee & Sabharwal, 2016; Schlechter et al., 2015). Research that closely coincides with Kalleberg's work includes a study addressing the link between job satisfaction and individual motives (N. C. Morse, 1953) and a study of how particular job characteristics influenced work outcomes including job satisfaction (Hackman & Oldham, 1976). Similar theories include the two-factor theory by Herzberg (1959), which addresses the factors in the workplace that positively or negatively influence job satisfaction. Research that contrasts with Kalleberg's theory includes theories or models that do not support the link between job satisfaction and characteristics of the job such as Vroom's (1964) expectancy theory.

N. C. Morse's (1953) research on job satisfaction. Organizational culture can affect employee job satisfaction. According to N. C. Morse (1953), cultural changes in an organization can influence an employee's job satisfaction, attitude, and behaviors. Examples of changes that may affect an employee's job satisfaction are growth and advancement. When employers provide opportunities for employees to self-direct and participate in decision-making, the employee's job satisfaction increases (Judge, Weiss, Kammeyer-Mueller, & Hulin, 2017). N. C. Morse connected job status to job satisfaction (Esfandiari & Kamali, 2016; Saha, Kumar, & Sikder, 2015), in contrast to other researchers who have linked job satisfaction to other components (e.g., Hackman & Oldham, 1976; Vroom, 1964).

The job characteristics model. Hackman and Oldham created the job characteristics model in 1974, to describe job satisfaction through job characteristics (Liere-Netheler, Vogelsang, Hoppe, & Steinhüser, 2017). The model is comprised of five job areas that influence an employee's job satisfaction personally and professionally (as cited in Ali et al., 2014). The five areas are autonomy, feedback, skill variety, task identity, and task significance (as cited in Ali et al., 2014). These five areas improve employee job satisfaction and describe an organization's workplace design. In 1976, Hackman and Oldham added employee growth and need strength to the model (as cited in Liere-Netheler et al., 2017). In general, the job characteristics model highlights factors during the design of a job that will internally motivate individuals to perform their jobs effectively (Taylor, 2015). The job characteristics model can help leaders incorporate a redesign of work and provide ideas to implement strategies to enrich jobs and make them more motivating (Blanz, 2017). The mission of an organization and design of an employee's job help to create meaning and purpose for workers (Cassar & Meier, 2018). Factors can motivate individuals differently—for example, one individual may see a task as motivating while another may see the task as daunting.

Herzberg's two-factor theory. Herzberg's (1959) two-factor theory (also known as the motivation-hygiene theory) is the most popular theory used in job satisfaction studies (Alshmemri, Shahwan-Akl, & Maude, 2017). Herzberg, Mausner, and Snydermann created the theory and provided insight on motivation factors and hygiene factors that influence job satisfaction (Alam & Shahi, 2015). Hygiene factors include job security, compensation, work environment, and relationships with managers while motivation factors include sense of achievement, career development, and acknowledgment of individual achievements (Band, Shah, Sriram, & Appliances, 2016). Hygiene factors are not as important as motivation factors in job satisfaction according to the motivation-hygiene theory (Alam & Shahi, 2015). Various motivation and hygiene factors influence employee motivation and job satisfaction.

Vroom's expectancy theory. Vroom's (1964) expectancy theory connects an employee's perception with job satisfaction instead of characteristics of the job like the theories of Hackman and Oldham (Ramli & Jusoh, 2015) and Herzberg (1959). Vroom used three factors to determine an employee's motivation; expectancy, instrumentality, and valence (as cited in Nimri, Bdair, & Al Bitar, 2015). Using these factors help leaders to maximize pleasure and minimize pain by analyzing behavior (Ramli & Jusoh, 2015). In general, Vroom used the theory to explain why employees make decisions and reiterate that behavior is a function of expectancy (as cited in Chen, Ellis, & Suresh, 2016).

Work values. Employee job satisfaction in the workplace can be determined based on the employee's work values. Work values are independently selected factors that add personal meaning to an employee's work (Kalleberg, 1977). Four types of work values established by Kalleberg (1977) are intrinsic, extrinsic, social, and prestige. A leader's selection of work values can influence his or her ability to improve employee job satisfaction and help employees discover their preferred career path. The Munster Work Value Measure (MWVM) framework created by Swartz (1994) describes different work values, with each value falling into a category. Krumm, Grube, and Hertel (2013) revamped the framework while Sergio, Dungca, and Ormita (2015) expanded the meaning of the categories. The categories that the work values fall under are openness to change (intrinsic), conservation (extrinsic), self-transcendence (social), and self-enhancement (prestige; Sergio et al., 2015).

Work values influence employees differently. Out of the four types of work values, intrinsic and extrinsic work values are the most influential (Sortheix, Chow, & Salmela-Aro, 2015). Most rewards refer to intrinsic and extrinsic factors. Intrinsic values include elements that employees enjoy doing or have an interest in such as autonomy and growth (Benedetti, Diefendorff, Gabriel, & Chandler, 2015). Extrinsic values are developed from external pressures such as salary, work conditions, recognition, and security (Benedetti et al., 2015; Sortheix et al., 2015). Dugan, Hochstein, Rouziou, and Britton (2019) found that intrinsic principles mean more to employees than extrinsic principles. Work values only predict job satisfaction to a certain degree depending on the individual, yet leaders can be an example of how to create value out of the work to create job satisfaction (Ramsey, Rutti, Lorenz, Barakat, & Sant'anna, 2016). When employees have a voice and are connected to their profession and the goals of the position, they are more involved in the work (Burris, Rockmann, & Kimmons, 2017; Wijaya, 2019). When employees are connected to their job, they may find that leaving is more difficult, in return reducing turnover for the organization (Ramsey et al., 2016).

Additional work values that researchers have examined include prestige and social work values (Consiglio, Borgogni, Di Tecco, & Schaufeli, 2016). Prestige and social work values are for the employees who believe image, reputation, and relationships are the most essential elements in the workplace (Wan, Wong, & Kong, 2014). Social work values refer to working and socializing with others in the workplace, while prestige work values refer to authority, power, or work status (Moniarou-Papaconstantinou & Triantafyllou, 2015; Zhao & Yang, 2017). A person who prefers social values may speak to people daily and try to create social committees or other groups that contribute to socialization in the company. The social individual also focuses on building and maintaining relationships at work while helping and contributing to the public (Zhao & Yang, 2017).

An employee who relies more on prestige values concentrates on respect and recognition at work and personal status in the organization (Jalalkamali, Ali, Hyun, & Nikbin, 2016). An individual who is focused on prestige may thrive off promotions and leadership roles. Work values vary depending on the employee; leaders must understand employees' preferred work values so that leaders can personalize the employees' work experience to increase job satisfaction (Zhao & Yang, 2017). When leaders take the time to customize employee work values, they have a better chance of retaining employees (Jalalkamali et al., 2016).

Studying generational differences in work values helps researchers to identify gaps in the literature, as well as similarities, trends, and differences in the lifespan of the phenomena. When researchers identify generational differences, their findings contribute to the management of employee satisfaction (Kuron, Lyons, Schweitzer, & Ng, 2015). The findings of research on generational difference indicate that younger and older generations have different perspectives regarding work values. If employees have little to no work experience, they may not have the same work values or perceptions as seasoned employees and vice versa. Kuron et al. (2015) found that when transitioning to adulthood, an individual's intrinsic and extrinsic work values change. After high school, there is a decrease in the importance of work values and an increase a few years afterward (Kuron et al., 2015).

Work values have a strong influence on an individual's job satisfaction. An employee's preferred values affect his or her job satisfaction, attitude toward work, trust, engagement, and organizational commitment (Jawahar & Schreurs, 2018). Employees receive more gratification personally from work when their job values align with the daily tasks of the position; the worker may also execute duties better and feel more important (Kuron et al., 2015). Individual traits can determine an individual's work behavior; therefore, leaders must understand each employee is different and has a unique work style (Khalid, Rahman, Noor, Madar, & Ibrahim, 2015). Work values are the foundation of how and why an employee performs in the manner that they do.

Job rewards. Job rewards have a significant impact on employee job satisfaction because of the influence that rewards have on employees' work ethic and attitudes (Stater & Stater, 2019). Job rewards include monetary and nonmonetary rewards. The primary purpose of job rewards is to attract and retain employees by encouraging them to do their best and continue with positive behaviors (Ozturkcu et al., 2018). Like work values, the most influential job reward depends on the employee and his or her preferences (Stater & Stater, 2019). Rewards help leaders enhance employees' job satisfaction; they help managers to implement high-quality reward measures that apply to various individuals (Ozturkcu et al., 2018). Understanding the difference between nonmonetary, intrinsic, monetary, and extrinsic rewards is also important and can help managers create influential incentives, according to Ozturkcu (2018).

Understanding the meaning of the different types of rewards can be beneficial to leaders. Nonmonetary rewards do not involve cash but are shareable (Abdullah & Wan, 2013), while monetary rewards include cash or payment of some type. Intrinsic rewards are internal (nonshareable) indications of accomplishment that an employee experiences about his or her job with no influence of financial gain (Stater & Stater, 2019). Extrinsic rewards are influenced by outside sources in ways that the employee cannot always control; they do not always include cash (Stumpf, Tymon, Favorito, & Smith, 2013). For example, recognition is an extrinsic factor because of the outside influence that the employee cannot control. Recognition from management can cause an employee to feel happy but does not qualify as an intrinsic reward because the happiness is from outside influence. However, recognition can be a nonmonetary reward because cash is not necessary to recognize an employee (Aguinis, Joo, & Gottfredson, 2013). Instead, recognition can include meaningful words. The terms *nonmonetary and internal* or *monetary and external* may often be linked together but may have different meanings.

Understanding the meaning of monetary and nonmonetary rewards and when to use them can be beneficial for leaders in retaining employees. Examples of nonmonetary rewards are recognition, job security, compliments, appreciation, encouragement, creativity, and independence (Khan, Shahid, Nawab, & Wali, 2013; Stater & Stater, 2019). Examples of monetary rewards include pay raises, gifts, cost-of-living adjustments, short-term or long-term incentives, prizes, awards, or performance bonuses (Aguinis, 2013; Neckermann, Cueni, & Frey, 2014). Neither reward method is superior to the other because they both influence individuals differently. Nonmonetary rewards may be more favorable for organizations because the company can save money and still increase employee job satisfaction (Mahipalan & Sheena, 2018). Focusing on monetary rewards alone will result in the company spending more money (Aguinis, 2013).

Job rewards and employee performance. Examples of employee performance are accomplishments, outcomes, or goals achieved. When an employee maintains development plans that contribute to the organization's goals, they are influencing their performance and productivity (Mahipalan & Sheena, 2018). Gallus and Frey (2015) explored how rewards create value and enhance motivation and performance at the individual level. Neckerman et al. (2014) suggested that awards are meaningful for employee motivation and that money does not guarantee a long-term effect on job performance. Ibrar and Khan (2015) found a positive relationship between rewards and employee's job performance noting that many organizations use reward methods to increase performance and job satisfaction of workers. Swider and Zimmerman (2014) also noted that there is a direct connection between job satisfaction and organizational performance. Satisfaction is experienced by employees when working for an organization that has high organizational success (Appelbaum, Karasek, Lapointe, & Quelch, 2015). Neckermann and Frey (2013) explained that appreciation, recognition, and other nonmonetary measures could take the place of monetary acknowledgments to increase employee performance. Researchers have found connections between job satisfaction and employee performance in the workplace.

