



# ORGANIZATION

Study notes

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# 1 Chapter 1: What is Organizational Behaviour?

## 1.1 What is the definition of “organizational behaviour” (OB)?

**Organizational behaviour (OB):** field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviours of individuals and groups in organizations.

**Human resources management:** field of study that focuses on the applications of **OB** theories and principles in organizations.

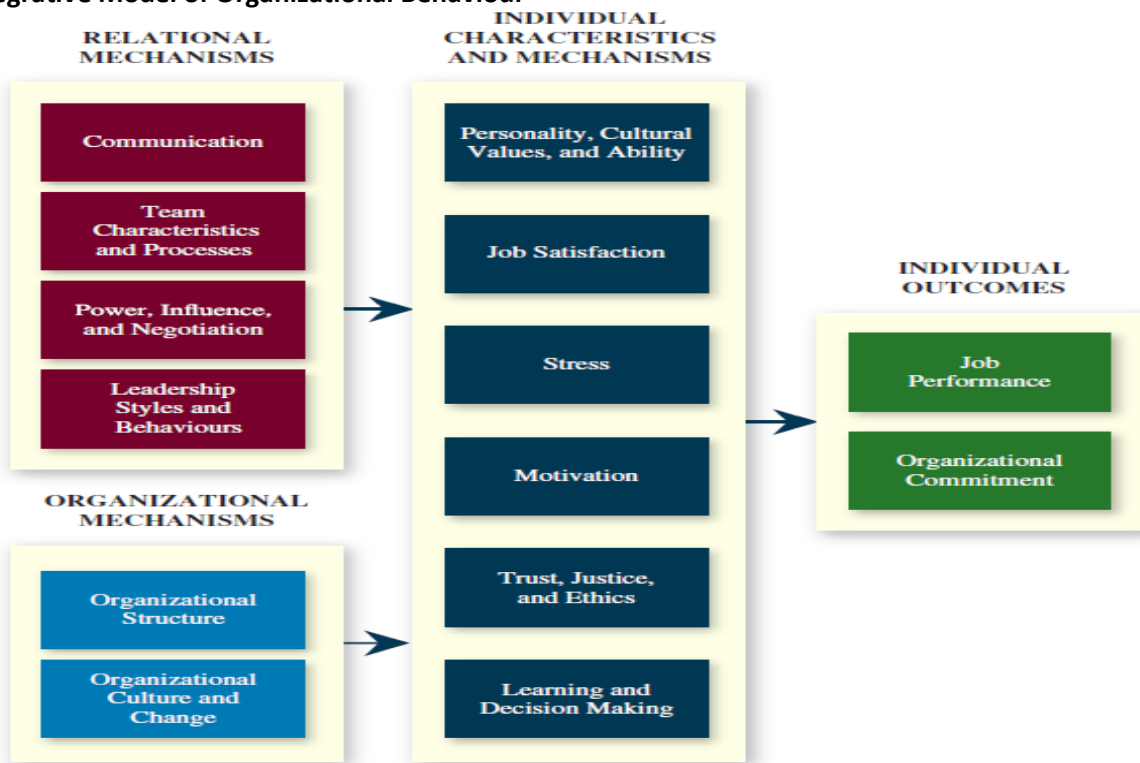
**Strategic management:** field of study devoted to exploring the product choices and industry characteristics that affect an organization’s profitability.

**Scientific management:** using scientific methods to design optimal and efficient work processes and tasks.

**Bureaucracy:** an organizational form that emphasizes the control and coordination of its members through a strict chain of command, formal rules and procedures, high specialization, and centralized decision making.

**Human relations movement:** field of study that recognizes that the psychological attributes of individual workers and the social forces within work groups have important effects on work behaviours.

### Integrative Model of Organizational Behaviour



## 1.2 What are the two primary outcomes in studies of OB?

The two primary outcome in studies of OB belong to the “Individual Outcomes” group. They are **job performance** and **organizational commitment**.

## 1.3 What factors affect the two primary OB outcomes?

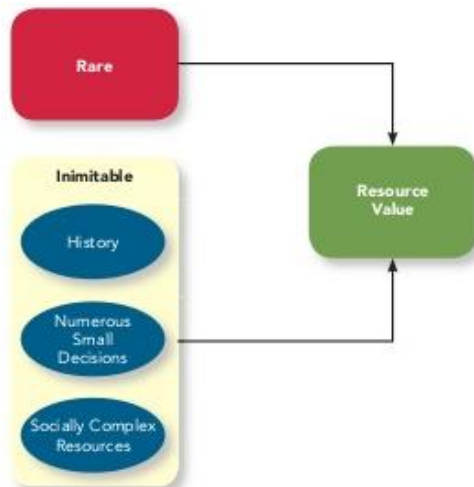
A number of factors affect performance and commitment, including individual characteristics and mechanisms (personality, cultural values, and ability; job satisfaction; stress; motivation; trust, justice, and ethics; learning and decision making), relational mechanisms (communication, team characteristics and processes, power, influence and negotiation; leadership styles and behaviours), and organizational mechanisms (organizational structure; organizational culture and change).

**Resource-based view:** A model that argues that rare and inimitable resources help firms maintain competitive advantage.

**Rare:** in short supply

**Inimitable:** Incapable of being imitated or copied

**What makes a resource valuable?**



**History:** A collective pool of experience, wisdom, and knowledge that benefits the organization.

**Numerous small decisions:** Small decisions that people make every day.

**Socially complex resources:** Resources created by people, such as culture, teamwork, trust, and reputation. “It factor” and “coolness” also fall under socially complex resources.

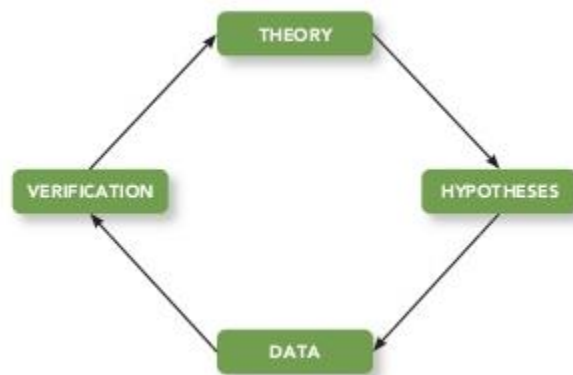
#### 1.4 Why might firms that are good at OB tend to be more profitable?

**Rule of one-eighth:** The belief that at best one-eighth, or 12 percent, of organizations will actually do what is required to build profits by putting people first.

#### 1.5 What is the role of theory in the scientific method?

**Theory:** a collection of assertions – both verbal and symbolic – that specify how and why variables are related, and the conditions in which they should (and should not) be related.

### The Scientific Method



**Hypotheses:** written predictions that specify relationships between variables.

#### 1.6 How are correlations interpreted?

**Correlation:** abbreviated  $r$ , describes the statistical relationship between two variables. Correlations can be positive or negative and range from 0 (no statistical relationship) to  $\pm 1$  (a perfect statistical relationship).

**Causal inference:** establishing that one variable really does cause another – requires establishing three things: (1) that the two variables are correlated; (2) that the presumed cause precedes the presumed effect in time; (3) that no alternative explanation exists for the correlation.

**Meta-analysis:** takes all of the correlations found in studies of a particular relationship and calculates a weighted average (such that correlations based on studies with large samples are weighted more than correlations based on studies with small samples). A method that combines the results of multiple scientific studies by essentially calculating a weighted-average correlation across studies (with larger studies receiving more weight).

## 2 Chapter 2: Job Performance

**Using results to indicate job performance can create the following problems:**

1. Employees contribute to their organization in ways that go beyond the bottom-line results. Performance based results evaluation can inaccurately represent the employees worth to the organization.
2. Manager's focuses on bottom-line results can create a bottom-line mentality in employees, which can then result in *social undermining* – sabotaging co-workers' reputations or trying to make them look bad.
3. Results can be influenced by factors that are out of the employees' control (ex: product quality, budget constraints, co-workers, supervisors, etc.)
4. Results do not provide information about how to reverse a "bad year" – employees do not receive the information they need to improve.

*The field of Organizational Behaviour aims to understand, predict and improve behaviour. Think of **Job performance** as a behaviour, and use the term "results" or "job performance results" to describe the outcomes associated with those behaviours.*

### 2.1. What is job performance?

**Job performance:** Employee behaviours that contribute either positively or negatively to the accomplishment of organizational goals.

### 2.2. What is task performance?

**Task Performance:** Employee behaviours that are directly involved in the transformation of organizational resources into the good or services that the organization produces.

**Routine task performance:** well-known or habitual responses by employees to predictable task demands that occur in a normal, routine, or otherwise predictable way.

**Adaptive task performance (adaptability):** involves employee responses to task demands that are novel, unusual, or at the very least, unpredictable.

BEHAVIOR TITLE	EXAMPLE OF ACTIVITIES
Handling emergencies or crisis situations	Quickly analyzing options for dealing with danger or crises and their implications; making split-second decisions based on clear and focused thinking
Handling work stress	Remaining composed and cool when faced with difficult circumstances or a highly demanding workload or schedule; acting as a calming and settling influence to whom others can look for guidance
Solving problems creatively	Turning problems upside-down and inside-out to find fresh new approaches; integrating seemingly unrelated information and developing creative solutions
Dealing with uncertain and unpredictable work situations	Readily and easily changing gears in response to unpredictable or unexpected events and circumstances; effectively adjusting plans, goals, actions, or priorities to deal with changing situations
Learning work tasks, technologies, and work situations	Quickly and proficiently learning new methods or how to perform previously unlearned tasks; anticipating change in the work demands and searching for and participating in assignments or training to prepare for these changes
Demonstrating interpersonal adaptability	Being flexible and open-minded when dealing with others; listening to and considering others' viewpoints and opinions and altering own opinion when it is appropriate to do so
Demonstrating cultural adaptability	Willingly adjusting behavior or appearance as necessary to comply with or show respect for others' values and customs; understanding the implications of one's actions and adjusting approach to maintain positive relationships with other groups, organizations, or cultures

Dimension title	Dimension definition
Handling emergencies or crisis situations	Reacting with appropriate and proper urgency in life threatening, dangerous, or emergency situations; quickly analyzing options for dealing with danger or crises and their implications; making split-second decisions based on clear and focused thinking; maintaining emotional control and objectivity while keeping focused on the situation at hand; stepping up to take action and handle danger or emergencies as necessary and appropriate.
Handling work stress	Remaining composed and cool when faced with difficult circumstances or a highly demanding workload or schedule; not overreacting to unexpected news or situations; managing frustration well by directing effort to constructive solutions rather than blaming others; demonstrating resilience and the highest levels of professionalism in stressful circumstances; acting as a calming and settling influence to whom others look for guidance.
Solving problems creatively	Employing unique types of analyses and generating new, innovative ideas in complex areas; turning problems upside-down and inside-out to find fresh, new approaches; integrating seemingly unrelated information and developing creative solutions; entertaining wide-ranging possibilities others may miss, thinking outside the given parameters to see if there is a more effective approach; developing innovative methods of obtaining or using resources when insufficient resources are available to do the job.
Dealing with uncertain and unpredictable work situations	Taking effective action when necessary without having to know the total picture or have all the facts at hand; readily and easily changing gears in response to unpredictable or unexpected events and circumstances; effectively adjusting plans, goals, actions, or priorities to deal with changing situations; imposing structure for self and others that provide as much focus as possible in dynamic situations; not needing things to be black and white; refusing to be paralyzed by uncertainty or ambiguity.
Learning work tasks, technologies, and procedures	Demonstrating enthusiasm for learning new approaches and technologies for conducting work; doing what is necessary to keep knowledge and skills current; quickly and proficiently learning new methods or how to perform previously unlearned tasks; adjusting to new work processes and procedures; anticipating changes in the work demands and searching for and participating in assignments or training that will prepare self for these changes; taking action to improve work performance deficiencies.
Demonstrating interpersonal adaptability	Being flexible and open-minded when dealing with others; listening to and considering others' viewpoints and opinions and altering own opinion when it is appropriate to do so; being open and accepting of negative or developmental feedback regarding work; working well and developing effective relationships with highly diverse personalities; demonstrating keen insight of others' behavior and tailoring own behavior to persuade, influence, or work more effectively with them.
Demonstrating cultural adaptability	Taking action to learn about and understand the climate, orientation, needs, and values of other groups, organizations, or cultures; integrating well into and being comfortable with different values, customs, and cultures; willingly adjusting behavior or appearance as necessary to comply with or show respect for others' values and customs; understanding the implications of one's actions and adjusting approach to maintain positive relationships with other groups, organizations, or cultures.
Demonstrating physically oriented adaptability	Adjusting to challenging environmental states such as extreme heat, humidity, cold, or dirtiness; frequently pushing self physically to complete strenuous or demanding tasks; adjusting weight and muscular strength or becoming proficient in performing physical tasks as necessary for the job.

**Creative task performance:** the degree to which individuals develop ideas or physical outcomes that are both novel and useful.

Creative ideas do not always get implemented, making it important to recognize creative performance behaviours, and the creative outcomes that result from these behaviours.

### 2.3. How do organizations identify the behaviours that underlie task performance?

**Job analysis:** a process by which an organization determines requirements of specific jobs.

Three steps of job analysis are:

1. List all of the activities involved in the job
2. Rate each activity on the list by “subject-matter experts” according to criteria such as the importance and frequency of the activity.
3. Highly rated activities (in terms of importance and frequency) are retained and used to define task performance.

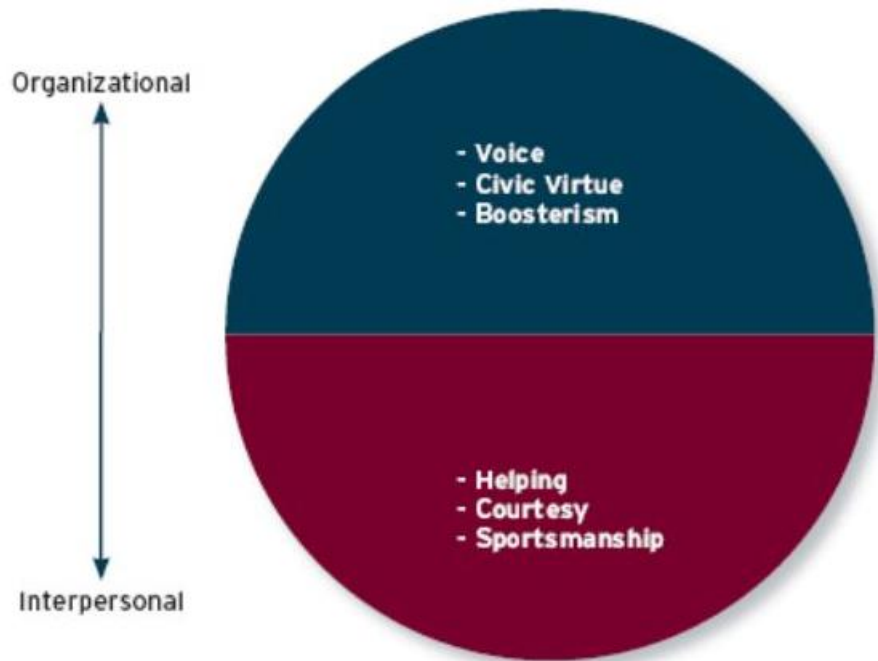
Retained behaviours then find their way into training programs as learning objectives and into performance appraisal systems as measures to evaluate task performance.

