

Organizational Behavior, 8e

Colquitt | LePine | Wesson

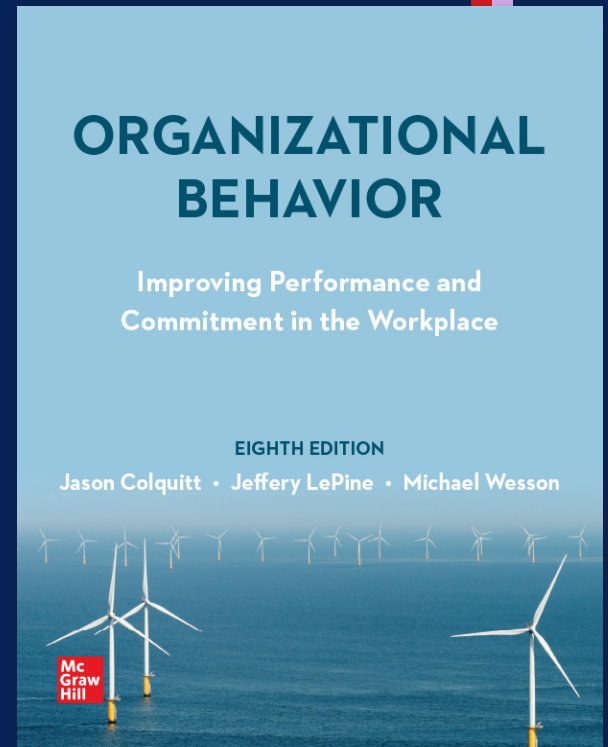


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A Letter From the Authors

In today's organizations, the management of people is increasingly governed by analytics and evidence-based management. Given those trends, the teaching of Organizational Behavior needs to be contemporary, timely, and science-based. Our book is uniquely suited to this age because of its practical focus and its grounding in the most rigorous research in OB.

Organizational Behavior 8th edition continues to offer a novel and innovative approach to teaching OB, with an informal, conversational writing style that connects with students. Our approach focuses on answering three common questions we received from students before we wrote this book:

- **Does OB really matter?** Our book includes two chapters not included in competing books: *job performance and organizational commitment*. These topics are critical to managers and students alike and represent two of the most critical outcomes in OB. Each successive chapter then links that chapter's topic back to those outcomes, illustrating why OB matters.
- **How do OB topics all fit together?** Our product uses an integrative model that provides a roadmap for the course. The model illustrates how individual, team, leader, and organizational factors shape employee attitudes, and how those attitudes impact performance and commitment. In this way, the model reminds students where they are, where they've been, and where they're going.
- **How do OB topics play out around us?** We include innovative boxed features to stimulate student interest. OB on Screen uses scenes from popular films (like *Tenet*, *Nomadland*, *Soul*, *Knives Out*, *1917*, *Ford v Ferrari*, and *21 Bridges*) to showcase OB concepts. OB at the Bookstore draws bridges to business titles (like *Think Again*, *Ride of a Lifetime*, *Lonely Century*, *Chatter*, and *Atomic Habits*) to see how OB concepts get translated by major authors. OB Assessments allows students to see how they stand on OB concepts, giving them insights into their own personalities and attitudes. Finally, OB Internationally illustrates how OB concepts are shaped by national culture.

The revision includes updated content and references, along with brand new “wraparound cases” on Google, Uber, Amazon, Hilton, Netflix, PepsiCo, Ben & Jerry's, Chobani, McDonald's and many others. We hope you are excited as we are to have a fresh view in the OB field. Thank you for your feedback, support, and consideration. Don't hesitate to reach out with any comments or questions!

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Organizational Behavior, 8e

PART ONE INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

1. What is Organizational Behavior?
2. Job Performance
3. Organizational Commitment

PART TWO INDIVIDUAL MECHANISMS

4. Job Satisfaction
5. Stress
6. Motivation
7. Trust, Justice, and Ethics
8. Learning and Decision Making

PART THREE INDIVIDUAL CHARACTERISTICS

9. Personality and Cultural Values
10. Ability

PART FOUR GROUP MECHANISMS

11. Teams: Characteristics and Diversity
12. Teams: Processes and Communication
13. Leadership: Power and Negotiation
14. Leadership: Styles and Behavior

PART FIVE ORGANIZATIONAL MECHANISMS

15. Organizational Structure
16. Organizational Culture

INTEGRATIVE CASES

Pedagogical Chapter Walkthrough

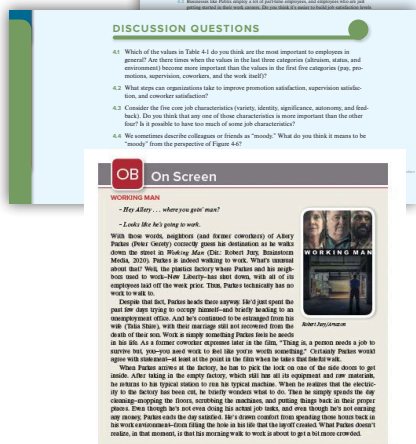
CHAPTER WRAPAROUND CASES showcase a company that students have intrinsic interest in, and that is currently addressing an OB challenge in an interesting way. With companies like Google, Uber, Amazon, Hilton, General Motors, Netflix, Ben & Jerry's, Chobani, UPS, and Apple students get to see how OB issues play out in companies they're familiar with. The cases are designed to be the ideal length to use as an opening or closing discussion for a given topic



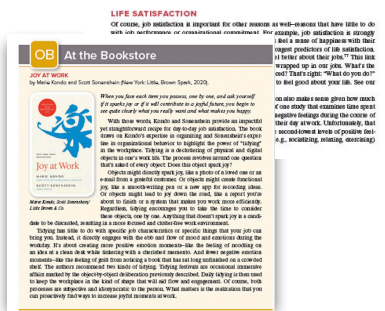
The chapters open with a general discussion of how the company addresses an OB issue.



The end-of-chapter section then returns to that company with a more detailed dive on a policy, event, or decision that lives within that OB issue.



Questions are provided to stimulate in-class discussions, group debate, or personal reflection.

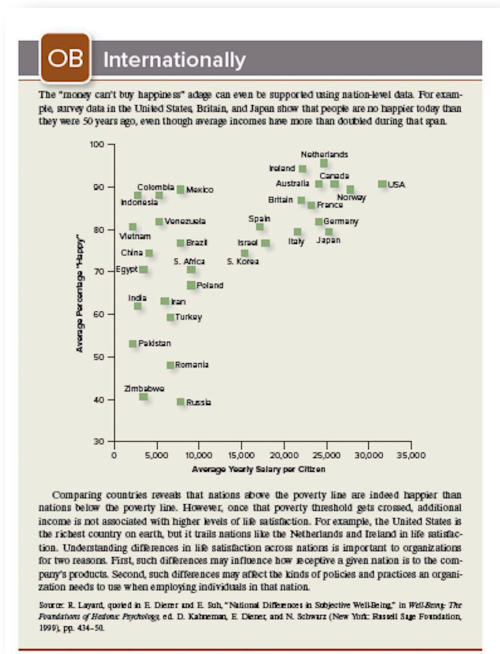


OB ON SCREEN boxes feature memorable scenes from recent films to bring OB concepts to life. Films like *Ad Astra*, *Nomadland*, *1917*, *21 Bridges*, *Tenet*, *Soul*, *Knives Out*, *Avengers Endgame*, *The Way Back*, and *Ford v Ferrari* offer rich, vivid examples that grab the attention of students.

OB AT THE BOOKSTORE boxes build a bridge between OB concepts and ideas found in popular business books. Titles like *Think Again*, *Feedback (and Other Dirty Words)*, *Lonely Century*, *Atomic Habits*, *Chatter*, *Just Work*, *Social Chemistry*, and *The Ride of a Lifetime*, deal with OB concepts in their own way, showing how the field reaches a lay audience.

Pedagogical Chapter Walkthrough

OB ASSESSMENTS boxes help students gain insights into their personality, their emotional intelligence, their style of leadership, and their ability to cope with stress, which can help them understand their reactions to the working world.



