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Change in Frontline Family Workers' Burnout and Job Satisfaction: Evaluating the Missouri Family Development Credential Program

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Introduction

Most frontline family workers enter the social service sector full of hope about making a difference in the world and in people's lives, only to discover that merely providing services to families and documenting the provision of those services with seemingly endless mounds of paperwork are their de facto final outputs (Magennis & Smith, 2005). Predicated on the assumptions that all individuals and all families have strengths (Cochran & Henderson, 1986) and that the role played by the worker should be that of a nondirective facilitator who only assists in making decisions (Boehm, 2002), a social-service system based on the strengths approach would allow families access to existing services to successfully handle current challenges while also offering families long-term strategies to be prepared to face future challenges. However, families often encounter stressed-out frontline workers who lack comprehensive knowledge of empowerment and strengths principles including paraprofessionals without standard qualifications or professionals from other fields (Hall, 2000; Holm, 2002; Sexton, Lobman, Constans, Snyder, & Ernest, 1997). The Missouri Family Development Credential (MO FDC) program addresses this lack of knowledge, and it reorients human service practice to the strengths approach, educating workers to efficiently help families set and reach their own goals. Learning ways to increase successful interaction with families may increase workers' positive experiences of the job.

This paper provides the background and a description of the Family Development Credential Program as implemented in Missouri. We then create a model to test the program outcomes based on prior literature of factors associated with job satisfaction and burnout for social service workers.

Job Satisfaction and Burnout of Social Service Workers

Considerable research has been conducted among social service workers in the areas of job satisfaction and its closely related concept, burnout, as the demands of this work are uniquely challenging. Social service workers are often confronted with disturbing situations, such as sexual and physical abuse of children, poorly managed mental illness, and abject poverty. They then must actively manage their consequent emotions, a draining process which may partially explain the higher levels of burnout seen in social service work compared to other occupations (Brotheridge & Grandey, 2002; Shapiro et al., 1996).

Factors that have been found to be related to higher job satisfaction and lower levels of burnout for social service workers fall into roughly two types: (1) characteristics of the person and (2) characteristics of the job.

Personal characteristics would include both demographic factors and perceptions of how one performs on one's job. Those who are married are more likely to report higher job satisfaction than those who are not, and employees with higher levels of education than other women in the study are also more satisfied. Recognition of one's own skill, feeling competent to provide assistance, and high levels of professional self-esteem (Magennis & Smith, 2005; Maslach, Jackson, & Leiter, 1996; Zimmerman et al., 2005; Zunz, 1998) are positively related to low feelings of burnout and high levels of job satisfaction while those helping professionals who report low levels of mastery (Magennis & Smith, 2005) or display over-involvement with their clients show an erosion of job satisfaction (Koeske & Kelly, 1995).

Within the group of job characteristics, previous research has found that positive experiences with supervisors (Acker, 2003; Collings & Murray, 1996; Sharma et al., 1997; Shields, 2007) and positive social support from co-workers and others (Acker, 2003; Magennis & Smith, 2005; Um & Harrison, 1998; Zunz, 1998) are related to lower feelings of burnout. Social service workers who report high levels of variety and creativity as well as ample opportunities for learning are more

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likely to report being satisfied with their jobs than workers who do not report these job characteristics (Shields, 2007). Workers who report inadequate promotion opportunities or having to deal with too much or unnecessary paperwork (Collings & Murray, 1996; Magennis & Smith, 2005) are more likely to suffer from burnout.

Findings reported in the literature above suggest there might be two mechanisms by which a training program becomes an intervention that increases job satisfaction and decreases burnout and turnover. First, just providing the chance to increase skills through attending a training program may directly increase a worker's satisfaction with the job and organization ("They care about me enough to send me to a training"). Indeed, Missouri social service workers who report greater opportunities for learning through their job were more likely to report being satisfied with their jobs than workers who do not report this benefit (Shields, 2007), and training attendance has been found to increase a sense of professional accomplishment (Shapiro et al., 1996), a factor related to burnout.

To determine if the FDC program has any impact on job satisfaction, burnout, and other aspects of frontline social service workers' job experiences, we will investigate whether or not there are any differences between workers who have participated in the FDC Program and workers who have not participated.

FDC Program Description

Any training program for social service workers should increase feelings of self-efficacy, feelings of professional accomplishment, a sense of mission, and a sense of empowerment. Indeed, training attendance has been found to increase a sense of professional accomplishment (Shapiro, Burkey, Dorman, & Welker, 1996).