Managers must understand the positive impact that job rewards have on employee performance. Performance is an integral part of organizational succession and the attainment of company goals (Ibrar & Khan, 2015). Employee performance is important because of the worker's ability to influence the outcomes of the organization (Malik, Butt, & Choi, 2015). To reach company goals, employees must contribute dedication and hard work. Without employee contribution, organizational goals may become unattainable. Naqbi, Yusoff, and Ismail (2018) found that employee performance can determine how much the organization grows or decreases. Strategies to improve business commitment and employee work efforts include good communication, teamwork, performance evaluations, recognition, and a supportive atmosphere (Carmeli et al., 2017; Fisher, 2015; Ozturkcu et al., 2018).

Employee performance can impact turnover in organizations, so leaders should encourage and build high performing employees. Employee performance can also predict work-related results that may be beneficial for the employee and organization (Lavy & Littman-Ovadia, 2017). Workers who display high performance are more likely to stay with an organization than those with low performance; engagement increases high-performing employees' job involvement (Eldor & Harpaz, 2015). When employees are satisfied with their job and work environment, they become more involved (Huang, Ahlstrom, Lee, Chen, & Hsieh, 2016). Increased job participation encourages employees to put more time and effort into their work (Huang et al., 2016). The more engaged the employee is, the better chance the company has of retaining the employee.

Turnover can influence employee and organizational performance. Peltokorpi et al., (2015) found that turnover negatively affects the development of an organization. When an employee decides to leave a company, he or she leaves a vacancy to be filled by his or her coworkers. Hiring a replacement can be timely because of the hiring, training, and orientation process. For the reason of onboarding, leaders should strive to increase the job satisfaction of employees. To help reduce turnover intentions, managers should recognize and compliment staff to show appreciation (De Gieter & Hofmans, 2015). Providing gratitude is a nonmonetary reward that may intrinsically motivate an employee.

The influence of job rewards on employee performance depends on the individual. Although researchers have studied the positive link between rewards and performance, the actual link value can fluctuate because each person views rewards differently. When leaders are aware of employees' individual differences, this can help solve issues. Problems will be easier to address and leaders will also understand the differences in the behavior of employees (Hosseini & Amirnezhad, 2014). Personalizing rewards according to an employee's behavior can positively result in higher employee performance and productivity (S. Hassan, M. Hassan, & Shoaib, 2014).

Overview of Job Satisfaction

Job satisfaction is a widely studied topic in research (Hanaysha, 2016). Although researchers have different perspectives on the definition of job satisfaction and the various characteristics that may contribute, the consensus remains that job satisfaction is essential to the success of an organization, employee well-being, and retention (Jayasekara & Pushpakumari, 2018; Jessen, 2015; Terera & Ngirande, 2014). Employees must be satisfied with their jobs and work environment for an organization to be successful (Hanaysha, 2016). The literature on job satisfaction dates back to the late 1960s when Locke (1969) described the phenomenon and the characteristics of job satisfaction. Many researchers use Locke's definition of job satisfaction in their studies and define commitment as an attitude of attachment to an object (Judge et al., 2017). Locke stated that job satisfaction is "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (p. 316).

Various definitions and opinions of job satisfaction exist throughout research. Some authors described job satisfaction as a worker's fulfillment from a job (Kam & Meyer, 2015). Others express job satisfaction as an emotional response to job fulfillment (Birtch, Chiang, & Van Esch, 2016). De Vito, Brown, Bannister, Cianci, and Mujtaba (2016) described job satisfaction based on internal and external factors such as working conditions, leadership, and pay. Compared to Choi, Lee, and Jacobs (2015) who related job satisfaction to the characteristics of the job and the environment. Job satisfaction can also be an individual's view of the workplace environment as well as the physical and mental needs that satisfy workers (Adiele & Abraham, 2013). Job satisfaction does not have a specific definition, but it remains a priority in the workplace (Hanaysha, 2016). Many components contribute or relate to job satisfaction. In this section, I will discuss some of these components.

Work environment. The environment in which employees work can have an effect on their job satisfaction. The workplace is the location or setting where individuals fulfill job duties and spend most of their time (Jain & Kaur, 2014). For employees to be efficient and productive, they must have an appropriate workplace to carry out work responsibilities (Raziq & Maulabakhsh, 2015). A positive work environment increases job satisfaction, lowers burnout, and reduces intention to leave (Copanitsanou, Fotos, & Brokalaki, 2017). Various elements such as scenery, temperature, brightness, and supplies can influence an employee’s view of the workplace and leaders play a role in setting the environment.

Surrounding elements in the workplace may influence an employee’s perception of their environment directly or indirectly. Three environmental categories that can influence an employee’s perception of the workplace are physical, mental, and social (Jain & Kaur, 2014). Each category has characteristics that may increase or decrease employee job satisfaction. Safe working conditions, recreation facilities, pleasant and cheerful atmospheres, bright decorations, and adequate working space all have a positive effect on employee job satisfaction (Choi & Lee, 2017; Jain & Kaur, 2014). Additional physical characteristics such as office space, presence of windows, and ventilation are also work environment factors leaders may consider to improve employee job satisfaction (Samani, Rasid, & Sofian, 2015). Environmental factors that decreased job satisfaction included stress, overtime, and workload. Factors may also depend on the continental location for example individuals that live in cold areas may find functioning heating systems, clean water, and air circulation as critical work environment factors (Kaden, Patterson, Healy, & Adams, 2016). A Leaders must create a positive work environment because every component of the workplace plays a role in employee job satisfaction.

Understanding the importance of the work environment is significant to create a productive workplace that has the essential tools and resources employees need. If a manager creates a positive work environment employees may be more willing to step up or lead their peers (Porter, Riesenmy, & Fields, 2016). Employee roles, behaviors, relationships, and attitudes can also effect performance and productivity as well as the work environment (Bojadjiev, Petkovska, Misoska, & Stojanovska, 2015; Bryson, Forth, & Stokes, 2017; Kainkan, 2015). An effective work environment also helps employees achieve goals. Employees should work in an environment that allows freedom, focus, and high performance to be successful (Raziq & Maulabakhsh, 2015). In general, with the proper work environment employees are able to work more efficiently.

Avoiding negative environmental factors is best for employee job satisfaction. Managers must maintain a suitable work environment to avoid dissatisfaction because dissatisfaction can be detrimental to an organization’s success (Wijaya, 2019). Researchers have found a significantly positive relationship between the work environment and employee job satisfaction (Kainkan, 2015; Nobuyuki, 2016; Pitaloka & Sofia, 2014; Raziq & Maulabakhsh, 2015). With such a strong relationship, managers should take action to improve the employee’s workplace.

The work environment also influences employees’ organizational commitment. According to Pitaloka and Sofia (2014), a proper work environment will motivate and influence an employee to stay within an organization. The work environment is an influencing element that is significant to predict an employee’s organizational commitment (Umamaheswari & Krishnan, 2016). The work environment has a significant influence on an employee’s job satisfaction and organizational commitment.

Geographic location. Employees may view job satisfaction differently based on their geographic location. Andreassi, Lawter, Brockerhoff, and Rutigliano (2014) conducted a cross-cultural study on job satisfaction across Asia, Europe, North America, and Latin America. The authors selected job satisfaction areas such as equal opportunity, accomplishment, teamwork, training, communication, recognition, and work-life balance. The results of the study showed relationships between job characteristics and job satisfaction in all cultures and geographic locations, and differences regarding the importance of the characteristics on job satisfaction.

Each country rated the most important job characteristic differently. Asia rated accomplishment, personal recognition, and equal opportunity the highest predictors of job satisfaction. North America rated accomplishment and work-life balance as the leading predictors of job satisfaction. Europe rated accomplishment and personal recognition as the strongest predictors of job satisfaction, while Latin America rated accomplishment as the highest predictor of job satisfaction.

Other researchers have also evaluated job satisfaction in different countries. In a cross-sectional study by Blaauw et al., (2013) South Africa showed the lowest job satisfaction and highest intent to leave compared to countries Tanzania and Malawi. Aiken et al. (2001) found that more American nurses were dissatisfied with their job compared to nurses in Canada, Scotland, England, and Germany. In general, job satisfaction may differ depending on various characteristics such as the worker's cultural background or geographic location. Although countries have contrasting views of what may contribute to job satisfaction, they all have a similar goal, employee satisfaction (Andreassi et al., 2014).

Leadership. Leaders have many roles in organizations. They may influence job satisfaction, turnover, and many other elements in an organization so they are very important. How a leader behaves can have an influence on an employee's work experience and trust (Mahmood, Akhtar, Talat, Shuai, & Hyatt, 2019). Olafsen et al. (2015) used the self-determination theory model, a motivational theory, to find that manager support is an important factor in job satisfaction. When a leader provides freedom, independence, and discretion to employees the leader is providing autonomy (Roczniewska & Puchalska-Kamińska, 2017). Independence is when managers allow employees the responsibility of decision-making, which motivates the employee to create new ideas and on-the-job training (Ali, Said, Kader, Ab Latif,, & Munap, 2014). When an employee has control or input in decisions, they feel valued; so managers must communicate effectively with staff (Solaja, Idowu, & James, 2016).

Leaders have an important role retaining staff because they are the contact for the employees. If the employees do not have good relationships with their leaders, the employee may miss intimate knowledge and experiences about the company (Wang, Zhao, & Thornhill, 2015). Managers should encourage employees through guidance, assistance, and other managerial attributes. Other factors that Batchelor, Abston, Lawlor, and Burch (2014) relate to job satisfaction are skilled variety, task identity, task significance, autonomy, and feedback. Leaders handle feedback so that the employee knows what they must improve on. If a manager correctly leads employees and communicates, the manager can enhance innovation from employees with new ideas, suggestions, and solutions (Luo, Song, Gebert, Zhang, & Feng, 2016; Wang et al., 2015).

Managers have a significant role to make employees feel that they have purpose across the organization through the way management treats and cares for employees; if properly trained, employees can overcome challenges for the long-term benefit of stakeholders, staff, customers and society (Van Elst & Meurs, 2015). Contrarily, some researchers show that turnover takes away knowledge. The lack of knowledge hurts the organization because the leaders are not entirely aware of the knowledge they are losing when an employee leaves, which complicates the development and acquisition of new knowledge (Wang et al., 2015).

Correctly managing individuals with different personality interest, preferences, and abilities contribute to employee retention. Encouraging employees to stay within the organization is the responsibility of the employer. If the employer is not able to retain the best employees, the organization will lose fundamental performers (Aruna & Anitha, 2015). In general, employers must hire the right people for the right roles (Coates & Howe, 2015). If an employer can hire the correct individual, in the beginning, it will save the organization money and time.

Employers must also have certain characteristics to be an effective leader. Leadership characteristics include engagement, offering direction and order while encouraging, autonomy and initiative, inspire positive emotions, flexible working arrangements, as well as rewards and staff recognition (Coates & Howe, 2015). The manager has a major role in retaining employees because the leader is the enabler of an employee’s commitment to their job, team, and organization (Van Elst & Meurs, 2015).

Without a good leader, an organization could suffer from unengaged employees and high turnover rates.