END-OF-CHAPTER EXERCISES provide activities that students can do in teams to bring OB concepts to life. Exercises include contrasting jobs on their satisfaction potential, learning how to manage stress, guessing student personalities, and diagnosing team process problems.

OB Assessments

CORE JOB CHARACTERISTICS

How satisfying are your work tasks? This assessment is designed to measure the five core job characteristics. Think of your current job or the last job that you held (even if it was a part-time or summer job). Answer each question using the response scale provided. Then use the formula to compute a satisfaction potential score (SPS). (Instructors: Assessments on growth need strength, emotional labor, flow, and positive emotionality can be found in the PowerPoints in the Connect Library's Instructor Resources and in the Connect assignments for this chapter.)

1 VERY INACCURATE	2 MOSTLY INACCURATE	3 SLIGHTLY INACCURATE	4 UNCERTAIN	5 SLIGHTLY ACCURATE	6 MOSTLY ACCURATE	7 VERY ACCURATE
V1. The job causes me to draw on a number of different skills.						
V2. The job has a diverse set of tasks associated with it.						
I1. The job allows me to both start and finish something.						
I2. I can see the end product of my work in this job.						
S1. The job affects a lot of people, even beyond my organization.						
S2. The job itself is significant in a societal sense.						
A1. I can use my own judgment in how I carry out the job.						
A2. The job gives me a lot of freedom and discretion.						
F1. The mere act of doing the job shows me how well I'm doing.						
F2. It's easy to know how well I'm doing, just from performing the job.						

$$SPS = \frac{V1+V2+I1+I2+S1+S2}{6} \times \frac{A1+A2}{2} \times \frac{F1+F2}{2}$$
$$SPS = \frac{\quad}{6} \times \frac{\quad}{2} \times \frac{\quad}{2}$$
$$SPS = \quad \times \quad \times \quad = \quad$$

Source: J.R. Hackman and C.R. Oldham, *The Job Diagnostic Survey: An Instrument for the Diagnosis of Jobs and the Prediction of Job Diagnostic Progress* (New Haven, CT: Yale University, 1974); J.R. Hackman and F. Wageman, "A Revision of the Job Diagnostic Survey: Elimination of a Measurement Artifact," *Journal of Applied Psychology* 72 (1987), pp. 69-74.

SCORING AND INTERPRETATION

If your score is 150 or above, your work tasks tend to be satisfying and enjoyable. If your score is less than 150, you might benefit from trying to "craft" your job by taking on more challenging assignments and collaborations, or reenvisioning the way your job fits into the organization's mission.

OB INTERNATIONALLY boxes illustrate how OB concepts differ across cultures, and how globalization impacts the management of OB. Boxes focus on multinational companies, expatriates, cross-cultural issues, and other similar issues.

EXERCISE: JOB SATISFACTION ACROSS JOBS

The purpose of this exercise is to examine satisfaction with the work itself across jobs. This exercise uses groups, so your instructor will either assign you to a group or ask you to create your own group. The exercise has the following steps:

- 4.1 Use the OB Assessments for Chapter 4 to calculate the Satisfaction Potential Score (SPS) for the following four jobs:
 - a. A third-grade public school teacher.
 - b. A standup comedian.

[Click Here to Preview Chapter 4: Job Satisfaction](#)

Learn more or contact your local McGraw-Hill Representative

SAMPLE CHAPTER

PART

2

INDIVIDUAL MECHANISMS

CHAPTER 4

Job Satisfaction

CHAPTER 5

Stress

CHAPTER 6

Motivation

CHAPTER 7

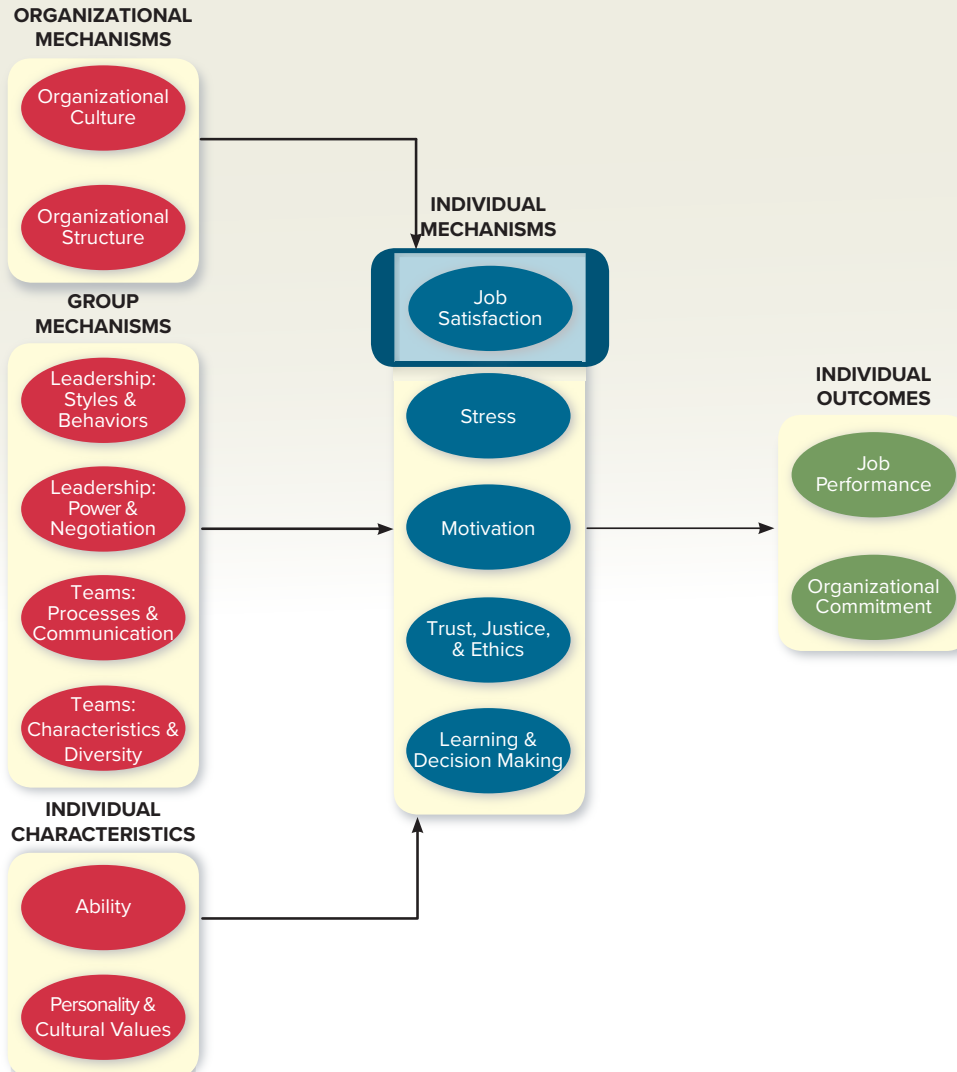
Trust, Justice, and Ethics

CHAPTER 8

Learning and Decision Making

4

Job Satisfaction



LEARNING GOALS

After reading this chapter, you should be able to answer the following questions:

- 4.1** What is job satisfaction?
- 4.2** What are values, and how do they affect job satisfaction?
- 4.3** What specific facets do employees consider when evaluating their job satisfaction?
- 4.4** Which job characteristics can create a sense of satisfaction with the work itself?
- 4.5** How is job satisfaction affected by day-to-day events?
- 4.6** What are mood and emotions, and what specific forms do they take?
- 4.7** How does job satisfaction affect job performance and organizational commitment? How does it affect life satisfaction?
- 4.8** What steps can organizations take to assess and manage job satisfaction?



HILTON

Melissa Lyttle/Bloomberg via Getty Images

Picture how it would feel to work in the hotel industry. Hotels operate in a number of locales, host a number of events, and serve a number of different customers. So the job would likely provide a variety of experiences, requiring you to draw on an assortment of skills and experiences. Depending on your role, you might have important interactions with business and leisure customers—helping them maximize that important conference or that well-earned vacation. So there would be moments of significance and meaningfulness as well. It seems like Hilton employees agree with the picture we just painted, as the company earned the top spot on *Fortune*’s “100 Best Companies to Work For” list for two consecutive years.