The Family Development Credential (FDC) program is one that aims to increase the knowledge, skills, and abilities of social service workers with those goals in mind. Through instruction on strengths-based principles, the FDC Program would help reorient social service practice to the strengths approach, allowing families access to existing services, to successfully handle current challenges while also empowering the workers to be able to assist those families in their efforts to craft long-term strategies so that they will be prepared to face future challenges. Core values of the curriculum include understanding that all individuals and all families have strengths (Cochran & Henderson, 1986) and that the role played by the social service worker should be that of a non-directive facilitator who only assists help-seekers make decisions (Boehm, 2002). The FDC program is implemented in two parts: classroom instruction on strengths-based topics, and the opportunity to earn a credential which indicates demonstrated comprehension of these topics.

With chapters entitled "Helping Families Set and Reach Goals" and "Taking Good Care of Yourself," the curriculum used in the FDC program, *Empowerment Skills for Family Workers, 2nd Edition* (Forest, 2003), directly addresses issues such as emotional exhaustion and depersonalization among frontline social service workers which have been consistently shown in the literature to be related to low job satisfaction. It also provides concrete suggestions on how to proactively manage the stress intrinsic to assisting others and the potential for burnout which comes with it. Other factors related to higher job satisfaction and lower levels of burnout that are also addressed in the curriculum include finding a sense of professional mission, recognizing the many skills needed to succeed in social service work, and increasing the confidence of workers in their ability to perform their job.

The FDC program also provides a practical, hands-on approach to interacting in a healthy manner with clients and their families. This approach is called the family development process, and it begins with honoring every family's strengths. By starting from family strength rather than family problem the nature of the worker-family partnership is immediately reoriented to encourage positive interactions. The family development process outlined in the curriculum recognizes that both family and worker bring assets to the table so that worker and family can create a true power-sharing partnership. By determining a family's unique strengths and needs, the family is then able to set its own major goals.

Goals are not set for the family. The worker then assists the family in creating a written plan to achieve this goal with the responsibility for tasks divided between family members and worker; progress is reviewed and the plan continually updated. The thought is that this development process then strengthens families and empowers them to be more self-reliant and thus better able to handle challenges in the future. More importantly for this paper, this process creates a "power with" rather than a "power over" model of interaction between worker and family, decreasing the burden on the worker.

Previous FDC Program Evaluations

Previous evaluations of state FDC programs have occurred in New York State and California. The NYS FDC program evaluation (Crane, 1999, 2000) reported evidence for family change, worker change, and agency change. Specifically, findings indicated that workers who participated in the program developed in three ways: (1) increased self-esteem, confidence, and assertiveness in helping families as well as in setting their own goals for higher education; (2) improved their communication and relationship skills in their professional lives with families and co-workers, as well as in their personal lives; and (3) increased their knowledge and use of empowerment-based family support skills in working with families. Supervisors of these workers also reported higher staff morale and lower turnover. The evaluation of the California FDC program (Rolison & Watrous, 2003) found workers who earned an FDC mastered new skills set improved on their existing work-related strengths, displayed increased cultural awareness, and made positive shifts in their intra- and inter-personal relationships. Results from focus groups of Missouri participants attribute to the FDC: (1) a new ability to take care of themselves, avoid burnout, and to set limits with clients and (2) a new feeling of respect from co-workers, supervisors, and colleagues that followed the receipt of the credential (McCarthy & Smith, 2003). These evaluation results are encouraging.

However, there is research indicating an FDC Program did not change the way at least one group of workers regarded the families they assisted. A

study specifically evaluating the program's impact on 251 Connecticut child protective service workers' attitudes toward the parents of system-involved children found no difference in *"adherence to the family development principles set forth in the curriculum between (workers who were) FDC and non-FDC participants"* (Alpert & Britner, 2005, p.57).

Conceptual Model for Evaluation of the MO FDC Program

This study will build on these prior evaluations by reporting the quantitative findings from the Missouri Family Development Credential (MO FDC) program evaluation by focusing specifically on worker change. We are interested in examining the workers' perceptions of factors known to be related to job satisfaction and burnout, and determining how those may be impacted by participation in the FDC.