Measuring job satisfaction. Different methods help leaders understand the importance of job satisfaction and the differences between employees. Finding an appropriate and efficient technique to measure job satisfaction may be beneficial for leaders, or they may use an organizational chart to gain a better understanding. Many job satisfaction measurement resources are available and may expand beyond business resources, knowledge, and imagination (Muya, Katsuyama, Ozaki, & Aoyama, 2014). A few tools to measure job satisfaction include the Job Satisfaction Survey (JSS), Job Descriptive Index (JDI), and Job Characteristics Model (JCM).

The JSS assess employee's attitudes about their role and characteristics of the job (Vlasie, 2015). The JSS has 36 items but is made up of nine sections to include pay, promotion, supervision, fringe benefits, contingent rewards (performance based rewards), operating procedures (required rules and procedures), coworkers, nature of work, and communication (Spector, 1985). Smith, Kendall, and Hulin (1969) created the JDI. The tool measures the feelings that workers have about their job through five areas: work itself, supervision, pay, promotions, and coworkers (Smith et al., 1969). The JCM includes the five areas mentioned previously which may internally motivate individuals.

Measuring the job satisfaction of employees to understand how they feel about their responsibilities and the workplace is important to organizational success. Kumar, Dass, and Topaloglu (2014) found it beneficial to create group-specific models of job satisfaction to understand the differences in employees better. Based on the conceptual framework of Kalleberg's theory, job satisfaction is primarily present through work values and job rewards, but satisfaction varies from one employee to another, depending on individual employee's preferences (Secară, 2014). In general, the tools evaluate how employees feel about work. People have different needs for personal accomplishment, growth, and desire at work; evaluating and understanding employee's satisfaction is critical (Zargar, Vandenberghe, Marchand, & Ayed, 2014).

Job Satisfaction and Nonprofit Organizations

Nonprofit organizations are an important part of society. Understanding the difference between a nonprofit and for-profit organization is important when comparing the mission, structure, and goals of a company. Nonprofit and for-profit organizations both earn profit but spends it differently. Nonprofit organizations are tax-exempt and use their income to pay for salaries, expenses, and activities to further the mission; they are forbidden from distributing profits to shareholders (Witesman, 2016). Taxes apply to for-profit companies, and these companies focus on maximizing wealth for stockholders (Finkler, Smith, Calabrese, & Purtell, 2016). Both types of companies earn revenue and the leaders must keep record of the profit.

The financial reporting between nonprofit and for-profit organizations is different. For-profits must produce a balance statement and income statement to report the company's gains, losses, revenue, and expenses (Dichev, 2017). Nonprofits do not produce balance statements or income statements, instead they prepare a statement of financial activities, which includes net assets and a statement of activities, revenue minus expenses (Chikoto & Neely, 2014). Nonprofit organizations are also governed by board members who do not receive payment for their positions. Nonprofit and for-profit organizations have many differences when referencing finances and structure.

Many researchers have identified that most individuals who work for nonprofit organizations work for altruistic reasons and have increased job satisfaction than for-profit employees (Binder, 2016; Hsieh, 2016). Nonprofit employees work for intrinsic rewards such as job satisfaction and fulfillment in serving others (Johnson & Ng, 2016). For-profit employees receive more job satisfaction through extrinsic factors such as promotions and pay while nonprofit employees receive satisfaction through intrinsic incentives that may not influence their career (Hsieh, 2016). Hamann and Foster (2014) discovered that nonprofit employees have higher workloads and more stress compared to for-profit employees. The increased pressure may come from the employee's intrinsic motivation from wanting to do more work for the good and becoming emotionally involved. Although the nonprofit employees may have higher workload and stress, they receive more satisfaction from work itself. The conceptual framework aligns with nonprofit employee's job satisfaction because these individuals are motivated through work values, job rewards, and the components that determine the obtainment of employment rewards.

Volunteers have an important role in nonprofit organizations. In 2013, 62.2 million adults, 25.4% of the U.S. population volunteered (McKeever & Pettijohn, 2014). Many volunteers tend to be former employees of the company. Once a worker retires from the nonprofit company they may decide to volunteer at the company depending on their previous satisfaction as an employee with the organization (Ruiz, Marcos-Matás, &

Tornero, 2016). Other companies gain volunteers through the organization's history, brand, heritage, core values, and track record (Curran, Taheri, MacIntosh, & O'Gorman, 2016). Newton and Mazur (2016) also described the importance of nonprofit organizations identifying their culture type so that when leaders hire employees, they hire individuals who will fit the organization's culture.

The mission statement of a nonprofit organization is a strategic tool and can have a strong influence on attracting, retaining, and satisfying the employees and volunteers of a company. A nonprofit organization's mission statement reflects the services provided by the company (Koch, Galaskiewicz, & Pierson, 2015). Macedo, Pinho, and Silva (2016) discovered that a positive and direct link exists between mission statements and performance in nonprofit organizations. The mission statement of a nonprofit organization can also positively influence the company's performance and financial donor support (Patel, Booker, Ramos, & Bart, 2015).

The mission statement is intertwined with the nonprofit's organizations purpose and goals; therefore, most employees choose to work for organizations who match their personal values or goals. Job satisfaction is often higher in nonprofit organizations as previously noted because the mission statement is closely aligned with the organization, making it easier for employees to focus on more specific tasks (Ebrahim & Rangan, 2014). These researchers (Ebrahim & Rangan, 2014; Koch et al., 2015; Macedo et al., 2016; Patel et al., 2015) provide evidence that the mission statement is an important element for nonprofit organizations. In general, the mission statement and purpose of the organization are often similar.

The leader of any organization has a significant role and influence on employee job satisfaction as previously discussed. While many different leadership styles exist, transformational leadership is very popular in nonprofit organization literature (Banks, McCauley, Gardner, & Guler, 2016; Bassous, 2015). An individual who has a transformational leadership style promotes change to improve the organization through four behaviors: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Choi, Kim, & Kang, 2017). This type of leader considers the employee in their decision-making and has direct contact with employees through the four behaviors.

Transformational leadership is essential for predicting job satisfaction and commitment in nonprofit organizations, which contribute, to organizational effectiveness (Masa'deh, Obeidat, & Tarhini, 2016). Valero, Jung, and Andrew (2015) found that the transformational leadership style has a significantly positive effect on organizational resiliency. Leaders can be resilient as an individual and through their leadership style, which makes it easier for the organization to adapt to change, improvise, and deal with financial barriers (Witmer & Mellinger, 2016). Nonprofit leaders must be resilient because they support themselves and must find ways to overcome obstacles that may arise. Leadership style also has a positive effect on employee performance, which makes employees feel empowered and confident in their job (Iqbal, Anwar, & Haider, 2015). In return, the organization is able to thrive based on the work of the employee.

Turnover. Employee turnover is a costly problem for various workforce sectors. When employees must work harder to constitute for those who are absent or no longer with the organization, the absence negatively affects the company by increasing overtime costs and other financial necessities to keep the facility in business (Kocakulah, Kelley, Mitchell, & Ruggieri, 2016). High turnover can negatively influence team cohesion and morale, quality and consistency of services, working conditions, and workloads (Holtom & Burch, 2016). The action of turnover is detrimental to the business and the image of the organization.

Employee turnover is an extensively studied problem. Researchers use psychological, critical, and empirical thinking to figure out the factors that contribute to employee retention. Workers may leave an organization if they face challenges of dissatisfaction, poor incentives, personal issues, and other serious reasons. When an employee reaches burnout the quality of service and function or the organization are adversely affected (Coates & Howe, 2015). Burnout results from job-related stress; organizations that have employees who are dissatisfied or experiencing burnout with their job have high turnover rates (Plantiveau, Dounavi, & Virués-Ortega, 2018). Leaders must value and retain staff so that the business can perform at the highest level possible. High performance can contribute to an increase in profit, customer satisfaction, innovation, and other contributing factors.

Successful retention strategies can reduce costs by keeping experienced staff in the organization, instead of repeatedly hiring and training new employees. Companies should strive to retain top performers for the benefit of the team (Cascio, 2014). When employees stay with an organization, they can preserve knowledge and transfer it to new hires (Ahammad, Tarba, Liu, & Glaister, 2016). These long-term employees are essential personnel because they are knowledge gatekeepers (Bouhnik & Giat, 2015). These individuals have the knowledge, ability, and information to do their job because of the longevity and experience in the workplace. To obtain a competitive advantage over other organizations, leaders must explore strategies to increase employee job satisfaction (Deery & Jago, 2015). Research has shown that turnover rates decrease in companies that have satisfied workers (Coetzee et al., 2019).

Researchers have found that nonprofit organization managers struggle in retaining staff (Kang, Huh, Cho & Auh, 2014; Ronquillo, Miller, & Drury, 2017; Selden & Sowa, 2015). Many nonprofit organizations are small in staff numbers and budget (Cerino, Doelle, & Ware, 2015). Numerous nonprofit organizations include more volunteers than employed personnel (Chum, Mook, Handy, Schugurensky, & Quarter, 2013). The company managers must work hard to retain the few employees and ensure job satisfaction to reduce turnover.

Considering many nonprofits are small, employee turnover can be disadvantageous, so retaining employees will help increase the effectiveness and influence of the organization (Kang et al., 2014). When a company experiences turnover, the leader must spend money and use resources to rehire and re-train employees. In a nonprofit organization, the cost to rehire and retrain employees can be developmentally and financially detrimental (Kang et al., 2014).

Nonmonetary Reward Strategies

Nonmonetary reward strategies can be a cost-effective tool for organizations to recognize and show appreciation to staff. Nonmonetary rewards do not involve cash; as a result, the organization saves money. Leaders may use a nonmonetary reward to recognize employees through verbal recognition by thanking the employees or through action by creating programs or opportunities for employees. Employees can predict the reward climate of an organization based on the type of nonfinancial incentives that the employer provides (Khan, Shahid, Nawab, & Wali, 2013). Leaders may use cost-saving rewards such as verbal praise, recognition, encouragement, career development, learning, or training to increase the job satisfaction of employees (Haider, Aamir, Abdul Hamid, & Hashim, 2015; Yoon, Sung, Choi, Lee, & Kim, 2015). Each reward has a different effect and meaning for each employee, but managers must to take the time out to consider which nonmonetary reward strategies are best for the organization. For example, Ranganathan (2018) found that training does affect the retention of employees. The purpose of nonmonetary rewards is to save money while showing appreciation to employees. As a result, employees may have an increase in job satisfaction and productivity. In return, the customer service that the employees provide flourishes and the organization saves money because leaders do not have to invest in monetary incentives.

Work-life balance. Work-life balance is when a person can give the proper amount of time to work and their personal life. The balance between work and life can be made easy for employees through their employer if the employer offers work-life balance programs or incentives. Examples of work-life balance programs include flexible work arrangements, telecommuting, and flextime (Mwangi, Boinett, Tumwet, & Bowen, 2017). Although the employer may offer work-life balance, the employee must prioritize their work and personal time. Prioritization is important in flexible work arrangements, telecommuting, and flextime because these methods allow flexibility or free time for the employee to work on their own.

