

Brief Contents

Preface 21

1 Introduction

1 What Is Organizational Behavior? 36

2 The Individual

2 Diversity, Equity, and Inclusion in Organizations 74

3 Job Attitudes 112

4 Emotions and Moods 138

5 Personality and Individual Differences 168

6 Perception and Individual Decision Making 200

7 Motivation Concepts 234

8 Motivation: From Concepts to Applications 268

3 The Group

9 Foundations of Group Behavior 300

10 Understanding Work Teams 330

11 Communication 356

12 Leadership 396

13 Power and Politics 438

14 Conflict and Negotiation 476

15 Foundations of Organization Structure 512

4 The Organization System

16 Organizational Culture and Change 546

17 Human Resource Systems and Practices 588

18 Stress and Health in Organizations 626

Appendix Research in Organizational Behavior 662

Comprehensive Cases 668

Sample provided via
Pearson.com

Glossary 681

Endnotes 691

Organization Index 780

Subject Index 783

Contents

Preface 21

1

Introduction

1 What Is Organizational Behavior? 36

Management and Organizational Behavior 38

Who's Who in the World of Work 39 • Management Activities 40 • Management Roles 40 • Management Skills 42 • Effective Versus Successful Managerial Activities 42 • Organizational Behavior (OB) Defined 43

Complementing Intuition with Systematic Study 44

Building on Big Data with Artificial Intelligence 45

Myth or Science? Management by Walking Around Is the Most Effective Management 46

Disciplines That Contribute to OB 49

Psychology 49 • Social Psychology 50 • Sociology 50 • Anthropology 51

There Are Few Absolutes in OB 51

Challenges and Opportunities 51

Workforce Diversity and Inclusion 52 • Continuing Globalization 52 • Technology and Social Media 54 • (Un)ethical Behavior 55 • Corporate Social Responsibility (CSR) 56

Toward a Better World Ben & Jerry's: The Scoop on What It Takes to Be a CSR-Oriented Company 57

Positive Work Environments 58 • The Gig Economy 58 • OB During Crises 60

Coming Attractions: Developing an OB Model 60

An Overview 60 • Inputs 60 • Processes 61 • Outcomes 61

An Ethical Choice What Should You Do If Your Values Do Not Align with Your Company's? 65

Employability Skills 66

Employability Skills That Apply Across Majors 67

Summary 69

Implications for Managers 69

Point/Counterpoint Business Books: Facts? Or Just Fads? 70

Questions for Review 71

Experiential Exercise Managing Remote Teams 71

Ethical Dilemma Credit Where Credit Is Due 72

Case Incident Work-Life Balance at R.G. & Company 72

2

The Individual

2 *Diversity, Equity, and Inclusion in Organizations* 74**Understanding Diversity 76**

Levels of Diversity 77 • Biographical Characteristics 77

Myth or Science? Bald Is Better 79**Prejudice and Discrimination in Organizations 82**

Prejudice and Implicit Bias 82 • Discrimination, Disparate Impact, and Treatment 83 • Subtle Discrimination in the Workplace 85

Theoretical Perspectives on Prejudice, Discrimination, and Diversity 85

Social Categorization 85 • Stereotyping, Stereotype Threat, and Stigma 86

Toward a Better World Hot Chicken Takeover: Putting Restorative Justice into Practice 88

System Justification and Social Dominance 89 • Intersectionality and the Cultural Mosaic 90

Diversity Dynamics 92

Group Composition 92 • Fault Lines 93

Cross-Cultural Organizational Behavior (OB) 94

Hofstede's Framework 94 • The GLOBE Framework 95 • Cultural Tightness and Looseness 97 • Religion 98 • Expatriate Adjustment 99 • Cultural Intelligence (CQ) 99

Implementing Diversity Management 100**An Ethical Choice** Affirmative Action for Unemployed Veterans 101

Theoretical Basis Underlying Diversity Management 102 • Diversity Management Practices 103 • Cultures and Climates for Diversity 106 • The Challenge of Diversity Management 106

Summary 107**Implications for Managers 108****Point/Counterpoint** Using Artificial Intelligence for Hiring Leads to Greater Diversity 109**Questions for Review 108****Experiential Exercise** Differences 110**Ethical Dilemma** Should You Question an Employer About Its DEI Policy? 110**Case Incident** Encouraging Female Engineers 1113 *Job Attitudes* 112**Attitudes 114****Attitudes and Behavior 116****Job Attitudes 117**

Job Satisfaction and Job Involvement 118

An Ethical Choice Office Talk 118

Organizational Commitment 119 • Perceived Organizational Support 120 • Employee Engagement 120 • Job Attitudes in the Gig Economy 121 • Are These Job Attitudes All That Distinct? 121

Job Satisfaction 122

How Do I Measure Job Satisfaction? 122 • How Satisfied Are People in Their Jobs? 123

What Causes Job Satisfaction? 125

Job Conditions 125 • Personality and Individual Differences 126 • Pay 127

Outcomes of Job Satisfaction 127

Job Performance 127

Toward a Better World Nvidians: Together Transforming Communities Around the World 128

Organizational Citizenship Behavior (OCB) 128 • Customer Satisfaction 129 • Life Satisfaction 129

The Impact of Job Dissatisfaction 129

Counterproductive Work Behavior (CWB) 130

Myth or Science? Happy Workers Means Happy Profits 132

Managers Often “Don’t Get It” 132

Summary 133

Implications for Managers 133

Point/Counterpoint Earning That Promotion May Be Key to Higher Job Satisfaction 134

Questions for Review 134

Experiential Exercise Managing Political Views in the Office 135

Ethical Dilemma Tell-All Websites 136

Case Incident Jobs, Money, and Satisfaction 136

4 Emotions and Moods 138

What Are Emotions and Moods? 140

Positive and Negative Affect 141 • The Basic Emotions 142 • Moral Emotions 143 • Experiencing Moods and Emotions 144 • The Function of Emotions 145

Sources of Emotions and Moods 146

Personality 146 • Time of Day 146 • Day of the Week 148 • Weather 148 • Stress 148 • Social Interactions 148 • Sleep 150 • Exercise 150 • Gender Identity 150

Emotional Labor 151

Controlling Emotional Displays 151

Myth or Science? All Employees Experience Emotional Labor in the Same Way 152

Affective Events Theory 153

Emotional Intelligence 153

An Ethical Choice Should Managers Use Emotional Intelligence (EI) Tests? 155

Emotion Regulation 156

Emotion Regulation Influences and Outcomes 156 • Emotion Regulation Techniques 157 • Ethics of Emotion Regulation 158

OB Applications of Emotions and Moods 158

The Selection Process 158 • Decision Making 159 • Creativity 159 • Motivation 160 • Leadership 160 • Negotiation 161 • Customer Service 161 • Work–Life Conflict 161

Toward a Better World Scream Agency: Harnessing Customer Emotions to Bolster CSR 162

Unethical Workplace Behaviors 163 • Safety and Injury at Work 163

Summary 164

Implications for Managers 164

Point/Counterpoint Sometimes Yelling Is for Everyone's Good 165

Questions for Review 165

Experiential Exercise Mindfulness at Work 166

Ethical Dilemma Data Mining Emotions 166

Case Incident Performance Review Shock: Being Told How to Feel and Act 167

5 *Personality and Individual Differences* 168

Linking Individuals to the Workplace 170

Person–Job Fit 171 • Person–Organization Fit 172 • Other Dimensions of Fit 172

Toward a Better World Uber: In the Median or Back on the Road Again? 173

Personality 174

What Is Personality? 174

Personality Frameworks 176

The Myers-Briggs Type Indicator 176 • The Big Five Personality Model 177 • The Dark Triad 181 • Other Frameworks 182

An Ethical Choice Do Certain Personality Traits Make You More Unethical? 183

Other Personality Attributes Relevant to OB 184

Core Self-Evaluations (CSEs) 184 • Self-Monitoring 185 • Proactive Personality 185

Myth or Science? We Can Accurately Judge Individuals' Personalities a Few Seconds After Meeting Them 186

Personality and Situations 187

Situation Strength Theory 187 • Trait Activation Theory 188

Ability 189

Intellectual Abilities 189 • Physical Abilities 191

Values 192

Terminal Versus Instrumental Values 193 • Generational Values 193

Summary 195

Implications for Managers 195

Point/Counterpoint Millennials Are More Narcissistic Than Other Generations 196

Questions for Review 196

Experiential Exercise Acing the Interview 197

Ethical Dilemma How Long Should You Wait Before Deciding If a Job Is Not a Good Fit? 198

Case Incident Sky Energy 198

6 *Perception and Individual Decision Making* 200

What Is Perception? 202

Factors That Influence Perception 203

Person Perception: Making Judgments About Others 204

Attribution Theory 204

Toward a Better World Volkswagen: Going Green or Just Greenwashing? 207
 Common Shortcuts in Judging Others 208 • Specific Applications of Shortcuts
 in Organizations 209

Myth or Science? All Stereotypes Are Negative 211

The Link Between Perception and Individual Decision Making 211

Decision Making in Organizations 212

The Rational Model, Bounded Rationality, and Intuition 212 • Common Biases and
 Errors in Decision Making 214

**Influences on Decision Making: Individual Differences and Organizational
 Constraints 219**

Individual Differences 219 • Organizational Constraints 220

Ethics in Decision Making 222

Three Ethical Decision Criteria 222 • Choosing Between Criteria 223 •
 Behavioral Ethics 223 • Lying 224

An Ethical Choice Are We as Ethical as We Think We Are? 225

Creativity, Creative Decision Making, and Innovation in Organizations 225

Creative Behavior 226 • Causes of Creative Behavior 227 • Creative
 Outcomes (Innovation) 229

Summary 229

Implications for Managers 230

Point/Counterpoint Implicit Assessment 231

Questions for Review 231

Experiential Exercise Bringing Life to a Food Desert 232

Ethical Dilemma Max's Burgers: The Dollar Value of Ethics 232

Case Incident Warning: Collaboration Overload 233

7 *Motivation Concepts* 234

Motivation Defined 237

Classic Theories of Motivation 238

Hierarchy of Needs Theory 238 • Two-Factor Theory 238 • McClelland's
 Theory of Needs 240 • Contemporary Theories: A Primer 241

Contemporary Theories of Motivation: Content-Based 242

Self-Determination Theory 242

Myth or Science? Work Has to Be Purposeful to Be Motivating 243

Regulatory Focus Theory 244 • Job Engagement Theory 244

Contemporary Theories of Motivation: Context-Based 245

Reinforcement Theory 245 • Social Learning Theory 246

An Ethical Choice Motivated by Big Brother 247

Contemporary Theories of Motivation: Process-Based 247

Expectancy Theory 247 • Goal-Setting Theory 249 • Self-Efficacy
 Theory 253

Organizational Justice 255

Equity Theory 255 • Distributive Justice 257 • Procedural Justice 258 •
 Interactional Justice 258 • Justice Outcomes 259 • Culture and Justice 260

Integrating Contemporary Theories of Motivation 260

Toward a Better World Kroger: Zero Hunger, Zero Waste 262

Summary 263

Implications for Managers 263

Point/Counterpoint Feel-Good Messaging Is More Motivating Than Instrumental Messaging 264

Questions for Review 265

Experiential Exercise How Do You Motivate an Employee? 265

Ethical Dilemma Follies of Reward 266

Case Incident Why Lead by Example? 266

8 Motivation: From Concepts to Applications 268

Motivating by Job Design: The Job Characteristics Model (JCM) 271

Elements of the JCM 272 • Efficacy of the JCM 272 • Motivating Potential Score (MPS) 273

Job Redesign 273

Job Rotation and Job Enrichment 273 • Relational Job Design 274

Alternative Work Arrangements 275

Flextime 276

Myth or Science? Job Crafting Is a Practical Way to Reduce Boredom and Burnout 277

Job Sharing 278 • Telecommuting 278

Employee Involvement 281

Examples of Employee Involvement Programs (EIP) 281 • Cultural Considerations in Implementing EIP Programs 282

Using Extrinsic Rewards to Motivate Employees 283

What to Pay: Establishing a Pay Structure 284 • How to Pay: Rewarding Individual Employees Through Variable-Pay Programs 285

An Ethical Choice Workers' Cooperatives 290

Using Benefits to Motivate Employees 291

Flexible Benefits: Developing a Benefits Package 291

Toward a Better World Sociable Trees: Rewarding Through Reforestation 292

Using Intrinsic Rewards to Motivate Employees 293

Employee Recognition Programs 293

Summary 294

Implications for Managers 295

Point/Counterpoint Gainsharing: Fair Shares? 296

Questions for Review 296

Experiential Exercise Developing an Organizational Development and Compensation Plan for Automotive Sales Consultants 297

Ethical Dilemma Playing Favorites? 297

Case Incident JP Transport 298

3

The Group

9 *Foundations of Group Behavior* 300**Defining and Classifying Groups 302**

Social Identity 303

Stages of Group Development 305**Group Property 1: Roles 306**

Role Perception 306 • Role Expectations 306 • Role Conflict 308

Myth or Science? Gossip and Exclusion Are Toxic for Groups 308**Group Property 2: Norms 309**

Norms and Emotions 309 • Norms and Conformity 309 • Norms and Behavior 310 • Positive Norms and Group Outcomes 311 • Negative Norms and Group Outcomes 312 • Norms and Culture 313

Group Property 3: Status and Group Property 4: Size and Dynamics 314

Group Property 3: Status 314

An Ethical Choice Managing a Narcissist in the Group 316

Group Property 4: Size and Dynamics 316

Group Property 5: Cohesion 318**Toward a Better World** Whirlpool: Building Cohesion Through Volunteering 319**Group Decision Making 319**

Groups Versus the Individual 320 • Groupthink and Groupshift 321 • Group Decision-Making Techniques 322

Summary 323**Implications for Managers 323****Point/Counterpoint** Conformity Is Counterproductive and Should Be Avoided 325**Questions for Review 326****Experiential Exercise** Surviving the Wild: Join a Group or Go It Alone? 326**Ethical Dilemma** Follow the Leader? 328**Case Incident** Cultural Context and Group Dynamics 32810 *Understanding Work Teams* 330**Differences Between Groups and Teams 332****Types of Teams 333**

Problem-Solving Teams 334 • Self-Managed Work Teams 334 • Cross-Functional Teams 335 • Virtual Teams 336 • Multiteam Systems 336

An Ethical Choice The Size of Your Meeting's Carbon Footprint 337**Creating Effective Teams 338**

Team Context 338 • Team Composition 340

Toward a Better World Hershey: Advancing Diversity, Equity, and Inclusion Through Groups and Teams 343

Team Processes and States 344

- Myth or Science?** Teams Should Practice Collective Mindfulness 345
- Turning Groups of Employees into Teams 349**
- Selecting: Hiring for Team Effectiveness 349 • Training: Creating Effective Teams 349 • Rewarding: Providing Incentives for Exceptional Teams 350
- Beware! Teams Aren't Always the Answer 351**
- Summary 352**
- Implications for Managers 352**
- Point/Counterpoint** Team Building Exercises Are a Waste of Time 353
- Questions for Review 354**
- Experiential Exercise** Should You Use Self-Managed Teams? 354
- Ethical Dilemma** When Your Cycling Skills Matter! 354
- Case Incident** Psychological Safety and Team Effectiveness 355

11 Communication 356

- Interpersonal Communication 359**
- Oral Communication 359
- Myth or Science?** Better Listening Is the Key to Better Working Relationships 362
- Written Communication 364 • Nonverbal Communication 367
- Choosing Communication Methods 370**
- Choosing Communication Methods 370 • Handling Barriers to Effective Communication 372
- Toward a Better World** Mobile Citizen and Mobile Beacon: Two Companies Enhancing Access to Smartphones and the Internet 374
- Advancements in Virtual Communication 375**
- Videoconferencing 375 • Blogging, Vlogging, and Podcasting 377 • E-collaboration and E-learning 378 • The Currency of Virtual Communication: Emojis, Usernames, Selfies, and More 378
- Smartphones, Social Media, and Cybersecurity 379**
- Smartphones (and Other Smart Devices) 380 • Social Media 381
- An Ethical Choice** What Should You Do If an Employee Is Being Cyberbullied or Harassed Online? 383
- Cybersecurity 384
- Cross-Cultural Communication 385**
- Cultural Context 385 • The Interface Between Cultures 387 • Aspects of Cultural Communication 388 • A Guide to Cross-Cultural Communication 389
- Summary 391**
- Implications for Managers 391**
- Point/Counterpoint** Work Friendships Are Not a Good Idea 392
- Questions for Review 393**
- Experiential Exercise** Choosing the Right Modes of Communication 393
- Ethical Dilemma** BYOD 394
- Case Incident** How Do You Communicate That You Are Passionate During an Interview? 395

12 Leadership 396

Trait Theories 399

Personality Traits and Leadership 399 • Emotional Intelligence and Leadership 401

Behavioral Theories 402

Initiating Structure 402 • Consideration 402

An Ethical Choice The Ethics of Nudging 403

Summary of Trait Theories and Behavioral Theories 404

Contingency Theories 404

The Fiedler Model 404 • Situational Leadership Theory 405 • Follower Contingency Theories 407 • Leading in Times of Crisis 409

Positive Leadership Styles and Relationships 410

Leader–Member Exchange (LMX) Theory 410 • Charismatic Leadership 411 • The Full Range Leadership Model 414 • Integrating and Evaluating Positive Leadership Styles 416

The (Un)ethical Aspects of Leadership 418

Authentic Leadership 418

Toward a Better World The Institute for Corporate Social Responsibility (iCSR): Training Leaders to Work Toward a Better Tomorrow 420