**National Occupational Classification (NOC):** nationally accepted reference on occupations in Canada, organizes over 40,000 job titles into 500 occupational group descriptions.

### 2.4 What is citizenship behaviour?

**Citizenship behaviour:** voluntary employee behaviours/activities that may or may not be rewarded but that contribute to the organization (or organizational goals) by improving the overall quality of the setting in which work takes place.

## Types of Citizenship Behaviours



**Interpersonal citizenship behaviour:** benefits co-workers and colleagues and involves assisting, supporting, and developing other organization members (co-workers and colleagues) in a way that goes beyond normal job expectations.

**Helping:** Assisting co-workers who have heavy workloads, aiding them with personal matters, and showing new employees the ropes.

**Courtesy:** Keeping co-workers informed about matters that are relevant to them – sharing important information with co-workers.

**Sportsmanship:** Maintaining a good attitude with co-workers, even when they've done something annoying or the unit is going through tough times (through good and bad times).

**Organizational citizenship behaviour:** Going beyond normal expectations to improve operations of the organization, defend it and be loyal to it. Supporting and defending the company, working to improve its operations, and being especially loyal to it.

**Voice:** Speaking up and offering constructive suggestions for change, often in reaction to a negative work event.

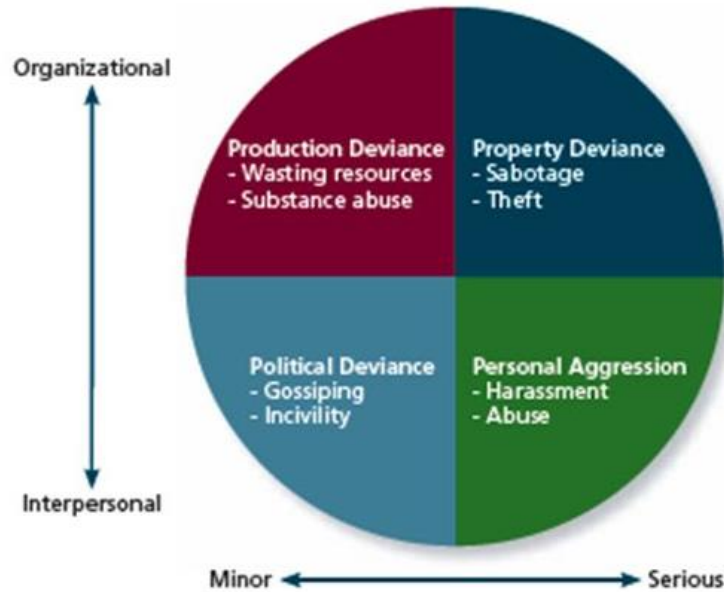
**Civic Virtue:** Participating in the company's operations at a deeper-than-normal level by attending voluntary meeting and functions, reading and keeping up with organizational announcements, and keeping abreast of business news that affects the company.

**Boosterism:** Representing the organization in a positive way when out in public, away from the office, and away from work. Positively representing the organization when in public.

## 2.5 What is counterproductive behaviour?

**Counterproductive behaviour:** employee behaviours that intentionally hinder organizational goal accomplishment.

### Types of Counterproductive Behaviours

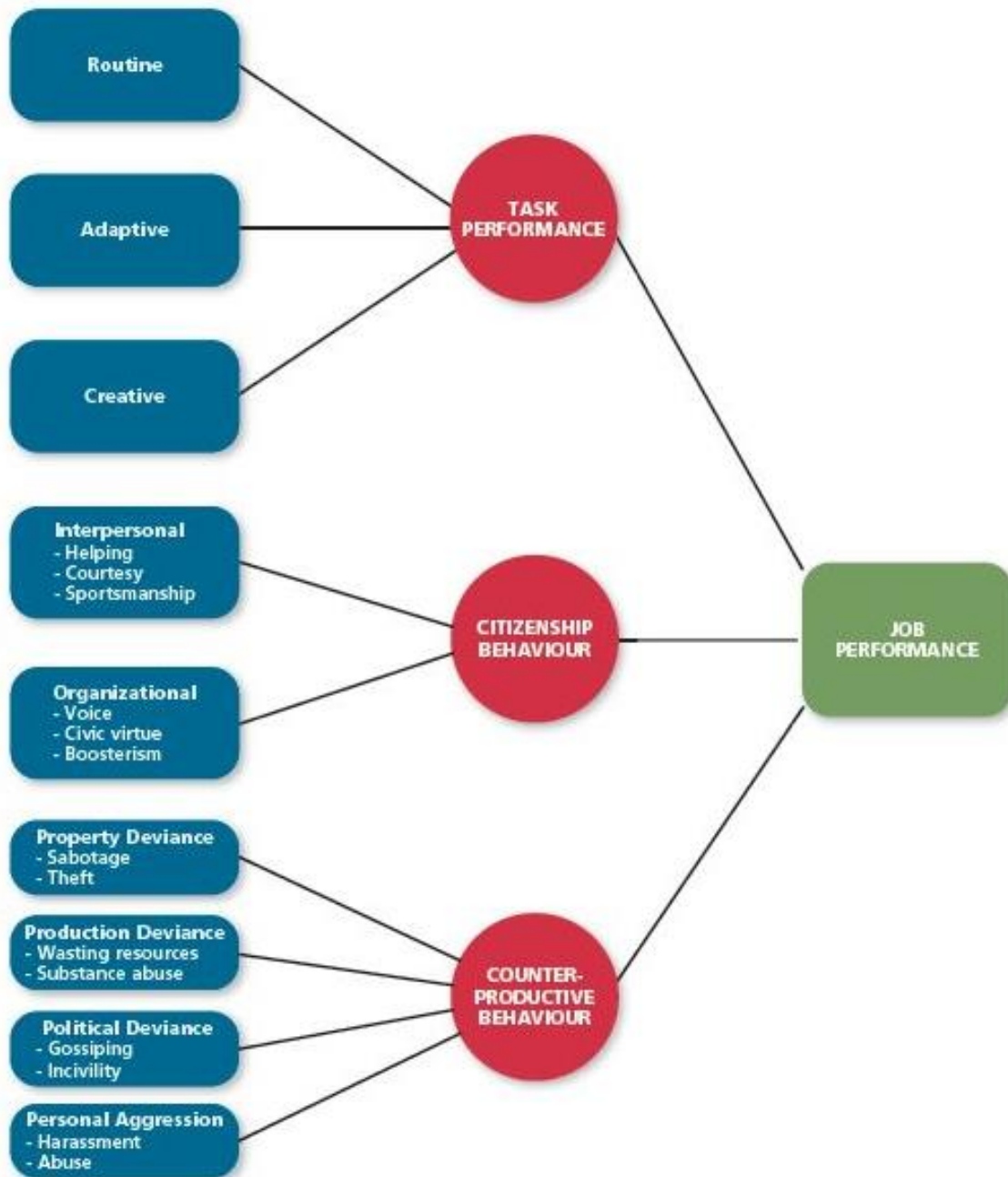


<b>Property Deviance (Organizational → Serious)</b>
Behaviours that harm the organization's assets and possessions.
<b>Sabotage:</b> Intentional destruction of physical equipment, organizational processes, or company products.
<b>Theft:</b> Stealing company products or equipment from the organization.
<b>Production Deviance (Organizational → Minor)</b>
Directed against the organization but focuses specifically on reducing the efficiency of work output. Intentionally reducing organizational efficiency of work output.
<b>Wasting resources:</b> Most common form of production deviance, when employees use too many materials or too much time to do too little work.
<b>Substance abuse:</b> A form of production deviance – the abuse of drugs or alcohol before coming to work or while on the job.
<b>Personal Aggression ( Interpersonal → Serious)</b>
Hostile verbal and physical actions directed toward other employees.
<b>Harassment:</b> Occurs when employees are subjected to unwanted physical contact or verbal remarks from a colleague.
<b>Abuse:</b> Occurs when an employee is assaulted or endangered in such a way that physical and psychological injuries may occur.
<b>Political Deviance ( Interpersonal → Minor)</b>
Behaviours that intentionally disadvantage other individuals rather than the larger organization.
<b>Gossiping:</b> Casual conversations about other people in which the facts are not confirmed as a true.
<b>Incivility:</b> Communication that is rude, impolite, discourteous, and lacking in good manners.

**Summary: What does it mean to be a “good performer”?**

1. They are good at the job tasks that fall within their job description.
2. Engage in citizenship behaviours directed at both co-workers and the larger organization.
3. Refrain from engaging in the counterproductive behaviours that can badly damage the climate of the organization.

**What does it mean to be a “good performer”?**



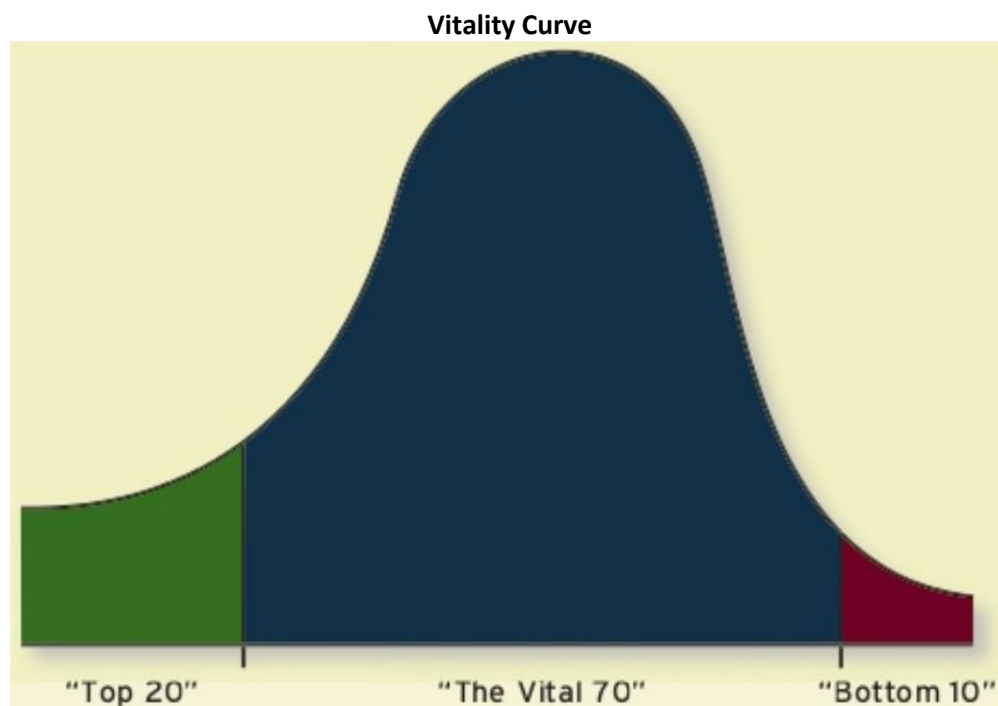
## 2.6 How can organizations use job performance information to manage employee performance?

**Management by objectives (MBO):** management philosophy that bases an employee's evaluations on whether the employee achieves/meets specific performance goals. **MBO** is best suited for managing the performance of employees who work in context in which objective measures of performance can be quantified.

**Behaviourally anchored rating scales (BARS):** Use of examples of critical incidents to evaluate an employee's job performance behaviours directly. Measures performance by directly assessing job performance behaviors. The BARS approach uses "critical incidents"—short descriptions of effective and ineffective behaviors—to create a measures that can be used to evaluate employee performance.

**360 degree feedback:** A performance evaluation system that uses rating provided by supervisors, co-workers, subordinates, customers, and the employees themselves. Involves collecting performance information not just from the supervisor but from anyone else who might have firsthand knowledge about the employee's performance behaviours.

**Forced ranking:** A performance management system that forces managers to rank each of their people into one of three categories: the top 20 percent, the vital middle 70 percent, or the bottom 10 percent (Vitality Curve). Method first used by Jack Welch of GE.



**Social Networking Systems:** Technology applied in organizational contexts to develop and evaluate employee job performance. Ex: Twitter like application that allows employees to post questions and receive anonymous answers from their peers about a presentation.

### 3 Chapter 3: Organizational Commitment

#### 3.1 What is organizational commitment? What is withdrawal behaviour? How are the two connected?

**Organizational commitment:** the desire on the part of an employee to remain a member of the organization. Organizational commitment influences whether an employee stays a member of the organization (is retained) or leaves to pursue another job (turns over).

**Withdrawal behaviour:** a set of actions that employees perform to avoid the work situation – behaviours that may eventually culminate in quitting the organization.

#### Organizational Commitment and Employee Withdrawal






#### 3.2 What are three forms of organizational commitment, and how do they differ?

**Affective commitment:** An employee's desire to remain a member of an organization due to a feeling of emotional attachment. Staying because you want to. A feeling of **sadness** could ensue if you decide to leave.