Flexible work arrangements take place when employees primarily control their work schedule. According to Thompson, Payne, and Taylor (2015), flexible work arrangements are beneficial to organizations and employees because employees can decide when and where they want to work; and the flexibility has a positive effect on employee job satisfaction (Wheatley, 2017). Flexible work arrangements are a widely used nonmonetary reward in human resources and aids in the retention of employees (Van Yperen, Wörtler, & De Jonge, 2016). Employees can enjoy the ability to balance personal needs while fulfilling job duties. Leaders can save roughly 13% of their workforce costs by using flexible work arrangements (Azar, 2017). Extended examples of flexible work arrangements are telecommuting, flextime, and part-time work. These methods allow variance in an employee's work schedule to help balance their job and personal responsibilities.

Telecommuting is a useful tool for virtual jobs or for positions that can be fulfilled without being present in the workplace. Telecommuting is when an employee works outside of the office (Rockmann & Pratt, 2015). The option to telecommute increases employee's job satisfaction, job performance, and problem-solving (Vega, Anderson, & Kaplan, 2015). While telecommuting is an option, telecommuting is not suitable for every job. Some jobs require physical presence in the office such as medical doctors. Telecommuting may include fixed schedules, this allows the manager to let the employee work from home but on a set schedule (Allen, Golden, & Shockley, 2015). In this scenario the employee does not have to worry about leaving home to work, but they still have the responsibility of reporting on time.

Masuda, Holtschlag, and Nicklin (2017) found a positive connection between telecommuting and employee engagement. When employees see that their employer cares about their well-being, it may result in higher employee engagement. Employees can work from many settings, but telecommuting can be a method that allows employees to work from a remote location and employers the option of setting set schedules.

Flextime allows more freedom for the employee to decide their daily routine. When employees use flextime, they have flexibility in different work schedules, time changes, daily changes, and compressed weeks (Xuhong, Xueyang, & Curry, 2017). This flexibility contributes to work-life balance because the employee can decide how they want to complete their workload. An employee can decide when to start and end work or how to delay or complete work over a period when using flextime (Gasser, 2017). Jobs that require depending on others may not use flextime because of the various schedules that may arise because employees have the ability to determine the start and stop time of their work; organization over their work; and the order in which their work is conducted if balancing their personal life as well (Ruppanner, Lee, & Huffman, 2018). Although a useful tool, flexible work schedules are not appropriate for all types of organizations especially organizations that lack discipline (Wood, 2018). Some companies are too small to use flexible work or do not benefit from providing flexible work schedule. Using flexible arrangements can depend on the culture of the organization.

Managers can use various methods to apply work-life balance in the organization to increase employee job satisfaction. Employees value nonmonetary rewards such as work-life balance, so leaders must implement some type of program in the workplace (Schlechter et al., 2015). Dizaho, Salleh, and Abdullah (2017) found in their research that work-life balance is a critical element in employee job satisfaction. When employers invest in nonmonetary rewards such as work-life balance employees may feel that the company is supportive (Haider, Aamir, Abdul Hamid, & Hashim, 2015). Work-life balance is a well-known nonmonetary reward and has a positively substantial relationship with job satisfaction (Mahipalan & Sheena, 2018; To & Tam, 2014; Olafsen et al., 2015). While the previous authors found a significant correlation between rewards and job satisfaction, Terera and Ngirande (2014) discovered that there was not a significant relationship because rewards and job satisfaction significantly influenced retention. Leaders can use work-life balance in a way that is most beneficial to employees and culture because of the positive connection between work-life balance and job satisfaction.

Job content. Job content refers to the job and skill set of the employee (Tumwet, Chepkilot, & Kibet, 2015). The most common form of job content is a job description. Employees receive more satisfaction from their job when they enjoy and value what they are doing. Work values have a major role in employee job satisfaction. Leaders should verify that the job content and applicant’s experience and skills match during the interview process. When a leader hires individuals, they must look for people with the desired skill set; this ensures person-job fit (Jiang, 2016). When the right applicant is selected and has support for their job, they are more likely to have high job satisfaction even when the position becomes demanding (Chiang, Birtch, & Cai, 2014). The content of a job influences the employee's satisfaction through work, which can be fulfilling to the employee and beneficial to the organization. When employees have job satisfaction, they give more effort in their work.

Recognition. Leaders acknowledge the work that staff do to recognize the employees. Recognition is significant because the gesture increases employee motivation, engagement, and productivity (Ghosh, Rai, Chauhan, Baranwal, & Srivastava, 2016). Recognition is a way for leaders to show that they value employees and are aware of the work they are doing. When employees receive the recognition, they feel more appreciated and become more engaged (InterContinental Hotels, 2014). Zeb, Jamal, and Ali (2015) found a significantly positive correlation between recognition and job satisfaction in their study. Receiving gratitude from leaders increases the employee's job satisfaction and makes them feel important.

The treatment or customer service provided to consumers may also relate to the type of recognition the employee receives. When a leader recognizes an employee, they increase that employee's job satisfaction but the customer service the employee provides to the customer as well (Jahanshani, Gashti, Mirdhamadi, Nawaser, & Khaksar, 2014).When an employee is happy with their job the employee may provide better customer service. Recognition also affects the retention of employees in an organization (Sahl, 2017). A leader may experience many benefits by recognizing employees. Advantages of recognition include employee motivation, retention, increased productivity, and a sense of appreciation. These components contribute to employee job satisfaction and the outcomes of the company.

Professional growth and feedback. Professional growth and feedback are valuable tools to organizations and staff. Professional development is a need and expectation from many employees (Price & Reichert, 2017). To increase employee job satisfaction, leaders should look for ways to help employees grow professionally and advance their skills. Growth may be available in different forms whether through a promotion, additional educational tools, feedback, or mentoring (Dopson et al., 2017; Jakubik, 2016). For an employee to advance, they must receive feedback from leaders. Feedback can foster professional growth by providing employees guidelines on what they can improve or what they are doing well (Boerboom, Stalmeijer, Dolmans, & Jaarsma, 2015). A feedback method that many leaders use is evaluations. Each organization may have a different schedule for when they conduct assessments, but leaders can provide feedback at any time. Different types of evaluations or assessments include 360-degree performance evaluations also known as self-evaluations, 180-degree performance evaluations, and peer evaluations (Dobbs, 2016; Markham, Markham, & Braekkan, 2014). This type of information is valuable to an employee at any time whether during their evaluation or not. The employee can take the feedback, apply it to their work, and grow. Yarbrough, Martin, Alfred, and McNeill (2017) found that professional development has a significant role in employee job satisfaction and retention. If organizations want employees to have high job satisfaction and low turnover, they should create professional development plans.

Job security. Employees like to know that they are secure in their jobs. When employees are uncertain about job security they tend to lose motivation and engagement. Wilczyńska, Batorski, and Sellens (2016) found in their analysis that job security is an important factor to determine job satisfaction. Employee job satisfaction can increase with the comfort of job security because the staff can focus better on tasks. Job security is a need that most individual seek to fulfill. When an employee has security, they satisfy their basic needs (Chen & Hsieh, 2015). The demand for a particular job also indicates a position with high job security because limited personnel have the knowledge and skills required for the job (Mehta & Uhlig, 2017). If an employee has a high demand position that many people do not have the skill set for, they have a better chance at job security.

The literature in this section indicates that nonmonetary rewards have a significant influence on employee job satisfaction. Although employees favor nonmonetary rewards, these rewards have a temporary effect. Nonmonetary rewards can have a longer effect because of the value and meaning of the rewards. Nonmonetary rewards have a major role in employee job satisfaction as well as organizational productivity.

Transition

In Section 1 of this study, I covered information on strategies that may be used to increase employee job satisfaction in nonprofit organizations. Section 1 began with the foundational theory for this study, Kalleberg's Work Values and Job Rewards: A Theory of Job Satisfaction which set the foundation of employee job satisfaction and values. I then addressed the background of the problem, problem statement, purpose statement, nature of the study, research question, interview questions, operational definitions, assumptions, limitations, delimitations, and conceptual framework. I also wrote an in-depth review of the academic and professional literature to explain the phenomenon. In Section 2, I discuss the purpose statement, the role of the researcher, participants, research methodology and design, population and sampling, ethical research, data collection instruments and techniques, data organization techniques, data analysis, and reliability and validity. Section 3 will include the findings of the research study, and implications for change.

Section 2: The Project

In Section 2, I address the critical elements necessary for planning and undertaking the research project. These elements include the role of the researcher, participants, research method, research design, population sampling, ethical procedures, data collection instruments, data organization techniques, data analysis, and the reliability and validity of the study. With the information in this section, I provide the rationale for and details regarding my research on job satisfaction in nonprofit organizations.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction. The target population comprised nonprofit managers from three different nonprofit organizations in Richland County, South Carolina, who had successfully implemented nonmonetary reward strategies to increase employee job satisfaction. The implications for positive social change include the potential to improve employee job satisfaction, which may result in improved employee productivity for nonprofit organizations as well as promote social development in the community.

Role of the Researcher

In qualitative research, the researcher is responsible for obtaining, collecting, interpreting, analyzing, and validating data (J. M. Morse, 2015a), and it is important that the role of the researcher is evident at the beginning of the study (Katz, 2015). In addition to data formalization, my role as the researcher included the selection of the research methodology and design for this study and the recruitment of possible participants (see

Merriam, 2014). As the researcher, I was accountable for mitigating bias and providing ethical research information to strengthen and add value to the study.

I did not have previous exposure to or experience of nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction. I am not a nonprofit manager, and I did not have a prior relationship with the participants. I live in the research area and work for a large nonprofit healthcare system located in the area, but I do not work directly with the participants of the study or know them personally. I followed the principles set forth in the *Belmont Report* written by The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research Subjects of Research in 1978. The principles are the respect of persons, beneficence, and justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research Subjects of Research, 1978). I used the *Belmont Report* by maintaining the confidentiality of my participants, protecting their identities, and making sure that the participants were aware that they were not obligated to participate in the interviews. To support my ethical framework for this study, I completed the National Institutes of Health Protecting Human Research Participants training.

All types of research include researcher bias (Aguirre & Bolton, 2014). Therefore, limiting bias should be the primary goal in qualitative research, mainly when the researcher has contact with the participants; this also applies to the reliability, validity, and ethics of a study (Malone, Nicholl, & Tracey, 2014). To mitigate bias and avoid viewing data through a personal perspective, I recorded my interviews with study participants, as suggested by Fusch and Ness (2015). To limit bias as the researcher, I followed the same interview protocol (see Appendix A) with each participant. Following the same interview protocol by using the same interview questions in the same order (J. M. Morse, 2015a) helped to ensure that I did not miss or skip any questions.

Participants

The relationship between the researcher and participants involves many elements crucial to the success of the research (Drake & Maundrell, 2017). To be eligible to participate in this study, an individual must have met the following criteria: (a) work in the city where I conducted this research, (b) be a nonprofit manager or director, (c) be a nonprofit supervisor with a minimum of two employees, and (d) have previous experience as a nonprofit leader with employee engagement and relations. I accessed the participants by visiting the selected organization’s website and selecting the appropriate person to contact based on their title. I retrieved the potential participants’ e-mail addresses from the organization websites and e-mailed nine individuals to request participation in the study. Out of the nine individuals I initially e-mailed, two people responded. To increase the response rate, I sent five additional e-mail invitations and received responses from three more potential participants. Out of the people who responded, I chose three who responded in detail, whom I felt were genuinely interested. When selecting participants, it is essential for a researcher to have the correct sampling method and population (Martínez-Mesa, González-Chica, Duquia, Bonamigo, & Bastos, 2016). My participants met the specified criteria to be an appropriate participant for this study. Aligning participant selection with specific criteria will help produce rich data (Yu, Zhang, Yu, & Yang, 2015).