(Un)ethical Leadership 421 • Servant Leadership 422 • Abusive Supervision 422

Leadership and Trust 424

Trust 424

Challenges and Opportunities to Our Understanding of Leadership 426

Leadership Challenges 427 • Leadership Opportunities 429

Myth or Science? Leaders Can Be Trained 430

Summary 432

Implications for Managers 432

Point/Counterpoint CEOs Start Early 434

Questions for Review 435

Experiential Exercise What's in a Leader? 435

Ethical Dilemma Innocent, but What About Trust? 436

Case Incident Andrea Illy: Leading a Family Company Responsibly 436

13 Power and Politics 438

Power and Leadership 441

Bases of Power 442

Formal Power 442 • Personal Power 443 • Which Bases of Power Are Most Effective? 444

Dependence: The Key to Power 444

The General Dependence Postulate 444 • What Creates Dependence? 445 • Formal Small-Group Networks 446 • Social Network Analysis: A Tool for Assessing Resource Dependence 447

Influence Tactics 449

Using Influence Tactics 449 • Automatic and Controlled Processing of Influence 451 • Applying Influence Tactics 452

Toward a Better World Old Mutual: Realizing a Sustainability Vision Through Influence 453

How Power Affects People 454

Power Dynamics 454 • Sexual Harassment: Unequal Power in the Workplace 455

Politics: Power in Action 456

Political Behavior 457 • The Reality of Politics 457 • Gossip and the Grapevine 458

The Causes and Consequences of Political Behavior 458

Factors Contributing to Political Behavior 458 • Factors Contributing to Political Behavior Acquiescence 460 • How Do People Respond to Organizational Politics? 460

Myth or Science? Office Politics Should Be Avoided Altogether 462

Voice and Silence 462 • Impression Management 465

An Ethical Choice How Much Should You Manage Interviewer Impressions? 467

The Ethics of Behaving Politically 468 • Mapping Your Political Career 468

Summary 470

Implications for Managers 471

Point/Counterpoint Emphasize the Strategies Women Can Use to Get Ahead 472

Questions for Review 473

Experiential Exercise The Turnaround Task Force 473

Ethical Dilemma Sexual Harassment and Office Romances 474

Case Incident Imperium Omni 474

14 Conflict and Negotiation 476

A Definition of Conflict 478

(Dys)functional Conflict 479 • Types of Conflict 479 • Loci of Conflict 481

The Conflict Process 482

Stage I: Potential Opposition or Incompatibility 483 • Stage II: Cognition and Personalization 485 • Stage III: Intentions 485 • Stage IV: Behavior 487 • Stage V: Outcomes 488 • Managing Conflict 489

Negotiation 491

Bargaining Strategies 491

The Negotiation Process 495

Preparation and Planning 495 • Definition of Ground Rules 496 • Clarification and Justification 497 • Bargaining and Problem Solving 497 • Closure and Implementation 497

Myth or Science? Good Negotiators Rely on Intuition 497

Individual Differences in Negotiation Effectiveness 498

Personality Traits in Negotiations 498 • Moods and Emotions in Negotiations 499 • Culture and Race in Negotiations 500 • Gender in Negotiations 501

Negotiating in a Social Context 502

Reputation 502

Toward a Better World ALDI: Downstream Environmental and Social Implications of Supplier Negotiations 503

Relationships 504

An Ethical Choice Ethical Challenges in Negotiation 504

Third-Parties in Negotiations 505**Summary 505****Implications for Managers 506**

Point/Counterpoint Nonunion Positions and the Gig Economy Are Bad for Workers 508

Questions for Review 509

Experiential Exercise A Negotiation Role Play 509

Ethical Dilemma To Intervene or Not to Intervene? 510

Case Incident Disorderly Conduct 511

15 Foundations of Organization Structure 512

What Is Organizational Structure? 514

Work Specialization 515 • Departmentalization 517 • Chain of Command 519 • Span of Control 520 • Centralization and Decentralization 521 • Formalization 522 • Boundary Spanning 522

Common Organizational Frameworks and Structures 524

The Simple Structure 524 • The Bureaucracy 525

Myth or Science? Bureaucracy Is the Enemy of Innovation and Productivity 526

The Matrix Structure 526

Newer Trends in Organizational Design 528

The Virtual Structure 528 • The Team Structure 530

An Ethical Choice Flexible Structures, Deskless Workplaces 531

The Circular Structure 532

The Leaner Organization: Downsizing 532**Why Do Structures Differ? 534**

Organizational Strategies 535

Toward a Better World Grove Collaborative: Innovating in the CSR and Sustainability Market Space 536

Organization Size 538 • Technology 538 • Environment 538 • Institutions 539

Organizational Designs and Employee Behavior 540

Span of Control 540 • Centralization 540 • Predictability Versus Autonomy 541 • National Culture 541

Summary 542**Implications for Managers 542**

Point/Counterpoint Open-Air Offices Inspire Creativity and Enhance Productivity 543

Questions for Review 543

Experiential Exercise Remote Work 544

Ethical Dilemma The Ethics of Layoffs 544

Case Incident *Kauai*: Reading the Atmosphere 545

4

The Organization System

16 *Organizational Culture and Change* 546**What Is Organizational Culture? 549**

A Definition of Organizational Culture 549 • Do Organizations Have Uniform Cultures? 551

Strong Versus Weak Cultures 552

Myth or Science? An Organization's Culture Is Forever 552

How Employees Learn Culture 553

Stories 553 • Rituals 553 • Symbols 554
Language 554

An Ethical Choice A Culture of Compassion 555

Creating and Sustaining Culture 556

How a Culture Begins 556 • Keeping a Culture Alive 557

What Do Cultures Do? 561

The Functions of Culture 561 • Culture Creates Climate 562 • Culture as an Asset 564

Toward a Better World Morgan Stanley: Sustainable and Ethical Organizational Cultures Influence Investment Decisions 566

Culture as a Liability 567

Influencing Organizational Cultures 569

Developing a Positive Culture 570 • Developing an Ethical Culture 571 • Developing an Innovative Culture 572

Change 574

The Nature of Change 575 • Resistance to Change 575 • The Politics of Change 578

Approaches to Managing Organizational Change 579

Lewin's Three-Step Model 579 • Kotter's Eight-Step Plan 580 • Action Research 580 • Organizational Development 581 • The Change Paradox 583

Summary 583**Implications for Managers 584**

Point/Counterpoint Organizational Change Management Is Not Worth the Effort 585

Questions for Review 585

Experiential Exercise Culture Architects 586

Ethical Dilemma Toxic Culture 586

Case Incident Culture of Fear 587

Sample provided via

17 *Human Resource Systems and Practices* 588**Recruitment 590**

Applicant Attraction 591 • The Ubiquity of Referral Hiring 591 • The Role of Recruiters 592 • Realistic Job Previews 593

Selection 594

How the Selection Process Works 594 • Initial Selection 594

Substantive and Contingent Selection 598

Written Tests 599 • Performance-Simulation Tests 600 • Interviews 601 • Contingent Selection Tests 602

Training and Development 603

Training Content 605 • Training Methods 605 • Evaluating Effectiveness 607

Performance Management 607

What Do We Evaluate? 608 • Who Should Do the Evaluating? 610 • Methods of Performance Evaluation 611 • Improving Performance Evaluations 612

An Ethical Choice Eliminating Bias from Performance Reviews 614

Providing Performance Feedback 614

Myth or Science? The 24-Hour Workplace Is Harmful 615

Accessible Workplaces 615

Accommodations for Physical Disabilities 616 • Accommodations for Hidden Disabilities 616

Human Resources (HR) Leadership 617

Toward a Better World Kawasaki: Learning from Each Other at Takumi Juku and Manabiya 618

Communicating HR Practices 618 • Drafting and Enforcing Employment Policies 619

Summary 620**Implications for Managers 621**

Point/Counterpoint Employers Should Check Applicants' Criminal Backgrounds 622

Questions for Review 622

Experiential Exercise Designing a Virtual Assessment Center Exercise 623

Ethical Dilemma Should I Pay the Staff More and Reduce the Company's Profit? 624

Case Incident Fired via Video Message 624

18 *Stress and Health in Organizations* 626

The Nature of Stress in Organizations 629

Stressors 630 • Strain 632 • Eustress 632

Physical Health at Work 633

Sleep 634 • Illness and Injury 634

Myth or Science? When You Are Working Hard, Sleep Is Optional 635

Mental Health at Work 636

Job Insecurity 636

Toward a Better World Freelancers Union: Advocating for Gig Workers Faced with Consistent Job Insecurity 637

Workaholism 638 • Psychological Distress at Work 638

Mechanisms of Health and Stress 639

Conservation of Resources 639 • Effort-Reward Imbalance Model 640 • Job Demand-Control-Support Model 640 • Job Demands-Resources Model 641

Work-Life Balance 643

The State of Work-Life Balance: A New Normal? 643 • Work-Life Boundaries 643 • Work-Life Spillover 645 • Flexible and Supportive Policies 647

Managing Stress and Health 648

Individual Approaches 649

An Ethical Choice Talking About Mental Health Without Overstepping Boundaries 652

Organizational Approaches 653

Summary 656

Implications for Managers 657

Point/Counterpoint Companies Should Encourage Stress Reduction 658

Questions for Review 659

Experiential Exercise Micro-Stressors 659

Ethical Dilemma The Fear of Redundancy and Ceasing Operations 659

Case Incident Burnout Despite Flexibility: Working Parents and COVID-19 661

Appendix Research in Organizational Behavior 662

Comprehensive Cases 668

Glossary 681

Endnotes 691

Organization Index 780

Subject Index 783

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Preface

The World's Most Successful Organizational Behavior Text Is Better Than Ever

This new 19th edition of *Organizational Behavior* continues to distinguish itself by solving today's most pressing teaching and learning challenges in the field of organizational behavior. OB instructors often face a major challenge in keeping up with advancement and innovation in our understanding of people at work. Moreover, students' learning, engagement with, and understanding of OB are framed by the present. Many students wonder about the implications of transformative current events on the world of work.

For instance, the COVID-19 crisis has brought questions to light about whether telecommuting is effective, how work and life interactions can be managed, and the effect of the pandemic's stressors on employee mental and physical well-being. The pandemic has also renewed interest in the burgeoning gig economy and the many ethical and practical issues that follow. Also, the Black Lives Matter and #MeToo movements have sparked considerations of how organizations, leaders, and employees can fight for equality and equity, promote and value diversity, and foster inclusive practices in the workplace. Finally, advancements in technology (e.g., artificial intelligence, machine learning, social media) have revolutionized the way organizations do business. Therefore, the way employees interact with customers, coworkers, and leaders has been changed as well.

In this edition of *Organizational Behavior*, we build upon the basic core of OB knowledge to highlight timely advancements in these topics. Over half of the examples and references have been updated since the previous edition. We have completely revisited, revised, and refreshed the chapters on Diversity, Equity, and Inclusion, Communication, Culture and Change, and Stress and Health to meet these current learning and teaching challenges. Apart from updating half of the in-text features and end-of-text exercises, this edition contains a new feature (Toward a Better World) that highlights social responsibility, justice, and ethics issues facing organizations today. Moreover, we augment the improved topic coverage with supplements designed to enhance the teaching and learning experience.

Lastly, *Organizational Behavior* focuses on translating state-of-the-art theory and research on OB into actionable practices that students can directly apply in the world of work. By focusing on why OB matters in the workplace, students can apply what they learn to their own working experiences, regardless of their field of study. We offer a complete, high-tech support package for both faculty and students. For more information about any of our supplemental resources, please visit the Pearson Higher Education website.

This matrix identifies which features and end-of-chapter material will help you develop specific skills employers are looking for in job candidates.

Employability Skills Matrix (ESM)							
	Myth or Science?	An Ethical Choice	Point/Counterpoint	Toward a Better World	Experiential Exercise	Ethical Dilemma	Case Incident
Critical Thinking & Creativity		✓	✓	✓	✓	✓	✓
Communication	✓				✓	✓	
Collaboration					✓		✓
Self-Management	✓				✓	✓	✓
Social Responsibility		✓	✓	✓		✓	✓
Leadership	✓	✓	✓	✓			✓
Career Management	✓	✓	✓	✓		✓	

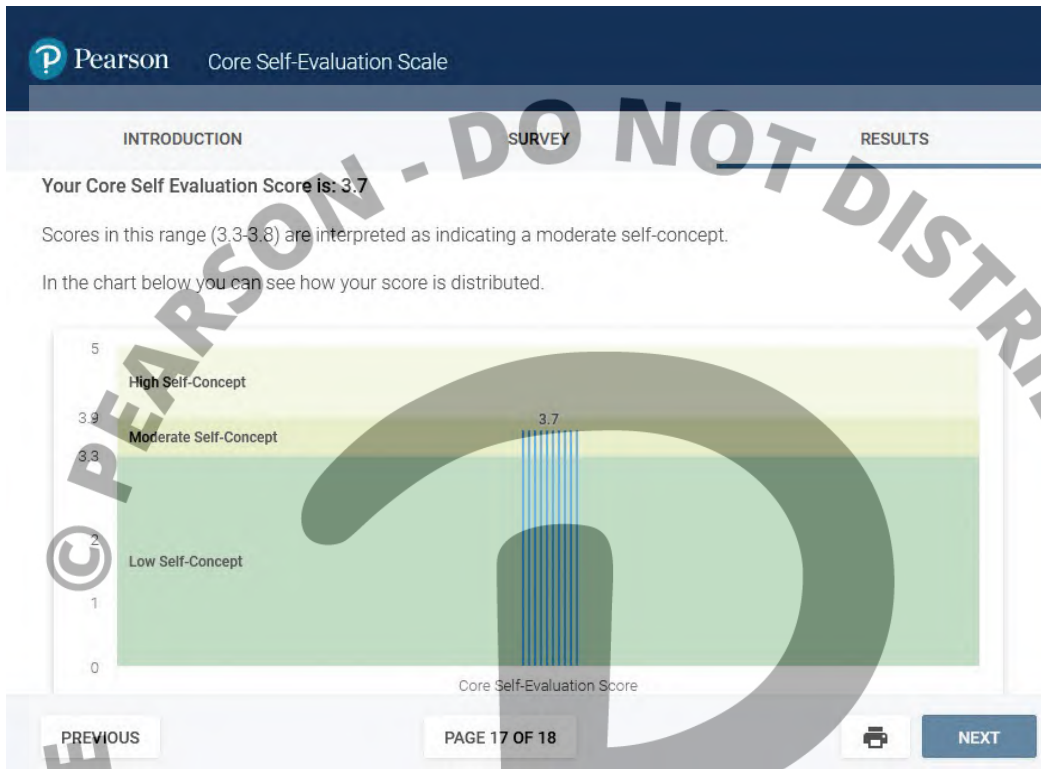
(Employability Skills Matrix for Chapter 2)

Employability

An **Employability Skills Matrix** at the beginning of each chapter provides students with a visual guide to features that support the development of skills employers are looking for in today's business graduates, helping students see the relevance of the course to their career goals from the very start of class.

Develop Self-Awareness and an Awareness of Others

The authors have recommended **Personal Inventory Assessments** for each chapter, which are assignable in the MyLab. These assessments help develop professionalism and awareness of oneself and others, skills necessary for future career success.



Additional Application Practice in End-of-Chapter Material

Experiential Activities, Ethical Dilemmas, and Cases are included at the end of each chapter. Also, **five Comprehensive Cases** at the end of the textbook provide more practice than any other text available.

EXPERIENTIAL EXERCISE Managing Remote Teams

Guava is a music streaming service located in Silicon Valley that is steadily growing (with roughly 500 employees currently). Guava has plans to hire many new employees within the coming year. The CEO, Lennox Reynolds, has a vision to permanently transition roughly half of the existing employees to remote work and potentially hire additional remote workers. Reynolds also wants the company to develop a flatter structure. Rather than have departments organized by traditional functions like engineering or marketing, employees would work on project teams and have greater autonomy. Reynolds believes this will allow creativity and innovation to thrive (helping Guava develop a competitive advantage). Reynolds thinks a rigid traditional structure restricts employees and stifles creativity and innovation. Rather than having a single designated leader, teams will allow individuals to emerge as leaders.

(Page 71)

development for newer employees, and developing a new structure for making important decisions. Furthermore, all employees were surveyed to assess whether they would choose to work remotely full-time or part-time if given the option. Thirty percent of existing employees said they were very interested in working remotely full-time. Another 20 percent said they were somewhat interested. While some employees have expressed strong preferences for working remotely, other employees and many supervisors have various concerns. Guava needs to decide soon regarding its remote work policy. The decision will impact whether the company chooses to scale back office space and require significant structural changes.

(Page 72)

ETHICAL DILEMMA Credit Where Credit Is Due

You are preparing for the weekly team meeting, during which each team member shares a new idea that they have been working on that week. One idea in particular receives very positive feedback. The idea sticks with you as incredibly innovative, and you remark to your coworker, Aiden, "Wasn't that a great idea that Alex shared?"

she would completely take the idea as her own. But Alex and I work together frequently. I do not want to create an uncomfortable situation." Finally, after a long pause, Aiden says more confidently, "I'm not going to say anything. I think I was overacting."

CASE INCIDENT Work-Life Balance at R.G. & Company

Tatum is a consultant at R.G. & Company (R.G.), a global consulting firm. She has enjoyed the past few years working at the company. As an ambitious person, she has been focusing on her long-term goal of advancing within the company. Furthermore, Tatum has always been passionate about her work and could not imagine working anywhere else. Nonetheless, working at R.G. as a mother of a young child has not been without its challenges. The company does offer some flexibility in terms of when she is in the office. As long as she completes her work, her supervisors usually do not care if she leaves early or works from home when her daughter is sick.

If Tatum wants a promotion, she believes she needs to make herself stand out among all the company's qualified individuals.

R.G. has policies to accommodate those with family responsibilities. But, in practice, Tatum knows that few employees take advantage of them. For example, Tatum was a little surprised at how quickly her supervisor, Kennedy, returned to the office after having a child. However, Kennedy was much admired at R.G. and was held up as an example that it was possible to have it all—to be a successful working mother. The alternative was for Tatum to transition to working part-time or switch to a less demanding role. Unfortunately, these alternatives would essentially mean putting aside her goal of advancement.