Hilton employees are satisfied with more than just the nature of their work, however. CEO and president Chris Nassetta, who took over in 2007, noted that the company has devoted particular attention to improving morale among hotel staff. “We forgot that we are a business of people serving people,” Nassetta noted, “and the corporate environment got very disconnected from the front line.” As one example of Hilton’s renewed focus, Nassetta reworked the uniforms that staff wear. “It didn’t feel very comfortable or flexible,” he explained, “and I’m thinking

‘we got this wrong—we’re not giving them the right clothing to wear.’” Hilton then launched a partnership with Under Armour to supply lighter, more wearable uniforms. He also renovated many “back-of-house” areas, providing better furniture, brighter lighting, bigger TVs, improved cafeterias, and even massage chairs for employees on break. Those kinds of touches improve the environment that surrounds the work, regardless of employees’ particular tasks.

Other initiatives focus more on future jobs that employees might have within the Hilton organization. For example, the company launched a free program to help employees earn their General Educational Development (GED) certificates. It also formed Hilton University to provide workshops and training for employees as they work on earning their next promotion. And employees have a reason to stay, as Hilton launched a new employee stock purchase plan that extends to all levels of the company. In reflecting on his efforts to improve employee job satisfaction, Nassetta summarized, “I am obsessed with taking care of them”—an appropriate mindset for the CEO of a hotel company and one that was challenged in 2020, when so many Hilton locations had to scale back their operations during the pandemic.

JOB SATISFACTION

This chapter takes us to a new portion of our integrative model of organizational behavior. Job satisfaction is one of several individual mechanisms that directly affects job performance and organizational commitment. If employees are very satisfied with their jobs and experience positive emotions while working, they may perform their jobs better and choose to remain with the company for a longer period of time. Think about the worst job that you've held in your life, even if it was just a summer job or a short-term work assignment. What did you feel during the course of the day? How did those feelings influence the way you behaved, in terms of your time spent on task and citizenship behaviors rather than counterproductive or withdrawal behaviors?

4.1

What is job satisfaction?

Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experiences.¹ In other words, it represents how you *feel* about your job and what you *think* about your job. Employees with high job satisfaction experience positive feelings when they think about their duties or take part in task activities. Employees with low job satisfaction experience negative feelings when they think about their duties or take part in their task activities. Unfortunately, workplace surveys suggest that satisfied employees are becoming more and more rare. For example, one survey showed that just 45 percent of Americans were satisfied with their jobs, down from 61 percent two decades prior.² What explains the drop? The same survey revealed declines in the percentage of employees who find their work interesting (51 percent), who are satisfied with their boss (51 percent), and who like their coworkers (57 percent). Reversing such trends requires a deeper understanding of exactly what drives job satisfaction.

WHY ARE SOME EMPLOYEES MORE SATISFIED THAN OTHERS?

4.2

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

So what explains why some employees are more satisfied than others? At a general level, employees are satisfied when their job provides the things that they value. **Values** are those things that people consciously or subconsciously want to seek or attain.³ Think about this question for a few moments: What do you want to attain from your job; that is, what things do you want your job to give you? A good wage? A sense of achievement? Colleagues who are fun to be around? If you had to make a list of the things you value with respect to your job, most or all of them would likely be shown in Table 4-1. This table summarizes the content of popular surveys of work values, broken down into more general categories.⁴ Many of those values deal with the things that your work can give you, such as good pay or the chance for frequent promotions. Other values pertain to the context that surrounds your work, including whether you have a good boss or good coworkers. Still other values deal with the work itself, like whether your job tasks provide you with freedom or a sense of achievement.

Consider the list of values in Table 4-1. Which would make your "top five" in terms of importance right now, at this stage of your life? Maybe you have a part-time job during college and you value enjoyable coworkers or a comfortable work environment above everything else. Or maybe you're getting established in your career and starting a family, which makes a high salary and frequent promotions especially critical. Or perhaps you're at a point in your career that you feel a need to help others or find an outlet for your creative expression. (In our case, we value fame, which is what led us to write this textbook. We're still waiting for Colbert's call—or at least Kimmel's.) Regardless of your "top five," you can see that different people value different things and that your values may change during the course of your working life.

VALUE FULFILLMENT

Values play a key role in explaining job satisfaction. **Value-percept theory** argues that job satisfaction depends on whether you *perceive* that your job supplies the things that you *value*.⁵ This theory can be summarized with the following equation:

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

In this equation, V_{want} reflects how much of a value an employee wants, V_{have} indicates how much of that value the job supplies, and $V_{\text{importance}}$ reflects how important the value is to the employee. Big differences between wants and haves create a sense of dissatisfaction, especially when the value in question is important. Note that the difference between V_{want} and V_{have} gets multiplied by importance, so existing discrepancies get magnified for important values and minimized for trivial values. As an example, say that you were evaluating your pay satisfaction. You want to be earning around \$80,000 a year but are currently earning \$60,000 a year, so there's a \$20,000 discrepancy. Does that mean you feel a great deal of pay dissatisfaction? Only if pay is one of the most important values to you from Table 4-1. If pay isn't that important, you probably don't feel much dissatisfaction.

Value-percept theory also suggests that people evaluate job satisfaction according to specific “facets” of the job.⁶ After all, a “job” isn't one thing—it's a collection of tasks, relationships, and rewards.⁷ The most common facets that employees consider in judging their job satisfaction appear in Figure 4-1. The figure includes the “want versus have” calculations that drive satisfaction with pay, promotions, supervision, coworkers, and the work itself. The figure also



4.3

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

TABLE 4-1 Commonly Assessed Work Values

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

Key Question:
Which of these things are most important to you?

Sources: Adapted from R.V. Dawis, “Vocational Interests, Values, and Preferences,” in *Handbook of Industrial and Organizational Psychology*, Vol. 2, ed. M.D. Dunnette and L.M. Hough (Palo Alto, CA: Consulting Psychologists Press, 1991), pp. 834–71; D.M. Cable and J.R. Edwards, “Complementary and Supplementary Fit: A Theoretical and Empirical Investigation,” *Journal of Applied Psychology* 89 (2004), pp. 822–34.