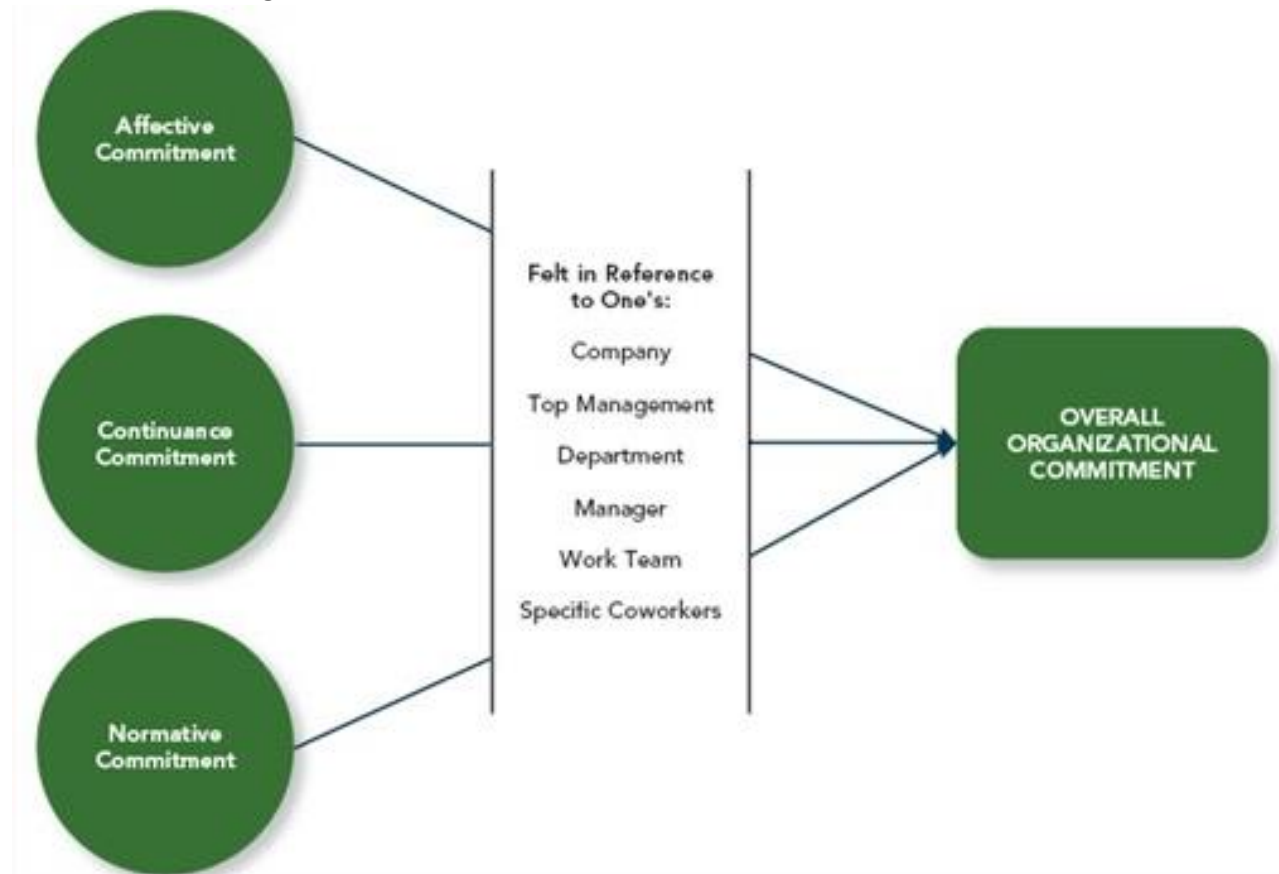
**Continuance commitment:** An employee's desire to remain a member of an organization due to an awareness of the costs of leaving. Staying because you need to. A feeling of **anxiety** could ensue if you decide to leave.

**Normative commitment:** An employee's desire to remain a member of an organization due to a feeling of obligation. Staying because you ought to. A feeling of **guilt** could ensue if you decide to leave.

What Makes Someone Want to Stay with their Current Organization?		
EMOTION-BASED REASONS	COST-BASED REASONS	OBLIGATION-BASED REASONS
Some of my best friends work in my office . . . I'd miss them if I left.	I'm due for a promotion soon . . . will I advance as quickly at the new company?	My boss has invested so much time in me, mentoring me, training me, showing me "the ropes."
I really like the atmosphere at my current job . . . it's fun and relaxed.	My salary and benefits get us a nice house in our town . . . the cost of living is higher in this new area.	My organization gave me my start . . . they hired me when others thought I wasn't qualified.
My current job duties are very rewarding . . . I enjoy coming to work each morning.	The school system is good here, my spouse has a good job . . . we've really "put down roots" where we are.	My employer has helped me out of a jam on a number of occasions . . . how could I leave now?
 <p>Affective Commitment</p>	 <p>Continuance Commitment</p>	 <p>Normative Commitment</p>
Staying because you <i>want</i> to.	Staying because you <i>need</i> to.	Staying because you <i>ought</i> to.

**Focus of commitment:** refers to the various people, places, and things that can inspire a desire to remain a member of an organization.

## Drivers of Overall Organizational Commitment



### ***AFFECTIVE COMMITMENT***

***Erosion model:*** suggests that employees with fewer bonds with co-workers will be (are) more likely to quit the organization.

***Social influence model:*** A model that suggests that employees with direct linkages to co-workers who leave the organization will themselves be more likely to leave.

**CONTINUANCE COMMITMENT**

**Embeddedness:** an employee`s link (connection) to their organization an community, their sense of fit with their organization and community, and what they would have to sacrifice for a job change. Research suggests that embeddedness helps employees weather negative events that occur, and that it matters across cultures.

"Embedded" People Feel:		
FACET	FOR THE ORGANIZATION:	FOR THE COMMUNITY:
Links	<ul style="list-style-type: none"><li>• I've worked here for such a long time.</li><li>• I'm serving on so many teams and committees.</li></ul>	<ul style="list-style-type: none"><li>• Several close friends and family live nearby.</li><li>• My family's roots are in this community.</li></ul>
Fit	<ul style="list-style-type: none"><li>• My job utilizes my skills and talents well.</li><li>• I like the authority and responsibility I have at this company.</li></ul>	<ul style="list-style-type: none"><li>• The weather where I live is suitable for me.</li><li>• I think of the community where I live as home.</li></ul>
Sacrifice	<ul style="list-style-type: none"><li>• The retirement benefits provided by the organization are excellent.</li><li>• I would sacrifice a lot if I left this job.</li></ul>	<ul style="list-style-type: none"><li>• People respect me a lot in my community.</li><li>• Leaving this community would be very hard.</li></ul>

**NORMATIVE COMMITMENT**

(no extra definitions provided under this heading)

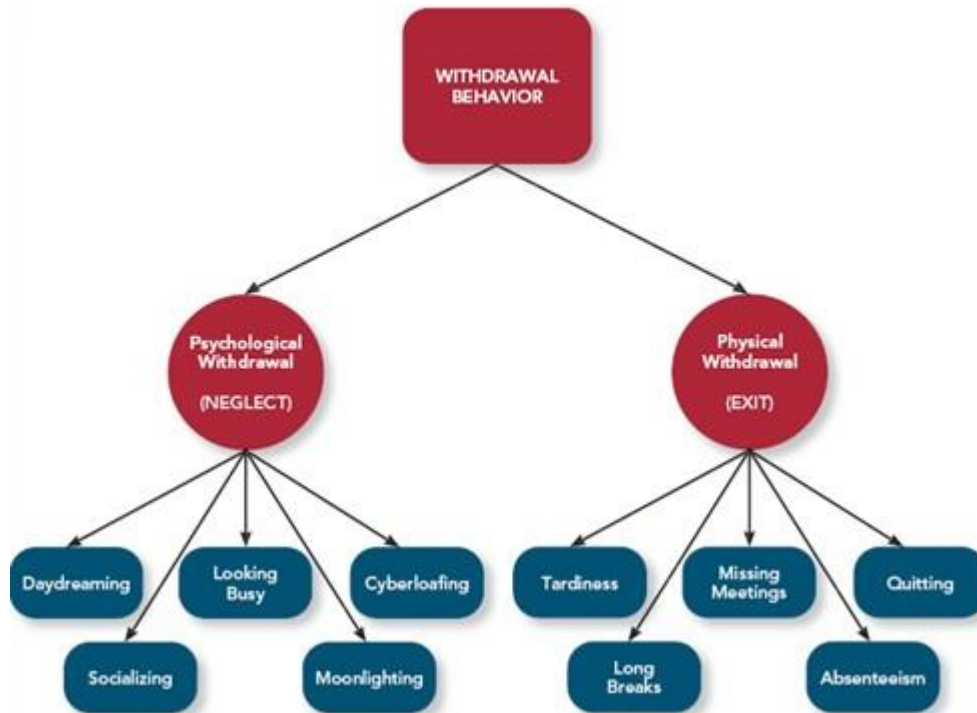
### 3.3 What are the four primary responses to negative events at work?

	<b>Active</b>	
	<p><b>Exit:</b> an active destructive response to a negative work event by which an individual either ends or restricts organizational membership.</p>	<p><b>Voice:</b> an active constructive response to a negative work event in which an individual attempts to improve the situation.</p>
<b>Destructive</b>	<p><b>Neglect:</b> a passive destructive response to a negative work event in which one's interest and effort in the job declines.</p>	<b>Constructive</b>
	<b>Passive</b>	

### 3.4 What are some examples of psychological withdrawal? Or physical withdrawal? How do the different forms of withdrawal relate to each other?

**Withdrawal behaviour:** employee actions that are intended to avoid work situations.

#### Psychological and Physical Withdrawal



<b>Psychological Withdrawal: actions that provide a mental escape from the work environment.</b>	
<b>Daydreaming:</b>	A form of psychological withdrawal in which one's work is interrupted by random thoughts or concerns.
<b>Socializing:</b>	A form of psychological withdrawal in which one verbally chats with co-workers about non-work topics.
<b>Looking busy:</b>	A form of psychological withdrawal in which one attempts to appear consumed with work when not performing actual work tasks.
<b>Moonlighting:</b>	A form of psychological withdrawal in which employees use work time and resources to do non-work-related activities.
<b>Cyberloafing:</b>	A form of psychological withdrawal in which employees use Internet, e-mail, and instant messaging access for their personal enjoyment rather than work duties.

<b>Physical Withdrawal: Actions that provide a physical escape, whether short-term or long-term, from the work environment.</b>	
<b>Tardiness:</b>	A form of physical withdrawal in which employees tend to arrive at work late or leave work early.
<b>Long breaks:</b>	A form of physical withdrawal in which employees take longer-than-normal lunches or breaks to spend less time at work.
<b>Missing meetings:</b>	A form of physical withdrawal in which employees neglect important work functions while away from the office.
<b>Absenteeism:</b>	A form of physical withdrawal in which employees do not show up for an entire day of work.
<b>Quitting:</b>	A form of physical withdrawal in which employees voluntarily leaving the organization.

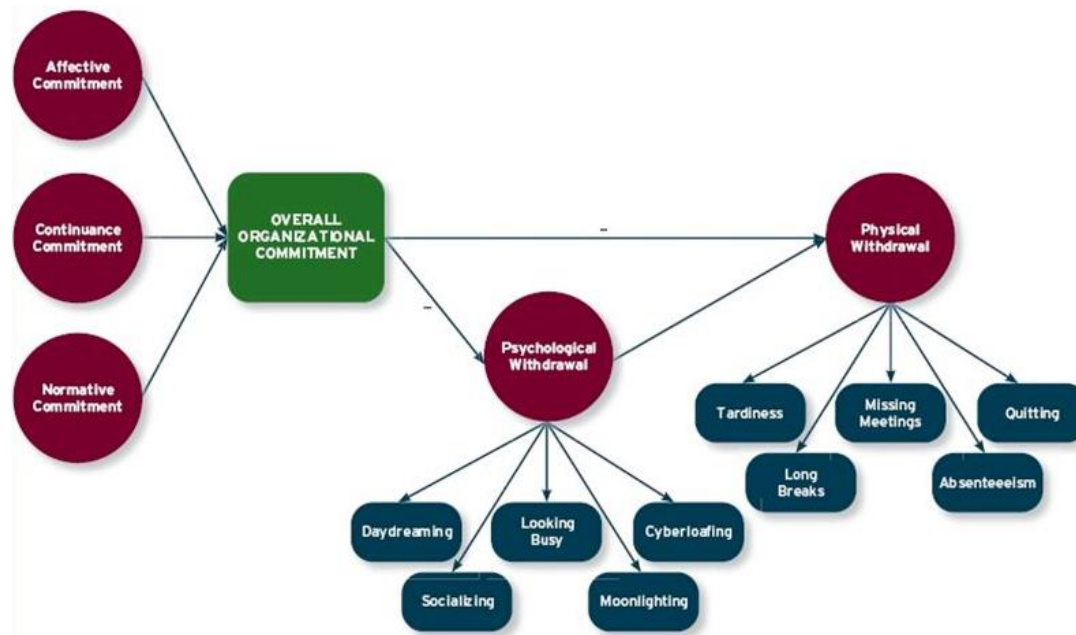
## MODES OF WITHDRAWAL

**Independent forms model:** A model that predicts that the various withdrawal behaviours are uncorrelated, so that engaging in one type of withdrawal has little bearing on engaging in other types.

**Compensatory forms model:** A model indicating that the various withdrawal behaviours are negatively correlated, so that engaging in one type of withdrawal makes one less likely to engage in other types.

**Progression model:** A model indicating that the various withdrawal behaviours are positively correlated, so that engaging in one type of withdrawal makes one more likely to engage in other types.

### What does it mean to be “Committed”?



### 3.5 What workplace trends are affecting organizational commitment in today’s organizations?

OB Internationally	
Research suggests that expatriate’s adjustment comes in three distinctive forms:	
<b>Work adjustment:</b>	The degree of comfort with specific job responsibilities and performance expectations
<b>Cultural adjustment:</b>	The degree of comfort with the general living conditions, climate, cost of living, transportation, and housing offered by the host culture
<b>Interaction adjustment:</b>	The degree of comfort when socializing and interacting with members of the host culture.

#### The Changing Employee-Employer Relationship

**Psychological contracts:** employee’s beliefs about what they owe the organization and what the organization owes them.

**Transactional contracts:** Psychological contracts based on a narrow set of specific monetary obligations (e.g., the employee owes attendance and protection of proprietary information; the organization owes pay and advancement opportunities).

**Relational contracts:** Psychological contracts based on a broader set of open-ended and subjective obligations (e.g., the employee owes loyalty and the willingness to go above and beyond; the organization owes job security, development and support).

### 3.6 How can organizations foster a sense of commitment among employees?

***Perceived organizational support:*** The degree to which employees believe that the organization values their contributions and cares about their well-being.

## 4 Chapter 4: Personality, Cultural Values, and ability

### 4.1 What is personality? What are cultural values? What is ability?

**Personality:** structures and propensities inside people that explain their characteristic patterns of thought, emotion, and behaviour; personality reflects what people are like and creates their social reputation.

**Traits:** recurring regularities or trends in people's responses to their environment.

**Cultural values:** shared beliefs about desirable end states or modes of conduct in a given culture that influence the expression of traits.

**Ability:** relatively stable capabilities people have to perform a particular range of different but related activities. Ability captures what people can do.

### 4.2 What are the "Big Five" factors of personality?

**Big Five:** The five major dimensions of personality: conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

<b>C</b>	<b>Conscientiousness</b>	Dimension of personality-reflecting traits like being dependable, organized, reliable, ambitious, hard-working, and persevering.  <b>THE</b> Most important of the Big Five from the perspective of job performance.
<b>A</b>	<b>Agreeableness</b>	Dimension of personality-reflecting traits like being kind, cooperative, sympathetic, helpful, courteous, and warm.
<b>N</b>	<b>Neuroticism</b>	Dimension of personality-reflecting traits like being nervous, moody, emotional, insecure, jealous, and unstable.  Second-most-important of the Big Five from the perspective of job performance,
<b>O</b>	<b>Openness to experience</b>	Dimension of personality-reflecting traits like being curious, imaginative, creative, complex, refined, and sophisticated.
<b>E</b>	<b>Extraversion</b>	Dimension of personality-reflecting traits like being talkative, sociable, passionate, assertive, bold and dominant.