(Page 72)

Real and Relevant Examples

Every chapter is filled with examples to make OB more meaningful and help students recognize course concepts in action. **Profiles of real companies and their leaders** throughout illustrate how course concepts have helped their success.

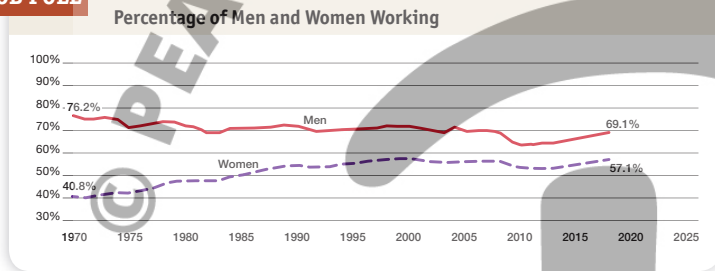
Ursula Burns, former CEO of Xerox, and the first woman to lead a Fortune 500 company, speaks at the Annual John Wooden Global Leadership Award Dinner. Burns' ability to engage with individuals and be "listener-in-chief" contributed to Xerox's massive growth during her tenure as CEO.
Source: Matt Sayles/Invision/AP/Shutterstock.



Bernd Van Jutrczenka/DPA Picture Alliance/Alamy Stock Photo

(Page 160)

OB POLL



Sources: Based on U.S. Bureau of Labor Statistics, "Women in the Labor Force: A Datebook," 2019, <https://www.bls.gov/opub/reports/women-datebook/2019/home.htm>

The **OB Poll** in each chapter highlights statistics that challenge common assumptions.

(Page 53)

The recently added **Toward a Better World** provides examples of organizations that highlight corporate social responsibility, sustainability, diversity and inclusion, and justice in the workplace. These features help demonstrate how real-world companies approach these issues, both successfully and unsuccessfully.

Toward a Better World

Ben & Jerry's: The Scoop on What It Takes to Be a CSR-Oriented Company

Ben & Jerry's, an ice cream maker headquartered in Vermont, is often touted as the poster child for corporate social responsibility (CSR). From humble beginnings, Ben & Jerry's has a storied history of making unique, chunky ice cream flavors, churning out immense profits on just about a yearly basis, and eventually being acquired by a major corporation. But despite all these changes throughout the company's history, their commitment to a

better place. In 2019, for instance, they eliminated 245,000 pounds of plastic packaging, straws, and spoons.

However, Ben & Jerry's has not gone without critique. The pretty picture of what it takes to be a CSR-oriented company often focuses on the successes, but rarely do we see the failures. For instance, in the 1990s, one researcher uncovered actions with good intentions gone wrong. As some examples, many have taken issue with the price of the

by OB scientists. For instance, one study focused on CEO letters and interviews with long-tenured employees and newcomers to Ben & Jerry's over a 30-year span. It found that, following the acquisition, employees had to "whipsaw" back and forth between the triple bottom line and the financial performance desired by the post-acquisition CEOs. Further, another research study found that the acquiring organization (Unilever) may have

(Page 57)

Work Has to Be Purposeful to Be Motivating

Describing the impact employees' work has on the world has become a familiar strategy that organizations use to inspire employees. For example, Amazon tells employees they are building the future, and Microsoft describes how employees empower individuals and organizations around the world to achieve more. The belief is that if workers view their job as purposeful, organizations can avert demotivation.

However, only a small percentage of employees worldwide, regardless of

could have unintended consequences. Although workplaces from IKEA to Microsoft promise meaningful work with a greater purpose, employees' tasks may be routine and disconnected from the inspirational purpose organizations are promising. One survey of seven hundred employees across twenty-two industries demonstrates this disconnect. In this study, all but one employee were able to very quickly identify a trivial or meaningless task that they were required to do regularly for their job. In other words, most employees seem

of impact than their actual impact. The result is lower levels of meaning, enjoyment, and motivation.

However, just because some jobs require employees to do more of these routine tasks does not mean these employees have to be any less motivated or engaged. One promising intervention is "superordinate framing." Employees can use this framing tool to think about how seemingly unimportant tasks work to achieve a greater purpose. If organizations invest in helping employees find meaning and purpose in even the most

Myth or Science?

Myth or Science? engages students with popular opinions, conclusions, or conjectures from the working world, carefully considering whether these conclusions are supported or refuted based on empirical evidence.

(Page 243)

What Should You Do If Your Values Do Not Align with Your Company's?

An Ethical Choice

So, you find yourself at work listening to your coworkers expressing values and beliefs radically different from your own. You decide not to say anything and sometimes even pretend you agree with their opinions. Although you are suppressing your thoughts, you have learned that it is best to leave your personal views outside the office. You

“facades of conformity” when faced with job insecurity.

Furthermore, research signals that inauthenticity in the workplace can lead individuals to engage in more unethical behavior than when individuals have greater identity integration. Value incongruence is positively related to ego depletion, or the loss of self-control, which ultimately harms

review your employers’ mission or value statements, or even informally ask around your work group. It is also a good idea when interviewing with a new job to ask your interviewer this question or—even better—to do some fact-finding before the interview to find out yourself to ask informed follow-up questions.

An Ethical Choice confronts students with common ethical dilemmas in the working world related to OB topics and how these dilemmas can be approached with fairness, justice, and respect for others.

(Page 65)

The **Point/Counterpoint** at the end of each chapter presents opposing positions on hot topics in Organizational Behavior to help students learn to think critically.

Business Books: Facts? Or Just Fads?

POINT	COUNTERPOINT
<p>Conduct a quick search on Amazon and you will find a wide selection of management books whose titles tell us the topics we apparently need to know about:</p> <ul style="list-style-type: none"> • <i>Drive to Thrive</i> (Bajaj, 2020) • <i>The Savage Leader: 13 Principles to Become a Better Leader from the Inside Out</i> (Reinke, 2021) • <i>The First-Time Manager</i> (McCormick, 2018) • <i>The Making of a Manager: What to Do When Everyone Looks to You</i> (Zhuo, 2019) • <i>American Crisis: Leadership Lessons from the COVID-19 Pandemic</i> (Hines, 2020) 	<p>People want to know about management—the good, the bad, and the ugly. People who have experience or high interest write about the topics that interest readers, and publishers put out the best of these texts. When books become popular, we know people are learning from them and finding good results by applying the author’s management ideas. Texts like these can provide people with the secrets to management that others have worked out through experience. Isn’t it better to learn about management from people in the trenches instead of academia’s latest obscure references? Many of the most important insights we gain in life are not necessarily the product of careful empirical research studies.</p>

(Page 70)

Key Changes to the Nineteenth Edition

- **NEW Opening Vignettes** in several chapters bring current business trends and events to the forefront.
- **NEW AND SUBSTANTIALLY REVISED** chapters, including Chapter 2, “Diversity, Equity, and Inclusion in Organizations”; Chapter 11, “Communication”; Chapter 16, “Organizational Culture and Change”; and Chapter 18, “Stress and Health in Organizations,” overhaul the content from prior editions to represent the newest cutting-edge perspectives on these topics in OB.
- **NEW AND UPDATED** content in every chapter reflects the most current developments in OB research. This new content (over 800 new examples and references) particularly emphasizes the following topics:
 - Diversity, equity, and inclusion (DEI)
 - COVID-19 and crisis management
 - Remote work and telecommuting
 - The gig economy
 - Artificial intelligence (AI), social media, and technology
- **NEW** photos and captions added in each chapter link the chapter content to contemporary, real-life worldwide situations to enhance students’ understanding of hands-on application of concepts.
- **NEW** Point/Counterpoint features reflect ongoing tensions between perspectives in OB, focusing students’ attention on new topics in 9 of 18 chapters.
- The following within-chapter material is either completely new or substantially revised and updated for each chapter, bringing to light novel issues confronting organizations, leaders, and workers:
 - *Point/Counterpoint* (8 of 18 total)
 - *An Ethical Choice* (9 of 18 total)
 - *OB Poll* (9 of 18 total)
 - *Myth or Science?* (9 of 18 total)

- The following end-of-chapter material is either completely new or substantially revised and updated for each chapter, bringing the most contemporary thinking to the attention of students:
 - *Experiential Exercise* (9 of 18 total)
 - *Ethical Dilemma* (9 of 18 total)
 - *Case Incidents* (13 of 18 total)
- Updated Employability Matrices and Application and Employability sections in every chapter.
- Updated Summaries, Implications for Managers, and Questions for Review at the end of every chapter.
- Updated with nearly 1,500 new examples, citations, and references throughout the text.

Chapter-by-Chapter Changes

Chapter 1: What Is Organizational Behavior?

- Revised *Learning Objectives*
- Revised/updated sections: Management and *Organizational Behavior*; Challenges and Opportunities; Coming Attractions: Developing an OB Model
- New sections: Corporate Social Responsibility (CSR), The Gig Economy, OB During Crises
- New *Opening Vignette* (The Rise and Fall of WeWork's CEO)
- New *Toward a Better World* (Ben & Jerry's: The Scoop on What It Takes to Be a CSR-Oriented Company)
- New *An Ethical Choice* (What Should You Do If Your Values Do Not Align with Your Company's?)
- New *Experiential Exercise* (Managing Remote Teams)
- New *Ethical Dilemma* (Credit Where Credit Is Due)
- New *Case Incident* (Work–Life Balance at R.G. & Company)
- Updated research on work roles in organizations, organizational behavior core topics, evidence-based management, intuition, big data, artificial intelligence, continuing globalization, workforce diversity and inclusion, technology and social media, (un)ethical behavior, OB outcomes, withdrawal behavior, productivity
- Updated Exhibit 1-3 *Toward an OB Discipline*
- Updated Exhibit 1-5 *A Basic OB Model*
- Updated Exhibit 1-6 *The Plan of the Text*
- Updated *OB Poll* (Percentage of Men and Women Working)
- Updated *Point/Counterpoint* (Business Books: Facts? Or Just Fads?)

Chapter 2: Diversity, Equity, and Inclusion in Organizations

- Revised *Learning Objectives*
- Revised/updated sections: Understanding Diversity, Implementing Diversity Management
- New sections: Prejudice and Discrimination in Organizations; Prejudice and Implicit Bias; Discrimination, Disparate Impact, and Treatment; Subtle Discrimination in the Workplace; Theoretical Perspectives on Prejudice, Discrimination, and Diversity; Social Categorization; Stereotyping, Stereotype Threat, and Stigma; System Justification and Social Dominance; Intersectionality and the Cultural Mosaic; Group Composition; Faultlines; Cross-Cultural

Organizational Behavior (OB); Hofstede's Framework; The GLOBE Framework; Cultural Tightness and Looseness; Cultural Intelligence (CQ); Theoretical Basis Underlying Diversity Management; Cultures and Climates for Diversity; The Challenge of Diversity Management

- New *Toward a Better World* (Hot Chicken Takeover: Putting Restorative Justice into Practice)
- New *Point/Counterpoint* (Using Artificial Intelligence for Hiring Leads to Greater Diversity)
- New *Ethical Dilemma* (Should You Question an Employer About Its DEI Policy?)
- New Exhibit 2-2 *The Cultural Mosaic*
- New Exhibit 2-3 *Hofstede's Cultural Values by Nation*
- New Exhibit 2-4 *Hofstede–GLOBE Comparison*
- Updated research on levels of diversity, biographical characteristics, religion, expatriate adjustment, diversity management, diversity management practices
- Updated *OB Poll* (Gender Pay Gap: Narrowing but Still There)
- Updated *An Ethical Choice* (Affirmative Action for Unemployed Veterans)
- Updated Exhibit 2-1 *Forms of Discrimination*

Chapter 3: Job Attitudes

- Revised *Learning Objectives*
- Revised/updated sections: Attitudes, Attitudes and Behavior, Job Attitudes, Job Satisfaction, Organizational Commitment, What Causes Job Satisfaction?, Outcomes of Job Satisfaction, The Impact of Job Dissatisfaction
- New sections: Job Attitudes in the Gig Economy
- New *Toward a Better World* (Nvidians: Together Transforming Communities Around the World)
- New *Point/Counterpoint* (Earning That Promotion May Be Key to Higher Job Satisfaction)
- New *Experiential Exercise* (Managing Political Views in the Office)
- Updated research on organizational identification, organizational commitment, perceived organizational support, employee engagement, racial and ethnic differences in job satisfaction levels, job conditions, personality and individual differences (in job satisfaction), pay, life satisfaction, counterproductive work behavior, financial implications of job attitudes
- Updated *An Ethical Choice* (Office Talk)
- Updated *Exhibit 3-2* (Worst Jobs of 2019 for Job Satisfaction)
- Updated *Exhibit 3-3* (Average Job Satisfaction Levels by Facet)
- Updated *Exhibit 3-4* (Average Levels of Employee Job Satisfaction by Country)
- Updated *Ethical Dilemma* (Tell-All Websites)

Chapter 4: Emotions and Moods

- Revised/updated sections: What Are Emotions and Moods?, Sources of Emotions and Moods, Emotional Labor, Affective Events Theory, Emotional Intelligence, Emotion Regulation, OB Applications of Emotions and Moods
- New *Opening Vignette* (Bringing Your Sense of Humor to Work)
- New *Myth or Science?* (All Employees Experience Emotional Labor in the Same Way)
- New *Toward a Better World* (Scream Agency: Harnessing Customer Emotions to Bolster CSR)
- New *Case Incident* (Performance Review Shock: Being Told How to Feel and Act)

- Updated research on positive and negative affect, the basic emotions, moral emotions, ideal affect, sources of emotions and moods (e.g., personality, weather, social interactions, sleep, exercise, gender identity), controlling emotional displays, affective events, emotional intelligence, emotion regulation influences and outcomes, emotion regulation techniques, ethics of emotion regulation, emotions in HR practices (e.g., selection, leadership, negotiation, customer service, safety), emotions and (un)ethical behavior
- Updated *Point/Counterpoint* (Sometimes Yelling Is for Everyone's Good)
- Updated *Exhibit 4-1* (Affect, Emotions, and Moods)

Chapter 5: Personality and Individual Differences

- Revised *Learning Objectives*
- Revised/updated sections: Linking Individuals to the Workplace, Personality, Personality Frameworks, Other Personality Attributes Relevant to OB, Personality and Situations, Values
- New sections: Ability, Intellectual Abilities, Physical Abilities
- New *Opening Vignette* (The Rise and Fall of Theranos)
- New *Toward a Better World* (Uber: In the Median or Back on the Road Again?)
- New *OB Poll* (Are Personality Assessments Only Used for High-Level Positions?)
- New *An Ethical Choice* (Do Certain Personality Traits Make You More Unethical?)
- New *Experiential Exercise* (Acing the Interview)
- New *Ethical Dilemma* (How Long Should You Wait Before Deciding If a Job Is Not a Good Fit?)
- New *Case Incident* (Sky Energy)
- Updated research on person–job fit, person–organization fit, person–group fit, person–supervisor fit, personality traits, personality measurement, the Myers-Briggs Type Indicator (MBTI), the Big Five Personality Model, the Dark Triad, the DiSC framework, the HEXACO model, core self-evaluation (CSE), self-monitoring, proactive personality, situation strength theory, trait activation theory, terminal versus instrumental values, generational values
- Updated *Myth or Science?* (We Can Accurately Judge Individuals' Personalities a Few Seconds After Meeting Them)
- Updated *Exhibit 5-5 Dimensions of Intellectual Ability*
- Updated *Exhibit 5-6 Nine Basic Physical Abilities*
- Updated *Exhibit 5-7 Dominant Generational Work Values in Today's Workforce*

Chapter 6: Perception and Individual Decision Making

- Revised/updated sections: What Is Perception?; Person Perception; The Link Between Perception and Individual Decision Making; Decision Making in Organizations; Influences on Decision Making; Individual Differences and Organizational Constraints; Ethics in Decision Making; Creativity, Creative Decision Making, and Innovation in Organizations
- New sections: (Perception and) Social Media, Potential Remedies (for Shortcuts in Organizations), Outcome Bias, Decision Making in Times of Crisis
- New *Toward a Better World* (Volkswagen: Going Green or Just Greenwashing)
- New *OB Poll* (Are Managers Using Decision-Making Time Effectively?)
- New *An Ethical Choice* (Are We as Ethical as We Think We Are?)
- New *Experiential Exercise* (Bringing Life to a Food Desert)
- Updated research on factors that influence perception, attribution theory, self-serving biases, common shortcuts in judging others (e.g., selective perception, halo and horns, contrast effects, stereotyping), applications of shortcuts in organizations, problems and decisions, rational decision making,

bounded rationality, intuition, common biases and errors in decision making (e.g., overconfidence, anchoring, confirmation, availability, escalation of commitment, randomness, risk aversion, hindsight), individual differences in decision making (e.g., personality, gender identity, intellectual abilities), organizational constraints on decision making (e.g., formal regulations, time constraints, historical precedents), choosing between ethical criteria, behavioral ethics, lying, creative behavior (e.g., idea generation and evaluation), causes of creative behavior (e.g., creative potential, creative environments), creative outcomes

Chapter 7: Motivation Concepts

- Revised *Learning Objectives*
- Revised/updated sections: Motivation Defined, Classic Theories of Motivation, Contemporary Theories of Motivation: Content-Based, Contemporary Theories of Motivation: Context-Based, Contemporary Theories of Motivation: Process-Based, Organizational Justice
- New sections: Contemporary Theories: A Primer, Regulatory Focus Theory, Goal Orientation, Goal Conflict
- New *Opening Vignette* (Engaging Employees at Salesforce)
- New *OB Poll* (Is a Lack of Motivation the Biggest Issue Remote Workers Face?)
- New *Myth or Science?* (Work Has to Be Purposeful to Be Motivating)
- New *Toward a Better World* (Kroger: Zero Hunger, Zero Waste)
- New *Point/Counterpoint* (Feel-Good Messaging Is More Motivating Than Instrumental Messaging)
- New *Experiential Exercise* (How Do You Motivate an Employee?)
- New *Case Incident* (Why Lead by Example?)
- Updated research on motivation defined, hierarchy of needs theory, McClelland's theory of needs, self-determination theory, job engagement, reinforcement theory, social learning theory, expectancy theory, goal-setting theory, self-efficacy theory, equity theory, organizational justice, distributive justice, procedural justice, interactional justice, justice outcomes, culture and justice

Chapter 8: Motivation: From Concepts to Applications

- Revised *Learning Objectives*
- Revised/updated sections: Motivating by Job Design: The Job Characteristics Model (JCM), Job Redesign, Alternative Work Arrangements, Employee Involvement, Using Extrinsic Rewards to Motivate Employees, Using Benefits to Motivate Employees, Using Intrinsic Rewards to Motivate Employees
- New *Opening Vignette* (Teacher Merit Pay: Is It the Solution?)
- New *Myth or Science?* (Job Crafting Is a Practical Way to Reduce Boredom and Burnout)
- New *Toward a Better World* (Sociable Trees: Rewarding Through Reforestation)
- New *Ethical Dilemma* (Playing Favorites?)
- New *Case Incident* (JP Transport)
- Updated research on job design, efficacy of the JCM, job redesign, job rotation, job enrichment, relational job design, alternative work arrangements, flextime, job sharing, telecommuting (and the implications of COVID-19), employee involvement programs (EIP), pay structures, variable-pay programs (e.g., pay secrecy, piece-rate pay, merit pay, bonuses, profit sharing, employee stock ownership plans), benefits, flexible benefits, employee recognition programs
- Updated *OB Poll* (Who Works from Home?)