This paper seeks to answer the following research questions: Was there any change in participants between the start and finish of MO FDC program on measures of perception of job experience? If so, what are those changes? Are there any differences in changes between MO FDC participants and a comparison group of similar social service workers who have not participated in the MO FDC program?

Program Participation

For this measure, those respondents who participated in the 90-hour FDC program are coded one (1) and those respondents who have not participated in FDC classes are coded zero (0).

Personal Characteristics

We decided to put in only two demographic variables -- educational level and marital status -- for the personal characteristics due to the perceptual nature of the dependent variables to be analyzed in the multivariate analysis. The range of the education variable is between 1=some high school and 5=graduate/professional school. This is collapsed into a dichotomous variable so that those who had attained at most some college were coded zero (0) and those who were at least a college graduate coded one (1). Respondents who

indicated they were married are considered in a separate category, coded one (1), from those respondents who are divorced, widowed, or never married, who are coded zero (0).

Work Characteristics

Many social service workers, and most other workers as well, have indicated that unnecessary paperwork increases their feelings of burnout [Magennis, 2005 #472].

The feeling that one has variety and the chance to be creative on the job has been shown to enhance positive feelings about work [Shields, 2007 #582].

Sample and Methods

The project uses a quasi-experimental research design to gather data from MO FDC participants and a comparison group of other social service workers who have not participated in the program.

Sample Description

The two groups are similar in their demographic characteristics. Evaluation data were gathered in Missouri via survey between 2002 and 2004 from MO FDC participants and a comparison group of other social service workers who have not participated in the program. Baseline data were collected from a total of 229 respondents. See Table 1 for a description of all respondents on selected characteristics at wave 1. Overall, at the baseline (wave 1) data collection, the groups were fairly comparable with three exceptions. The MO FDC participant group has a statistically significant higher percentage of African-Americans than the comparison group (52% to 26.6%, p<.001), works significantly more hours in a week (42.9 and 39.2 hours respectively, p<.05), and tends to have a larger number of respondents with less than a college degree (54.1% and 45.9%, p<.10). At the completion of MO FDC classes, we gathered a second wave of data to identify change over time.

Work Experience Variables of Interest

The variables related to work experience to be examined included job satisfaction, burnout, sense of professional self-esteem, and feelings of job worth. Recognition of a skill or talent is operation-alized by agreeing or disagreeing in various intensities with the statement "I am fairly paid for my work." A higher score indicates that they feel well remunerated for their skill or talent.

Measures

The Human Services Job Satisfaction Questionnaire (HSJSQ), designed by Shapiro, Burkey, Dorman &Welker (1996), is used because it is the best source of measures for a variety of working conditions common to social service jobs. For all measures from this scale, higher scores represent higher levels of the construct of interest. Job satisfaction was measured by the response to the questionnaire statement, "I am satisfied with my job." The scale also included five subscales that measured several different aspects of the social service workers' work experience. The Futility/Avoidance and Affect subscales were combined to create the dependent variable of burnout. The Cronbach's alpha of .85 for wave 1 and .83 for wave 2 indicate acceptable reliability.

Sense-of-profession mission is operationalized by the professional self-esteem subscale, which includes statements such as, "I am confident in my ability to effectively serve my clients" and "I feel secure about the soundness of my professional decisions." The Cronbach's alpha of .60 for wave 1 is at the lower edge of acceptable reliability but rises to .71 at wave 2.

At wave 1, there are no differences between the two groups on the above variables of interest.

Independent Variables

For the planned multivariate analyses, we have three groups of independent variables.

Program Participation. For this measure, those respondents who participated in the 90-hour FDC Program are coded one (1) and those respondents who have not participated in FDC classes are coded zero (0).

Personal Characteristics. We decided to put in only the demographic variables of educational level and marital status for the personal characteristics due to the perceptual nature of the dependent variables to be analyzed in the multivariate analysis. The range of the education variable is between 1 = some high school and 5 = graduate/

Table 1: Variable Statistics for Quantitative Evaluation Participants at Wave 1 (n=229)