**Train Adjectives Associated with the “Big Five”**

C	A	N	O	E
Conscientiousness	Agreeableness	Neuroticism	Openness	Extraversion
<ul style="list-style-type: none"> <li>• Dependable</li> <li>• Organized</li> <li>• Reliable</li> <li>• Ambitious</li> <li>• Hardworking</li> <li>• Persevering</li> </ul> <p style="text-align: center;">NOT</p> <ul style="list-style-type: none"> <li>• Careless</li> <li>• Sloppy</li> <li>• Inefficient</li> <li>• Negligent</li> <li>• Lazy</li> <li>• Irresponsible</li> </ul>	<ul style="list-style-type: none"> <li>• Kind</li> <li>• Cooperative</li> <li>• Sympathetic</li> <li>• Helpful</li> <li>• Courteous</li> <li>• Warm</li> </ul> <p style="text-align: center;">NOT</p> <ul style="list-style-type: none"> <li>• Critical</li> <li>• Antagonistic</li> <li>• Callous</li> <li>• Selfish</li> <li>• Rude</li> <li>• Cold</li> </ul>	<ul style="list-style-type: none"> <li>• Nervous</li> <li>• Moody</li> <li>• Emotional</li> <li>• Insecure</li> <li>• Jealous</li> <li>• Unstable</li> </ul> <p style="text-align: center;">NOT</p> <ul style="list-style-type: none"> <li>• Calm</li> <li>• Steady</li> <li>• Relaxed</li> <li>• At ease</li> <li>• Secure</li> <li>• Contented</li> </ul>	<ul style="list-style-type: none"> <li>• Curious</li> <li>• Imaginative</li> <li>• Creative</li> <li>• Complex</li> <li>• Refined</li> <li>• Sophisticated</li> </ul> <p style="text-align: center;">NOT</p> <ul style="list-style-type: none"> <li>• Uninquisitive</li> <li>• Conventional</li> <li>• Conforming</li> <li>• Simple</li> <li>• Unartistic</li> <li>• Traditional</li> </ul>	<ul style="list-style-type: none"> <li>• Talkative</li> <li>• Sociable</li> <li>• Passionate</li> <li>• Assertive</li> <li>• Bold</li> <li>• Dominant</li> </ul> <p style="text-align: center;">NOT</p> <ul style="list-style-type: none"> <li>• Quiet</li> <li>• Shy</li> <li>• Inhibited</li> <li>• Bashful</li> <li>• Reserved</li> <li>• Submissive</li> </ul>

**Accomplishment striving:** A strong desire to accomplish task-related goals as a means of expressing one’s personality. Falls under the “conscientiousness” personality dimension.

**Communion striving:** a strong desire to obtain acceptance in personal relationships as a means of expressing one’s personality. Falls under the “agreeableness” personality dimension.

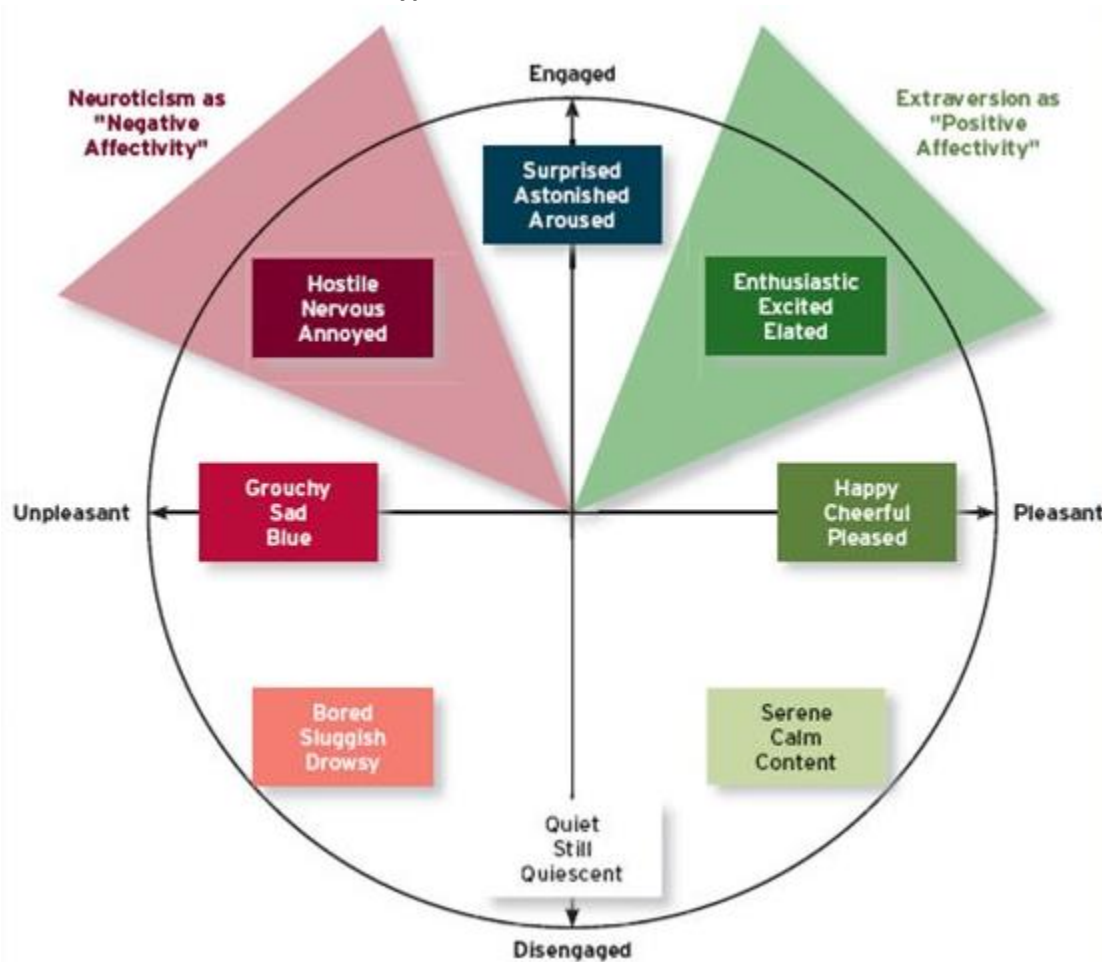
**Zero acquaintance situations:** Situation in which two people have just met. (Described in paragraphs related to “extraversion” dimension.)

**Status striving:** A strong desire to obtain power and influence within a social structure as a means of expressing one’s personality. Falls under the “extraversion” personality dimension.

**Positive affectivity:** A dispositional tendency to experience pleasant, engaging moods such as enthusiasm, excitement and elation. Falls under the “extraversion” personality dimension.

**Negative affectivity:** a dispositional tendency to experience unpleasant moods such as hostility, nervousness, and annoyance. Falls under the “neuroticism” personality dimension.

## Extraversion, Neuroticism, and Typical Moods



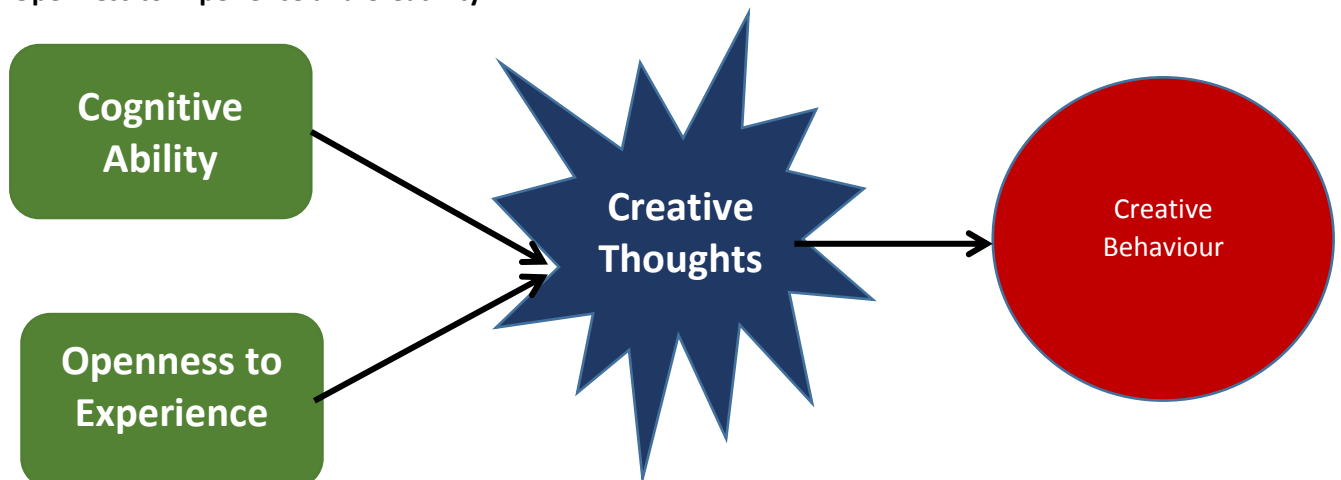
**Locus of Control:** One's tendency to view the cause of event and personal outcomes as internally or externally controlled.

<p><b>External locus of control:</b></p>	<ul style="list-style-type: none"> <li>• Neurotic people tend to hold an external locus of control, meaning that they often believe that the events that occur around them are driven by luck, chance, or fate.</li> <li>• Tendency to locate responsibility for one's own fate in outside forces and to believe that one's own behaviour has little impact on outcomes</li> <li>• Believing that one's life is controlled by external factors</li> </ul>
<p><b>Internal locus of control:</b></p>	<ul style="list-style-type: none"> <li>• Less neurotic people tend to hold an internal locus of control, meaning that they believe that their own behaviour dictates events.</li> <li>• Tendency to locate responsibility for one's fate within oneself; to see the control of one's life as coming from inside</li> <li>• Own actions and behaviors are major and decisive determinants of job outcomes</li> </ul>

### External and Internal Locus of Control

People with an External Locus of Control Tend to Believe:	People with an Internal Locus of Control Tend to Believe:
Many of the unhappy things in people's lives are partly due to back luck.	People's misfortunes result from the mistakes they make.
Getting a good job depends mainly on being in the right place at the right time.	Becoming a success is a matter of hard work; luck has little or nothing to do with it.
Many times exam questions tend to be so unrelated to course work that studying is really useless.	In the case of the well-prepared student, there is rarely if ever such a thing as an unfair test.
This world is run by the few people in power, and there is not much the little guy can do about it.	The average citizen can have an influence in government decisions.
There's not much use in trying too hard to please people; if they like you, they like you.	People are lonely because they don't try to be friendly.

### Openness to Experience and Creativity



### 4.3 What taxonomies can be used to describe cultural values?

**Culture:** shared values, beliefs, motives, identities, and interpretations that result from common experiences of members of a society and are transmitted across generations.

#### **Hofstede's Dimensions of Cultural Values**

**Individualism-collectivism:** the degree to which a culture has a loosely knit social framework (individualism) or a tight social framework (collectivism)

**Power distance:** the degree to which a culture prefers equal power distributions (low power distance) or an unequal power distribution (high power distance)

**Uncertainty avoidance:** the degree to which a culture tolerates ambiguous situations (low uncertainty avoidance) or feels threatened by them (high uncertainty avoidance)

**Masculinity-femininity:** the degree to which a culture values stereotypically male traits (masculinity) or stereotypically female traits (femininity)

**Short-term vs. long-term orientation:** The degree to which a culture stresses values that are past- and present-oriented (short-term orientation) or future-oriented (long-term orientation)

Individualism–Collectivism	
INDIVIDUALISTIC	COLLECTIVISTIC
The culture is a loosely knit social framework in which people take care of themselves and their immediate family.	The culture is a tight social framework in which people take care of the members of a broader ingroup and act loyal to it.
Canada, the Netherlands, France	Indonesia, China, West Africa
Power Distance	
LOW	HIGH
The culture prefers that power be distributed uniformly where possible, in a more egalitarian fashion.	The culture accepts the fact that power is usually distributed unequally within organizations.
Canada, Germany, the Netherlands	Russia, China, Indonesia
Uncertainty Avoidance	
LOW	HIGH
The culture tolerates uncertain and ambiguous situations and values unusual ideas and behaviors.	The culture feels threatened by uncertain and ambiguous situations and relies on formal rules to create stability.
Canada, Indonesia, the Netherlands	Japan, Russia, France
Masculinity–Femininity	
MASCULINE	FEMININE
The culture values stereotypically male traits such as assertiveness and the acquisition of money and things.	The culture values stereotypically female traits such as caring for others and caring about quality of life.
Canada, Japan, Germany	The Netherlands, Russia, France
Short-Term vs. Long-Term Orientation	
SHORT-TERM ORIENTED	LONG-TERM ORIENTED
The culture stresses values that are more past- and present-oriented, such as respect for tradition and fulfilling obligations.	The culture stresses values that are more future-oriented, such as persistence, prudence, and thrift.
Canada, Russia, West Africa	China, Japan, the Netherlands

## **Cultural Values**

- ***Gender Egalitarianism.*** The culture promotes gender equality and minimizes role differences between men and women. High: Nordic Europe, Eastern Europe. Low: Middle East.
- ***Assertiveness.*** The culture values assertiveness, confrontation, and aggressiveness in social relationships. High: Germanic Europe, Eastern Europe. Low: Nordic Europe.
- ***Future Orientation.*** The culture engages in planning and investment in the future while delaying individual or collective gratification. High: Germanic Europe, Nordic Europe. Low: Middle East, Latin America, Eastern Europe.
- ***Performance Orientation.*** The culture encourages and rewards members for excellence and performance improvements. High: Anglo, Confucian Asia, Germanic Europe. Low: Latin America, Eastern Europe.
- ***Humane Orientation.*** The culture encourages and rewards members for being generous, caring, kind, fair, and altruistic. High: Southern Asia, Sub-Saharan Africa. Low: Latin Europe, Germanic Europe.

***Ethnocentrism:*** a propensity to view one's own cultural values as "right" and those of other cultures as "wrong".

## **Five personality traits associated with expatriate success factors**

*Cultural Empathy.* A tendency to empathize with the feelings, thoughts, and behaviors of individuals with different cultural values.

- I understand other people's feelings.
- I take other people's habits into consideration.

*Open-mindedness.* A tendency to have an open and unprejudiced attitude toward other cultural values and norms.

- I get involved in other cultures.
- I find other religions interesting.

*Emotional Stability.* A tendency to remain calm in the kinds of stressful situations that can be encountered in foreign environments.

- I can put setbacks in perspective.
- I take it for granted that things will turn out right.