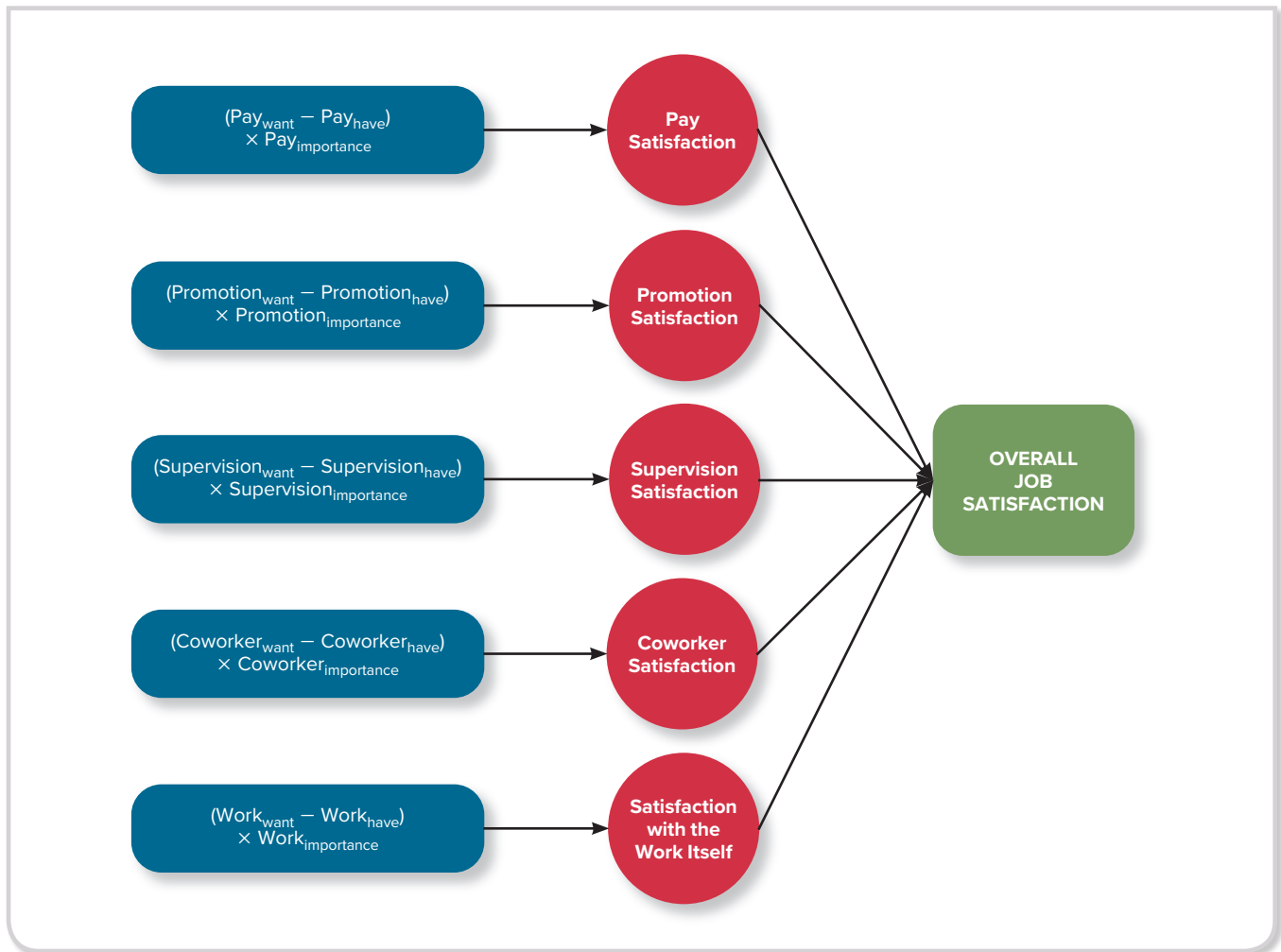
shows how satisfaction with those five facets adds together to create “overall job satisfaction.” Figure 4-1 shows that employees might be satisfied for all kinds of reasons. One person may be satisfied because they’re in a high-paying job and working for a good boss. Another person may be satisfied because they have good coworkers and enjoyable work tasks. You may have noticed that a few of the values in Table 4-1, such as working for moral causes and gaining fame and prestige, are not represented in Figure 4-1. Those values are missing because they’re not as relevant in all jobs, unlike pay, promotions, and so forth.

The first facet in Figure 4-1, **pay satisfaction**, refers to employees’ feelings about their pay, including whether it’s as much as they deserve, secure, and adequate for both normal expenses and luxury items.⁸ Similar to the other facets, pay satisfaction is based on a comparison of the pay that employees want and the pay they receive.⁹ Although more money is almost always better, most employees base their desired pay on a careful examination of their job duties and the pay given to comparable colleagues.¹⁰ As a result, even nonmillionaires can be quite satisfied with their pay (thankfully for most of us!). Take the employees at NuStar Energy, the San Antonio-based asphalt refiner and operator of oil pipelines storage.¹¹ The company pays more than the industry average, with merit pay and equity grants for nonexecutives. And either everyone gets a bonus or no one does. Those sorts of pay policies make it more bearable to stand next to hot asphalt in a flame-retardant suit, hard hat, shatterproof glasses, and steel-toed boots!

The next facet in Figure 4-1, **promotion satisfaction**, refers to employees’ feelings about the company’s promotion policies and their execution, including whether promotions are frequent, fair, and based on ability.¹² Unlike pay, some employees may not want frequent promotions because promotions bring more responsibility and increased work hours.¹³ However, many employees value promotions because they provide opportunities for more personal growth, a better wage, and more prestige. Nordstrom, the Seattle-based high-end retailer, does a good job fostering promotion satisfaction on the part of its employees. New sales associates are often promoted within a year, with potential leaders put on the fast track with a six-month training program.¹⁴ Indeed, five of the nine members of Nordstrom’s executive committee started off on the sales floor. “Leadership is grounded in experience,” notes one executive. “We want to make sure people get enough experiences to grow their career.”

Supervision satisfaction reflects employees’ feelings about their boss, including whether the boss is competent, polite, and a good communicator (rather than lazy, annoying, and too distant).¹⁵ Most employees ask two questions about their supervisors: (1) “Can they help me attain the things that I value?” and (2) “Are they generally likable?”¹⁶ The first question depends on whether supervisors provide rewards for good performance, help employees obtain necessary resources, and protect employees from unnecessary distractions. The second question depends on whether supervisors have good personalities, as well as values and beliefs similar to the employees’ philosophies. General Mills, the Minneapolis-based manufacturer of food products, works hard to foster a sense of supervision satisfaction. The company stresses leadership development courses at its General Mills Institute and rotates employees across jobs to broaden the experiences they bring to leadership roles.¹⁷ One manager describes the company’s culture this way, “I’ve noticed a manager three roles ago is still putting in good words for me, and still checking up on me. It’s something that’s common at General Mills, and something I’ve started to do as well.”¹⁸

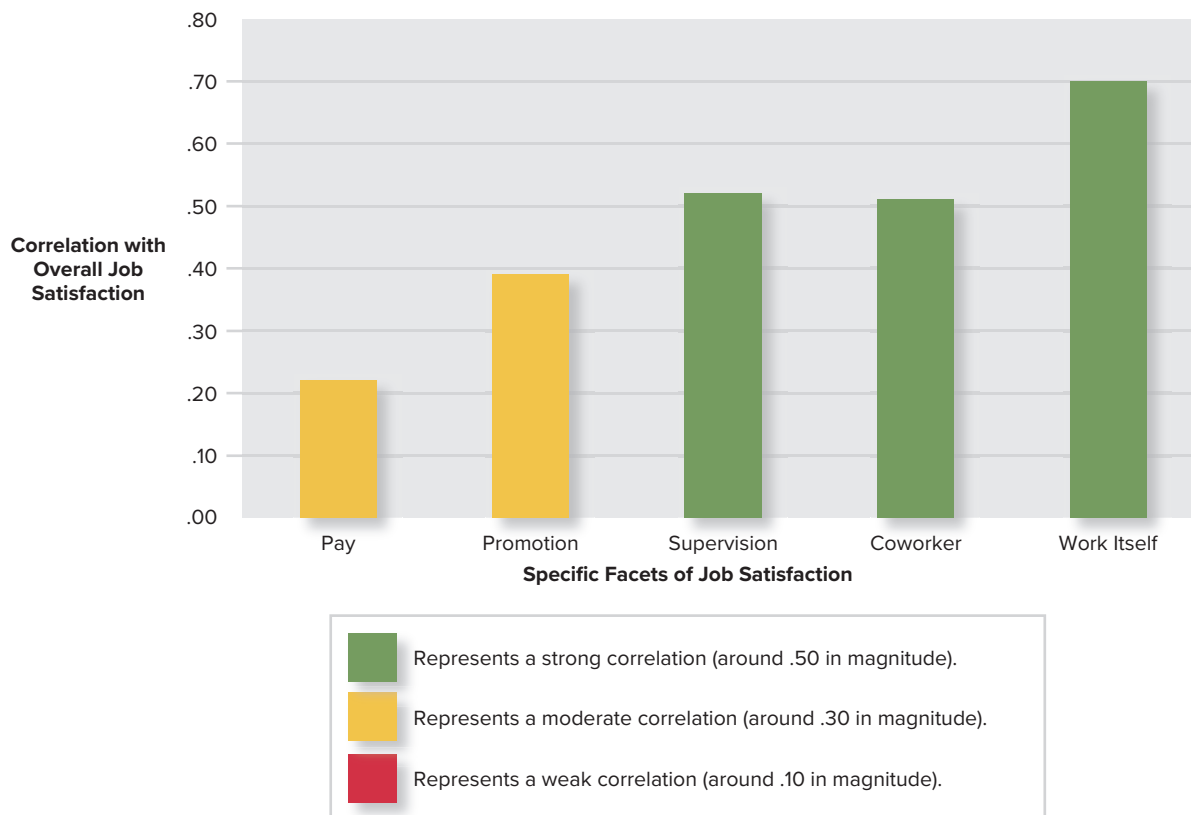
Coworker satisfaction refers to employees’ feelings about their fellow employees, including whether coworkers are smart, responsible, helpful, fun, and interesting as opposed to lazy, gossipy, unpleasant, and boring.¹⁹ Employees ask the same kinds of questions about their coworkers that they do about their supervisors: (1) “Can they help me do my job?” and (2) “Do I enjoy being around them?” The first question is critical because most of us rely, to some extent, on our coworkers when performing job tasks. The second question is also important because we spend just as much time with coworkers as we do with family members and close friends. Coworkers who are pleasant and fun can make the workweek go much faster, whereas coworkers who are disrespectful and annoying can make even one day seem like an eternity. Jobot, the Irvine, California-based recruiting firm, seems to understand the importance of coworker satisfaction. The founder, Heidi Golledge, notes that the company’s selection process goes to great lengths to filter out unlikable people.²⁰ “It’s almost like dating,” she explains. “Would I want to be married to this person for