Variable	All	All N	Treatment Group	Treatment Group N	Comparison Group	Comparison Group N
	100%	229	44.5%	102	55.5%	127
Employment						
Government	31.4%	72	29.4%	30	33.1%	42
Non profit	64.6%	148	69.6%	71	60.6%	77
For profit/other	3.9%	9	1.0%	1	6.3%	8
Education						
Some HS /HS Grad/Some College	26.9%	61	32.4%	33	22.4%	28
College graduates	37.4%	85	35.3%	36	39.2%	49
Post-graduate work	35.7%	81	32.4%	33	38.4%	48
Ethnicity						
European-Am	49.1%	110	37.0%	37	58.9%	73
African-Am	37.9%	85	52.0%	52	26.6%	33
Latina	7.1%	16	5.0%	5	8.9%	11
Asian-Am/Other	5.9%	13	5.0%	5	5.6%	7
Gender						
Female	83.8%	192	87.3%	89	81.1%	103
Male	16.2%	37	12.7%	13	18.9%	24
Married	51.3%	115	51.5%	52	51.2%	63
Mean Age	44.9	215	44.9	100	44.9	115
Mean Income	$45,726	215	$42,990	100	$48,104	115
Mean Years in Job	4.5	227	4.2	100	4.8	127
Mean Yrs in Field	10.35	224	10.4	101	10.3	123
Mean Hrs per week	40.8	226	42.9	99	39.2	127
Flexibility (0-100)	68.7	224	69.4	100	68.1	124
Job Rating (100 av)	154.1	222	160.6	99	148.8	123

professional school; this is collapsed into a dichotomous variable with those who had attained, at most, some college, who were coded zero (0) and those with at least a college degree who were coded one (1). Respondents who indicated they were married are considered a separate category coded one (1) from those respondents who are divorced, widowed, or never married coded zero (0).

Work Characteristics. Many social service workers (and most other workers as well) feel that a great deal of unnecessary paperwork is a part of their job. A high score in response to the statement, "There is a great deal of unnecessary paperwork on my job," indicates that the respondent strongly agrees, while a low score means the respondent does not feel overly burdened with paperwork.

Relationships with supervisors are an important work characteristic. The measure for this is the statement, "My supervisor provides me with adequate feedback" with a high score indicating agreement with this statement, a low score disagreeing with this statement. The feeling that one has variety and the chance to be creative on the job can enhance positive feelings about work. The measure for this variable is a scale combining four items such as, "My work involves real creativity" and "There is a lot of variety in my job" where a high score indicates good feelings about creativity and variety on the job; reliability for this scale is acceptable [Shields, 2007 #582].

Analyses

Bivariate. We use T-test and ANOVA analyses to determine any differences in the means of the change scores to identify change over time for the MO FDC participants. We will also use the same analyses to determine any significant differ-

ence in change scores between the participants and the comparison group on the variables of interest.

Multivariate. We also use OLS regression to determine which personal and work characteristics predict the level of change in these five variables between wave 1 and wave 2: burnout, mastery, sense of professional self-esteem, job satisfaction, and feeling fairly paid for work (job worth). By controlling the model for factors already determined to be associated with job satisfaction and burnout, if we find differences between the FDC participants and the comparison group members, then the evidence is stronger that any changes found can be attributed to FDC Program participation.

To determine differences over time and differences between groups of respondents, both the bivariate and multivariate analyses employ change scores, as they are considered one of the most robust measures to determine actual differences in scores between wave 1 and wave 2 (Johnson, 2005) in any longitudinal dataset.

Results

Bivariate results of changes in scores MO FDC participants between pre-and post-training data

Using T-tests to determine change over time for those in the MO FDC group who completed questionnaires for both wave 1 and wave 2 we find significant differences (p<.001) between pre-

training and post-training scores for all variables of interest. MO FDC participants report significant change in global self-esteem increasing from 3.40 pre-training to 3.52 post-training. The mean mastery score rose from 3.25 to 3.35; professional self-esteem also shows an increase over time (2.94 to 3.14). The MO FDC participants report significant decreases in burnout (1.48 to 1.44), being fairly paid for their work (2.15 to 1.84) and job satisfaction (2.95 to 2.85).