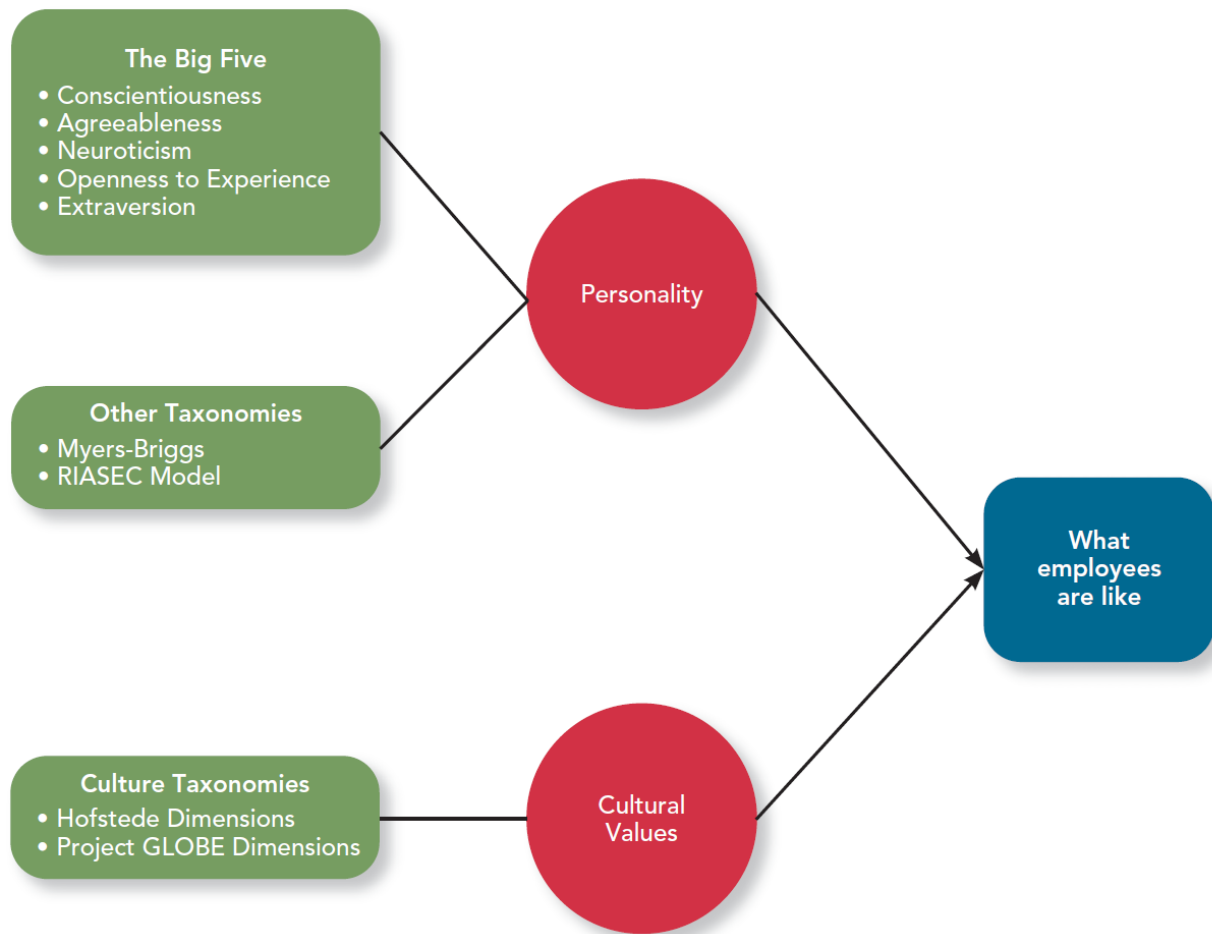
*Social Initiative.* A tendency to be proactive when approaching social situations, which aids in building connections.

- I easily approach other people.
- I am often the driving force behind things.

*Flexibility.* A tendency to regard new situations as a challenge and to adjust behaviors to meet that challenge.

- I could start a new life easily.
- I feel comfortable in different cultures.

### How Can We Describe What Employees Are Like?



#### 4.4 What are the various types of cognitive ability?

**Cognitive ability:** capabilities related to the acquisition and application of knowledge (use of knowledge) in problem solving and decision making.

## Types and Facets of Cognitive Ability

TYPE	MORE SPECIFIC FACET	JOB'S WHERE RELEVANT
Verbal	<p><i>Oral and Written Comprehension:</i> Understanding written and spoken words and sentences</p> <p><i>Oral and Written Expression:</i> Communicating ideas by speaking or writing so that others can understand</p>	Business executives; police, fire, and ambulance dispatchers; clinical psychologists
Quantitative	<p><i>Number Facility:</i> Performing basic math operations quickly and correctly</p> <p><i>Mathematical Reasoning:</i> Selecting the right method or formula to solve a problem</p>	Treasurers; financial managers; mathematical technicians; statisticians
Reasoning	<p><i>Problem Sensitivity:</i> Understanding when there is a problem or when something may go wrong</p> <p><i>Deductive Reasoning:</i> Applying general rules to specific problems</p> <p><i>Inductive Reasoning:</i> Combining specific information to form general conclusions</p> <p><i>Originality:</i> Developing new ideas</p>	Anesthesiologists; surgeons; business executives; fire inspectors; judges; police detectives; forensic scientists; cartoonists; designers
Spatial	<p><i>Spatial Orientation:</i> Knowing where one is relative to objects in the environment</p> <p><i>Visualization:</i> Imagining how something will look after it has been rearranged</p>	Pilots; drivers; boat captains; photographers; set designers; sketch artists
Perceptual	<p><i>Speed and Flexibility of Closure:</i> Making sense of information and finding patterns</p> <p><i>Perceptual Speed:</i> Comparing information or objects with remembered information or objects</p>	Musicians; firefighters; police officers; pilots; mail clerks; inspectors

**Verbal ability:** various capabilities associated with understanding and expressing oral and written communication.

Oral comprehension: ability to understand spoken words and sentences

Written comprehension: ability to understand written words and sentences

Oral expression: ability to communicate ideas by speaking

Written expression: ability to communicate ideas in writing

**Quantitative ability:** capabilities associated with doing basic mathematical operations and selecting and applying formulas to solve mathematical problems.

Number facility: capability to do simple math operations (adding, subtracting, multiplying, and dividing).

Mathematical reasoning: ability to choose and apply formulas to solve problems that involve numbers

**Reasoning ability:** a diverse set of abilities associated with sensing and solving problems using insight, rules, and logic.

Deductive reasoning: the use of general rules to solve problems

Inductive reasoning: ability to consider several specific pieces of information and then reach a more general conclusion regarding how those pieces are related.

Originality: ability to develop clever and novel ways to solve problems.

**Spatial ability:** capabilities associated with visual and mental representation and manipulation of objects and space.

Spatial orientation: having a good understanding of where one is relative to other things in the environment.

Visualization: ability to imagine how separate things will look if they were put together in a particular way.

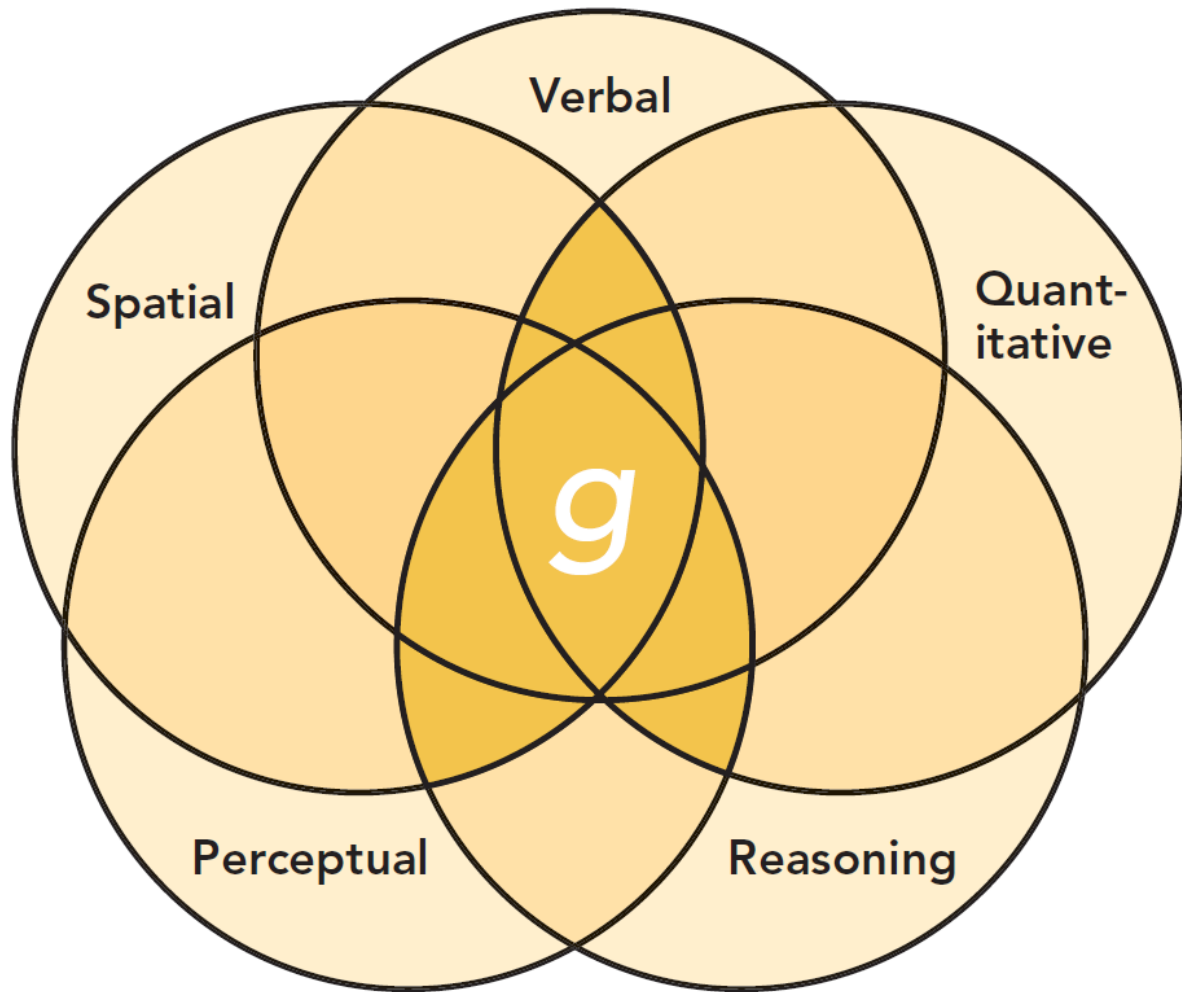
**Perpetual ability:** capacity to perceive, understand, and recall patterns of information.

Speed and flexibility of closure: ability to pick out a pattern of information quickly in the presence of distracting information, even without all the information present.

Perpetual speed: ability to examine and compare numbers, letters, and objects quickly.

**General mental ability:** sometimes called “g” or “the g factor”. The general level of cognitive ability that plays an important role in determining the more narrow cognitive abilities.

## The “g factor”



### 4.5 What are the various types of emotional ability?

<b>Emotional intelligence:</b> a set of abilities related to the understanding and use of emotions that affect social functioning.	
<i>Self-awareness:</i>	The ability to recognize and understand the emotions in oneself
<i>Other-awareness:</i>	The appraisal and recognition of emotion in others. The ability to recognize and understand the emotions that other people are feeling.
<i>Emotion regulation:</i>	The ability to recover quickly from emotional experiences.
<i>Use of emotions:</i>	The degree to which people can harness emotions and employ them to improve their chances of being successful in whatever they are seeking to do.

#### 4.6 What are the various types of physical ability?

TYPE	MORE SPECIFIC FACET	JOBS WHERE RELEVANT
Strength	<p><i>Static:</i> Lifting, pushing, pulling heavy objects</p> <p><i>Explosive:</i> Exerting a short burst of muscular force to move oneself or objects</p> <p><i>Dynamic:</i> Exerting muscular force repeatedly or continuously</p>	Structural iron and steel workers; tractor trailer and heavy truck drivers; farm workers; firefighters
Stamina	Exerting oneself over a period of time without circulatory system giving out	Athletes; dancers; commercial divers; firefighters
Flexibility & Coordination	<p><i>Extent Flexibility:</i> Degree of bending, stretching, twisting of body, arms, legs</p> <p><i>Dynamic Flexibility:</i> Speed of bending, stretching, twisting of body, arms, legs</p> <p><i>Gross Body Coordination:</i> Coordinating movement of body, arms, and legs in activities that involve all three together</p> <p><i>Gross Body Equilibrium:</i> Ability to regain balance in contexts where balance is upset</p>	Athletes; dancers; riggers; industrial machinery mechanics; choreographers; commercial divers; structural iron and steel workers
Psychomotor	<p><i>Fine Manipulative Abilities:</i> Keeping hand and arm steady while grasping, manipulating, and assembling small objects</p> <p><i>Control Movement Abilities:</i> Making quick, precise adjustments to a machine while operating it</p> <p><i>Response Orientation:</i> Quickly choosing among appropriate alternative movements</p> <p><i>Response Time:</i> Quickly responding to signals with body movements</p>	Fabric menders; potters; timing device assemblers; jewelers; construction drillers; agricultural equipment operators; photographers; highway patrol pilots; athletes
Sensory	<p><i>Near and Far Vision:</i> Seeing details of an object up close or at a distance</p> <p><i>Night Vision:</i> Seeing well in low light</p> <p><i>Visual Color Discrimination:</i> Detecting differences in colors and shades</p> <p><i>Depth Perception:</i> Judging relative distances</p> <p><i>Hearing Sensitivity:</i> Hearing differences in sounds that vary in terms of pitch and loudness</p> <p><i>Auditory Attention:</i> Focusing on a source of sound in the presence of other sources</p> <p><i>Speech Recognition:</i> Identifying and understanding the speech of others</p>	Electronic testers and inspectors; highway patrol pilots; tractor trailer, truck, and bus drivers; airline pilots; photographers; musicians and composers; industrial machine mechanics; speech pathologists

**Strength:** The degree to which the body is capable of exerting force.

**Stamina:** The ability of a person’s lungs and circulatory system to work efficiently while he or she is engaging in prolonged physical activity.

