

**TITLE** Relationships Between Self-Reported Leadership Practices, Job Satisfaction, and Demographics of Radiology Administrators

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**OBJECTIVE** The purpose of this research was to evaluate the leadership practices of radiology administrators and their impact on demographics and job satisfaction.

### **METHODOLOGY**

American Society of Radiologic Technologists who indicated they were in an administrative position completed the Leadership Practices Inventory (N=149; 15% response rate). Sixty-nine percent of the respondents were men, being *on average*: 52.6 years of age, with 20 years as an ASRT member, 29 years in practice, 11 years before becoming a leader, 12 years in current position, and 2+ radiology leadership positions held. Job satisfaction was assessed on a five-point Likert scale.

### **KEY FINDINGS**

Enable and Model were the most frequently used leadership practices, followed by Encourage, and then Challenge and Inspire. With job satisfaction as the dependent variable, multiple regression revealed a significant relationship with the five leadership practices, with most of this due to Encourage. With a single leadership practice as a predictor variable with job satisfaction, both Model and Inspire were significant ( $p < .05$ ) and Challenge and Enable were nearly significant ( $p < .10$ ). Formal leadership training was the only demographic factor related to job satisfaction. Radiology administrators rated themselves as using four of the leadership practices significantly more often than found in the Kouzes Posner normative database (Model, Inspire, Enable, and Encourage).

The authors conclude: “The current study found that having a higher aggregate LPI score was associated with higher job satisfaction, which also is affected by leadership training. Each category has a positive coefficient indicating that an increase in these leadership abilities would result in increased job satisfaction” (p. 19). “The results of this study suggest that radiology administrators would benefit from formal leadership training” (p. 19).