Bivariate Analyses of Change Scores between MO FDC participants and the comparison group

We use ANOVA analyses to uncover any differences in means of the change scores between the two groups. We find statistically significant differences in the amount of change between the MO FDC participants and the comparison group on several measures. MO FDC participants report an increase in global self-esteem while the comparison group actually reports a decrease (F-score=6.55, df=164, p<.05); the results document the same pattern for mastery (F-score=9.25, df=164, p<.01) and professional self-esteem (F-score=9.25, df=164, p<.01). The MO FDC participants decrease their feelings of burnout while the comparison group reports feeling more burnt out (F-score=4.83, df=123, p<.05). There is no significant difference in the amount of change between the two groups on the variable of job

Table 2: Ordinary Least Squares Regression of factors influencing change in professional self-esteem between Wave1 and Wave 2

Variable	Unstandardized B	Standard Error	t
FDC Participant	.20	.10	1.99*
Demographics			
College Graduate or more education	.21	.12	1.77[‡]
Married	.07	.10	.66
Work Environment			
Unnecessary Paperwork	-.04	.05	-.96
Supervisor Provides Feedback	-.02	.05	-.34
Variety and Creativity in job	-.09	.09	-1.04
Constant	.141	.32	.44

R^2=.07, adjusted R^2=.02
F-Score 1.48, *df*=123
N=130
[‡] p<.10; *p<.05; **p<.01; ***p<.001.

Table 3: Ordinary Least Squares Regression of factors influencing change in mastery between Wave1 and Wave2

Variable	Unstandardized B	Standard Error	t
FDC Participant	.27	.08	3.28***
Demographics			
College Graduate or more education	-.04	.10	-.39
Married	.04	.08	.50
Work Environment			
Unnecessary Paperwork	.00	.04	.01
Supervisor Provides Feedback	-.01	.04	-.35
Variety and Creativity in job	-.06	.07	-.88
Constant	.14	.26	.54

R^2=.10, adjusted R^2=.05
F-Score=2.08⁺, df=124
N=125
⁺p<.10; *p<.05; **p<.01; ***p<.001.

satisfaction but the change in feeling fairly paid for their work trended toward significance with an increase on the measure for the comparison group and a decrease for the MO FDC group (F-score=2.81, df=123, p<.1).

Multivariate Analyses

Of the five variables used as dependent variables for the multivariate analysis, three of the models were significant overall: burnout, job satisfaction, and feeling fairly paid for work (job worth); the mastery model trends toward significance; and the model of sense of professional self-esteem not achieving significance. Having a significant model overall suggests that as a whole the covariates in the model explain some of the variance of the dependent variable. In addition, individual covariates within the model are also tested to determine their contribution to predicting the level of the dependent variable net of the other covariates.

The two models, for job satisfaction and feeling fairly paid for work, that were significant as a whole but did not find FDC participation individually significant indicate the model does a good job explaining them; unfortunately FDC does not contribute much to the overall model fit indicated by the non-significance of the FDC participation covariate. Because this paper is focusing on what role participation in the FDC plays in predicting change in job experiences rather than on job satis-

faction or job worth per se, these models are not discussed here but are available for review and can be found in the Appendix to this document.

While the model as a whole does not explain professional self-esteem as shown in Table 2, it is worth noting that the FDC participation variable is significant, indicating a larger positive change in professional self-esteem for FDC participants than for members of the comparison group.

The model fit for mastery trends toward significance (p<.10, see Table 3) as a whole, so it does explain change in feelings of mastery to some extent. Note that individual covariate for FDC participation is significant at a high level (p=.001) with no other covariates attaining significance.

Not only is the model statistically significant in its ability to explain change in burnout over time (p<.01, see Table 4) but several individual covariates are also significant. There is a trend toward significance (p<.10) that those with less than a college degree have a larger drop in feelings of burnout between wave 1 and wave 2 than those that are more educated. Those respondents that felt burdened by paperwork at wave 1 also are significantly more likely to report a larger drop in feelings of burnout than others (p<.01) between wave 1 and wave 2. Additionally, and most importantly for this paper, the individual covariate for FDC participation is significant at a high level (p=.01) indicating that even when con-

trolling for education and work characteristics, those respondents who completed FDC classes are much more likely to report a greater drop in feelings of burnout than the members of the comparison group.

Discussion

These results indicate that the MO FDC Program positively affects workers. At the bivariate level, between pre- and post-training data collection we see change within the MO FDC participants as they report increased feelings of global self-esteem, mastery, and professional self-esteem and decreased feelings of burnout. But they also indicate that their job satisfaction went down over time. The decrease in feeling fairly paid for work done suggests that participation in the MO FDC classes increases the awareness of the frontline family worker of the significance of their work contribution to our society. We take these data as a positive sign; frontline family work is very difficult and serves an important need in our society and it can only be helpful if the workers themselves are aware of the great value their work.