I selected the three individuals who possessed and represented the best knowledge of the research topic, as Elo et al. (2014) suggested. To establish a relationship with the participants, I provided a formal request via e-mail to the potential participants, which allowed them to review the nature of the study, interview questions, benefits, and any potential discomforts associated with participating. A researcher can build trust and rapport with a participant when the researcher discloses all critical information regarding the study in the beginning stages (O'Grady, 2016). The participants replied to my e-mail stating “I consent” before taking part in the interview and had the option to withdraw at any time. I informed the participants that there would not be any incentives for participation.

A consent form is important because the researcher can provide the participant with descriptive information regarding the study while establishing a relationship (Alby, Zucchermaglio, & Fatigante, 2014). Building a relationship with the participant is important in qualitative research as it is an essential skill (Newton, 2017). The names of the individuals and the organizations in which they were employed were not disclosed to ensure anonymity. Protecting the confidentiality of participants is important because the privacy provided by the researcher minimizes harm and guarantees the safety of the participants (Drake & Maundrell, 2017). The language in the consent form is also important so that participants understand the overall study and expectations (Villafranca, Kereliuk, Hamlin, Johnson, & Jacobsohn, 2017). In general, confidentiality is only attainable if the researcher does not share personal data provided by the participant (Saunders, Kitzinger, & Kitzinger, 2015).

Research Method and Design

Appropriately selecting the correct research method and design is important to conduct a thorough study. The research method and design help the researcher answer the research question (Marshall & Rossman, 2014). The qualitative method is most useful when analyzing events through exploration (Hayes, Bonner, & Douglas, 2013). I used the qualitative method in this study; I gathered data using the multiple case study design.

Research Method

Three methodologies used in social scientific research are qualitative, quantitative, and mixed methods. No method is better than the other, but certain characteristics align a researcher’s study with the most appropriate methodology (Kaczynski, Salmona, & Smith, 2013). Use of the qualitative method allows a researcher to effectively explore and explain a phenomenon from a theoretical perspective (Makrakis & Kostoulos-Makrakis, 2016). The qualitative research method is also useful when studying behaviors and enables the researcher to concentrate on value, reliability, and data (Kaczynski et al., 2013; Percy, Kostere, & Kostere, 2015). According to Berger (2015), qualitative research allows participants to communicate experiences in words openly. The qualitative method was most closely aligned with this study’s objectives and exploration of nonmonetary strategies to increase employee job satisfaction in nonprofit organizations.

Quantitative research explains a phenomenon through interpreting numerical data. Statistics is a common factor in quantitative research when researchers collect, organize, present, and analyze statistical data (Yilmaz, 2013). Closed-ended questions, polls, surveys, correlations between variables, and hypothesis testing are all components of quantitative research (Johnston, Dixon, Hart, Glidewell, & Schröder, 2014). Using numbers to understand a phenomenon also assists researchers with the reliability of the information. In general, when a researcher uses the quantitative method, they are trying to predict a social phenomenon through data (Park & Park, 2016). The quantitative approach would not be adequate for this study because I am not evaluating numerical data or using mathematical equations.

Mixed method research combines qualitative and quantitative information. Mixed methods research may be useful for influencing policy, practice, research, or education (Huntley et al., 2016). Researchers can use this method to build their study using numerical and narrative data to strengthen their study (Halcomb & Hickman, 2015). Olivier (2017) believes mixed method research provides a complete and rounded understanding of a study. A mixed method approach would not be appropriate for this study, however, because I do not use quantitative information, statistical data, polls, or surveys.

Research Design

The multiple case study design is most suitable for this study. Qualitative research designs include narrative research, phenomenology, ethnography, and case studies (Lewis, 2015). The multiple case study design allows the researcher to produce an in-depth description of the phenomenon (Vohra, 2014). In case studies, researchers investigate real life experiences and collect detailed information through different collection methods (Wildermuth, Smith-Bright, Noll-Wilson, & Fink, 2015). According to Yin (2013), there are six possible sources of collecting evidence: documentation, archival records, interviews, direct observation, participant observation, and physical artifacts. I used the semistructured interview method and employee documents as my collection tools.

For a researcher to understand information obtained from similar groups, a case study is appropriate (Baškarada, 2014). The case study method allows the researcher to attain a holistic view of the issue through descriptions and explanations (Leedy & Ormrod, 2013). The multiple case study design enables the researcher to explore extensive information between different cases to solve a common issue (Anderson, Leahy, DelValle, Sherman, & Tansey, 2014). I chose the multiple case study method because I examined unknown nonmonetary strategies that managers in different organizations use to increase employee job satisfaction.

I did not choose ethnography or phenomenology for my research design. Ethnography is a research design that includes direct observation of individuals' behavior, culture, and social environment for a long-term period (Leslie, Paradis, Gropper, Reeves, & Kitto, 2014). The ethnography design is not appropriate for this study because I did not observe the first-hand daily living experiences of people and their culture. A phenomenological design explores individuals' personal views, understanding, and experiences (Wagstaff & Williams, 2014). Phenomenology as a design also does not apply to this study. According to Phillips, Montague, and Archer (2016), the phenomenological design is useful when researchers want participants to describe a phenomenon in their terms or point of view. I am not seeking to receive individual feedback on this study; instead, I explored the business problem using all components of a qualitative multiple case study.

The research design is important in a study because it helps the researcher develop the structure for their work. Almalki (2016) stated that the research design must align with the strengths of the researcher. Selecting the correct research design helps answer the research question, building a body of knowledge or evidence for practice and providing relevant information (Schirmer, Lockman, & Schirmer, 2016). By using the case study design, the researcher can extensively evaluate a real-life phenomenon (Ridder, 2017). The case study design is more suitable for this study than the other qualitative models because the purpose of this study was to answer the following research question: What nonmonetary reward strategies do some managers of nonprofit organizations use to increase employee job satisfaction? Addressing this question involved an in-depth analysis of nonmonetary reward strategies in nonprofit organizations, which is why a case study design is appropriate.

To ensure data saturation, I used interviews, employee documents, and analyzed the data to address the research question. According to Vohra (2014), researchers use data collection techniques such as interviews, questionnaires, observation, and archives to achieve data saturation. I asked open-ended questions during my interview so that I could collect sufficient data. Determining data saturation can be difficult because researchers only have the information they have received (Tran, Porcher, Tran, & Ravaud, 2017). Asking open-ended questions allowed me to explore non-monetary rewards and job satisfaction in nonprofits further by enabling the participants to share any information that they felt necessary. Selecting the correct participants also ensured that I reached data saturation (Van Rijnsoever, 2017). Using the correct tools such as sampling method and participants can aid in data saturation.

Population and Sampling

I used purposeful criterion sampling to identify experts in the nonprofit industry to answer the research question. Purposeful criterion sampling is a popular method in qualitative research and is appropriate for selecting participants with extensive knowledge in a particular area (Palinkas et al., 2015; Trotter, 2012). When selecting a sample, it is important that the researcher identify participants who can provide an in-depth discussion on the topic (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). Researchers are successful when using purposeful sampling because they can examine different conceptualizations (Benoot, Hannes, & Bilsen, 2016). To have a rich study I chose the purposeful criterion sampling method.

Purposeful sampling must meet criteria set by the researcher (Grossoehme, 2014). I selected participants who met the following qualifications: (a) willing to participate, (b) current manager in a nonprofit motivational management organization, (c) uses strategies to increase job satisfaction, (d) uses nonmonetary reward strategies, and (e) has knowledge of nonprofit education organizations. Moss, Gibson, and Dollarhide (2014) noted that purposeful criterion sampling compliments qualitative studies, and case studies in particular. Another advantage of purposeful criterion sampling is the quick access to a targeted population (Trotter, 2012). The disadvantage of purposeful criterion sampling is the researcher's limited knowledge to determine the correct sample size (Roy, Zvonkovic, Goldberg, Sharp, & LaRossa, 2015). Due to this limitation, I determined my sample size based on my topic, data saturation, and case study design instead of my sampling method.

The population consists of three nonprofit managers from three different nonprofit motivational management organizations. According to Boddy (2016), a researcher conducting a qualitative study can provide an understanding using a single individual as the sample size; therefore, a selection of three participants is appropriate because they can provide insight on how to use nonmonetary rewards to increase job satisfaction. To determine the correct number of participants in qualitative research, the researcher must consider the topic and select the correct research design (Emmel, 2015). There is not a specific number for the sample size; instead, it is important for the researcher to reach data saturation. Each component of research intertwines to provide a complete understanding of the subject. For example, the research method influences the research design, and the sample size of a study contributes to data saturation of the subject (Malterud, Siersma, & Guassora, 2016). While selecting and interviewing participants the interview setting must be appropriate as well. I used a professional setting either going to the participant's office location or conducting the interviews over the telephone in a quiet location. Overall, because I conducted a qualitative study, I chose to use the multiple case study design, which contributes to my decision to use three nonprofit managers from three different organizations.

Data saturation is a critical element in research. J.M. Morse (2015b) described saturation as the dissemination of data collection to its fullest extent that allows the integration if inquiry theory applicable to the research question. Palinkas et al. (2015) described saturation as all characteristics that relate to a phenomenon. When a researcher reaches data saturation, the researcher starts to discover repeated information from different sources. Receiving repeated information is a sign of data saturation, which also shows transparency in the study (Hancock, Amankwaa, Revell, & Mueller, 2016). In return, the abundance of information helps a researcher answer the research question in depth.

Ethical Research

I started data collection once I received approval from the IRB at Walden University. The Walden University IRB approval number for the current study is 11-16-18-0565083. The IRB approval number is confirmation that I followed the ethical requirements of the University. To obtain consent, I sent a Participant Consent Form via e-mail to the members and had them sign electronically by replying *I consent*. The name of the organizations and participants are confidential. According to Lancaster (2016), it is important to be sensitive to participant information to maintain confidentiality. The Participant Consent Form includes (a) an overview of the study, (b) an invitation to consent, (c) voluntary nature of the study, (d) procedures, (e) risks and benefits of participation, (f) compensation, (g) confidentiality, (h) interview questions, and (i) a statement of consent. I was professional and considerate when communicating with all participants. I also used terms such as please and thank you when applicable.

I e-mailed the participants an invitation letter that included the purpose and use of the study. I explained the procedures of the interview process and the right to withdraw from the study at any time. To withdraw from the study, the participant had the option to notify me by e-mail, telephone, or in-person without penalty. Participants did not receive any compensation for participating in this study. To participate in the study and agree to audio recordings of interviews, the participants replied *I Consent* in an email.

Properly and carefully collecting data from participants regarding the research question and recording the information is critical (Herbert, Harvey, & Halgin, 2015). I have stored the data securely for a minimum of 5 years using a password-protected computer and a password-protected flash drive in a locked storage file box. After 5 years, I will delete the electronic information from the computer and flash drive and shred the written data. Confidentiality is crucial when collecting and storing information so that the rights and privacy of participants are guaranteed (Johnson, 2015). While collecting information from participants, I protected the individuals' name and name of the organizations by identifying them as *P1*, *P2*, and *P3*.