FIGURE 4-1 The Value-Percept Theory of Job Satisfaction

the next three to five years?” That’s a high bar to use for potential coworkers, of course, but the mindset likely delivers the kinds of coworkers who can foster job satisfaction.

The last facet in Figure 4-1, **satisfaction with the work itself**, reflects 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.²¹ Whereas the previous four facets described the outcomes that result from work (pay, promotions) and the people who surround work (supervisors, coworkers), this facet focuses on what employees actually *do*. After all, even the best boss or most interesting coworkers can’t compensate for 40 or 50 hours of complete boredom each week! How can employers instill a sense of satisfaction with the work itself? One way is to emphasize the most challenging and interesting parts of the job. At DreamWorks, the Glendale, California-based animation studio, employees are encouraged to attend “Life’s a Pitch” workshops that allow them to hone their presentation skills.²² The company also helps employees flex their creative muscles by offering free drawing, sculpting, and improv classes. One of the founders, Jeffrey Katzenberg, explained, “Our philosophy is that if you love your work, and you love coming to work, then the work will be exceptional.”²³

In summary, value-percept theory suggests that employees will be satisfied when they perceive that their job offers the pay, promotions, supervision, coworkers, and work tasks that they value. Of course, this theory begs the question: Which of those ingredients is most important? In other words, which of the five facets in Figure 4-1 has the strongest influence on overall job satisfaction?

FIGURE 4-2 Correlations Between Satisfaction Facets and Overall Job Satisfaction

Sources: G.H. Ironson, P.C. Smith, M.T. Brannick, W.M. Gibson, and K.B. Paul, "Construction of a Job in General Scale: A Comparison of Global, Composite, and Specific Measures," *Journal of Applied Psychology* 74 (1989), pp. 193–200; S.S. Russell, C. Spitzmuller, L.F. Lin, J.M. Stanton, P.C. Smith, and G.H. Ironson, "Shorter Can Also Be Better: The Abridged Job in General Scale," *Educational and Psychological Measurement* 64 (2004), pp. 878–93.

Several research studies have examined that question—arriving at the results shown in Figure 4-2. The figure depicts the correlation between each of the five satisfaction facets and an overall index of job satisfaction. (Recall that correlations of .10, .30, and .50 indicate weak, moderate, and strong relationships, respectively.)

Figure 4-2 suggests that satisfaction with the work itself is the single strongest driver of overall job satisfaction.²⁴ Supervision and coworker satisfaction are also strong drivers, and promotion and pay satisfaction have moderately strong effects. Why is satisfaction with the work itself so critical? Well, consider that a typical workweek contains around 2,400 minutes. How much of that time is spent thinking about how much money you make? 10 minutes? Maybe 20? The same is true for promotions—we may want them, but we don't necessarily spend hours a day thinking about them. We do spend a significant chunk of that time with other people, though. Between lunches, virtual meetings, in-person meetings, and hallway chats, we might easily spend 600 minutes a week with supervisors and coworkers. That leaves almost 1,800 minutes for just us and our work. As a result, it's hard to be satisfied with your job if you don't like what you actually do.

SATISFACTION WITH THE WORK ITSELF

Given how critical enjoyable work tasks are to overall job satisfaction, it's worth spending more time describing the kinds of tasks that most people find enjoyable. Researchers began focusing on this question in the 1950s and 1960s, partly in reaction to practices based in the "scientific

management” perspective. Scientific management focuses on increasing the efficiency of job tasks by making them more simplified and specialized and using time and motion studies to plan task movements and sequences carefully.²⁵ The hope was that such steps would increase worker productivity and reduce the breadth of skills required to complete a job, ultimately improving organizational profitability. Instead, the simplified and routine jobs tended to lower job satisfaction while increasing absenteeism and turnover.²⁶ Put simply: Boring jobs may be easier, but they’re not necessarily better.



Paul Sakuma/AP Images

Employees at DreamWorks can express their creativity at work in a number of ways, including free drawing, sculpting, and improv classes, and courses on honing their pitching and presentation skills.

So what kinds of work tasks are especially satisfying? Research suggests that three “critical psychological states” make work satisfying. The first psychological state is **meaningfulness of work**, which reflects the degree to which work tasks are viewed as something that “counts” in the employee’s system of philosophies and beliefs (see Chapter 6 on motivation for more discussion of such issues).²⁷ Trivial tasks tend to be less satisfying than tasks that make employees feel like they’re aiding the organization or society in some important way. The second psychological state is perceiving **responsibility for outcomes**, which captures the degree to which employees feel that they’re key drivers of the quality of the unit’s work.²⁸ Sometimes employees feel like their efforts don’t really matter because work outcomes are dictated by effective procedures, efficient technologies, or more influential colleagues. Finally, the third psychological state is **knowledge of results**, which reflects the extent to which employees know how well (or how poorly) they’re doing.²⁹ Many employees work in jobs where they never find out about mistakes or notice times when they did particularly well.

Think about times when you felt especially proud of a job well done. At that moment, you were probably experiencing all three psychological states. You were aware of the result (after all, some job had been done well). You felt you were somehow responsible for that result (otherwise, why would you feel proud?). Finally, you felt that the result of the work was somehow meaningful (otherwise, why would you have remembered it just now?). The pivotal question then becomes, “What kinds of tasks foster those psychological states?” **Job characteristics theory**, which describes the central characteristics of intrinsically satisfying jobs, attempts to answer that question. As shown in Figure 4-3, job characteristics theory argues that five core job characteristics (variety, identity, significance, autonomy, and feedback, which you can remember with the acronym “VISAF”) result in high levels of the three psychological states, making work tasks more satisfying.³⁰