Comparing change scores of variables between the MO FDC participants and comparison group at the bivariate level, we find the MO FDC participants are more likely to report greater increases in global self-esteem and mastery than the comparison group members and the comparison group members are more likely to report feeling more

burnt out over time than the MO FDC participants.

Turning to the multivariate results, FDC participation did not help to explain job satisfaction or feeling fairly paid for work. A possible explanation for this lack of predictive ability is that these two constructs are very complex with a great many other factors beyond personal and work characteristics influencing them, such that participation in the FDC would not impact these two that much.

The most exciting finding of these analyses is that FDC participation can impact feelings of burnout and mastery. We know burnout is a huge problem in social service work, and to keep social service workers mentally able to conduct their work and provide the support their clients need, an educational program that can decrease (not just maintain current levels) burnout and (moderately) increase feelings of mastery and control is a true contribution to the field and the widespread implementation of such a program should be viewed as a necessary component of a well-run social service sector.

Implications

The reason for concern about low job satisfaction and high burnout is because of their main consequence: worker turnover (Shapiro et al., 1996). Turnover is a huge issue for frontline workers in all sectors with $5,500 being the aver-

Table 4: Ordinary Least Squares Regression of factors influencing change in burnout between Wave1 and Wave2

Variable	Unstandardized B	Standard Error	t
FDC Participant	-.25	.10	-2.61**
Demographics			
College Graduate or more education	-.19	.11	-1.70†
Married	-.13	.10	-1.34
Work Environment			
Unnecessary Paperwork	-.12	.04	-2.80**
Supervisor Provides Feedback	-.03	.05	-.67
Variety and Creativity in job	.01	.08	.17
Constant	.70	.30	2.34*

R^2=.16, adjusted R^2=.11
F-Score 3.63**, df=123
N=124
† $p<.10$; * $p<.05$; ** $p<.01$; *** $p<.001$.

age (some would say minimum) cost of replacing one $8.00/hour frontline worker (Sasha Corporation, 2006). But turnover is of particular concern for the social service sector because in addition to the costs incurred by the employer, staff turnover reduces the efficacy of client services (Collings & Murray, 1996) and leads to a loss of continuity of services for families and individuals (Winefield & Barlow, 1994). Therefore all employers, but especially those in the social service sector, are keen to find ways to increase job satisfaction and lower burnout which might possibly lower worker turnover, saving the organizations time and money while maintaining a client's continuity of care.

Conclusion

Frontline family work is very difficult and personally taxing; these workers ought to have an awareness of their great contribution to society. This evaluation maintains that workers who participate in the MO FDC Program become aware of the contribution of their work and see a positive change in their job experiences as a result, specifically in decreasing burnout. Because of the critical need filled by these workers who are willing to assist our most vulnerable families, they should be given the skills that allow them to do their jobs well while at the same time keeping themselves well. There is no doubt these workers deserve the benefits available to them from participation in the Missouri Family Development Credential Program.

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Appendix

Table 1A: Ordinary Least Squares Regression of factors influencing change in job satisfaction between Wave 1 and Wave 2

Variable	Unstandardized B	Standard Error	t
FDC Participant	-.01	.14	-.09
Demographics			
College Graduate or more education	.20	.16	1.26
Married	.39	.14	2.81**
Work Environment			
Unnecessary Paperwork	.08	.06	1.43
Supervisor Provides Feedback	.16	.07	2.43*
Variety and Creativity in job	-.39	.12	-3.26***
Constant			

R^2=.16, adjusted R^2=.12
F-Score 3.71**, *df*=122
N=123
^+p<.10; *p<.05; **p<.01; ***p<.001.

Table 1B: Ordinary Least Squares Regression of factors influencing change in feeling fairly paid for work between Wave 1 and Wave 2

Variable	Unstandardized B	Standard Error	t
FDC Participant	-.32	.22	-1.45
Demographics			
College Graduate or more education	-.12	.25	-.48
Married	-.13	.22	-.56
Work Environment			
Unnecessary Paperwork	.20	.10	2.13*
Supervisor Provides Feedback	.20	.11	1.87$^+$
Variety and Creativity in job	-.37	.18	-2.00*
Constant	.48	.68	.71

R^2=.11, adjusted R^2=.06
F-Score=2.28*, *df*=123
N=124
^+p<.10; *p<.05; **p<.01; ***p<.001.