Chapter 9: Foundations of Group Behavior

- Revised/updated sections: Defining and Classifying Groups; Group Property 1: Roles; Group Property 2: Norms; Group Property 3: Status, and Group Property 4: Size and Dynamics; Group Property 5: Cohesion; Group Decision Making
- New *Opening Vignette* (Confronting Deviant Norms)
- New *OB Poll* (What Types of Workplace Deviance Are Most Common?)
- New *An Ethical Choice* (Managing a Narcissist in the Group)
- New *Toward a Better World* (Whirlpool: Building Cohesion Through Volunteering)
- New *Point/Counterpoint* (Conformity Is Counterproductive and Should Be Avoided)
- New *Ethical Dilemma* (Follow the Leader?)
- New *Case Incident* (Cultural Context and Group Dynamics)
- Updated research on social identity, group roles, role perception, role expectations, psychological contracts, role conflict, group norms (e.g., the roles of emotions and culture, effects on group outcomes, conformity), group status (e.g., the relationship between norms and status, the role of group interaction, status inequity), group size, social loafing, group cohesion, group decision making, groupthink and groupshift

Chapter 10: Understanding Work Teams

- Revised *Learning Objectives*
- Revised/updated sections: Differences Between Groups and Teams, Types of Teams, Creating Effective Teams, Turning Groups of Employees into Teams
- New sections: Crises and Extreme Contexts
- New *Opening Vignette* (Resilient Teams)
- New *Toward a Better World* (Hershey: Advancing Diversity, Equity, and Inclusion Through Groups and Teams)
- New *Myth or Science?* (Teams Should Practice Collective Mindfulness)
- New *OB Poll* (Why Do Some Employees Not Like Working on Teams?)
- New *Point/Counterpoint* (Team Building Exercises Are a Waste of Time)
- Updated research on work teams, problem-solving teams, self-managed work teams, cross-functional teams, virtual teams (and COVID-19 implications), multiteam systems, team effectiveness, team context (e.g., leadership, structure, culture, climate, performance evaluation, reward systems), team composition (e.g., abilities, personalities, allocation of roles, organizational demography), team size, team processes and states (e.g., reflexivity, mental models, conflict, motivation, efficacy, identity, cohesion, team selection, team training, team rewards)
- New *Case Incident* (Psychological Safety and Team Effectiveness)
- Updated Exhibit 10-3 *Team Effectiveness Model*
- Updated Exhibit 10-4 *Key Roles of Teams*

Chapter 11: Communication

- Revised *Learning Objectives*
- Revised/updated sections: Modes of Communication, Choosing Communication Methods, Cross-Cultural Communication
- New sections: Synchronicity; Conversations, Discussions, and Listening; Speeches; Natural Language Processing; Body Language and Movement; Contact and Senses; Physical Space and the Use of Time; Communicating in Times of Crisis (with COVID-19 implications); Advancements in Virtual Communication; Blogging, Vlogging, and Podcasting; E-collaboration and

E-learning; The Currency of Virtual Communication: Emojis, Usernames, Selfies, and More; Smartphones, Social Media, and Cybersecurity; Smartphones (and Other Smart Devices); Smartphones and Stress, Health, and Well-Being; Other Smart Devices; Most of Us Use It, but What Is Social Media Anyway?; You Are What You Post: Personality via Social Media; The Personal and Relational Outcomes of Social Media; The Organizational Outcomes of Social Media; The Interface Between Cultures

- New Exhibit 11-1 *Active and Reflective Listening in Oral Communication*
- New Exhibit 11-2 *Time Spent Checking E-mail at Work*
- New Exhibit 11-3 *Guide to Choosing Communication Methods*
- New Exhibit 11-6 *Cross-Cultural Interaction Approaches*
- New *Myth or Science?* (Better Listening Is the Key to Better Working Relationships)
- New *OB Poll* (Is It Appropriate and Common to Use Texting for Work Purposes?)
- New *Toward a Better World* (Mobile Citizen and Mobile Beacon: Two Companies Enhancing Access to Smartphones and the Internet)
- New *An Ethical Choice* (What Should You Do If an Employee Is Being Cyberbullied or Harassed Online?)
- New *Point/Counterpoint* (Work Friendships Are Not a Good Idea)
- New *Case Incident* (How Do You Communicate That You Are Passionate During an Interview?)
- Updated research on communication, oral communication (e.g., meetings), written communication (e.g., e-mail, instant messaging, text messaging, natural language processing), nonverbal communication, choosing communication methods, barriers to effective communication (e.g., information overload and communication apprehension), channel richness, videoconferencing, blogging, social media, cybersecurity, cross-cultural communication, the cultural context, aspects of cultural communication (e.g., semantics, word connotations, tone differences, tolerance and methods for resolving conflict), cross-cultural communication guidelines
- Updated *Ethical Dilemma* (BYOD)

Chapter 12: Leadership

- Revised *Learning Objectives*
- Revised/updated sections: Trait Theories, Behavioral Theories, Contingency Theories, Positive Leadership Styles and Relationships, The (Un)ethical Aspects of Leadership, Leadership and Trust, Challenges and Opportunities to Our Understanding of Leadership
- New sections: Proactive Personality Traits, Shared Leadership Theory, Followership Theory, Leading in Times of Crisis (with COVID-19 implications), What Makes Transformational Leadership So Great?, Are There Downsides to Transformational Leadership?
- New Exhibit 12-2 *Manager Leadership Styles by Behavior in Situational Leadership Theory*
- New *Opening Vignette* (The Time Is Now)
- New *An Ethical Choice* (The Ethics of Nudging)
- New *Toward a Better World* (The Institute for Corporate Social Responsibility [iCSR]: Training Leaders to Work Toward a Better Tomorrow)
- New *OB Poll* (Leadership Representation in Organizations)
- New *Myth or Science?* (Leaders Can Be Trained)

- Updated research on leadership and diversity, trait theories, big five traits and leadership, dark triad traits and leadership, emotional intelligence and leadership, initiating structure, consideration, contingency theories, the Fiedler Model, situational leadership theory, follower theories, leader-participation model, leader-member exchange (LMX) theory, charismatic leadership, full range leadership model (e.g., laissez-faire, transactional, transformational), comparison and evaluation of positive leadership styles, authentic leadership, (un)ethical leadership, servant leadership, abusive supervision, leadership and trust (e.g., trust propensity, the role of time, trust repair), leadership as an attribution, neutralizers of and substitutes for leadership, identifying and selecting leaders, training and developing leaders, mentorship
- Updated Exhibit 12-5 *Full Range Leadership Model*
- Updated Exhibit 12-6 *Characteristics of Full Range Leadership Styles*

Chapter 13: Power and Politics

- Revised/updated sections: Power and Leadership, Bases of Power, Dependence: The Key to Power, Influence Tactics, How Power Affects People, Politics: Power in Action, The Causes and Consequences of Political Behavior
- New sections: Formal Small-Group Networks; Automatic and Controlled Processing of Influence, Gossip and the Grapevine, Factors Contributing to Political Behavior Acquiescence, Voice and Silence
- New *Opening Vignette* (Empire of Pain)
- New *Toward a Better World* (Old Mutual: Realizing a Sustainability Vision Through Influence)
- New *Myth or Science?* (Office Politics Should Be Avoided Altogether)
- New *Point/Counterpoint* (Emphasize the Strategies Women Can Use to Get Ahead)
- New *Experiential Exercise* (The Turnaround Task Force)
- New *Case Incident* (Imperium Omni)
- Updated research on power, dependence, formal power (e.g., coercive, reward, legitimate), personal power (e.g., expert, referent), power base effectiveness, sources of dependence (e.g., importance, scarcity, and nonsubstitutability), social network analysis, influence tactics, political skill, power dynamics, sexual harassment, political behavior, the reality of politics, zero-sum approach, peoples' responses to organizational politics, impression management (e.g., in interviews and performance evaluations), ethics of behaving politically
- Updated *OB Poll* (Networking Key Factor in Employee Advancement)
- Updated *Ethical Dilemma* (Sexual Harassment and Office Romances)
- Updated Exhibit 13-1 *Three Common Small-Group Networks*
- Updated Exhibit 13-2 *Small-Group Networks and Effectiveness Criteria*
- Updated Exhibit 13-3 *An Organizational Sociogram*
- Updated Exhibit 13-4 *Preferred Influence Tactics by Influence Direction*
- Updated Exhibit 13-8 *Impression Management (IM) Techniques*

Chapter 14: Conflict and Negotiation

- Revised *Learning Objectives*
- Revised/updated sections: A Definition of Conflict, The Conflict Process, Negotiation, The Negotiation Process, Individual Differences in Negotiation Effectiveness, Negotiating in a Social Context, Third Parties in Negotiations

- New Exhibit 14-3 *Conflict-Handling Intentions*
- New *Opening Vignette* (The Merkel Model)
- New *Myth or Science?* (Good Negotiators Rely on Intuition)
- New *Toward a Better World* (ALDI: Downstream Environmental and Social Implications of Supplier Negotiations)
- New *An Ethical Choice* (Ethical Challenges in Negotiation)
- New *Ethical Dilemma* (To Intervene or Not to Intervene?)
- Updated research on conflict, (dys)functional conflict, types of conflict (e.g., task conflict, process conflict), conflict moderators, loci of conflict, perceiving potential opposition or incompatibility (e.g., the role of communication, structure, personal variables), conflict cognition and personalization (e.g., perceived vs. felt conflict), conflict-handling intentions, conflict outcomes, conflict management, negotiation, bargaining strategies (e.g., distributive bargaining, first-offer anchoring, strategy, career management, integrative bargaining), the negotiation process (e.g., preparation and planning), BATNAs, individual differences in negotiation effectiveness (e.g., personality traits, moods and emotions, culture, race, gender), third-parties in negotiations (e.g., arbitrators and conciliators)
- Updated *OB Poll* (Gender Differences in Salary Negotiations)

Chapter 15: Foundations of Organization Structure

- Revised/updated sections: What Is Organizational Structure?, Common Organizational Frameworks and Structures, Newer Trends in Organizational Design, The Leaner Organization: Downsizing, Why Do Structures Differ?, Organizational Design and Employee Behavior
- New Exhibit 15-7 *A Circular Structure*
- New *Myth or Science?* (Bureaucracy Is the Enemy of Innovation and Productivity)
- New *Toward a Better World* (Grove Collaborative: Innovating in the CSR and Sustainability Market Space)
- New *Experiential Exercise* (Remote Work)
- New *Ethical Dilemma* (The Ethics of Layoffs)
- Updated research on organizational structure, work specialization, departmentalization (e.g., product, service, geographical, process, divisions), chain of command (e.g., authority, unity of command), (de)centralization, formalization, boundary spanning, simple structures, bureaucracies, matrix structures, virtual structures (e.g., network, hollow, franchise, modular, starburst forms), team structures, circular structures, downsizing, mechanistic vs. organic models, organizational strategy (e.g., innovation, cost-minimization, imitation), technology and structure, organizations' environments (e.g., capacity, volatility, complexity), institutions
- Updated *OB Poll* (The Incredible Shrinking Office)

Chapter 16: Organizational Culture and Change

- Revised *Learning Objectives*
- Revised/updated sections: What Is Organizational Culture?, How Employees Learn Cultures, Creating and Sustaining Culture, What Do Cultures Do?, Influencing Organizational Cultures
- New sections: Developing an Innovative Culture, Sources of Innovation, Context and Innovation, Idea Champions and Innovation, Change, The Nature of Change, Resistance to Change, Overcoming Resistance to Change, The Politics of Change, Approaches to Managing Organizational Change, Lewin's Three-Step Model, Kotter's Eight-Step Plan, Action Research, Organizational Development, Process Consultation, Team Building, Intergroup Development, Appreciative Inquiry, The Change Paradox

- New Exhibit 16-2 *The Effect of Culture on Organizational Outcomes*
- New Exhibit 16-6 *How Organizational Cultures Have an Impact on Employee Performance and Satisfaction*
- New *Opening Vignette* (The Wolf Culture)
- New *OB Poll* (Exceptional Socialization Shapes Employee Expectations)
- New *Toward a Better World* (Morgan Stanley: Sustainable and Ethical Organizational Cultures Influence Investment Decisions)
- New *Point/Counterpoint* (Organizational Change Management Is Not Worth the Effort)
- New *Ethical Dilemma* (Toxic Culture)
- Updated research on organizational culture concepts and definitions, competing values framework, organizational culture frameworks (e.g., organizational culture inventory, organizational culture profile), subcultures, strong versus weak cultures, stories, rituals, symbols, language, how culture begins, how culture is kept alive (e.g., selection and socialization), honeymoon/hangover effects, the functions of culture, organizational climate, how culture creates climate, culture as an asset (e.g., ethical, sustainable, innovative), culture as a liability (e.g., stagnation and entrenchment, uniformity and rigidity, toxicity and dysfunctions), culture clashes, developing a positive culture
- Updated *An Ethical Choice* (A Culture of Compassion)

Chapter 17: Human Resource Systems and Practices

- Revised *Learning Objectives*
- Revised/updated sections: Recruitment, Initial Selection, Substantive and Contingent Selection, Training and Development, Performance Management, Human Resources (HR) Leadership
- New sections: Applicant Attraction, The Ubiquity of Referral Hiring, The Role of Recruiters, Training Content, Instructional System Design, Active Learning, Interactive Learning, Electronic Performance Monitoring (EPM), Accessible Workplaces, Accommodations for Physical Disabilities, Accommodations for Hidden Disabilities
- New *Opening Vignette* (No Résumé Needed)
- New *OB Poll* (How Are Job-Seeking Managers Recruited?)
- New *An Ethical Choice* (Eliminating Bias from Performance Reviews)
- New *Toward a Better World* (Kawasaki: Learning from Each Other at Takumi Juku and Manabiya)
- Updated research on HR and OB linkage, recruitment, realistic job previews, human capital resources, the selection process, initial selection (e.g., application forms, résumés, cover letters), background checks (e.g., reference checks, letters of recommendation, social media “checks,” credit history, criminal background), written tests (e.g., intelligence, personality, integrity), performance-simulation tests (e.g., work samples, assessment centers, situational judgment tests), interviews (e.g., structured), contingent selection (e.g., drug testing, medical examinations), training, transfer of training, training methods, e-Learning, evaluating training effectiveness, performance management, performance management targets (e.g., individual task outcomes, traits), evaluators (e.g., 360-degree appraisals, selective evaluations), performance evaluation methods (e.g. written comments, ranking), performance appraisal fairness, performance feedback, high-performance work systems (HPWS)
- New *Case Incident* (Fired via Video Message)

Chapter 18: Stress and Health in Organizations

- Revised *Learning Objectives*
- Revised/updated sections: The Nature of Stress in Organizations, Managing Stress and Health
- New sections: Physical Health at Work, Sleep, Illness and Injury, Personal and Work Risk Factors, Mental Health at Work, Job Insecurity, Workaholism, Psychological Distress at Work, Burnout, Depression, Mechanisms of Health and Stress, Conservation of Resources, Effort-Reward Imbalance Model, Job Demand-Control-Support Model, Job Demands-Resources Model, Work-Life Balance, The State of Work-Life Balance: A New Normal? (with COVID-19 implications), Work-Life Boundaries, Work-Life Spillover, Work-Life Conflict, Work-Life Enrichment, Flexible and Supportive Policies, Building Resilience
- New Exhibit 18-4 *The Job Demand-Control-Support Model*
- New Exhibit 18-5 *The Job Demands-Resources Model*
- New Exhibit 18-6 *Boundary Management Tactic Examples*
- New *Opening Vignette* (Beating Burnout)
- New *Toward a Better World* (Freelancers Union: Advocating for Gig Workers Faced with Consistent Job Insecurity)
- New *An Ethical Choice* (Talking About Mental Health Without Overstepping Boundaries)
- New *Experiential Exercise* (Micro-Stressors)
- New *Case Incident* (Burnout Despite Flexibility: Working Parents and COVID-19)
- Updated research on stress and health issue prevalence, stress concepts, stressors (e.g., environmental, personal, additive), strain (e.g., physiological, psychological), eustress, allostasis, managing health and stress (e.g., individual and organizational), time management skills, focusing on mental wellness and physical fitness, practicing relaxation and mindfulness, seeking social support, (re)designing jobs, enabling a remote work option (with COVID-19 implications), offering recovery experiences, wellness programs
- Updated Exhibit 18-1 *Work Is One of the Top Sources of Stress for Young Adults (Ages 18–23)*
- Updated Exhibit 18-2 *A Model of Stress*
- Updated *OB Poll* (Paralyzed? Or Invigorated by Stress?)