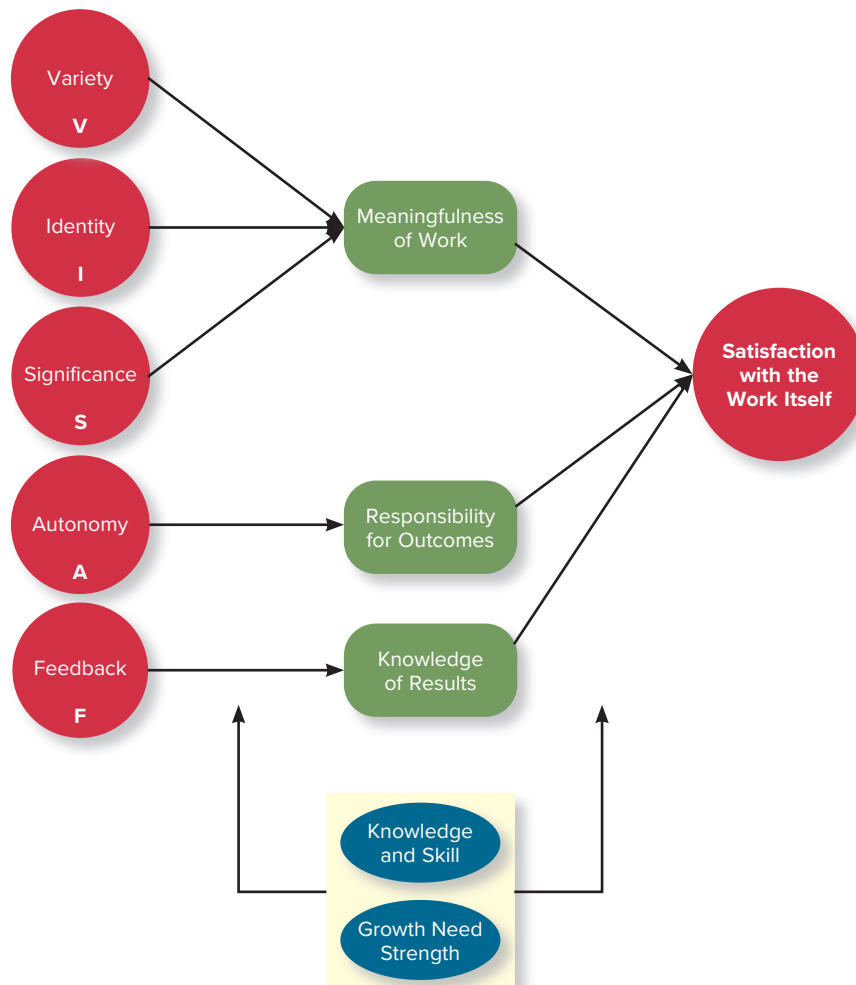
The first core job characteristic in Figure 4-3, **variety**, is the degree to which the job requires a number of different activities that involve a number of different skills and talents.³¹ When variety is high, almost every workday is different in some way, and job holders rarely feel a sense of monotony or repetition.³² Of course, we could picture jobs that have a variety of boring tasks, such as screwing different-sized nuts onto different colored bolts, but such jobs do not involve a number of different skills and talents.³³

Evidence indicates that our preference for variety is hardwired into our brains. Research in psychiatry and neuroscience shows that the brain releases a chemical called dopamine whenever a novel stimulus (a new painting, a new meal, a new work challenge) is experienced, and we tend to find this dopamine release quite pleasurable. Unfortunately, the amount of dopamine present in our brains declines over our life spans. One neuroscientist therefore suggests that the best way to protect our dopamine system is through novel, challenging experiences, writing, “The sense of satisfaction after you’ve successfully handled unexpected tasks or sought out unfamiliar, physically and emotionally demanding activities is your brain’s signal that you’re doing what nature designed you to do.”³⁴ Something to think about the next time you plan to order the same old thing at your favorite restaurant!

The second core job characteristic in Figure 4-3, **identity**, is the degree to which the job requires completing a whole, identifiable, piece of work from beginning to end with a visible outcome.³⁵

4.4

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

FIGURE 4-3 Job Characteristics Theory

When a job has high identity, employees can point to something and say, “There, I did that.” The transformation from inputs to finished product is very visible, and the employee feels a distinct sense of beginning and closure.³⁶ Think about how you feel when you work for a while on some project but don’t quite get it finished—does that lack of closure bug you? If so, identity is an important concern for you.

Significance is the degree to which the job has a substantial impact on the lives of other people, particularly people in the world at large.³⁷ Virtually any job can be important if it helps pay the bills, send kids to college, or make employees feel like they’re doing their part for the working world. That said, significance as a core job characteristic captures something beyond that—the belief that this job *really matters*. When employees feel that their jobs are significant, they can see that others value what they do, and they’re aware that their job has a positive impact on the people around them.³⁸ There’s the sense that, if their job was taken away, society would be the worse for it.

Autonomy is the degree to which the job provides freedom, independence, and discretion to the individual performing the work.³⁹ When your job provides autonomy, you view the outcomes of it as the product of your efforts rather than the result of careful instructions from your boss or a well-written manual of procedures.⁴⁰ Autonomy comes in multiple forms, including the freedom



Nick White/Digital Vision/Getty Images

Despite the need for discipline and practice, the job of a jazz musician is one with a high degree of autonomy.

to control the timing, scheduling, and sequencing of work activities, as well as the procedures and methods used to complete work tasks.⁴¹ To many of us, high levels of autonomy are the difference between “having a long leash” and being “micromanaged.”

The last core job characteristic in Figure 4-3, **feedback**, is the degree to which carrying out the activities required by the job provides employees with clear information about how well they’re performing.⁴² A critical distinction must be noted: This core characteristic reflects feedback obtained *directly from the job* as opposed to feedback from coworkers or supervisors. Most employees receive formal performance appraisals from their bosses, but that feedback occurs once or twice a year. When the job provides its own feedback, that feedback can be experienced almost every day.

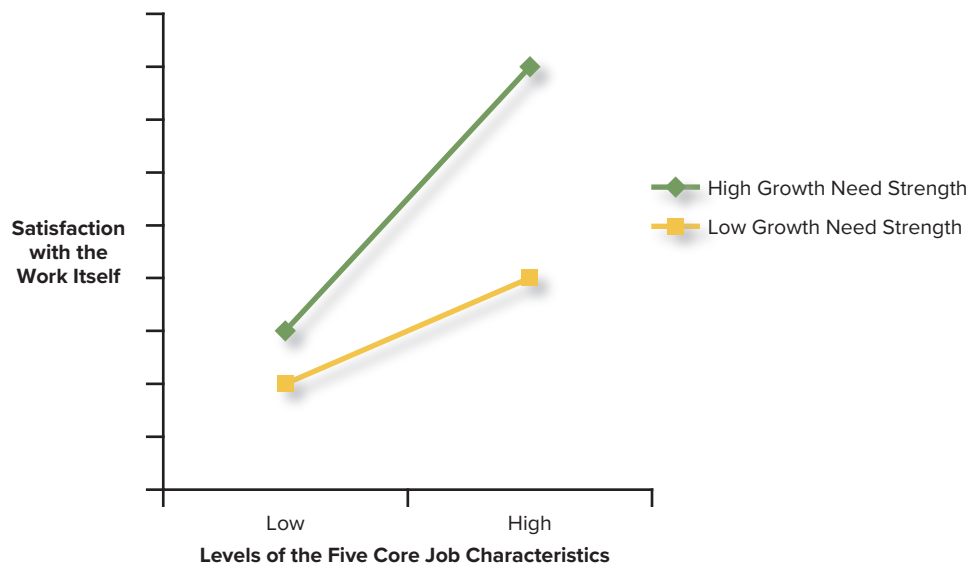
The passages in this section illustrate the potential importance of each of the five core characteristics. But how important are the core characteristics to satisfaction with the work itself? Meta-analyses of around 200 different research studies employing around 90,000 total participants showed that the five core job characteristics are moderately to strongly related to satisfaction with the work itself.⁴³ However, those results don’t mean that *every* employee wants more variety, more autonomy, and so forth. The bottom of Figure 4-3 includes two other variables: **knowledge and skill** and **growth need strength** (which captures whether employees have strong needs for personal accomplishment or developing themselves beyond where they currently are).⁴⁴ In the jargon of theory diagrams, these variables are called “moderators.” Rather than directly affecting other variables in the diagram, moderators influence the strength of relationships between variables. If employees lack the required knowledge and skill or lack a desire for growth and development, more variety and autonomy should *not* increase their satisfaction very much.⁴⁵ However, when employees are very talented and feel a strong need for growth, the core job characteristics should become more powerful. A graphical depiction of this moderator effect appears in Figure 4-4, where you can see that the relationship between the core job characteristics and satisfaction becomes stronger when growth need strength increases.