Data Collection Instruments

I was the primary data collection instrument in this study. In case study research, the researcher collects data and transfers the information into a data collection plan; therefore, the researcher is the primary source for collection (Yin, 2014). I conducted interviews with the participants. During the semistructured interview, I followed the interview protocol shown in Appendix A and audio recorded the conversation. An interview protocol is necessary in case study research because it improves the researcher's reliability and consistency (Houghton, Casey, Shaw & Murphy, 2013). The case study protocol consists of four sections overview of the case study, data collection procedures, data collection questions, and a case study report (Yin, 2014). I used this process to ensure that I collected valuable information that benefits the study.

I used the semistructured interview method for flexibility and in-depth information on the research topic. Cridland, Jones, Caputi, and Magee (2015) found that semistructured interviews provide excellent flexibility for the researcher and the participants. Semistructured interviews also allow the researcher to probe the participant's response when appropriate. McIntosh and Morse (2015) noted that the semistructured interview method helps to establish personal responses from members regarding the phenomenon. Likewise, Kallio, Pietilä, Johnson, and Kangasniemi (2016), argued that semistructured interviews strengthen the objectivity and trustworthiness of a study.

I used semistructured interview questions aligned with the research question discussed in Section 1. The interview questions are in Appendix B. Semistructured interview questions allow the researcher to follow the order of questions but allow for slight flexibility to ask follow-up questions when appropriate (McIntosh & Morse, 2015). Irvine, Drew, and Sainsbury (2013) found that semistructured interview questions award variability to the researcher to help receive applicable information. An interview protocol increases the validity and reliability of a study because the researcher can use the protocol to guide them, using the same information for participants. To improve the validity and reliability of a study, researchers must keep the collection method, tools, format, interview questions, and documents the same (Cronin, 2014). The researcher may also use member checking to enhance the reliability and validity of the data collection.

Data Collection Technique

To address the research question: *What nonmonetary reward strategies do some nonprofit organizations' managers use to increase employee job satisfaction*, I used company documents from the organizations and conducted semistructured face-to-face interviews using the interview protocol (see Appendix A). Interviews are a popular data collection method in qualitative research. The main advantage of semistructured interviews is flexibility and versatility (Kallio et al., 2016). Other advantages are the freedom that the participants have to describe the phenomenon, the capture of nonverbal cues and an increase of focus (Seidman, 2015). There may be a disadvantage of semistructured interviews when the researcher is discussing a sensitive topic that may cause the participants to become distressed or emotional (Dempsey, Dowling, Larkin, & Murphy, 2016). During the interviews, none of the participants were distressed or emotional. Other disadvantages may include cost, distractions, and the quality of information (Vogl, 2013), I did not have any of these occur during the interviews. I conducted the three interviews in the participants' personal office or over the telephone. I did not give any incentives, as indicated in the invitation because participation was voluntary. The interviews were beneficial for fruitful and insightful information, knowledge, and data from participants.

To conduct the study, I received approval from the Walden IRB, approval number 11-16-18-0565083, and then I sent an invitation/informed consent e-mail to each participant discussing the purpose of the study as well as other informational components such as the interview questions (see Appendix B). When I received a confirmation, *I Consent* e-mail from the participants stating that they are going to participate, they acknowledged the confidentiality and protection of their rights (Newington & Metcalfe, 2014). I was sure to answer the participant's questions and concerns. Two participants asked about the confidentiality of their organizations. Before conducting interviews, I established a date, time, and location according to the participant's preference. I retrieved access to the three participant's contact information on their organization's websites. I used a list when selecting who responded to my email and who did not. I interviewed one participant in their office and the other participants over the telephone. I finalized all interview information through e-mail and sent an email reminder one day before the scheduled meeting. From the selected participants, no one canceled or withdrew from the study. If participants were to withdrawal, I would have conducted an additional search for new individuals. To record the interviews, I used a voice recorder and my iPhone XS Max. During the recording, I readdressed the details of the study and participant's rights. Once I completed the interviews, I reviewed my data by sending my interpretations to the participants to ensure they were correct. I did not need to adjust the information I collected from participants because they confirmed the statements were accurate. With the participant's permission, I uploaded the data in the NVivo 10 software. I kept all the information and answers confidential and protected.

Data Organization Technique

Data organization is a critical element in understanding and representing information (Garcia-Milà, Martí, Gilabert, & Castells, 2014). When organizing data, it is important for the researcher to keep the confidentiality of participants and capture important ideas in interviews. I used my password protected flash drive to help organize the data I receive. Johnson (2015) noted that assigning generic codes allows the researcher to protect participants. The codes or labels assigned will help cluster ideas together for a better understanding of the research topic (Castellanos, Cigarrán, & García-Serrano, 2017). Using codes and labels allowed me to decipher certain data and put the data together to gain a better understanding of nonmonetary rewards and job satisfaction in nonprofits. Vaughn and Turner (2016) stated that coding is important to examine data effectively and to uncover the meaning of a study. To cover the identities of my members, I labeled them P1, P2, and P3. I am the only person to handle the data and organize the information. The researcher should eliminate any information that is not pertinent to the study (Taylor & Land, 2014). To organize data, I transcribed the recorded interviews using Microsoft Word and stored the data on a password-protected flash drive in a locked storage file box; the information will remain secure for a minimum of 5 years. When researchers have a large amount of data to store, they may consider using a cloud-based storage device (Yang, Shih, Huang, Jiang, & Chu, 2016). Contrarily, Shin, Koo, and Hur (2017) believed that cloud-based storage comes with security risks and attacks. Therefore, I used a flash drive to store my data. After 5 years, I will delete the electronic data and shred any written data.

Data Analysis

Researchers use methodological triangulation by collecting data from various resources regarding the same phenomena (Walsh, 2013). Using methodological triangulation allows the researcher to build a rich and in-depth study (Roy et al., 2015). Qualitative researchers who study a phenomenon collect data through different methods depending on the purpose of the study (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). According to Cope (2014), data collection may be through interviews, observation, notes, or journal recordings. I used the participants' responses to the interview questions in Appendix B while following the interview protocol in Appendix A to obtain relevant information (Fusch & Ness, 2015). The secondary data source came from the participant's company such as work from home request forms and evaluation forms. According to Van Dijk, Vervoort, Van Wijk, Kalkman, and Schuurmans (2015), strong methodological triangulation includes comparing company documents and interview data. The appropriate methodological approach helps a researcher connect his or her findings with the appropriate theory (Romero & Umaña-Taylor, 2018) making the findings stronger.

To support methodological triangulation, I used interviews followed by member checking and company documents for rich and in-depth data. Researchers use methodological triangulation to increase the reliability and validity of research findings (Serafini, Lake, & Long, 2015). Using methodological triangulation provides the researcher with in-depth data from multiple resources, which prevents bias from only using one method. Researchers collect quantitative and qualitative data through methodological triangulation to study a phenomenon (Joslin & Muller, 2016). Lodhi (2016) noted that methodological triangulation allows the researcher to validate data through two or more methods providing a comprehensive report. I chose two validation methods to ensure methodological triangulation: interviews and company documents.

Once I collected all my data, I moved onto the qualitative software analysis. I identified codes to maintain the confidentiality of the participants and their companies. To strengthen my data analysis, I transcribed, and member checked the interviews, I then imported the data into the NVivo 10 software. Zamawe (2015) stated that the NVivo software is useful in qualitative research for coding thematic categories, and keeps all data in one place. NVivo 10 is also valuable when analyzing data that does not involve numbers and to review, merge, and enhance data (Houghton et al., 2017). I used the NVivo 10 software to help classify, code, sort, organize and store information (Thomas, 2015). NVivo was user friendly, easy to understand, and helped when interpreting my data. I would recommend NVivo to other researchers when transcribing, classifying, coding, sorting, and organization data. Researchers can also categorize, store, and preserve information from transcriptions for current or future use (Woods, Paulus, Atkins, & Macklin, 2015).

With the data, I identified reoccurring concepts or ideas, also known as themes, and used the software as Castleberry (2014) and Woods et al. (2015) mentioned. The themes that corresponded to the data analysis included personal experience, effective communication, and flexibility. When researchers identify themes, they fortify the validity and reliability of the analysis (Mangioni & McKerchar, 2013). My conceptual framework helped me create my research question and interview questions. Interviews and triangulation may contribute to the researchers understanding about the problem. I focused on key themes and patterns from my data that aligned with my conceptual framework, such as job rewards, positive job satisfaction, and work values. I used the themes and patterns with my literature review to help answer my research question. I did not use any themes that were not relevant to my research question.

Reliability and Validity

Reliability

Reliability is essential in presenting findings in research. In qualitative research, reliability means consistency (Leung, 2015). I ensured the reliability of this study by using the same interview questions and techniques for participants. According to Hess, McNab, and Basoglu (2014), using the same tools increases the reliability and dependability of results. Dependability occurs when logic is in the research process (Munn, Porritt, Lockwood, Aromataris, & Pearson, 2014). The research method must be appropriate for the research question, and all steps should be traceable to achieve dependability. I used member checking by sharing the transcription of my interpretation of the interviews with participants to increase dependability. It is important for researchers to clarify information obtained during an interview (Gibbons, 2015). I did not misinterpret any information. If a participant said that I did misinterpret information, I would have collected the information I may have missed, create another transcript, and have the participant review the changes. According to Birt, Walter, Scott, Cavers, and Campbell (2016), researchers must verify information obtained in interviews for trustworthiness and accuracy. Thomas (2017) noted that reviewing information for reliability might also be useful in stakeholder reviews in evaluation research. Trustworthiness is the primary component in reliability (Elo et al., 2014).

Validity

In qualitative research, validity depends on the credibility or trustworthiness of the study (Grossoehme, 2014). According to Leung (2015), validity refers to the appropriateness of the tools used for research. Marshall and Rossman (2014) discussed four standards for qualitative studies: credibility, transferability, dependability, and confirmability. I met the listed standards through member checking and triangulation.

According to Tong and Dew (2016), credibility refers to comprehensiveness and trustworthiness of the research. I ensured credibility as previously mentioned by using member checking, triangulation, and alignment within my research. Providing context specific information supported my research and will be transferable so that other researchers may replicate the study. Transferability refers to the ability to use findings in other contexts (Balmer, Rama, Martimianakis, & Stenfors-Hayes, 2016). Transferability is also the ability to use the research information that may be relevant to other settings (Tong & Dew, 2016). Recording the semistructured interviews improved my validation because I could revisit the data and identified themes (Noble & Smith, 2015). Confirmability ensures that the information is authentic and not bias based on the researcher's beliefs (Hanson, Craig, & Tong, 2016). For data saturation, I used interviews, company documents, member checking, and triangulation. The validity of the study helps the researcher address internal and external data.

Data saturation is not determined by how many interviews, but by the value of the research (Fusch & Ness, 2015). I interviewed the managers until I start to see a pattern of similar information. According to Oberoi, Jiwa, McManus, and Hodder (2015), data saturation is when there is no new information but enough information to replicate the study. Similarly, data saturation also takes place when there is no new or relevant information (Morse, Lowery, & Steury, 2014). I reached data saturation when the participants started sharing similar responses, and when I had enough information to produce quality data.