Instructor Teaching Resources

Detailed information and resources are available at www.pearson.com.

Sample provided via
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3

Job Attitudes



Source: Ekaterina Minaeva/Alamy Stock Photo

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- | | | | |
|------------|---|------------|--|
| 3-1 | Contrast the three components of an attitude. | 3-5 | Summarize the main causes of job satisfaction. |
| 3-2 | Summarize the relationship between attitudes and behavior. | 3-6 | Identify four outcomes of job satisfaction. |
| 3-3 | Compare the major job attitudes. | 3-7 | Identify four employee responses to job dissatisfaction. |
| 3-4 | Identify the two approaches for measuring job satisfaction. | | |

This matrix identifies which features and end-of-chapter material will help you develop specific skills employers are looking for in job candidates.

Employability Skills Matrix (ESM)

	Myth or Scence?	An Ethical Choice	Point/Counterpoint	Toward a Better World	Experiential Exercise	Ethical Dilemma	Case Incident
Critical Thinking & Creativity	✓	✓	✓	✓	✓	✓	✓
Communication	✓	✓			✓	✓	✓
Collaboration	✓	✓		✓	✓		✓
Self-Management		✓	✓		✓	✓	✓
Social Responsibility	✓			✓	✓	✓	✓
Leadership	✓		✓	✓	✓		✓
Career Management		✓	✓		✓	✓	

IN THE LEGOLAND WONDERLAND

Imagine working in a workplace divided into flexible work zones with no specific seating arrangements and no offices for managers, where you can choose to work in different settings that can support the activities or tasks you are performing, within an environment that can provide the ambience that helps you perform at your best. Imagine a workplace that has a variety of spaces that support different types of individual work as well as teamwork, a workplace that includes a library, quiet-zone booths (which are do-not-disturb places), areas that are equipped with high partitions for “head down” work, as well as small, closed rooms for complete privacy and circular “study caves” carved out of a wall for individual contemplation or rest. A workplace where technology enhances job satisfaction and innovation plays a key role, and where creativity is constantly stimulated in various ways. A workplace that, apart from the workspace, includes a wellness center (containing gyms, massage rooms, a swimming pool, a multiuse indoor sports pitch, etc.), a rooftop garden split over multiple storeys, and cafés where you can grab healthy and reenergizing food and beverages. This has been the vision, and ultimately the reality, for Lego’s work environment setup.

Some will wonder, why go to such lengths to create such an office environment? Lego shares a philosophy with Google, Microsoft, and Facebook that their staff must be encouraged to be creative and to *become*, and they seek to achieve this by providing exemplary working environments. They have embedded in their organizational culture the belief that employees' momentum and well-being is key to improving job satisfaction. Sophie Patrikios, Senior Director of Consumer Services at Lego, has stated that the leadership at the company is always supportive and driven by a clear vision; it is not fixated on numbers but on the core values of the company deriving from its vision. Conversely, behaviors that are not in line with the values and the vision of the company have no place in it. The company seeks to instill its values and vision by encouraging management to allow space for creativity and initiative.

Many at Lego will aver that thinking and behaving like this is in the company's DNA, linked to their famous bricks, an outlet for creativity of many a child (and adult). Others would add that this company has an authentic reverence for its employees, seeking not just to appeal to their minds in motivating performance but also to their hearts.

More prosaically, others will see this as a way to reengineer traditional HR to ensure a happy workforce for an ultimately profitable workplace. But if all these play an important role in employees' overall job satisfaction—and of course they do indeed—how do these elements actually affect the way they formulate their attitudes about the company's human resource management philosophy and approach?¹

It is a truism to say that a happy worker is a productive worker. However, there are a variety of contributors to job attitudes that may change over time. What factors besides organizational culture, leadership, and infrastructure affect job attitudes? Does having a satisfying job really matter? Before we tackle these important questions, it is important to define what we mean by attitudes generally and by job attitudes in particular.

Attitudes

Attitudes are judgments or evaluative statements—either favorable or unfavorable—about objects, people, or events. They reflect how we feel about something. When you say, “I like my job,” you are expressing your attitude about your work.

Attitudes are complex. Let's say that you are interested in becoming an accountant. If you were to ask accountants and auditors their attitudes toward their job, you may get simple responses (e.g., “No, I hate my work,” “Being an accountant is fantastic!” etc.), but the underlying reasons are likely more complicated. For example, accountants who perceive that their jobs have challenges, great benefits,

3-1 Contrast the three components of an attitude.

and supportive management are much more likely to be happier with their jobs.² In this chapter, as we will see, how satisfied you are with what you do, how committed you are to your employer, and other attitudes are significant considerations in the workplace. If you like your job, you are more willing to stay, do your work well, and even go above and beyond to make sure the work gets done. To fully understand attitudes, we must consider their fundamental properties or components.

Typically, researchers assume that attitudes have three components: cognition, affect, and behavior.³ The statement “My pay is low” is a **cognitive component** of an attitude—an opinion or belief about the attitude target (e.g., your supervisor). It sets the stage for the more critical part of an attitude—its **affective component**. Affect is the emotional or feeling segment of an attitude reflected in the statement “I am angry over how little I’m paid.” Affect can lead to behavioral outcomes. The **behavioral component** of an attitude describes an intention to behave a certain way toward someone or something—as in “I’m going to look for another job that pays better.”

Viewing attitudes as having three components—affect, behavior, and cognition (e.g., the ABCs of attitudes)—helps us understand their complexity and the potential relationship between attitudes and behavior. For example, imagine you just now realized that someone treated you unfairly. Aren’t you likely to have almost instantaneous feelings occurring along with this realization? Thus, cognition and affect are intertwined.

Exhibit 3-1 illustrates how the three components of an attitude are related. Let’s imagine that you did not get a promotion you thought you deserved. Your attitude toward your supervisor is illustrated as follows: You thought you deserved the promotion (cognition), you strongly dislike your supervisor (affect), and you have complained and taken action or otherwise intend to (behavior).

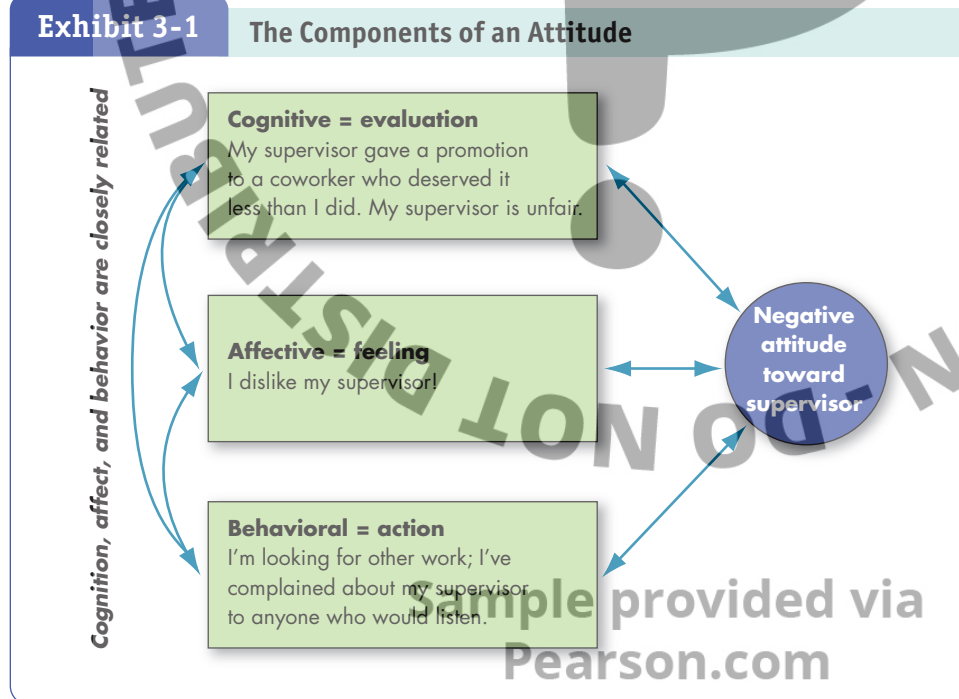
attitudes Judgments or evaluative statements about objects, people, or events.

cognitive component The opinion or belief segment of an attitude.

affective component The emotional or feeling segment of an attitude.

behavioral component An intention to behave in a certain way toward someone or something.

Exhibit 3-1 The Components of an Attitude



In organizations, attitudes are important for their behavioral component. If an accountant believes, for example, that they have no attachment to their firm and could get better opportunities with other firms, this belief could lead to whether they stay or leave their job. Understanding how this commitment is formed and how it might be changed is essential to managers who want to reduce turnover. Interestingly, some research from the Netherlands suggests that the cognitive component is most important for predicting who will become committed to the organization (e.g., newcomers in an onboarding program) or uncommitted (e.g., unattached accountants considering leaving for better positions).⁴

Attitudes and Behavior

3-2 Summarize the relationship between attitudes and behavior.

Perhaps it is easy to think of how attitudes can cause people to behave in certain ways. Using our previous examples, accountants who are not satisfied with their jobs or committed to their organizations may start looking for work elsewhere. Research, in general, supports the idea that attitudes predict future behavior.⁵

Several powerful characteristics change the nature of the attitudes-behavior relationship: the *importance* of the attitude, its *correspondence to behavior*, its *accessibility*, the presence of *social pressures*, and whether a person has *direct experience* with the attitude.⁶ Important attitudes reflect our fundamental values, self-interest, or identification with individuals or groups we value. These attitudes tend to show a strong relationship with our behavior. However, discrepancies between attitudes and behaviors tend to occur when social pressures to behave in certain ways hold exceptional power, as in most organizations. You are more likely to remember attitudes you frequently express, and attitudes that our memories can easily access are more likely to predict our behavior. The attitude-behavior relationship is also much stronger if an attitude refers to something we have directly experienced. Advancements in machine learning (see Chapter 1) have enabled researchers to further understand the attitude-behavior relationship. For example, using a machine learning algorithm enabled researchers in one study of hospital nurses to determine that their job attitudes were related to performance in certain conditions, such as when their job responsibilities were clearly defined.⁷

However, there are some instances in which behavior might predict future attitudes. Did you ever notice how people change what they say so that it does not contradict what they do? For example, when people come forward to call out sexual harassment in their jobs, management and harassers alike will often minimize, ignore, or even aggressively justify their behavior.⁸ Cases of attitude following behavior illustrate the effects of **cognitive dissonance**,⁹ contradictions individuals might perceive between their attitudes and their behavior.

People seek a stable consistency among their attitudes and between their attitudes and their behavior.¹⁰ Any form of inconsistency is uncomfortable, and individuals attempt to reduce or minimize it. When there is dissonance, people alter their attitudes or behavior to minimize the dissonance or develop a rationalization for the discrepancy. For example, university faculty members on strike found it difficult to accept their union's recommendation to accept the university's offer and return to work.¹¹ Instead, they sought out additional information to justify their belief that the offer was unfair instead of accepting the offer outright.

No individual can avoid dissonance. You know texting while driving is unsafe. (There is research to prove it; do not try to justify your attitude or reduce your dissonance to get yourself out of this one!)¹² Still, you do it anyway and convince yourself that nothing bad will happen. The desire to reduce dissonance depends on three factors: the *importance* of the elements creating dissonance, the degree of *influence* we believe we have over those elements, and the *rewards* of dissonance.¹³

cognitive dissonance Any incompatibility between two or more attitudes or between behavior and attitudes.



Westin Hotels strives for consistency between employee attitudes and behavior through a global wellness program to help employees improve their health. Shown here is Westin's executive chef, Frank Tujague, whose cooking demonstrations give employees direct experience with healthy ingredients and cooking techniques.
Source: Diane Bondareff/AP Images

Individuals are more motivated to reduce dissonance when the attitudes are important or when they believe the dissonance is due to something they can control. Rewards accompanying dissonance tend to reduce tension inherent in the dissonance. (In other words, the dissonance is less distressing if accompanied by something good, such as a higher pay raise than expected.) Individuals are more motivated to reduce dissonance when the attitudes are important or when they believe the dissonance is due to something they can control.

Job Attitudes

We have thousands of attitudes, but organizational behavior (OB) focuses on a narrow set that forms positive or negative evaluations that employees hold about their work.

For instance, **organizational identification**, or the extent to which employees define themselves by the same characteristics that define their organization, forms a basis for which attitudes and behaviors are engendered.¹⁴ A review of hundreds of job attitude-behavior studies found that organizational identification strongly predicted job attitude formation.¹⁵ Furthermore, drawing on artificial intelligence theory, some researchers have proposed that humans form attitudes similarly to how machines make predictions based on continuously incoming data. For example, employees may experience event (e.g., reduced pay) after event (e.g., downsizing) after event (e.g., canceled bonuses) while on the job. From these events, employees begin to “learn” that the organization may not value paying its employees well, begin to form negative attitudes toward the organization, and begin to disidentify.¹⁶

Organizational identification has become a hot topic in the Gig Economy. Contract and freelance workers engage in short-term agreements with multiple organizations and people who come and go over time. It might seem like these gig workers would probably develop little identification toward these organizations. However, recent research suggests that this might not be the case. If the work itself is personally fulfilling (e.g., provides a sense of autonomy and a chance to relate to other people), gig workers can identify with their contracting organizations.¹⁷

3-3 Compare the major job attitudes.

organizational identification The extent to which employees define themselves by the same characteristics that define their organization.

Beyond organizational identification, most of the research has looked at three attitudes: job satisfaction, job involvement, and organizational commitment.¹⁸ Other critical attitudes include perceived organizational support (POS) and employee engagement. Before moving on to these primary attitudes, it is essential to note that OB is not solely focused on the link between positive job attitudes and desirable behaviors. As we will discuss later in the chapter, negative job attitudes and their outcomes are just as important. For instance, the effects of organizational identification are not all positive.¹⁹ Organizational identification can lead employees to behave unethically on behalf of the organization (e.g., fudging numbers to make the organization look better), experience reduced performance, and perpetuate conflict between people. In fact, in one sample of thousands of White male corporate executives, organizational identification tends to decrease following a racial or gender minority CEO's appointment. The White male executives, in turn, provide less help to their colleagues as a result of this disidentification.

Job Satisfaction and Job Involvement

When people speak of employee attitudes, they usually mean **job satisfaction**, a positive feeling about a job resulting from an evaluation of its characteristics. A person with high job satisfaction holds positive feelings about the work. In contrast, a person with low satisfaction holds negative feelings. Because job satisfaction is one of the most important attitudes, we will review this attitude in detail later.

job satisfaction A positive feeling about one's job resulting from an evaluation of its characteristics.

An Ethical Choice

Office Talk

You are working peacefully in your cubicle when your coworker invades your space, sitting on your desk and nearly overturning your coffee. As they talk about the morning meeting, do you 1) stop what you are doing and listen or 2) explain that you are in the middle of a project and ask to talk some other time?

Your answer may reflect your attitude toward office talk, but it should be guided by whether your participation is ethical. Sometimes, office conversations can help employees process information and find solutions to problems. Other times, office talk can be damaging to everyone. Consider the scenario from two perspectives: oversharing and venting.

More than 60 percent of 514 professional employees surveyed indicated that they encounter individuals who frequently share too much about themselves. Some are self-centered and narcissistic and “think you want to know

all the details of their lives,” according to psychologist Alan Hilfer.

Despite the drawbacks, oversharing can be strong contributors. Billy Bauer, director of marketing for manufacturer Royce Leather, is an oversharer who boasts about his latest sales—which may push other employees to work harder. Employees can also contribute to teamwork when they share personal stories related to organizational goals.

Now let's look at this the other way. According to Yale professor Amy Wrzesniewski, some people are often “the first people to become offended” when it comes to office talk if they think the organization is making wrong decisions. They can become emotional, challenging, and outspoken about their views. If they are not heard, they can increase their venting or withdraw.

Yet these people can be top-performing employees: They are often highly engaged, inspiring, and strong team players who are more likely to

work harder than others. Venting their frustrations helps restore a positive attitude to keep them high-performing. Research indicates that venting to coworkers can also build camaraderie.

Office conversations can quickly go awry if you do not pay attention to the situational norms, your role in the organization, the content of the discussion, and your own engagement in the conversation. Although there are some topics that are obviously reprehensible and off-limits, in general, there are no clear guidelines for what is and is not acceptable office talk. So you must monitor your own conversations and become aware of when they start to feel like venting or oversharing, and whether you feel you should participate in the conversation at that point. Knowing who is approaching you for conversation, why they are coming to you, what they may talk about, and how you may keep the discussion productive and ethical can help you choose whether to engage or excuse yourself.²⁰

Related to job satisfaction is **job involvement**, the degree to which people psychologically identify with their jobs and consider their perceived performance levels important to their self-worth.²¹ Employees with high job involvement strongly identify with and care about the kind of work they do; as such, they tend to be more satisfied with their jobs.²² Another closely related concept is **psychological empowerment**, or employees' beliefs in the degree to which they influence their work environment, competencies, meaningfulness of their job, and autonomy.²³ The more "empowered" employees are, the more likely they are to perform well, engage in organizational citizenship behaviors (OCB) (see Chapter 1), and be creative. (They are also less likely to intend to leave the organization.)²⁴

Research suggests that psychological empowerment strongly predicts job attitudes and strain while it moderately predicts performance behaviors. A meta-analysis spanning forty-three studies and over 15,000 employees found that empowerment tended to be more predictive of these outcomes when considering all four beliefs (i.e., impact, competence, meaningfulness, and self-determination) together instead of each one separately. However, some evidence suggests that meaningfulness empowerment beliefs have a substantial effect on attitudes and strain, even after taking the other factors into account.