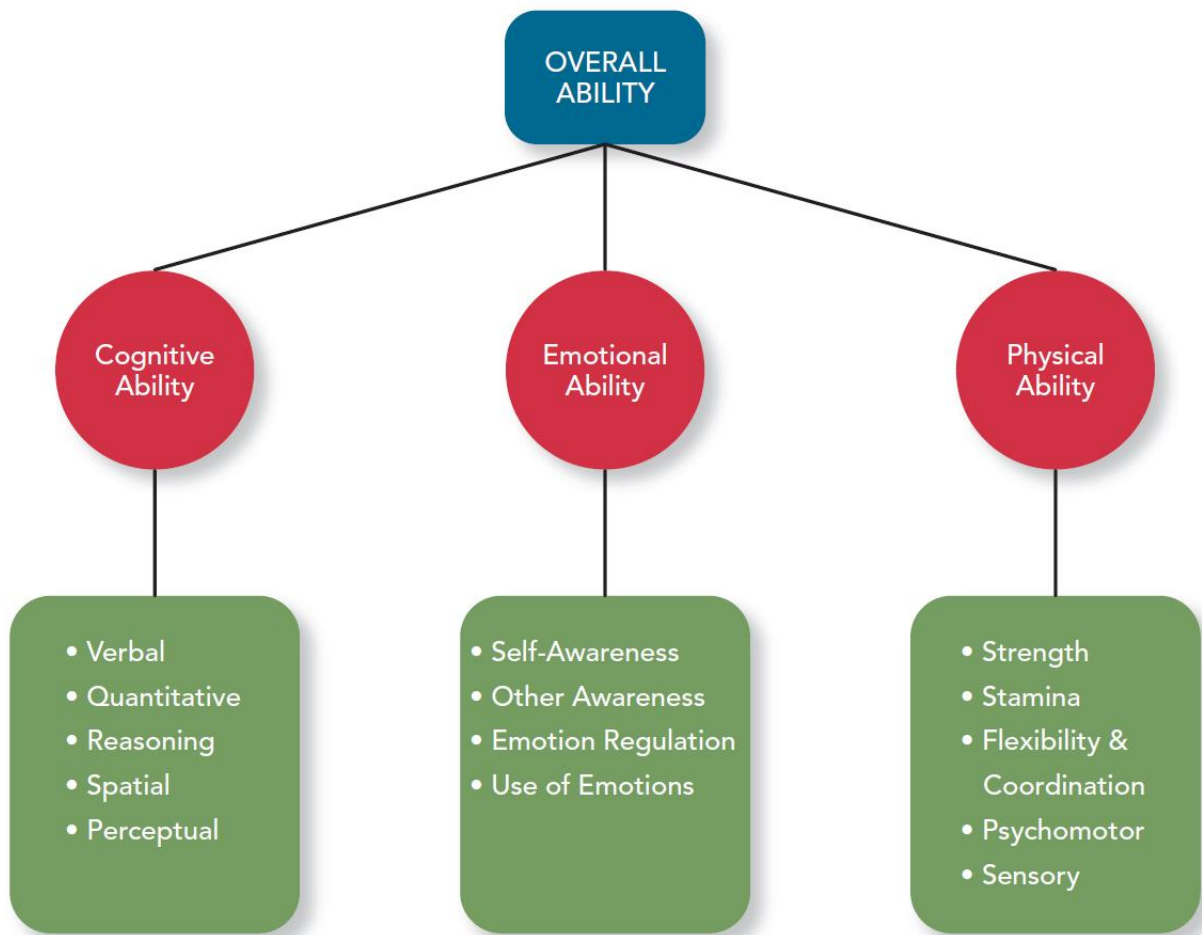
**Flexibility:** The ability to bend, stretch, twist, or reach.

**Coordination:** The quality of physical movement in terms of synchronization of movements and balance.

**Psychomotor ability:** Capacities associated with manipulating and controlling objects.

**Sensory ability:** Capabilities associated with vision and hearing.

**What does it mean to an employee to be “Able”?**



#### 4.7 How do individual differences affect job performance and organizational commitment?

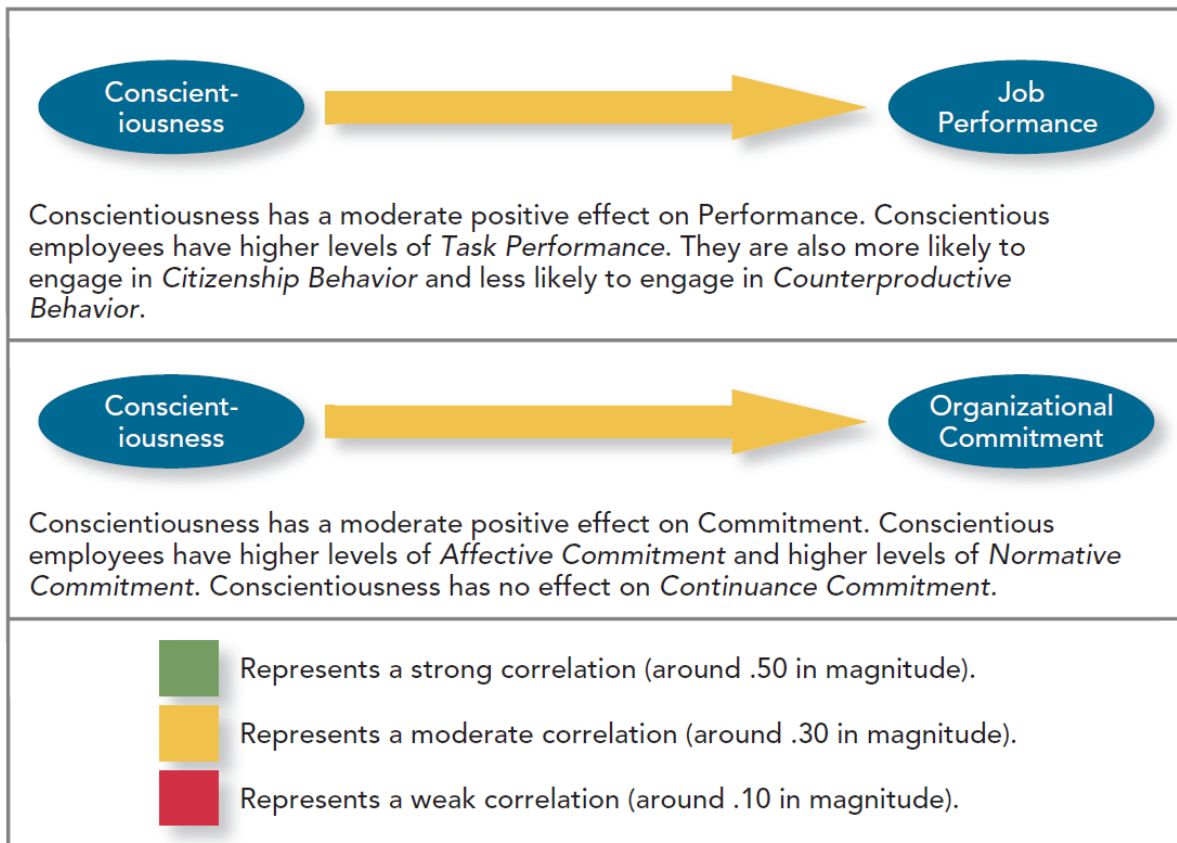
**Typical performance:** reflects performance in the routine conditions that surround daily job tasks.

**Maximum performance:** reflect performance in brief, special circumstances that demand a person's best effort.

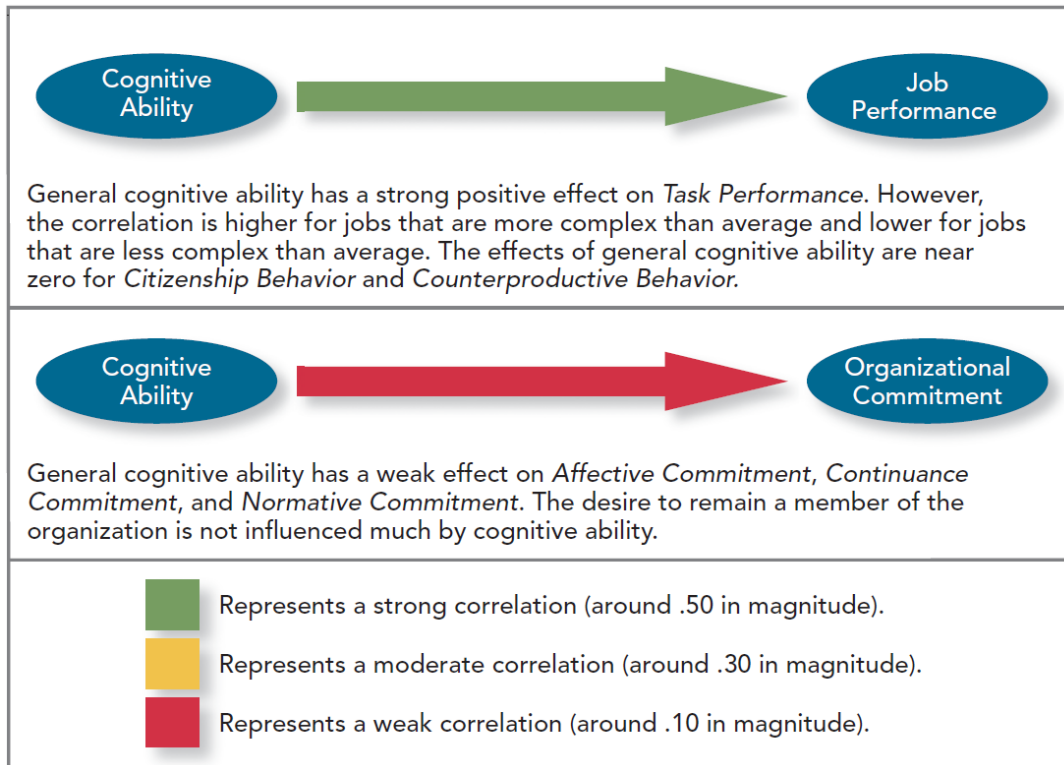
**Situational strength:** The degree to which situations have clear behavioural expectations, incentives, or instructions that make differences between individuals less important.

**Trait activation:** The degree to which situations provide cues that trigger the expression of a given personality trait.

##### Effects of Personality on Performance and Commitment



## Effects of General Cognitive Ability on Performance Commitment



**Wonderlic Personal Test:** A 12-minute test of general cognitive ability used to hire job applicants

## 5 Chapter 5: Job Satisfaction

### 5.1 What is job satisfaction?

**Job satisfaction:** A pleasurable emotional state resulting from the appraisal of one's job or job experiences; represents how a person feels and thinks about his or her job.

### 5.2 What are values, and how do they affect job satisfaction?

**Values:** Things that people consciously or unconsciously want to seek or attain.

#### Commonly Assessed Work Values

CATEGORIES	SPECIFIC VALUES
Pay	<ul style="list-style-type: none"><li>• High salary</li><li>• Secure salary</li></ul>
Promotions	<ul style="list-style-type: none"><li>• Frequent promotions</li><li>• Promotions based on ability</li></ul>
Supervision	<ul style="list-style-type: none"><li>• Good supervisory relations</li><li>• Praise for good work</li></ul>
Coworkers	<ul style="list-style-type: none"><li>• Enjoyable coworkers</li><li>• Responsible coworkers</li></ul>
Work Itself	<ul style="list-style-type: none"><li>• Utilization of ability</li><li>• Freedom and independence</li><li>• Intellectual stimulation</li><li>• Creative expression</li><li>• Sense of achievement</li></ul>
Altruism	<ul style="list-style-type: none"><li>• Helping others</li><li>• Moral causes</li></ul>
Status	<ul style="list-style-type: none"><li>• Prestige</li><li>• Power over others</li><li>• Fame</li></ul>
Environment	<ul style="list-style-type: none"><li>• Comfort</li><li>• Safety</li></ul>

#### Key Question:

Which of these things are most important to you?

**Value-percept theory:** A theory that argues that job satisfaction depends on whether the employee perceives that his or her job supplies those things that he or she values. This theory can be summarized with the following equation:

$$\text{Dissatisfaction} = (V_{\text{want}} - V_{\text{have}}) \times (V_{\text{importance}})$$

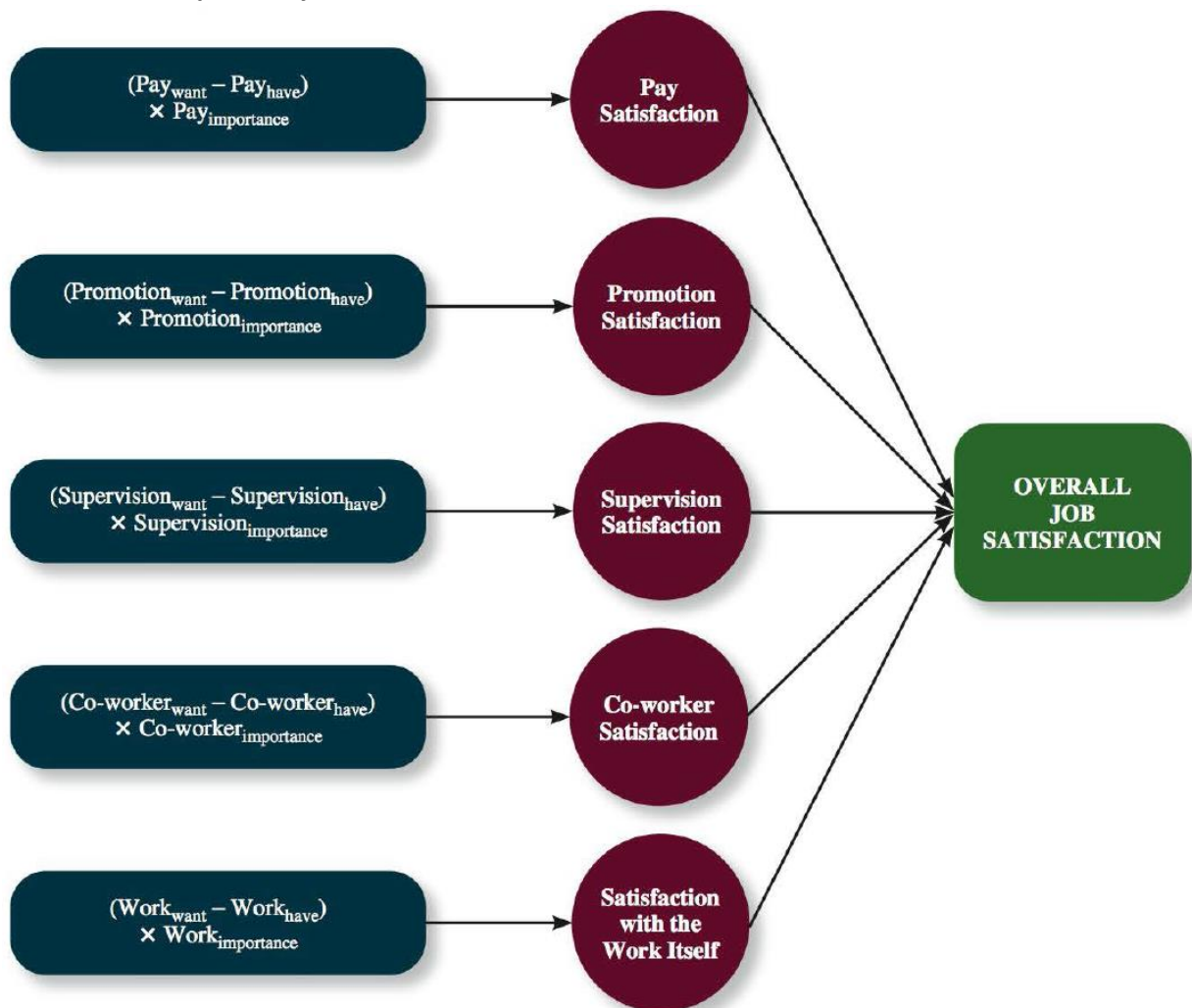
$V_{\text{want}}$  : rfects how much of a value an employee wants

$V_{\text{have}}$  : Indicates how much of that value the job supplies

$V_{\text{importance}}$  : reflects how important the value is to the employee

### 5.3 What specific facets do employees consider when evaluating their job satisfaction?

#### The Value-Percept Theory of Job Satisfaction



**Pay satisfaction:** employees' feelings about their compensation for their job, including whether it's as

much as they deserve, secure, and adequate for both normal expenses and luxury items. Similarly to the other facets, pay satisfaction is based on a comparison of the pay that employees want and the pay they receive.