Given how critical the five core job characteristics are to job satisfaction, many organizations have employed job characteristics theory to help improve satisfaction among their employees. The first step in this process is assessing the current level of the characteristics to arrive at a “satisfaction potential score.” See our **OB Assessments** feature for more about that step. The organization,



4.5

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

FIGURE 4-4 Growth Need Strength as a Moderator of Job Characteristic Effects

Source: Adapted from B.T. Loher, R.A. Noe, N.L. Moeller, and M.P. Fitzgerald, "A Meta-Analysis of the Relation of Job Characteristics to Job Satisfaction," *Journal of Applied Psychology* 70 (1985), pp. 280–89.

together with job design consultants, then attempts to redesign aspects of the job to increase the core job characteristic levels. Often this step results in **job enrichment**, such that the duties and responsibilities associated with a job are expanded to provide more variety, identity, autonomy, and so forth. Research suggests that such enrichment efforts can indeed boost job satisfaction levels.⁴⁶ Moreover, enrichment efforts can heighten work accuracy and customer satisfaction, though training and labor costs tend to rise as a result of such changes.⁴⁷ However, employees needn't necessarily wait for enrichment efforts to improve levels of the core job characteristics. Many employees can engage in **job crafting**, where they shape, mold, and redefine their jobs in a proactive way.⁴⁸ For example, they might alter the boundaries of their jobs by switching certain tasks, they might change specific collaborative relationships, or they might reenvision how they view their work, relative to the broader context of the organization's mission.

MOOD AND EMOTIONS

Let's say you're a satisfied employee, maybe because you get paid well and work for a good boss or because your work tasks provide you with variety and autonomy. Does this mean you'll definitely be satisfied at 11:00 a.m. next Tuesday? Or 2:30 p.m. the following Thursday? Obviously it doesn't. Each employee's satisfaction levels fluctuate over time, rising and falling like some sort of emotional stock market. This fluctuation might seem strange, given that people's pay, supervisors, coworkers, and work tasks don't change from one hour to the next. The key lies in remembering that job satisfaction reflects what you think and feel about your job. So part of it is rational, based on a careful appraisal of the job and the things it supplies. But another part of it is emotional, based on what you feel while you're at work or thinking about work. So satisfied employees feel good about their job *on average*, but things happen during the course of the day to make them feel better at some times (and worse at others).

4.6

What are mood and emotions, and what specific forms do they take?

Figure 4-5 illustrates the satisfaction levels for one employee during the course of a workday, from around 9:00 a.m. to 5:00 p.m. You can see that this employee did a number of different things during the day, from answering e-mails to eating lunch with friends to participating in a brainstorming meeting regarding a new project. You can also see that the employee came into the

OB Assessments

CORE JOB CHARACTERISTICS

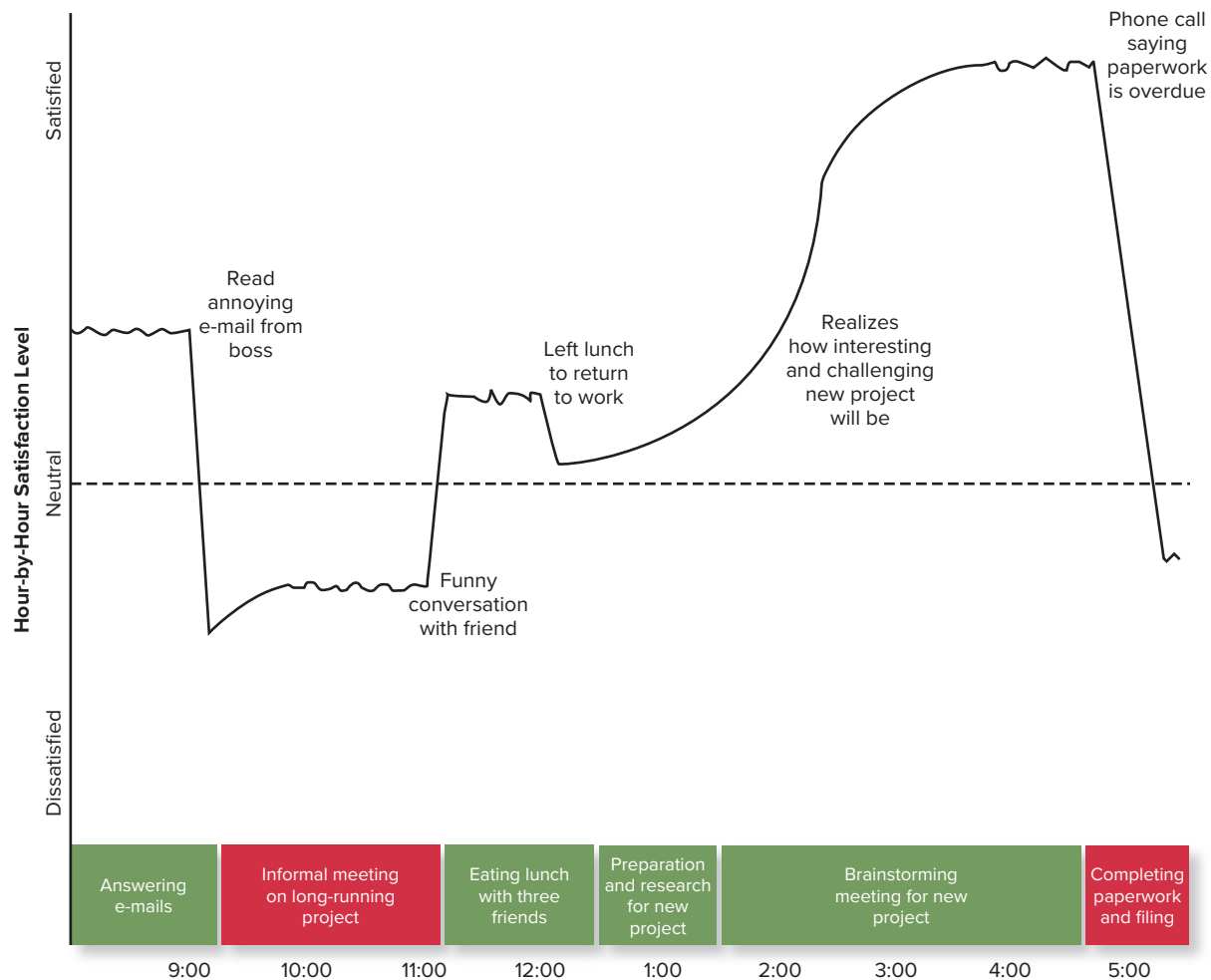
How satisfying are your work tasks? This assessment is designed to measure the five core job characteristics. Think of your current job or the last job that you held (even if it was a part-time or summer job). Answer each question using the response scale provided. Then use the formula to compute a satisfaction potential score (SPS). (Instructors: Assessments on growth need strength, emotional labor, flow, and positive emotionality can be found in the PowerPoints in the Connect Library's Instructor Resources and in the Connect assignments for this chapter.)

1 VERY INACCURATE	2 MOSTLY INACCURATE	3 SLIGHTLY INACCURATE	4 UNCERTAIN	5 SLIGHTLY ACCURATE	6 MOSTLY ACCURATE	7 VERY ACCURATE
V1. The job causes me to draw on a number of different skills.						_____
V2. The job has a diverse set of tasks associated with it.						_____
I1. The job allows me to both start and finish something.						_____
I2. I can see the end product of my work in this job.						_____
S1. The job affects a lot of people, even beyond my organization.						_____
S2. The job itself is significant in a societal sense.						_____
A1. I can use my own judgment in how I carry out the job.						_____
A2. The job gives me a lot of freedom and discretion.						_____
F1. The mere act of doing the job shows me how well I'm doing.						_____
F2. It's easy to know how well I'm doing, just from performing the job.						_____
$SPS = \left \frac{V1+V2+I1+I2+S1+S2}{6} \right \times \left \frac{A1+A2}{2} \right \times \left \frac{F1+F2}{2} \right $						
$SPS = \left \frac{\quad}{6} \right \times \left \frac{\quad}{2} \right \times \left \frac{\quad}{2} \right $						
$SPS = \boxed{\quad} \times \boxed{\quad} \times \boxed{\quad} = \boxed{\quad}$						

Sources: J.R. Hackman and G.R. Oldham, *The Job Diagnostic Survey: An Instrument for the Diagnosis of Jobs and the Evaluation of Job Redesign Projects* (New Haven, CT: Yale University, 1974); J.R. Idaszak and F. Drasgow, "A Revision of the Job Diagnostic Survey: Elimination of a Measurement Artifact," *Journal of Applied Psychology* 72 (1987), pp. 69–74.