Organizational Commitment

An employee with strong **organizational commitment** identifies with their organization and its goals and wishes to remain a member. Emotional attachment to an organization and belief in its values are the gold standard for employee commitment.²⁵ OB scholars' understanding of organizational commitment has evolved since its introduction. Traditionally, theorists considered commitment to be comprised of three components: *affective*, *normative*, and *continuance* commitment. *Affective* commitment reflects emotional attachment to and involvement in an organization. *Normative* commitment reflects the sense of obligation an employee feels to an organization. Finally, *continuance* commitment reflects employees' consideration of the costs of leaving an organization and a drive to continue as an employee.²⁶

Committed employees will be less likely to engage in work withdrawal (even if they are dissatisfied) because they feel loyal or attached to the organization, they do not have other options, or it would be difficult to leave.²⁷ However, affective commitment tends to be most important for outcomes beyond turnover and retention, like attendance, performance, and organizational citizenship behavior.²⁸ Moreover, some criticize the three components and suggest that normative and continuance commitment are more like attitudes toward turnover (e.g., staying or leaving) than attitudes toward an organization.²⁹ Regardless, even if employees are not currently happy with their work, they may decide to continue with the organization if they are committed enough. For example, during times of crisis (e.g., the Great Recession), employees may experience a substantial amount of job insecurity, leading them to experience less affective commitment toward their organizations.³⁰ However, they would find leaving their organization difficult, considering the crisis's tumultuous job market, and experience greater continuance commitment as a result.

OB scholars have continued to refine our understanding of organizational commitment over the previous decades.³¹ For instance, many have explored commitment as a psychological bond directed toward any given target.³² These targets could be an employee's team, supervisor, coworkers, or any combination of such targets.³³ Other research has looked at the pattern of employees' individual affective, normative, and continuance commitment.³⁴ Reviews have uncovered that employees tend to have either low, moderate, or high levels of commitment across all three types. Moreover, some employees have patterns characterized by only high affective or normative commitment relative to other forms. Notably, this research suggests that these patterns of commitment greatly influence organizational outcomes.³⁵

job involvement The degree to which a person identifies with a job, actively participates in it, and considers performance important to self-worth.

psychological empowerment: Employees' belief in the degree to which they affect their work environment, competence, meaningfulness of their job, and autonomy in their work.

organizational commitment The degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.

perceived organizational support (POS) The degree to which employees believe an organization values their contribution and cares about their well-being.

power distance The degree to which people in a country accept that power in institutions and organizations is distributed unequally.

employee engagement The degree of enthusiasm an employee feels for the job.

Perceived Organizational Support

Perceived organizational support (POS) is the degree to which employees believe that the organization values their contributions and cares about their well-being. People perceive their organizations as supportive when they are treated fairly by other organization members, have a high-quality relationship with the organization, and perceive their organization's practices to be supportive, developmental, and fair.³⁶ An excellent example is R&D engineer John Greene, whose POS is sky-high because CEO Marc Benioff and 350 fellow Salesforce.com employees covered all his medical expenses and stayed in touch with him throughout his recovery after he was diagnosed with leukemia. No doubt stories like this are part of why Salesforce.com was in the top ten of *Fortune's* 100 Best Companies to Work For in 2020.³⁷

POS is a predictor, but there are some cultural influences.³⁸ POS is important in countries where the **power distance**, the degree to which people in a country accept that power in institutions and organizations is distributed unequally, is lower. In low-power-distance countries like the United States, people are more likely to view work as an exchange than a moral obligation. Employees in these countries look for reasons to feel supported by their organizations. It appears that U.S. organizations are obliging. One study of hundreds of thousands of U.S. employees tracked over thirty years indicated that POS has been steadily increasing over the years.³⁹ In high-power-distance countries like China, employee POS perceptions are not as deeply based on demonstrations of fairness, support, and encouragement.⁴⁰

Employee Engagement

Employee engagement is the degree of enthusiasm an employee feels for the job.⁴¹ Employee engagement, in many ways, represents a combination of attitudes (e.g., satisfaction and commitment) but exceeds these, meaning something like “devotion” or giving your “heart and soul” to your work.⁴² Highly engaged employees have a passion for their work and feel a deep connection to their companies. Disengaged employees have essentially checked out, putting time but not energy or attention into their work. Engagement becomes a real concern for most organizations because disengaged employees cost organizations money—one study suggests that organizations can lose up to \$550 billion annually in lost productivity.⁴³ Employee engagement is related to job engagement, which we discuss in detail in Chapter 7.

Engagement levels determine many measurable outcomes. Reviews of employee engagement suggest that employee engagement is moderately related to employee and organizational performance. A study of nearly 8,000 business units in thirty-six companies found that teams whose employees reported high engagement levels achieved higher customer satisfaction levels, were more productive, brought in higher profits, and experienced lower levels of turnover and accidents than at other business units.⁴⁴ Job engagement is also critical in times of crisis. For instance, following the COVID-19 outbreak, researchers studied employees in their return to work in the epicenter of the outbreak: Wuhan, China.⁴⁵ These researchers found that job engagement was critical for reducing work withdrawal and increasing performance and even led to heightened safety compliance [e.g., the use of personal protective equipment (PPE) when required].

Can organizations and managers do anything to improve employee engagement? One meta-analysis suggests that the answer is yes.⁴⁶ Particularly useful were employee-focused interventions that focused on increasing employees' autonomy and resiliency, reduced job demands or made them easier to cope with, or contributed to employees' development (e.g., feedback, learning). Another study of over one hundred publicly traded companies found that organizations

can improve engagement by enhancing organizational practices (e.g., training), work attributes (e.g., clarity in roles, autonomy), and supervisor support.⁴⁷ There are several instances in which companies successfully improved employee engagement and, as such, experienced positive outcomes. For example, Molson Coors found engaged employees were five times less likely to have safety incidents. When an accident did occur, it was much less severe and less costly for an engaged employee than for a disengaged one (\$63 per incident versus \$392). As another example, Caterpillar increased employee engagement and recorded a resulting 80 percent drop in grievances and a 34 percent increase in highly satisfied customers.⁴⁸

Job Attitudes in the Gig Economy

The nature of work is changing rapidly with the emergence of the Gig Economy, as we discussed in Chapter 1. When we think of all of the job attitudes we discussed up until this point, it is safe to assume that the more contact we have with the organization, the more consistent our attitudes become. For instance, a janitor who has worked at a company for twenty years probably has much more stable levels of job attitudes than a newly hired custodian navigating their job probation period. But with many jobs switching to temporary, contingent, or contract positions, one must wonder whether people develop job attitudes in these positions at all.

Job attitudes in the Gig Economy appear to be influenced by a number of factors, including stability of the work, characteristics of the temporary assignments, and the gig workers themselves.⁴⁹ As discussed earlier with organizational identification, personally fulfilling work for gig workers in which they develop socioemotional relationships with clients and client organizations is critical.⁵⁰ Furthermore, gig workers tend to be more satisfied with their jobs and more committed to the organizations they work with when they perceive employment to be stable and believe they can gain employment elsewhere fairly easily (if they had to).⁵¹ One meta-analysis of hundreds of thousands of workers suggests that gig workers' job satisfaction is only slightly less than permanent workers.⁵² However, it is clear from the results that *type* of gig worker matters: Temporary agency workers *do* experience substantial decrements in job satisfaction compared with other workers (including other gig workers). Similarly, temporary agency workers are also *less committed* to their organizations, their occupation, and their form of employment than permanent and self-employed individuals.⁵³

With regard to other specific job attitudes, POS and organizational commitment have received the most attention. Returning to temporary agency workers, research has demonstrated that POS from the agency is critical for worker success in training, client perceptions of worker performance, and agency worker turnover and is even important for workers' perceptions of organizational commitment.⁵⁴ Like POS, commitment researchers have been fascinated with the idea that gig workers can work with multiple organizations and develop distinct job attitudes toward each company they work with. Multiple organizations (e.g., clients and employment agencies) lead to multiple opportunities for commitment to be impacted. Here, justice and ethics seem to be key: gig workers' perceptions of the organizations' fairness, that the organizations are fulfilling their obligations to them, and that the organizations do not see them as lesser in status are critical in developing gig-worker commitment, encouraging OCB, and discouraging gig-worker turnover.⁵⁵

Are These Job Attitudes All That Distinct?

Such promising findings for job attitudes such as employee engagement have earned them a following in many business organizations and management consulting firms. However, the concept generates active debate about its usefulness, partly because of the difficulty of separating it from related constructs. For example, some note

that employee engagement has been used to refer at different times to various organizational phenomena, including psychological states, personality traits, and behaviors. They suggest, “The meaning of employee engagement is ambiguous among both academic researchers and among practitioners who use it in conversations with clients.” Another reviewer called engagement “an umbrella term for whatever one wants it to be.”⁵⁶ Another study found that many of the survey questions used to measure employee engagement are similar to those found in satisfaction, commitment, and involvement measures.⁵⁷ Other meta-analytic research suggests that the relationship between employee engagement and job attitudes is extremely strong, leading one to question whether they are measuring distinct concepts.⁵⁸ For the most part, research suggests that employee engagement predicts essential outcomes. For the most part, however, the amassed work to date calls into question how distinct it is from other job attitudes. Thus, there is still work to be done.

You might wonder whether job attitudes are, in fact, distinct. Indeed, there is some distinctiveness among job attitudes, and they can be reliably differentiated. However, suppose people feel like their work is central to their being (high job involvement) and identify strongly with their organization (high organizational identification). Isn't it probable that they like it too (high job satisfaction)? Won't people who think their organization is supportive also feel committed to it (strong organizational commitment)? Evidence suggests these attitudes *are* highly related, as mentioned in the prior section. They overlap significantly for various reasons, including the employee's personality. Generally, if you know someone's job satisfaction levels, you know most of what you need to know about how that person sees the organization. Next, we will consider the implications of job satisfaction and then job dissatisfaction.

Job Satisfaction

3-4 Identify the two approaches for measuring job satisfaction.

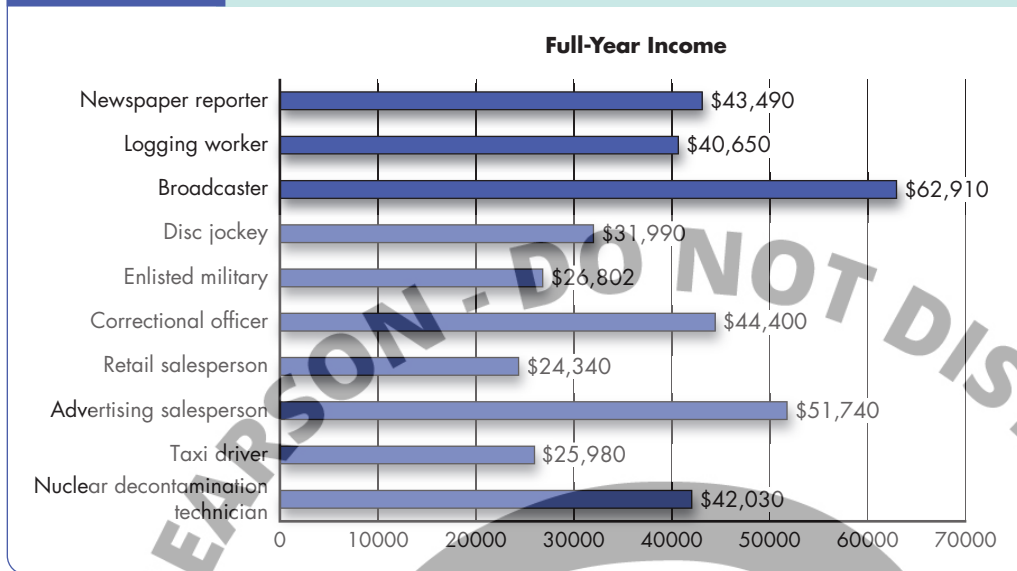
We have already discussed job satisfaction briefly. We know that it is one of the most critical job attitudes and predicts several important business outcomes. Now let's dissect the concept more carefully. If I am a manager and I want to get a better idea of how satisfied the people in my organization are, how do I measure job satisfaction? What causes an employee to have a high level of job satisfaction? How do satisfied employees affect an organization? Before you answer these questions, a look at the list of worst jobs for job satisfaction (Exhibit 3-2) may give you some indications. You may be surprised that they are not all low-paying jobs.

How Do I Measure Job Satisfaction?

Our definition of job satisfaction—a positive feeling about a job resulting from an evaluation of its characteristics—is broad. Yet that breadth is appropriate. A job is more than just shuffling papers, writing programming code, waiting on customers, or driving a truck. Jobs require interacting with coworkers and bosses, following organizational rules and policies, navigating organizational hierarchies, meeting performance standards, coping with less-than-ideal working conditions, adapting to new technology, and so forth. An employee's assessment of satisfaction with the job is a complex summation of many discrete elements. How, then, do we measure it?

Two approaches are popular. The single global rating is a response to one question, such as “All things considered, how satisfied are you with your job?” Respondents circle a number between 1 and 5 on a scale from “highly satisfied” to “highly dissatisfied.” The second method, the summation of job facets,

Exhibit 3-2 Worst Jobs of 2019 for Job Satisfaction*



*Based on physical demands, work environment, income, stress, and hiring outlook.
 Source: Based on CareerCast.com (2019), <http://www.careerCast.com/jobs-rated/worst-jobs-2019>

is more sophisticated. It identifies key elements in a job, such as the type of work, skills needed, supervision, present pay, promotion opportunities, culture, and relationships with coworkers. Respondents rate each of these on a standardized scale (e.g., from 1 to 5, “dissatisfied” to “satisfied”). These ratings are then added to create an overall job satisfaction score.

Is one of these approaches superior? Summing up responses to several job factors seems, based on one’s intuition, likely to achieve a more accurate evaluation of job satisfaction. Research does not entirely support this approach, however.⁵⁹ This is one of those rare instances in which simplicity seems to work as well as complexity, making one method essentially as valid as the other. Both methods can be helpful. The single global rating method is not very time-consuming, while the summation of job facets helps managers zero in on problems and deal with them faster and more accurately.

How Satisfied Are People in Their Jobs?

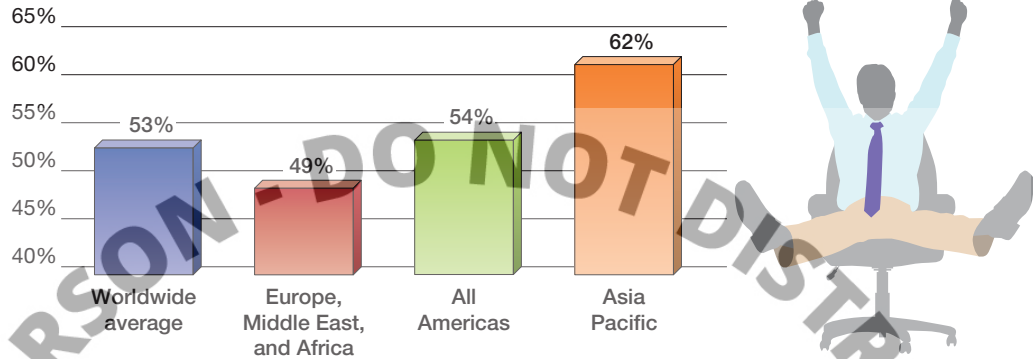
Are most people satisfied with their jobs? You may want to consider the OB Poll before you answer. Job satisfaction levels can remain relatively consistent over time. For instance, U.S. average job satisfaction levels were consistently high from 1972 to 2006.⁶⁰ However, economic conditions tend to influence job satisfaction rates. In late 2007, the Great Recession precipitated a drop-off in job satisfaction; the lowest point was in 2010, when 42.6 percent of U.S. workers reported satisfaction with their jobs.⁶¹ Approximately 51 percent of U.S. workers reported satisfaction with their jobs in 2017.⁶² However, the rebound was still far off from the 1987 level of 61.1 percent.⁶³ Job satisfaction rates tend to vary in different cultures worldwide. Of course, there are always competing measurements that offer alternative viewpoints.

The facets of job satisfaction levels can vary widely. As shown in Exhibit 3-3, people have typically been more satisfied with their jobs overall, the work itself, and their supervisors and coworkers than they have been with their pay and promotion opportunities.

OB POLL

Happy Places

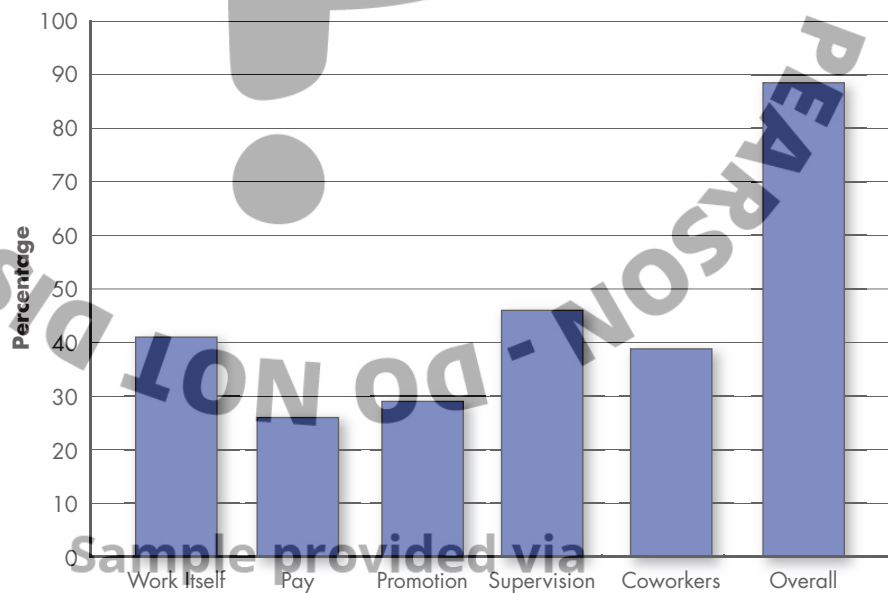
Percentage of 168,000 employees who responded YES to “Are you happy in your job?”