**Promotion satisfaction:** employees' feelings about the company's promotion policies and their execution, including whether promotions are frequent, fair, and based on ability. Employee's feelings about how the company handles promotions.

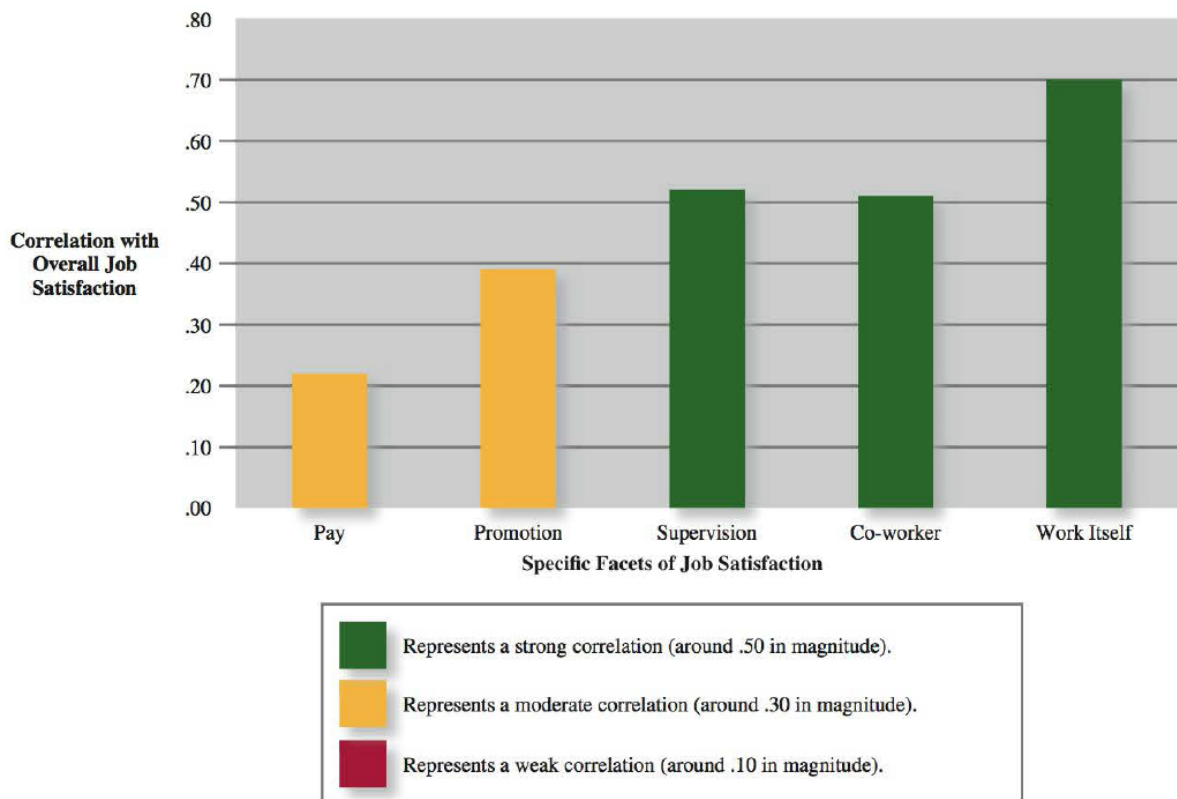
**Supervision satisfaction:** employees' feelings about their boss, including whether their boss is competent, polite, and a good communicator (rather than lazy, annoying, and too distant). Employee's feelings about their boss, including his or her competency, communication and personality.

**Co-worker satisfaction:** employees' feelings about their fellow employees, including whether they are smart, responsible, helpful, fun, and interesting as opposed to lazy, gossipy, unpleasant, and boring (includes their abilities and personalities).

**Satisfaction with the work itself:** employees' feelings about their actual work tasks, including whether those tasks are challenging, interesting, respected, and make use of key skills rather than being dull, repetitive, and uncomfortable.

In summary, value-percept theory suggests that employees will be satisfied when they perceive that their job offers the pay, promotions, supervision, co-workers, and work tasks that they value. Of course, this theory raises the question: Which of those ingredients is most important?

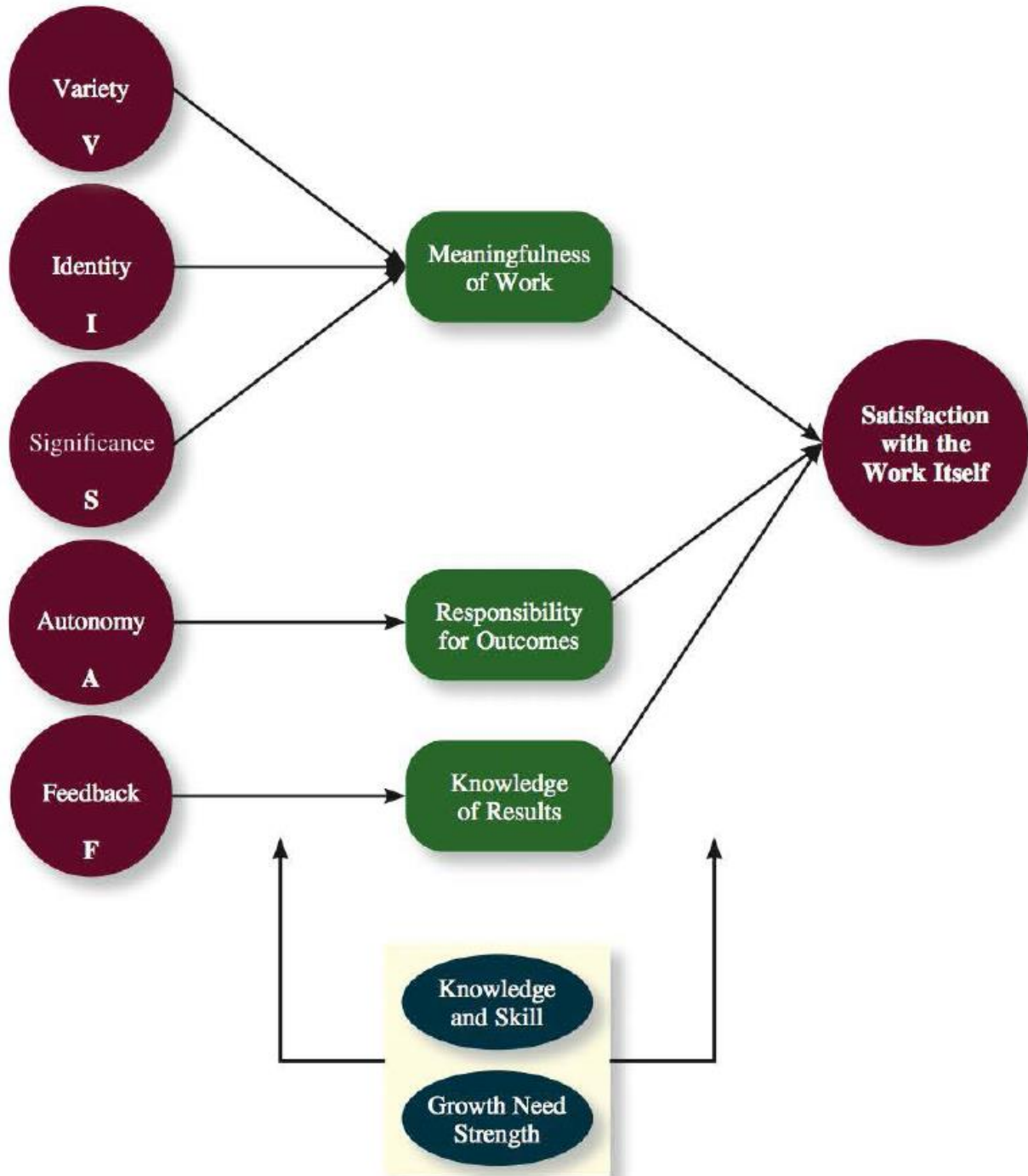
#### Correlation Between Satisfaction Facets and Overall Job Satisfaction



#### 5.4 Which job characteristics can create a sense of satisfaction with the work itself?

**Job characteristics theory:** A theory that argues that five core characteristics (variety, identity, significance, autonomy, and feedback - remember with the acronym "VISAF") combine to result in high levels of satisfaction with the work itself

#### Job Characteristics Theory



**Meaningfulness of work:** the degree to which work tasks are viewed as something that "counts" in the employee's system of philosophies and beliefs. psychological state indicating the degree to which employees work tasks are viewed as something that counts in the employee's system of philosophies and beliefs.

**Responsibility for outcomes:** Employees who feel that they're key drivers of the quality of the unit's. A psychological state indicating the degree to which employees feel they are key drivers of the quality of work output.

**Knowledge of results:** A psychological state indicating the extent to which employees are aware of how well or how poorly they are doing. The extent to which employees know how well (or how poorly) they're doing.

**Variety:** degree to which the job requires a number of different activities that involve a number of different skills and talents.

**Identity:** degree to which the job requires completing a whole, identifiable, piece of work from beginning to end with a visible outcome (a whole, identifiable piece of work).

**Significance:** the degree to which the job has a substantial impact on the lives of other people, particularly people in the world at large. The degree to which a job really matters and impacts society as a whole.

**Autonomy:** the degree to which the job provides freedom, independence, and discretion to the individual performing the work.

**Feedback:** the degree to which carrying out the activities required by the job provides the worker with clear information about how well he or she is performing. This core characteristic reflects feedback obtained directly from the job as opposed to feedback from co-workers or supervisors.

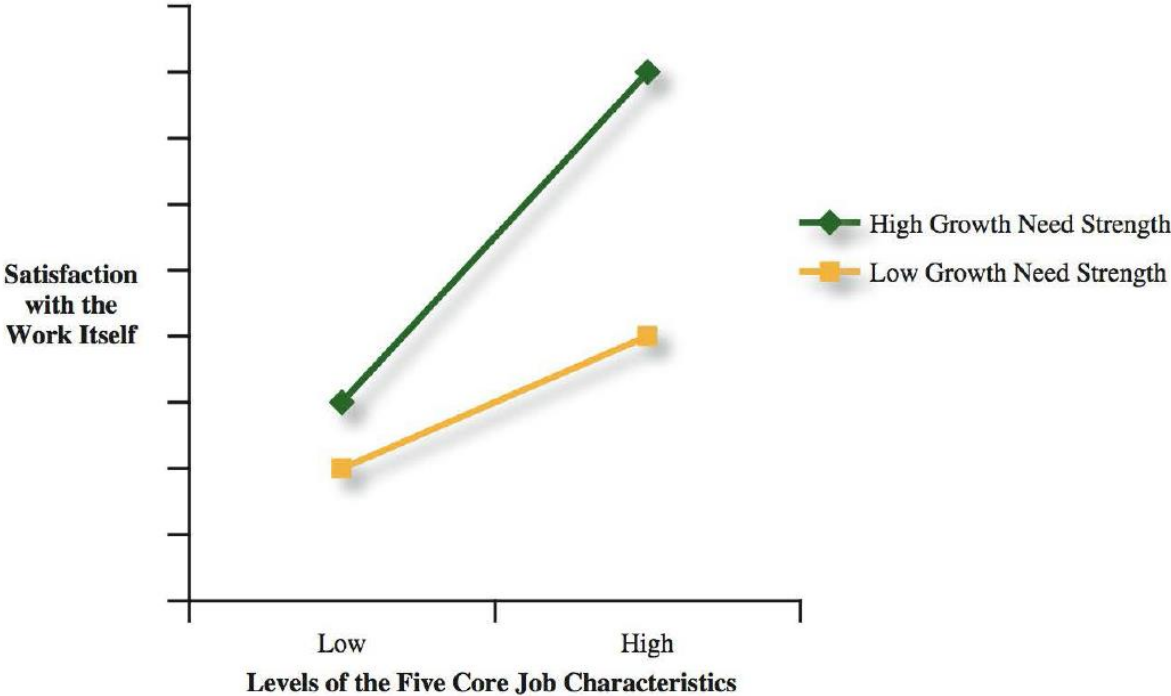
**Knowledge and skill:** The degree to which employees have the aptitude and competence needed to succeed on their job.

**Growth need strength:** The degree to which employees desire to develop themselves further.

**Job enrichment:** such that the duties and responsibilities associated with a job are expanded to provide more variety, identity, autonomy, and so forth.