I asked open-ended questions, which, according to Bryman and Bell (2015), allowed me to collect fruitful information from the experiences of the participants. Interviews were my primary source for data collection. It is important to conduct interviews in a comfortable and quiet environment for enhanced feedback from participants (Cronin, 2014). I held the interviews in the participant’s office and over the telephone. I was sure to select a location that was comfortable for the participant.

I used company documents as my secondary data collection technique. Wildermuth, Smith-Bright, Noll-Wilson, and Fink (2015), described company documents as a data collection method. I used company documents to identify trends and to obtain useful data for research. According to Yin (2014), archival documents are suitable for qualitative research. Having other data collection techniques helps to produce valid research and makes it easier to identify trends (Gibbons, 2015). Organizational documents allowed me to examine the culture of the company and what type of rewards the company prefers.

I built trust with my participants when I used member checking by making sure they agreed with the information I provided from our interview. Member checking takes place when participants review the information obtained from the researcher to ensure that it is accurate (Smith & McGannon, 2018). Validity is also enhanced through the member checking step (Marshall & Rossman, 2016). In general, member checking validates interviews when the researcher verifies the accuracy of the information shared by the participant and proves data saturation (Hudson et al., 2014).

By using methodological triangulation, I synthesized information from different sources (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). Triangulation helped me reduce errors in interpretation. Cho and Lee (2014) noted that triangulation increases the consistency of information. Researchers are also able to evaluate different ideas of a trend or phenomenon when using methodological triangulation (Fusch & Ness, 2015). I used methodological triangulation for my three interviews.

To ensure validity I used member checking by validating themes in the participant responses. Member checking allows the researcher to verify the credibility of information through returning information to participants to check for accuracy (Birt et al., 2016). I used member checking by sending the participants’ responses to them to verify my understanding of the information they provided. I did not misinterpret any information, so I did not have to consult with the participant for the correct understanding. Having the correct understanding is important, so the researcher should review the information with the participant (Gibbons, 2015). The goal of member checking in qualitative research is to assess validity (Madill & Sullivan, 2017).

Transition and Summary

Section 2 of this study included detailed descriptions of the role of the researcher, participants, research method and design, population and sampling, ethical research, data collection technique, data organization techniques, data analysis, and reliability and validity. In Section 2, I provided information on the decisions to use a qualitative exploratory multiple case study, purposive criterion sampling, and interviews with open-ended questions. In Section 3, I present the findings, application to professional practice, the implication for social change, recommendations for action and future research, and a conclusion of the study.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple case study was to explore the nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction. Choi and Ha (2018) found that the job satisfaction of an employee influences the individual's work effectiveness and the productivity of the company. Managers must note the importance of employee turnover because turnover has an impact on productivity and profitability (Wickramasinghe & Sajeevani, 2018). Because employee turnover influences a company's productivity and profitability, nonprofit organization managers must implement nonmonetary reward strategies to increase employee job satisfaction.

I explored nonmonetary reward strategies by conducting semistructured interviews with three nonprofit business managers in Richland County, South Carolina. The participants had nonmonetary reward strategies in place that helped increase the job satisfaction of their employees. Before conducting interviews, I sent each participant a consent form via e-mail, and the participants consented by replying, "I consent." The interviews lasted approximately 25 minutes and took place over the telephone and face-to-face. After the interviews, I transcribed the data and requested that participants validate the accuracy of my interpretations. The themes that corresponded to the data analysis include personal experience, effective communication, and flexibility.

Presentation of the Findings

The research question for this qualitative multiple case study was the following: What nonmonetary reward strategies do some managers of nonprofit organizations use to increase employee job satisfaction? To collect data for the research question, I conducted semistructured interviews with seven open-ended questions. Asking open-ended questions allowed the participants to expand on the information provided, which helped me in determining effective strategies that managers of nonprofit organizations use to increase employee job satisfaction. I also reviewed organizational documents such as employee evaluation forms. To facilitate the interview process, I used my interview protocol and established dates and times to conduct the interviews with participants. I received informed consent via e-mail before each interview and conducted the interviews in person and over the telephone.

I used NVivo 12 to store, manage, and code the interviews data to develop themes. Paulus, Woods, Atkins, and Macklin (2015) refer to NVivo as a tool to assist analysis by allowing the researcher to search for meanings or themes behind data sets. For research validity and reliability, I asked the same questions to all participants to obtain relevant data in reference to the conceptual framework, interview questions, and research question. I recorded the interviews with my iPhone 8. The themes in this study are similar to factors noted by Kalleberg (1977) such as job design and communication. I identified strategies managers of nonprofit organizations use to increase employee job satisfaction using my data sources. Table 1 shows the three themes that emerged from data analysis and their relationship to the two key components of Kalleberg’s theory.

Table 1

Nonmonetary Reward Strategy Themes and Connection to Conceptual Framework

Components of job satisfaction		
Work values		Job rewards
Theme 1: Personal Experience	Theme 2: Effective Communication	Theme 3: Flexibility
Job security	Job content	Work-life balance
Flexible work arrangements	Recognition	Flextime
Communication-employee evaluations	Professional growth and feedback	Telecommuting

Note. Kalleberg's (1977) theory of job satisfaction served as the study's conceptual frameowork. Kalleberg theorized two components of job satisfaction: work values and job rewards. The table illustrates the relationship of the themes to each component.

Theme 1: Personal Experience

Personal experience was the primary theme that arose from the in-depth analysis of the participants' interview responses. P1, P2, and P3 all spoke about their personal experiences from when they were employees to their current positions in management. The personal experiences allowed the participants to develop their ideas on how they would like to improve the job satisfaction of their employees. Leaders must understand that they provide the model for their subordinates to follow and that this may positively or negatively affect employees later in their career (Ramsey et al., 2016). P2 shared her poor experiences as an employee with a manager who did not communicate, show appreciation, or conduct employee evaluations. P2 stated, "I vowed that when I became a leader, I would always communicate with staff, show my staff appreciation, and conduct employee evaluations so that employees know where they stood in terms of work ethic."

The participants provided detailed experience information regarding their time as an employee. P3 stated that took all the positive experiences she had as an employee and incorporated them into her leadership style. By doing this, P3 has high employee job satisfaction and low turnover rates. P3 can see the high satisfaction levels by conducting employee job satisfaction surveys at the end of each year. P3 mentioned that "conducting job satisfaction surveys at the end of the year shows me how the organization has grown from the previous years. I can also determine what I can improve on through reading the surveys." The survey allows employees to voice their opinions and shows P3 areas for improvement. P3's use of an employee survey to elicit critical feedback finds support in the literature. When employees have a say in their work environment, they tend to have higher job satisfaction and improved work attitudes, according to Mahipalan and Sheena (2018). The positive experiences employees have can help them become successful leaders.

The three participants also mentioned their experience with trust. P1 had positive experiences with trust and her leader, whereas P2 and P3 had negative experiences. P1 was able to make decisions on her own with the guidance of her manager when needed. P1 shared, "knowing that my leader had trust in me made me want to work harder and take on more responsibility." P2 and P3 said they felt that they were micromanaged by their previous managers. As a leader, P1 felt that trust played a significant role in the job satisfaction of her employees. According to Mahmood et al. (2019), for employees to take ownership, commit to an organization, and feel engaged, they must have trust in their leader. Trust will allow leaders to assign a task to an employee and let the employee handle the completion of the task without micromanagement.

Trusting an employee can also benefit managers because it frees more time for the manager to complete outstanding tasks and increases the employee's work engagement. When an employee can conduct a socially rewarding task that fosters trust between the employee and his or her manager, the employee has higher engagement (Jawahar & Schreurs, 2018). P1, P2, and P3 mentioned that now that they are leaders, they better understand that leaders can only trust employees who show themselves to be trustworthy and that trust must be facilitated by both employees and managers. Overall, the participants stated that personal experiences shaped the participants into the type of leaders they are today. Findings indicate that employees can take their personal experiences and create their leadership style. Managers must also realize that they play a vital role in the development of future leaders.

Personal experience relates to the conceptual framework because this theme includes personal characteristics and personal value systems. Kalleberg (1977) described the importance of positive work experiences and the different factors that may contribute to them. The participants used the characteristics of previous jobs to create job satisfaction through new work values and job rewards. The participants improved their productivity and organizational purpose by improving the quality of their employees' work experiences using the manager's previous encounters, which directly relates to Kalleberg's theory of job satisfaction.

Theme 2: Effective Communication

The second theme that emerged from my data collection was effective communication. Communication is a way for leaders to show employees that they are aware of what is going on in the workplace. Managers can use communication to show appreciation for an employee and the employee's hard work. Communication is vital in the workplace. Leaders must know how to communicate effectively, whether providing constructive criticism, recognition, or clear instructions on a task. The communication style of a leader is important to the success of the employee and the organization (Bakar & McCann, 2016). Proper communication can make a dramatic impact on the relationship between an employee and manager.

P1, P2, and P3 mentioned that communication was a nonmonetary reward strategy used to increase the job satisfaction of the employees. However, the participants had different methods for using communication as a nonmonetary reward. P1 did so through praise and recognition. For example, during staff meetings, P1 would verbally acknowledge staff and their accomplishments. P1 expressed, "my staff loves when I throw surprise parties to recognize their accomplishments." P2 used employee evaluations as a communication method, allowing staff to provide feedback on their workplace. The performance evaluations also allowed employees to highlight the professional and personal goals they would like to accomplish, as mentioned by Dobbs (2016). P2 would then sit down with staff and communicate work expectation and goals. P2 stated, "sitting down with each of my employees not only shows them that I care about their opinion but builds them up as an employee in the organization." P3 used communication daily in a variety of methods, such as instant messaging on the computer, text messaging via telephone, e-mails, and written notes.

All participants found that communicating with staff increased the engagement and job satisfaction of the staff because the employees felt informed and valued. When an employee and manager have good communication, they can highly focus on tasks and have a common understanding of goals that may encourage them to work harder (Fan & Han, 2018). P3 shared, “I must always be available to my direct reports; this is why I use multiple communication methods.” The participants stated that their personal experiences and previous communication allowed them to develop the strategies that they use. Communication helped the leaders address barriers that arose when implementing new strategies. In return, job satisfaction increased because the employees were able to voice their opinion and be a part of the solution.

P2 expressed how important it is for leaders to listen to their employees and incorporate some of their ideas. According to Luo et al. (2016), successful leaders effectively communicate and listen to their staff, while incorporating the employees’ ideas to increase job satisfaction. P2 shared that the increase in employees’ job satisfaction comes from positive communication and knowing that their manager effectively listens. Employees tend to be more engaged when they have a voice in the organization, whether they are discussing concerns, providing feedback, or developing new ideas (Burris et al., 2017). While communication may increase general and intrinsic satisfaction of staff, communication also strengthens supervisor and employee relationships (Ozturkcu et al., 2018). In general, communication is the gateway to organizational success and productive relationships between leaders and staff.

The effective communication theme relates to the conceptual framework because job values, job rewards, and employee job satisfaction require proper communication to be determined. Communication helps to set job expectations and helps employees share their values with leaders. Employees must share their input related to the job to ensure job satisfaction. Without communication, management will not know how to meet the employees' work values or expectations. Communication helps to prevent confusion and allows a variety of information to be shared. Organizations may not know or understand how satisfied employees are if there is not proper communication.