Sources: Based on Statista (2013), <http://www.statista.com/statistics/224508/employee-job-satisfaction-worldwide/>; Kelly Services Group (2012), http://www.kellyocg.com/uploadedFiles/Content/Knowledge/Kelly_Global_Workforce_Index_Content/Acquisition%20and%20Retention%20in%20the%20War%20for%20Talent%20Report.pdf

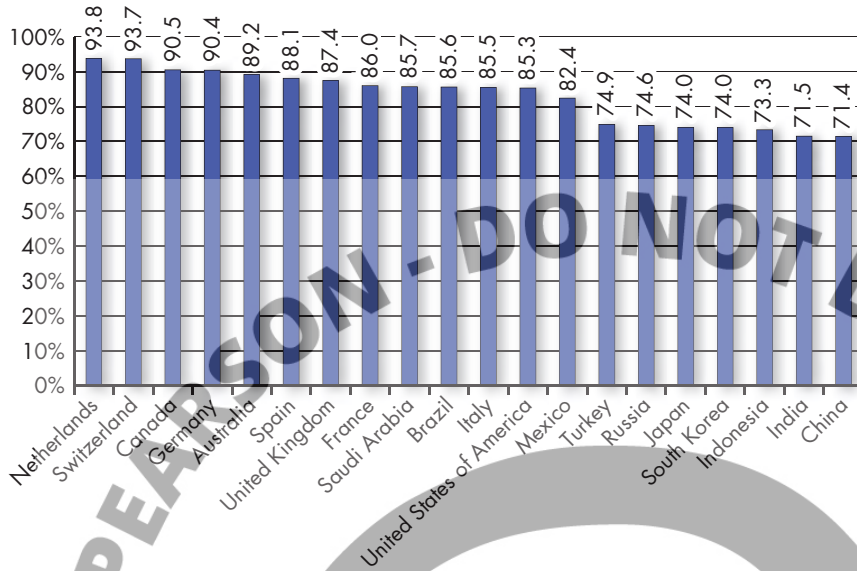
Furthermore, one review of dozens of studies with more than 750,000 participants suggests slight racial differences in job satisfaction: White employees tend to be slightly more satisfied than Black employees in general, especially in more complex jobs.⁶⁴ Regarding global differences in job satisfaction, Exhibit 3-4

Exhibit 3-3 Average Job Satisfaction Levels by Facet



Source: Society for Human Resource Management, 2017 *Employee Job Satisfaction and Engagement: The Doors of Opportunity Are Open*, April 24, 2017, <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/pages/2017-job-satisfaction-and-engagement-doors-of-opportunity-are-open.aspx>

Exhibit 3-4 Average Levels of Employee Job Satisfaction by Country



Source: J.-E. De Neve and G. Ward, "Happiness at Work," in J. Helliwell, R. Layard, and J. Sachs (eds.), *World Happiness Report* (World Happiness Report APPENDIX, 2017).

provides the results from the 2017 World Happiness Report and, more specifically, of the twenty countries with the largest economies. In these countries, over 70 percent of employees are satisfied with their jobs. It is difficult to discern all the factors influencing job satisfaction worldwide, but considering how businesses consider and address job satisfaction globally may provide an answer.

What Causes Job Satisfaction?

Think about the best job you have ever had. What made it great? The reasons can differ significantly. Let's discuss some characteristics that likely influence job satisfaction, starting with job conditions.

3-5 Summarize the main causes of job satisfaction.

Job Conditions

Generally, interesting jobs that provide training, variety, independence, and control satisfy most employees. Interdependence, feedback, social support, and interaction with coworkers outside the workplace are also strongly related to job satisfaction, even after accounting for the work's characteristics.⁶⁵ It goes without saying that toxic work environments lead to dissatisfied employees. For example, if you experience workplace racial discrimination, you are likely to become dissatisfied (and some research suggests you might even experience a decline in physical and psychological health).⁶⁶

Employee engagement is high at Baptist Health of South Florida, where employees share a serious commitment to patient care and are passionate about the work they do. Looking at an electrocardiogram (EKG) read-out, hospital employees Yaima Millan and Marvin Rosete feel their work is meaningful and can make a difference in patients' lives.

Source: Wilfredo Lee/AP Images



As you may have guessed, managers also play a big role in employees' job satisfaction. One review of nearly 70,000 employees from twenty-three countries found that the quality of exchange between the leaders and their employees is more strongly related to job satisfaction in more individualistic (e.g., Western) cultures than it is in more collectivistic (e.g., Asian) cultures.⁶⁷ Furthermore, “fitting in” matters for job attitudes worldwide. Another review of over one hundred studies in East Asia, Europe, and North America suggests that fitting in with your organization and job matters more in North America, whereas fitting in with your team or supervisor matters more in East Asia.⁶⁸

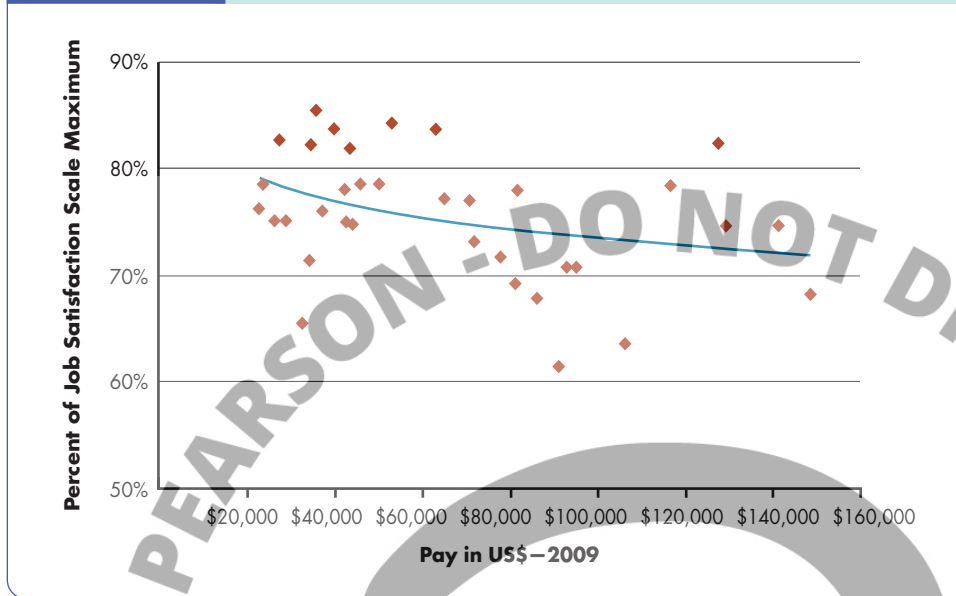
Thus, job conditions—especially the intrinsic nature of the work itself, social interactions, and supervision—are important predictors of job satisfaction. Managers would do well to make sure the job conditions are satisfying enough to make employees happy. For example, HubSpot is listed as the number one best place to work in 2020, according to Glassdoor: one employee reemphasizes the value of DEI, noting that “HubSpot works hard to create a truly diverse and inclusive work environment where everyone can feel comfortable bringing their true selves to work.”⁶⁹

Personality and Individual Differences

As crucial as job conditions are to job satisfaction, personality also plays an important role.⁷⁰ People who have positive core self-evaluations (CSEs); see the chapter on personality and individual differences for further discussion—who believe in their inner worth and basic competence—are more satisfied with their jobs than people with negative CSEs. For those in collectivist cultures, those with high CSEs may realize particularly high job satisfaction.⁷¹ Other individual characteristics matter for job satisfaction as well. For instance, research suggests that intelligent people tend to be more satisfied with their jobs, primarily because they seek out complex jobs that satisfy their intellectual curiosity.⁷² Fit between the person and the job matters, too. One meta-analysis of research spanning sixty-five years demonstrated that people are more satisfied when their interests (e.g., a desire to make art) match their jobs (e.g., artist).⁷³

Exhibit 3-5

Relationship Between Average Pay in Job and Job Satisfaction of Employees in That Job



Source: Based on T. A. Judge, R. F. Piccolo, N. P. Podsakoff, J. C. Shaw, and B. L. Rich, "The Relationship Between Pay and Job Satisfaction: A Meta-Analysis of the Literature," *Journal of Vocational Behavior* 77, no. 2 (2010): 157-67.

Pay

You have probably noticed that pay comes up often when people discuss job satisfaction. People often talk about whether they are satisfied with their pay, even comparing their income with other people's incomes (e.g., peers or the typical person who does their job). Income does correlate with job satisfaction and overall happiness for many people, and people do experience decrements in job satisfaction when they detect discrepancies with others.⁷⁴ Still, the effect (of both pay level and discrepancies with others) can be smaller once an individual reaches a standard level of comfortable living.⁷⁵ Look at Exhibit 3-5. It shows the relationship between the average pay for a job and the average job satisfaction level. As you can see, there is not much of a relationship. Money does motivate people, as we will discover in Chapter 8. But what motivates us is not necessarily the same as what makes us happy.

Outcomes of Job Satisfaction

Having discussed some of the causes of job satisfaction, we now turn to specific outcomes.

Job Performance

As several studies have concluded, happy workers are more likely to be productive workers. Some researchers believed the relationship between job satisfaction and job performance was a myth, but a review of 300 studies suggested the correlation is quite robust.⁷⁶ Individuals with higher job satisfaction perform better, and organizations with more satisfied employees tend to be more effective than those with fewer.

3-6 Identify four outcomes of job satisfaction.

Sample provided via Pearson.com

Toward a Better World

Nvidians: Together Transforming Communities Around the World

Do employees care if their employers do anything to make a difference in the world? We often think about the impact employer corporate social responsibility, philanthropy, and sustainability have on the planet—but what about a company's own people and their job attitudes?

Nvidia, a Fortune 500 semiconductor manufacturer, plays a transformative role in the lives of Nvidians through their shared work to make the world a better place. Nvidia is an excellent example of how social responsibility can be woven into an organization's fabric. However, what makes Nvidia unique is the degree to which it includes employees in this mission. Employees at Nvidia appear to share the same propensity toward helping others (leading to organizational identification), strongly identify with their work (leading to job involvement), and—most importantly—feel *empowered* to make a difference in their communities.

For instance, Nvidia has one of the business world's only *employee-run* philanthropic foundations. Also, it holds a massive annual volunteer

event in place of a holiday party. This event, which it has named Project Inspire, results in a turnout of thousands of Nvidians, tens of thousands of volunteer hours, and millions of dollars in donations annually. Discontent with holding Project Inspire as an annual event, Nvidians introduced a new initiative, Inspire 365, empowering employees with the flexibility to make any day a Project Inspire day. Nvidia offers its employees year-round gift matching and the flextime to volunteer, freeing Nvidians to flexibly address community needs and really take ownership of the process. As some examples, this flexibility has helped enable the Techsplorer program, empowering Nvidians to tutor and inspire children and familiarize them with artificial intelligence. In the wake of COVID-19, this program has also encouraged employees to perform more than 23,000 small actions to combat the pandemic in their own communities (with 100 percent of its offices participating globally). These actions appear to have had a strong effect on job attitudes. With 95 percent of Nvidians responding, one

survey found that 96 percent agree that they are making a difference globally, and 90 percent agreed that Nvidia was a great place to work.

Although Nvidia is an excellent case of how organizations can genuinely involve and empower employees to make the world a better place, what about organizations that do not follow through with their promises? Sadly, Nvidia appears to be an exception rather than the rule. In one study of organizations' values and whether they actually live up to those values across 500 organizations, the researchers found no relationship between the two. Research demonstrates that when organizations exhibit a disconnect between what they say and what they actually do, employees may pick up on this, which can harm organizational identification and job attitudes. On the other hand, as we see from Nvidia, research suggests that organizations that put what they say into action increase employees' respect and pride in their organizations, lead them to engage in OCBs, and form a collective effort to make the world a better place.⁷⁷

Organizational Citizenship Behavior (OCB)

It seems logical that job satisfaction should be a substantial determinant of an employee's organizational citizenship behavior (known as OCB or citizenship behavior; see Chapter 1).⁷⁸ OCBs include people talking positively about their organizations, helping others, and going beyond their jobs' typical expectations. Evidence suggests job satisfaction *is* moderately correlated with OCB; people who are more satisfied with their jobs are more likely to engage in citizenship behavior.⁷⁹

Why does job satisfaction lead to OCB? One reason is trust. Research in 18 countries suggests that managers reciprocate employees' OCB with trusting behaviors of their own.⁸⁰ Individuals who feel that their coworkers support them are also more likely to engage in helpful behaviors than those with antagonistic coworker relationships.⁸¹



Service firms like Air Canada understand that satisfied employees increase customer satisfaction and loyalty. As frontline employees who have regular customer contact, the airline's ticket agents are friendly, upbeat, and responsive while greeting passengers and helping them with luggage check-in and seat assignments.

Source: Aaron Harris/Bloomberg/Getty Images

Customer Satisfaction

Because customer satisfaction is a critical outcome in the service industry, it is reasonable to ask whether employee satisfaction is related to positive customer outcomes. For employees with regular customer contact, the answer appears to be yes. Satisfied employees appear to increase customer satisfaction and loyalty.⁸²

Several companies are acting on this evidence. Online shoe retailer Zappos is so committed to finding customer service employees who are satisfied with the job that it offers a \$2,000 bribe to quit the company after training. The logic is that the least satisfied will take the cash and go.⁸³ Zappos employees are empowered to “create fun and a little weirdness” to ensure that customers are satisfied, and it works: Of the company's more than 24 million customers, 75 percent are repeat buyers. For Zappos, employee satisfaction has a direct effect on customer satisfaction.

Life Satisfaction

Until now, we have treated job satisfaction as if it were separate from life satisfaction, but they may be more related than you think.⁸⁴ Furthermore, life satisfaction decreases when people become unemployed, according to research in Germany, not just because of income loss.⁸⁵ For most individuals, work is an integral part of life, and many people derive meaning from the roles they fulfill.⁸⁶ Therefore, it makes sense that our overall happiness depends in no small part on our happiness in our work (our job satisfaction).

The Impact of Job Dissatisfaction

What happens when employees dislike their jobs? One theoretical model—the exit–voice–loyalty–neglect framework—helps us understand the consequences of dissatisfaction. Exhibit 3-6 illustrates employees' four responses to job dissatisfaction, which differ along two dimensions: constructive/destructive and active/passive. The responses are as follows:⁸⁷

3-7 Identify four employee responses to job dissatisfaction.

Exhibit 3-6 Responses to Dissatisfaction

	Constructive	Destructive
Active	VOICE	EXIT
Passive	LOYALTY	NEGLECT

exit Dissatisfaction expressed through behavior directed toward leaving the organization.

voice Dissatisfaction expressed through active and constructive attempts to improve conditions.

loyalty Dissatisfaction expressed by passively waiting for conditions to improve.

neglect Dissatisfaction expressed through allowing conditions to worsen.

- **Exit.** *The exit response* directs behavior toward leaving the organization, including looking for a new position or resigning. To measure the effects of this response to dissatisfaction, researchers study individual terminations and *collective turnover*, the total loss to the organization of employee knowledge, skills, abilities, and other characteristics.⁸⁸
- **Voice.** *The voice response* includes actively and constructively attempting to improve conditions, including suggesting improvements, discussing problems with superiors, and undertaking union activity.
- **Loyalty.** *The loyalty response* means passively but optimistically waiting for conditions to improve, including speaking up for the organization in the face of external criticism and trusting the organization and its management to “do the right thing.”
- **Neglect.** *The neglect response* passively allows conditions to worsen and includes chronic absenteeism or lateness, reduced effort, and an increased error rate.

Exit and neglect behaviors are linked to performance variables such as productivity, absenteeism, and turnover. But this model expands employee responses to include voice and loyalty—constructive behaviors that allow individuals to tolerate unpleasant situations or improve working conditions. The model helps us understand employee responses in various situations. For instance, union members often express dissatisfaction through the grievance procedure or formal contract negotiations. These voice mechanisms allow them to continue in their jobs while acting to improve the situation.

As helpful as this framework is, it is quite general. We next address behavioral responses to job dissatisfaction.

Sample provided via Counterproductive Work Behavior (CWB)

Substance abuse, stealing at work, endless scrolling on social media while on the clock, gossip, absenteeism, and tardiness are examples of destructive behaviors to organizations. They are indicators of a broader syndrome called **counterproductive work behavior (CWB)**, also termed deviant behavior in the workplace or simply employee withdrawal (see Chapter 1).⁸⁹ Like other

counterproductive work behavior (CWB) Actions that actively damage the organization, including stealing, behaving aggressively toward coworkers, or being late or absent.

behaviors we have discussed, CWB does not just happen—the behaviors often follow negative and sometimes long-standing attitudes. Therefore, if we can identify the predictors of CWB, we may lessen the probability of its effects.