**Job crafting:** where employees shape, mould, and redefine their jobs in a proactive way.

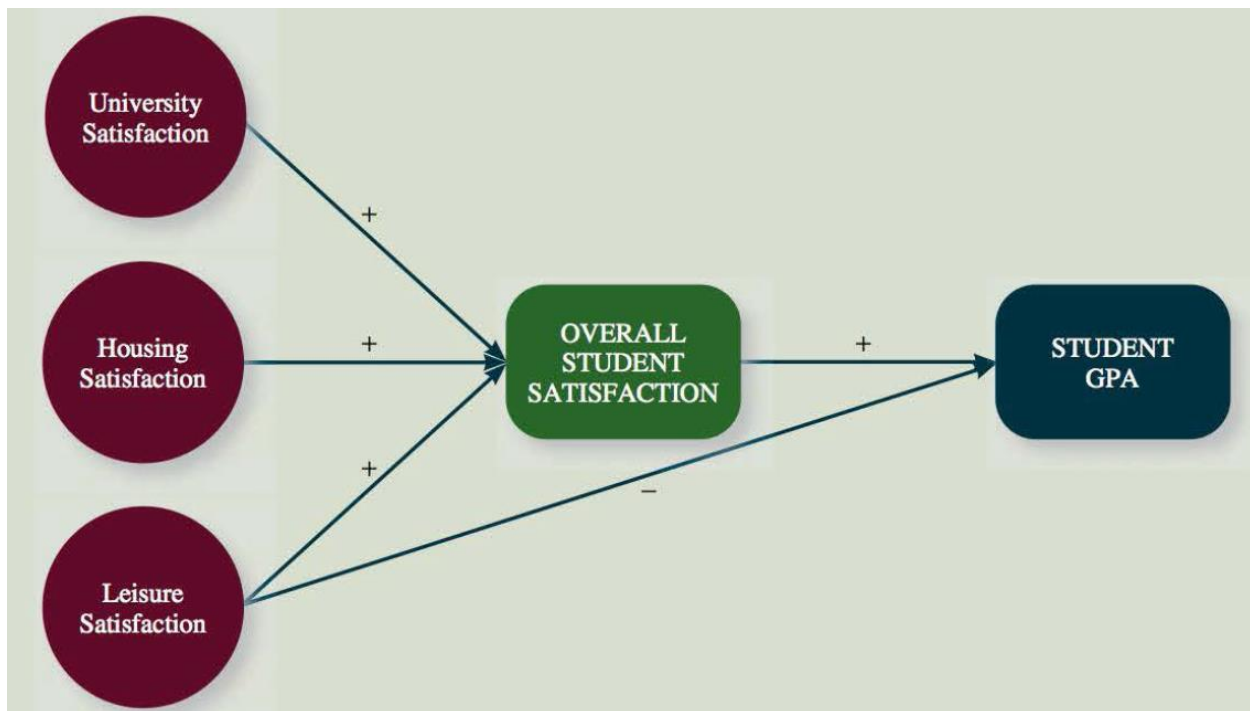
**Growth Need Strength as a Moderator of Job Characteristic Effects**



## 5.5 How is job satisfaction affected by day-to-day events?

### Student OB Students

- **University satisfaction.** Do students feel good about their university choice and experience, and would they recommend their university to others?
- **Housing satisfaction.** Do students feel good about where they live and the surrounding neighbourhood?
- **Leisure satisfaction.** Do students feel good about their social life, their leisure activities, and their friendships?



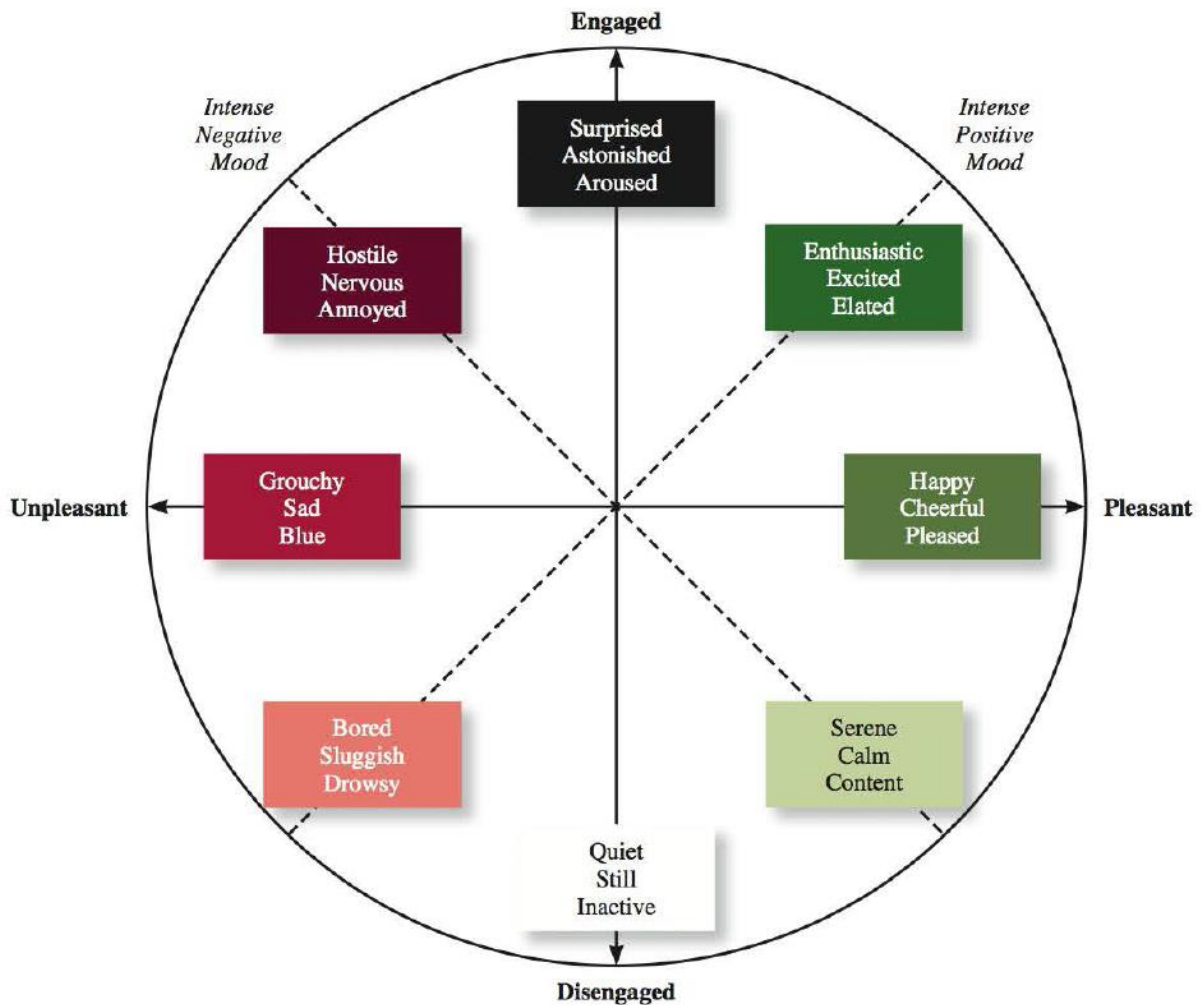
## 5.6 What are moods and emotions, and what specific forms do they take?

**Moods:** states of feeling that are often mild in intensity, last for an extended period of time, and are not explicitly directed at or caused by anything.

**Pleasantness:** The degree to which an employee is in a good mood versus bad mood

**Activation:** The degree to which moods are aroused and active, as opposed to unaroused and inactive

## Different Kinds of Moods



Research suggests that two conditions are critical to triggering intense positive mood. First, the activity in question has to be challenging. Second, the employee must possess the unique skills needed to meet that challenge.

**Flow:** a state in which employees feel a total immersion in the task at hand, sometimes losing track of how much time has passed (“being in a zone”).

**Affective events theory:** A theory that describes how workplace events can generate emotional reactions that impact work behaviours.

**Emotions:** Intense feelings, often lasting for a short duration, that are clearly directed at someone or some circumstance.

**Positive emotions:** Employees' feelings of joy, pride, relief, hope, love and compassion

**Negative emotions:** Employees' feelings of anger, anxiety, fear, guilt, shame, sadness, envy, and disgust

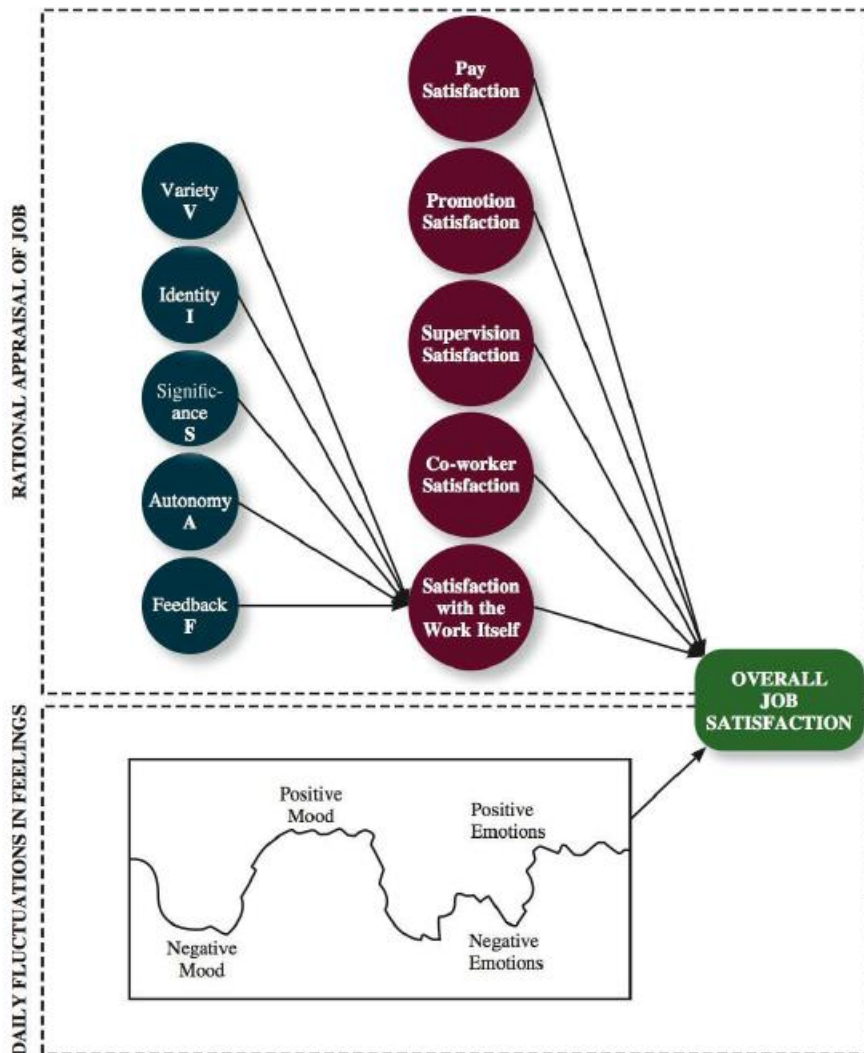
## Different Kinds of Emotions

Emotion	Description
<b>Positive</b>	
Joy	A feeling of great pleasure
Pride	Enhancement of identity by taking credit for achievement
Relief	A distressing condition has changed for the better
Hope	Fearing the worst but wanting better
Love	Desiring or participating in affection
Compassion	Being moved by another's situation
<b>Negative</b>	
Anger	A demeaning offence against me and mine
Anxiety	Facing an uncertain or vague threat
Fear	Facing an immediate and concrete danger
Guilt	Having broken a moral code
Shame	Failing to live up to your ideal self
Sadness	Having experienced an irreversible loss
Envy	Wanting what someone else has
Disgust	Revulsion aroused by something offensive

**Emotional labour:** the fact that employees must manage their emotions to complete job duties successfully (“never let them see you sweat”, flight attendant putting on a happy face).

**Emotional contagion:** The idea that emotions can be transferred from one person to another.

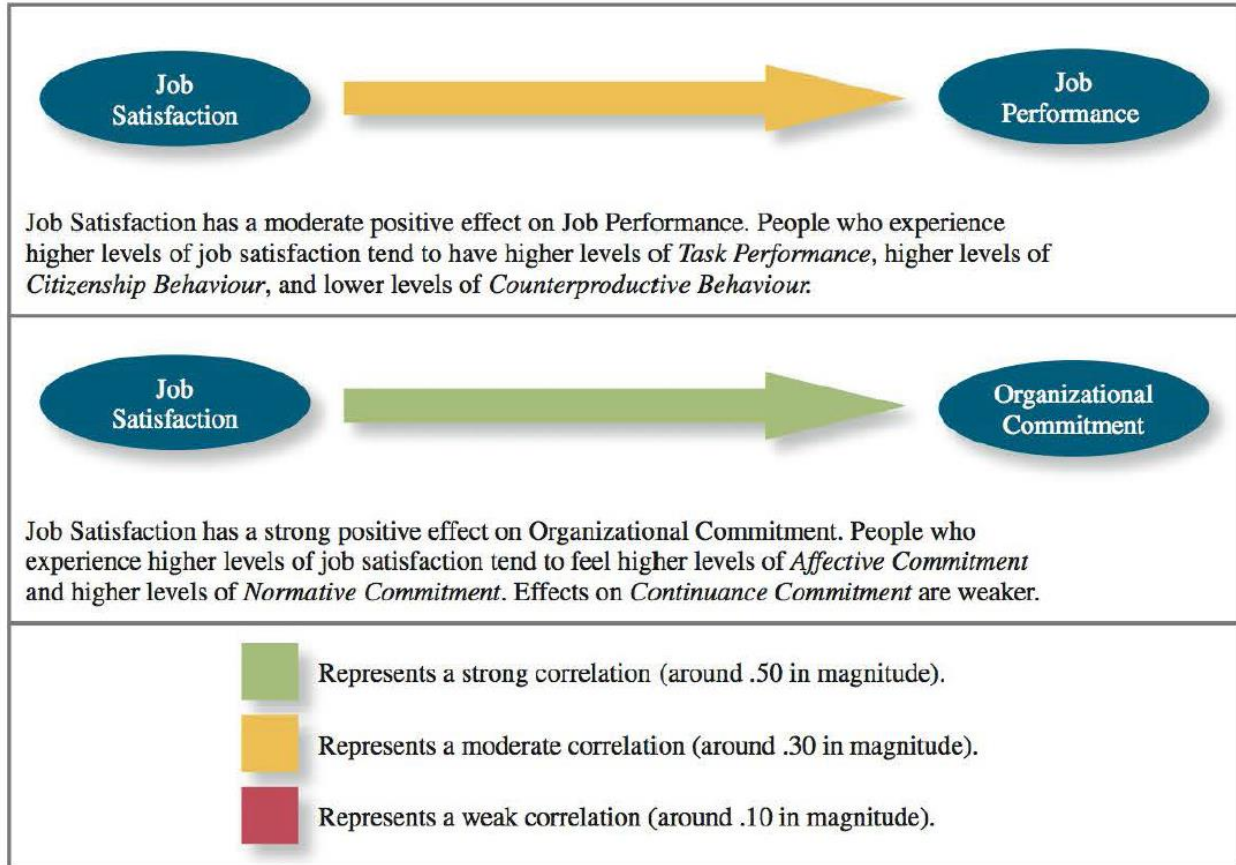
## Why Are Some Employees More Satisfied Than Others?



A generally satisfied employee may act unhappy at a given moment, just as a generally dissatisfied employee may act happy at a given moment. Understanding those sorts of fluctuations can help managers separate long-term problems (boring tasks, incompetent co-workers) from more short-lived issues (a bad meeting, an annoying interaction).

5.7 How does job satisfaction affect job performance and organizational commitment?  
How does it affect life satisfaction?

**Effects of Job Satisfaction on Performance and Commitment**



**Life satisfaction:** The degree to which employees feel a sense of happiness with their lives in general.

5.8 What steps can organizations take to assess and manage job satisfaction?

Attitude surveys can provide a snapshot of how satisfied the workforce is and, if repeated over time, reveal trends in satisfaction levels. They also can explore the effectiveness of major job changes by comparing attitude survey results before and after a change.

**Job Descriptive Index (JDI):** A facet measure of job satisfaction that assesses an individual's satisfaction with pay, promotion opportunities, supervision, co-workers, and the work itself.