Theme 3: Flexibility

Flexibility was an important factor to P1, P2, and P3 in the satisfaction of their employees. Each participant used job flexibility as a nonmonetary reward. P1 allowed employees to create their own schedule, allowing the employees to be responsible to make sure all necessary shifts were covered. P1 thought that flexibility was important because it would allow the employees to take care of personal appointments and personal obligations such as childcare. P1 expressed, "flexibility is important to me because I value family." Through the feedback received on surveys, P1 found that flexible work schedules increased the intrinsic motivation of their employees. Blended working increases workers' job autonomy and intrinsic work motivation (Van Yperen et al., 2016). Flexible schedules give the manager and employee control leading to great organizational outcomes and increased productivity.

P2 utilized flextime, identifying the timeframe that employees are required to work but allowing flexibility within the designated hours. P2's required timeframe was from 8:00 a.m. to 4:30 p.m. P2 shared, "I set designated hours to ensure the work will be completed by a certain time, but my employees still have freedom on when to do the work." Employees must select four consecutive hours out of the timeframe to work, allowing them to select their start and stop time. According to Thompson et al. (2015), the discretion or freedom to make changes to work time (i.e., set hours on set days) provides control to both the employee and manager.

Once P3 implemented work-life balance, family time increased, more childcare privileges were open, burnout reduced, and the staff's overall wellbeing improved. According to Dizaho et al. (2017), work-life balance also benefits the organization through increased productivity, loyalty, satisfaction, morale, attitude, and behaviors of employees. P3 noticed an increase in the company's engagement survey once the work-life balance incentives took place. P3 stated, "my employee engagement numbers increased the year after implementing work-life balance in the organization." Flextime and work-life balance are similar and may increase an employee's job satisfaction through flexibility.

Flexibility is directly related to work values and rewards in Kalleberg's theory of job satisfaction. The participants designed the employees' positions to be flexible which contributed to the increase in employee job satisfaction. Most employees look for jobs that meet their work values criteria. Many prefer flexible work arrangements and prefer this as part of a job reward. When an organization provides a candidate the option to work from home, or flexibly in their schedule, the candidate may look at the organization as valuing family and personal time while rewarding the employee. Overall, all the research and data collected relates to the conceptual framework; according to Kalleberg (1977), rewards and recognition are the foundation of job satisfaction.

Applications to Professional Practice

The purpose of this qualitative multiple case study was to explore the nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction. The interviews and organizational documents provide effective nonmonetary reward strategies to increase employee job satisfaction. Based on engagement documents and data, all participants have high employee job satisfaction and engagement scores. The themes that emerged from the interviews were personal experience, effective communication, and flexibility.

The themes are important because these ideas can be applied to nonprofit organizations who struggle with employee job satisfaction. Leaders must reflect on personal experiences to identify the positive and negative influences they have had in their career. Ideally, the leader can create or develop internal fulfillment for employees through good relationships, the work environment, and allowing the employee to enjoy their job. Suttikun, Chang, and Bicksler (2018) found that internal fulfillment in a job may come from the thought of helping others.

The findings of this study may help managers understand nonmonetary rewards and employee job satisfaction. The goal would be to increase the satisfaction of employees while saving the organization money. Managers may also find alternate solutions or strategies that can benefit the employees. Chen, Krahn, Galambos, and Johnson (2019) discovered that intrinsic rewards are positively associated with job satisfaction and have long-term effects on the company. Overall, nonprofit business leaders can apply the findings to aid in solving the lack of nonmonetary reward strategies to increase employee job satisfaction.

Implications for Social Change

The implications for positive social change include the potential to improve employee job satisfaction, which may result in improved employee productivity for the organization as well as promote social development in the community. The community may benefit from increased employee job satisfaction by receiving improved customer service and improved products or services. Improved customer service would come from the employees being satisfied with their jobs and wanting to do the best that they can. The interaction of the employees with the customers would be more meaningful and attentive when the employee finds the job productive and wants to help customers (Ali & Qazi, 2018). Improved products or services could come from the money the organization is able to save by using nonmonetary rewards to increase the job satisfaction of employees.

Nonprofit companies tend to benefit the community because of the organization's purpose and mission to serve and give back (Berlan, 2018). When a job is internally fulfilling the employee puts more into their work (Watson & Hoefer, 2016). As a result, the community is receiving better treatment and services due to the increased job satisfaction of employees that work for the nonprofit organization. Charitable nonprofit organizations benefit the community by providing free resources, products, and services. When the employees of the nonprofit are satisfied, they come to work every day to contribute to the community, provide great customer service, and genuinely cares about their customers and the meaning behind the job.

Nonprofit organizations that contribute to the community have a stronger social rank, resulting in a stronger influence on the community (Ellinas, et al., 2017). The purpose of most nonprofit organizations is to improve outcomes in communities through social change (Morgan, Pennel, Jupiter, & Kaul, 2019). For example, in the charity sector of nonprofits the organization normally provides goods or services for free or a low cost. The employees must be mindful and respectful of the recipients to promote positivity in the community. For the employee to be mindful they must first be satisfied with their job and what they are doing to contribute. Once the employee has job satisfaction, they are more likely to show more interest in their job. The employees should not make the recipients feel less than, instead the employee should provide a comfortable atmosphere. Overall, a comfortable atmosphere creates positive social change within communities.

Recommendations for Action

Leaders, managers, and other professionals who hold a supervisory role in a nonprofit organization could use the findings in this study to increase employee job satisfaction using nonmonetary rewards. Nonprofit business professionals can use the information in this study to (a) develop new nonmonetary rewards based off positive personal experiences, (b) communicate effectively with staff, and (c) offer flexibility. Utilizing these strategies will help leaders, managers, and other professionals who hold a supervisory role to increase the job satisfaction of their employees while saving the organization money, in turn, increasing organizational productivity and profit.

To disseminate the research findings, I plan to submit this study to professional journals. Each participant who participated in the study will receive a copy for their personal use and to share with other leaders. Additionally, I will publish in the ProQuest/UMI dissertation database and provide the information from this study to local nonprofit organizations who may be struggling with employee job satisfaction. I will also present the results of the study at various nonprofit leadership conventions.

Recommendations for Further Research

The purpose of the study was to explore the nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction. Information provided by the participants corresponds with research needs for strategies that nonprofit leaders can use to increase employee job satisfaction. Many researchers study monetary rewards or salary increases to satisfy employees. Nonprofits would benefit from future researchers studying the nonmonetary approaches that may be rewarding to employees.

Recommendations for further research include nonmonetary reward strategies of different sectors other than nonprofit organizations. Collecting research that includes different sectors may offer managers diversity in research findings and improved strategies and business practices to increase employee job satisfaction. Future researchers may consider a quantitative or mixed methods approach to explore nonmonetary rewards and employee job satisfaction in nonprofit organizations. I would also recommend that researchers explore locations outside of Richland County, South Carolina, use more than three participants, and expand the eligibility criteria for participants. Expanding the number of research participants and the eligibility criteria could provide a more in-depth and resourceful study.

Reflections

The purpose of the study was to explore the nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction. I selected to research nonmonetary reward strategies based on my professional experience as an employee and a leader in the nonprofit sector. I realize that many nonprofit organizations do not have the same resources as a for-profit making it difficult to retain employees. I wanted to research effective nonmonetary reward strategies to increase employee job satisfaction in nonprofit organizations. Due to my interest in the topic, my role in this qualitative multiple case study was to minimize bias or preconceived ideas and values in data collection and the presentation of findings. I wanted to provide results that were strictly from the findings and not from ideas.

The Doctor of Business Administration (DBA) process was challenging, but I learned a lot about myself and became stronger in the process. I now understand the phrase "you can do anything if you put your mind to it." Most of the time the phrase was used for encouragement in small situations, but the meaning changed when I began the Doctor of Business Administration (DBA) process. The process is long, intense, stressful, time-consuming, yet rewarding. To know that I completed such a high caliber of work is worth it all. I grew as a student, writer, and individual. Through the process, I learned that

I struggled with the organization of information when writing multiple sections. Overall, I am blessed and grateful that I had the opportunity to complete the DBA program.

Conclusion

Employee job satisfaction is needed in organizations to be productive and successful. The purpose of the study was to explore the nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction. Nonmonetary rewards can help nonprofit organizations save money by providing employees acknowledgment without spending money. Wickramasinghe and Sajeevani (2018) found that employee rewards have an impact on employee retention. Leaders must understand the importance of employee job satisfaction and the benefit to the company. Increased employee job satisfaction can lead to increased productivity, improved customer service, and other promising work-related outcomes that benefit the workers and the company (Lavy & Littman-Ovadia, 2017). Managers must evaluate and consider the type of rewards they use to ensure they are beneficial to the employee and the organization, if the reward benefits both then the manager has a high possibility of success.

Kalleberg focused on the importance of job satisfaction and the desirability of positive work experience in his theory of job satisfaction (Kalleberg, 1977). Highlighting important contributions, work values, and job rewards may help leaders identify their strengths and weaknesses in their employee's job satisfaction within the organization. The leader may observe the characteristics of the job and whether they match the employee's personal beliefs or values to see if there is a connection between the employee and the job. Establishing a connection allows for employee job satisfaction growth and more engagement (Eldor & Harpaz, 2015). Employee engagement does not only increase employee job satisfaction but may also increase organizational productivity.

In conclusion, leaders who develop effective nonmonetary strategies to increase employee job satisfaction in nonprofit organizations have a greater chance of increased productivity and reduced employee turnover. The employees of the organization will value their work and see the work that they do as a reward. When employees are satisfied with their work environment and receive the recognition, they experience a nonmonetary reward. Nonmonetary rewards can be found or created in many different ways, but ultimately, it is up to the employee to determine the rewards that appeal to them the most.

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Appendix A: Interview Protocol

Interview Title: "Nonmonetary Strategies to Increase Employee Job Satisfaction in Nonprofit Organizations." The purpose of the study was to explore the nonmonetary reward strategies that nonprofit organizations' managers use to increase employee job satisfaction.

Prior to the interview, I will: • select participants and contact them via email providing the Introductory/ Participant Consent Letter; • ask each participant if they have any questions or concerns; • establish a date, time, and location for the interview; • review the Introductory/ Participant Consent Letter again and obtain an email stating *I consent* from each participant; • send the participant a reminder one day prior to the interview.
During the interview, I will: • verify that I have an *I consent* email; • introduce myself; • ensure that each participant is comfortable with the recording of the interview and with me taking notes; • ensure that each participant is aware that participation is voluntary and they can withdraw at any time; • remind participants that their identities will remain confidential; • ask each participant if they have any questions or concerns, and address them; • ask the interview questions; • member check with each participant to ensure I have the correct understanding of their responses.
After the interview, I will: • thank each participant for contributing to the interview; • transcribe information and send transcript to each participant for review; • if needed, schedule second interview; • receive confirmation that all transcribed information is correct.

Appendix B: Interview Questions

1. What nonmonetary reward strategies have you used to increase the job satisfaction of your employees?
2. How did you develop the strategies?
3. What barriers did you encounter in developing and implementing the strategies effectiveness?
4. How did you address the barriers?
5. How have your employees responded to the nonmonetary rewards that you have used?
6. How do you measure the strategies’ effectiveness?
7. What other information you would like to provide that is important for this research?