Generally, job dissatisfaction predicts CWB.⁹⁰ People who are not satisfied with their work become frustrated, which lowers their performance⁹¹ and makes them more prone to CWB.⁹² However, some research also suggests that this relationship might be stronger for men than for women, as men tend to exhibit more aggressiveness and less impulse control.⁹³ Our immediate social environment also matters. One German study suggests that we are nudged toward CWB by our work environment's norms. For example, individuals in teams with high absenteeism are more likely to be absent themselves.⁹⁴ CWB can also be a response to abusive supervision from managers, which then increases the abuse, thus starting a vicious cycle.⁹⁵

One crucial point about CWB is that dissatisfied employees often choose one or more specific behaviors due to idiosyncratic factors. One worker might quit. Another might use work time to browse social media or take work supplies home for personal use. In short, workers who do not like their jobs “get even” in various ways. Because those ways can be quite creative, controlling only one behavior with policies and punishments leaves the root cause untouched. Employers should seek to correct the source of the problem—the dissatisfaction—rather than try to control the different responses.

According to some research, sometimes CWB is an emotional reaction to perceived unfairness—a way to try to restore an employee's sense of equity exchange.⁹⁶ Therefore, CWB has complex ethical implications. For example, is someone who takes a box of markers home from the office for their children acting ethically? Some people consider this stealing. Others may want to look at moderating factors such as the employee's contribution to the organization before they decide. Does the person generously give extra time and effort to the organization with little thanks or compensation? If so, they might see CWB as part of an attempt to “even the score.”

As a manager, you can take steps to mitigate CWB. For instance, you can poll employee attitudes, identify areas for workplace improvement, and attempt to measure CWB. Several reviews suggest that self-assessments of CWB can be just as useful as reports from coworkers or supervisors, partly because of differences in the observability of CWB.⁹⁷ Creating strong teams, integrating supervisors within them, providing formalized team policies, and introducing team-based incentives may help lower the CWB “contagion” that reduces the group's standards.⁹⁸

Absenteeism We find that unsatisfied employees tend to be absent more often, but the relationship is not very strong.⁹⁹ Generally, when numerous alternative jobs are available, dissatisfied employees have high absence rates, but when there are few alternatives, dissatisfied employees have the same (low) rate of absence as satisfied employees.¹⁰⁰ Another factor is how guilty you would feel if you were absent; one study of customer service agents found that employees who were more prone to feeling guilty were less likely to be absent.¹⁰¹

Turnover The relationship between job satisfaction and turnover is stronger than between satisfaction and absenteeism.¹⁰² Overall, a pattern of lowered job satisfaction is the best predictor of turnover. Turnover also has a workplace environment connection too. If most of the other employees in the immediate workplace are also dissatisfied, there may be a contagion effect. This suggests that managers should consider job satisfaction (and turnover) patterns of coworkers when assigning workers to a new area.¹⁰³

Myth or Science?

Happy Workers Means Happy Profits

There are exceptions, of course, but this statement is basically correct. A glance at Fortune's Best Companies to Work For list, where companies are chosen by the happiness inducements they provide, reveals recognizable profit leaders: Hilton, SAS, Edward Jones, and REI, to name a few. However, all happiness is not created equal.

An employee who is happy because their coworker did most of the work on their team's project is not necessarily going to work harder, for instance. Some happiness-inducers also seem unrelated to profit increases, such as Google's bowling alley and Salesforce.com's off-the-charts parties. Traditional

benefits programs also do not necessarily yield higher job satisfaction, productivity, and profits. Research indicates that employees highly value paid time off, a retirement plan such as a 401(k), and lower health premiums. But many companies offer these benefits and are nowhere near the Fortune 500 organizations in profits.

It turns out that the value of keeping happiness in the profit equation may be felt in the level of employee engagement. As Julie Gebauer, a managing director for consulting firm Towers Watson, said, "It's not just about making them happy—that's not a business issue. Engagement is." Job engagement "represents employees'

commitment... and the level of discretionary effort they are willing to put forth at work," wrote Jack in the Box's Executive VP Mark Blankenship. Happy employees with higher job engagement are willing to work hard, make customers happy, and stay with the company—three factors that affect the bottom line in a big way. Conversely, a review of 300 studies revealed that turnover rates resulting from poor attitudes or low engagement led to poorer organizational performance.

So the moral of the story seems to be this: Treat others as we want to be treated in the workplace. It is just good business.¹⁰⁴

The satisfaction–turnover relationship is affected by alternative job prospects. If an employee accepts an unsolicited job offer, job dissatisfaction was less predictive of turnover because the employee more likely left in response to "pull" (the lure of the other job) than "push" (the unattractiveness of the current job). Similarly, job dissatisfaction is more likely to translate into turnover when other employment opportunities are plentiful. Likewise, even employees who are satisfied with their jobs may be more likely to leave when there are high amounts of job insecurity.¹⁰⁵ When employees have high "human capital" (high education, high ability), job dissatisfaction is more likely to translate into turnover because they have, or perceive, many available alternatives.¹⁰⁶

Some factors help break the dissatisfaction–turnover relationship. Employees' *embeddedness*—connections to the job and community¹⁰⁷—can help lower the probability of turnover, particularly in collectivist (group-oriented) cultures.¹⁰⁸ Embedded employees seem less likely to want to consider alternative job prospects. This is because embedded employees are motivated to protect the resources they have acquired as a result of their attachment to the job, organization, or community.¹⁰⁹ However, if employees are embedded in a toxic environment, they may feel "stuck" in a negative situation, which can have adverse consequences for physical and psychological health.¹¹⁰

Managers Often "Don't Get It"

Given the evidence we have just reviewed, it should come as no surprise that job satisfaction can affect the bottom line. One study by a management consulting firm separated large organizations into high morale (more than 70 percent of employees expressed overall job satisfaction) and medium or low morale (fewer than 70 percent) groups. Companies' stock prices in the high-morale group grew 19.4 percent compared with 10 percent for the

medium- or low-morale group. Furthermore, companies listed within the “100 Best Companies to Work for in America” generated 2.3 to 3.8 percent higher stock returns annually than other firms during the 1984 to 2011 range.¹¹¹ Despite these results, many managers are unconcerned about employee job satisfaction.

Others overestimate how satisfied employees are, so they do not think there is a problem when there is. In one study of 262 large employers, 86 percent of senior managers believed their organizations treated employees well, but only 55 percent of employees agreed; another study found that 55 percent of managers thought morale was good in their organization compared to only 38 percent of employees.¹¹² Regular surveys can reduce gaps between what managers *think* employees feel and what they *really* feel. A gap in understanding can affect the bottom line in small franchise sites and large companies. As manager of a KFC restaurant in Houston, Jonathan McDaniel surveyed his employees every three months. Some results led him to make changes, such as giving employees greater say about which workdays they had off. However, McDaniel believed the process itself was valuable. “They really love giving their opinions,” he said. “That’s the most important part of it—that they have a voice and that they’re heard.” Surveys are no panacea, but if job attitudes are as important as we believe, organizations need to use every reasonable method to find out how job attitudes can be improved.¹¹³

Summary

Managers should be interested in their employees’ attitudes because attitudes influence behavior and indicate potential problems. Creating a satisfied workforce is hardly a guarantee of successful organizational performance, but evidence strongly suggests that managers’ efforts to improve employee attitudes will likely result in positive outcomes, including greater organizational effectiveness, higher customer satisfaction, and increased profits.

Implications for Managers

- Of the major job attitudes—job satisfaction, job involvement, organizational commitment, POS, and employee engagement—remember that an employee’s job satisfaction level is the best single predictor of behavior.
- Pay attention to your employees’ job satisfaction levels as determinants of their performance, turnover, absenteeism, and withdrawal behaviors.
- Measure employee job attitudes at regular intervals to determine how employees are reacting to their work.
- To raise employee satisfaction, evaluate the fit between each employee’s work interests and the intrinsic parts of the job; then create work that is challenging and interesting to the individual.
- Consider the fact that high pay alone is unlikely to create a satisfying work environment.

Earning That Promotion May Be Key to Higher Job Satisfaction

POINT

Who would not want to be promoted? Promotions usually mean higher pay, greater job autonomy, and authority. As one of the facets of the Job Descriptive Index (JDI), opportunities for promotion are in fact linked to job satisfaction. Not only does research show that a promotion can have the same positive impact on job satisfaction as a 69 percent increase in wages, even just believing you may receive a promotion can have an even stronger effect on job satisfaction. These findings may have a significant impact on reducing turnover as research shows that job satisfaction is a key predictor of whether an employee decides to leave or stay in a position.

Likewise, individuals who believed a promotion was possible in the next two years were more likely to remain at the same organization. More and more employees, particularly millennials and Gen Xers, consider career advancement opportunities to be important to job satisfaction. While people often associate higher pay with higher employee satisfaction, pay is not as important as other facets of job satisfaction. In fact, dissatisfied workers have been found more likely to cite a lack of advancement opportunities rather than low pay as a reason for job dissatisfaction. A great example of the impact of promotions and advancement opportunities is Bain & Company, an organization consistently ranked among the best places to work. The company has also been ranked among the top ten companies for working mothers, attributing this ranking to the sponsorship and training programs geared toward helping women to advance and achieve their professional goals.

COUNTERPOINT

Yes, opportunities for promotion can lead to higher job satisfaction, but of the five facets of the JDI, it is not the most predictive. Furthermore, a recent study of 2,500 U.S. workers found that job security and the work environment were most important to job satisfaction. More specifically, coworkers and immediate supervisors influenced the job satisfaction of more than half of those surveyed. In addition, even in the cases when promotions have a positive impact on job satisfaction, any positive effect soon fades away within three to four years after the promotion is received.

There is even some research that points to gender differences in job satisfaction after a promotion. Results from these studies support the “glass-ceiling” hypothesis that not only is it more difficult for women to attain management positions, but women face greater obstacles as they are promoted to upper-management positions. If organizations are serious about closing the gender gap in managerial representation, investigating gender differences in job satisfaction is key, specifically focusing on individuals who are promoted to upper and lower managerial levels. Moreover, when developing gender-inclusive practices, organizations often propose solutions such as more work flexibility and promotion opportunities. However, as the research demonstrates, a promotion may not be enough. Getting to the top may just be half the battle, as women may encounter push-back with others questioning their authority and minimizing their contributions.

Regardless of gender, employees may also find that a promotion does not match their expectations. A new role may mean greater authority and higher pay. On the other hand, it may also mean more hours than expected, and the increase in pay may not be enough to make up for the demands of the job. Thus, it should not be assumed that promotions will necessarily lead to more satisfied and fulfilled employees.¹¹⁴

CHAPTER REVIEW

QUESTIONS FOR REVIEW

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| <p>3-1 What are the three components of attitudes?</p> <p>3-2 Does behavior always follow from attitudes?</p> <p>3-3 What are the major job attitudes?</p> <p>3-4 How do we measure job satisfaction?</p> | <p>3-5 What causes job satisfaction?</p> <p>3-6 What are the outcomes of job satisfaction?</p> <p>3-7 How do employees respond to job satisfaction?</p> |
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APPLICATION AND EMPLOYABILITY

Job satisfaction, job involvement, employee engagement, organizational commitment, and perceived organizational support all affect how you, your coworkers, and your boss behave and perform in the workplace. First, the job attitudes of your work unit also affect the bottom line—attitudes affect customer service and sales performance. Second, job attitudes and satisfaction can be assessed in a variety of ways to keep a “pulse” on the workforce of your organization. Third, knowledge of what causes job attitudes and the consequences/outcomes of job attitudes can help you set policies, practices, and procedures (when you are in a supervisory position) or engage in behaviors (if you are an employee) that will help you improve attitudes in your workplace. In this chapter, you improved your critical

thinking skills and considered various situations relevant to social responsibility in the workplace, including whether happy workers lead to improved profit margins, how organizations can increase organizational identification through empowerment the pitfalls and benefits of office gossip and venting, and whether promotions matter for job satisfaction. In the following section, you will continue to improve your critical thinking skills and apply your knowledge about job attitudes to managing political views in the office, examine the ethics of employee tell-all websites, consider the decision small business owners had to make in the wake of the COVID-19 pandemic, and evaluate carefully how several large organizations improve their employees’ job satisfaction.

EXPERIENTIAL EXERCISE **Managing Political Views in the Office**

Students should be divided into pairs, assigned to the role of either the supervisor or employee, and given their respective role instructions. After students are given a few minutes to read through their role instructions, tell students they should now engage in a role play, doing their best to adopt the role to which they have been assigned (approximately 10 to 15 minutes).

Supervisor Role Instructions

You are a supervisor of a team that you have noticed has conflicting political views. While you refrain from sharing your own political views or engaging in political discussions in the workplace, you have noticed that one employee in particular frequently initiates these conversations. While it does not appear that the employee is misusing their time, as the conversations usually take place during breaks, you believe that it is making some employees uncomfortable. You decide it is time to sit down with the employee and have a one-on-one conversation. It is up to your discretion whether you decide to not allow any political discussions or choose a different approach.

Employee Instructions

You are an employee who has been working at your current company for two years. During that time, you

have developed close relationships with the other individuals on your five-person work team. You would consider yourself to be politically active and passionate about politics. Although you have conversations about politics at work, you are careful to only have these during breaks to ensure they do not interfere with your work. Some of the other individuals on your team are also passionate about politics, so you do not see an issue with these discussions, particularly as the conversations are, for the most part, civil and respectful. As a result, you are surprised when your supervisor requests to meet with you.

When students have completed the role-play exercise, have them discuss the following questions. Lastly, as a whole class, have at least a few students share their responses to the debrief questions.

Questions

- 3-8. If you were playing the role of the supervisor, how did you address the situation? What factors influenced how you handled the situation?
- 3-9. If you were playing the role of the employee, how did you respond during the conversation with your supervisor? Did you agree with how the supervisor handled the situation? Why or why not?

Sample provided via
Pearson.com

ETHICAL DILEMMA Tell-All Websites

“Arrogant, condescending, mean-spirited, hateful... and those traits describe the nicest people at Netflix,” writes one anonymous employee. “Management is awful... good old boys club,” writes a Coca-Cola market development manager. And the reviews keep rolling in; Coca-Cola has 5,700 employee reviews, and some companies, like Google, have more than double that number on Glassdoor, one of the Internet sites that allows anyone to rate their employers.

Websites like Glassdoor are thriving; employees increasingly join the forums and seem to relish the chance to speak freely. Glassdoor is useful for both employers and employees as they are empowered to express their opinions and any concerns while employers can utilize Glassdoor as a monitoring tool. Valuable ratings and feedback can be utilized to inform organizational decision-making, learning and development, and company culture.

Organizations are aware that people watch what they say when they can be identified, and many have used anonymous job attitude surveys for this reason. Still, evaluations from these surveys are often more glowing, and less detailed, than anonymous website feedback. Some organizations have therefore altered the frequency and scope of surveys to obtain more depth. Others have their own intranet platforms to solicit concerns and complaints.

Beyond the ethicality of posting reviews online—details that you might not share in person—issues of organizational ethics come into play. While companies

like Visa, Boeing, and Hewlett-Packard have tried to discourage employees from anonymously venting on websites and apps, such mandates may violate the employees’ right of free speech. And how anonymous are anonymous posts? Posts on Glassdoor and other forums eliminate a person’s name, but might supervisors be able to determine which subordinate posted the comments on occasion, and perhaps even retaliate?

Grant Gochnauer, cofounder of a digital marketing agency in Chicago, has been successful in obtaining candid answers from his employees through polls taken several times each week. “It’s sometimes a little bit scary,” he said, asking himself, “Do I really want to know the answer to this?”

Questions

- 3-10. Do you think employees have a right to say what they want to about their organizations online as opposed to in private?
- 3-11. How would you react if you learned one of your employees posted unflattering comments about you as a manager? Would your reaction be any different if the employee posted unflattering comments about you as a person?
- 3-12. Do you feel it is acceptable to post comments anonymously, or do you think people should include their names? Why or why not?¹¹⁵

CASE INCIDENT Jobs, Money, and Satisfaction

When two caretaker jobs were advertised on the tiny island of Great Blasket, Ireland’s most westerly point, there was no shortage of interest; it drew responses from applicants from Alaska to South Africa. But this was no high-paying job on a luxury resort island. The position was described as intense and tough, with no electricity, Wi-Fi, or hot showers, and life described as “back to basics,” involving candles, stoves, wildlife, and nature. The posts included free accommodation and food, but it is unlikely the applicants were particularly interested in the pay or benefits. The previous post holders had left jobs in Dublin and a demanding work commute for what they considered their dream job. No doubt many of the applicants also saw it as a once-in-a-lifetime opportunity.

Of a like mind as those applicants for the caretaker jobs, Elsa was a high-flying executive who discovered that she had more important priorities in life than money. At the end of yet another late and stressful night

working as an investment banker, she finally decided there was more to life. Elsa quit her job of 20 years, and six months later she was teaching in a primary school. “I feel refreshed,” she said. “I love teaching, genuinely enjoy my work and have had more holidays in the last year than I managed in the previous ten.” As for money, Elsa earns less than one quarter of what she used to as an investment banker.

It’s not just in the pursuit of dream jobs where people are willing to forgo money. One study reported that 49 percent of the 2,000 employees it surveyed were prepared to take a reasonable pay cut for a more flexible work schedule. Fifty-six percent said they would take a pay cut for better health benefits. Another report collected data from German, French, UK, and U.S. employees and found that those who were happy with their jobs cited meaningful work—not compensation—as the most important factor.

It seems millennials may even sacrifice money simply to get a better job title. The CEO of an employment agency claimed she had seen millennial candidates forgo nearly €10,000 in salary for what they consider a more valuable title.

But Peter Weber, an industrial designer, makes an interesting point: “There is no way I could consider taking a pay cut. I have a family to take care of and bills to pay. It’s only a choice for people who already have enough money.” Money may not be everything in life, but it *is* something.¹¹⁶

Questions

- 3-13. If you could choose a highly paid job that you didn’t like or your dream job that paid comparatively little, which would you choose, and why?
- 3-14. What other factors are important to you besides compensation?
- 3-15. Explore the possible causes of Elsa’s job dissatisfaction as an investment banker, why she is more satisfied as a teacher, and the likely outcomes of her newly found job satisfaction.



Sample provided via
Pearson.com