SCORING AND INTERPRETATION

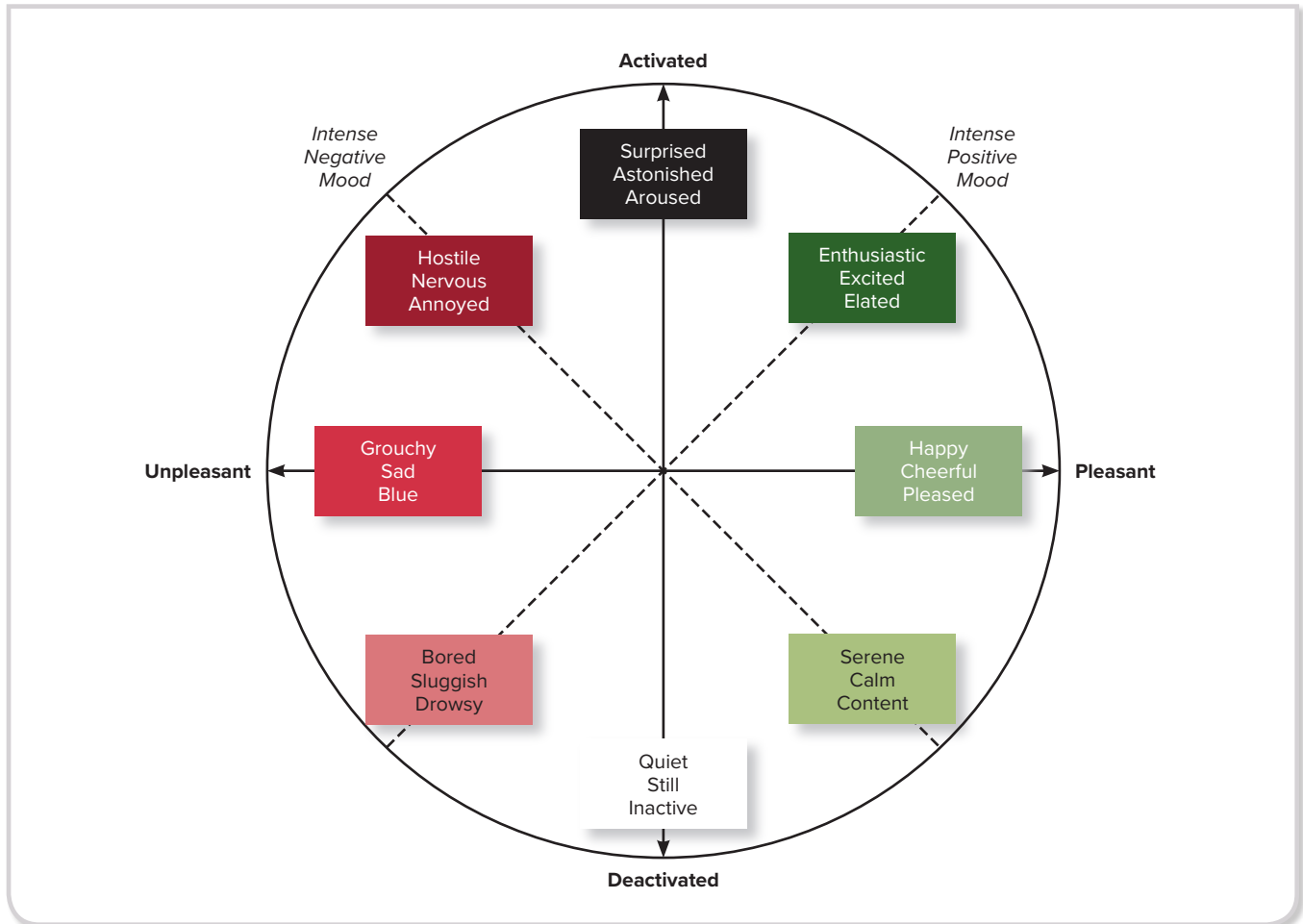
If your score is 150 or above, your work tasks tend to be satisfying and enjoyable. If your score is less than 150, you might benefit from trying to "craft" your job by taking on more challenging assignments and collaborations, or reenvisioning the way your job fits into the organization's mission.

FIGURE 4-5 Hour-by-Hour Fluctuations in Job Satisfaction During the Workday

day feeling relatively satisfied, though satisfaction levels had several ebbs and flows during the next eight hours. What's responsible for those ebbs and flows in satisfaction levels? Two related concepts: mood and emotions.

What kind of mood are you in right now? Good? Bad? Somewhere in between? Why are you in that kind of mood? Do you really even know? (If it's a bad mood, we hope it has nothing to do with this book!) **Moods** are 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.⁴⁹ When people are in a good or bad mood, they don't always know who (or what) deserves the credit or blame; they just happen to be feeling that way for a stretch of their day. Of course, it would be oversimplifying things to call all moods either good or bad. Sometimes we're in a serene mood; sometimes we're in an enthusiastic mood. Both are "good" but obviously feel quite different. Similarly, sometimes we're in a bored mood; sometimes we're in a hostile mood. Both are "bad" but, again, feel quite different.

It turns out there are a number of different moods that we might experience during the workday. Figure 4-6 summarizes the different moods in which people sometimes find themselves. The figure illustrates that moods can be categorized in two ways: **pleasantness** and **activation**. First, the horizontal axis of the figure reflects whether you feel pleasant (in a "good mood") or

FIGURE 4-6 Different Kinds of Mood

Sources: Adapted from D. Watson and A. Tellegen, "Toward a Consensual Structure of Mood," *Psychological Bulletin* 98 (1985), pp. 219–35; J.A. Russell, "A Circumplex Model of Affect," *Journal of Personality and Social Psychology* 39 (1980), pp. 1161–78; R.J. Larsen and E. Diener, "Promises and Problems with the Circumplex Model of Emotion," in *Review of Personality and Social Psychology: Emotion*, Vol. 13, ed. M.S. Clark (Newbury Park, CA: Sage, 1992), pp. 25–59.

unpleasant (in a "bad mood").⁵⁰ The figure uses green colors to illustrate pleasant moods and red colors to illustrate unpleasant moods. Second, the vertical axis of the figure reflects whether you feel activated and aroused or deactivated and unaroused.⁵¹ The figure uses darker colors to convey higher levels of activation and lighter colors to convey lower levels. Note that some moods are neither good nor bad. For example, being surprised or astonished (high activation) and quiet or still (low activation) are neither pleasant nor unpleasant. As a result, those latter moods are left colorless in Figure 4-6.

Figure 4-6 illustrates that the most intense positive mood is characterized by feeling enthusiastic, excited, and elated. When employees feel this way, coworkers are likely to remark, "Wow, you're sure in a good mood!" In contrast, the most intense negative mood is characterized by feeling hostile, nervous, and annoyed. This kind of mood often triggers the question, "Wow, what's gotten you in such a bad mood?" If we return to our chart of hour-by-hour job satisfaction in Figure 4-5, what kind of mood do you think the employee was in while answering e-mails? Probably a happy, cheerful, and pleased mood. What kind of mood was the employee in during the informal meeting on the long-running project? Probably a grouchy, sad, and blue mood. Finally, what kind of mood do you think the employee was in during the brainstorming meeting for the new project? Clearly, an enthusiastic, excited, and elated mood. This employee would report especially high levels of job satisfaction at this point in time.

Some organizations take creative steps to foster positive moods among their employees. For example, Quicken Loans, the Detroit-based online lender, provides Razor scooters to help team members go from place to place inside its headquarters.⁵² Many of those places are adorned with scratch-and-sniff wallpaper and graffiti created by local artists. Or consider these offerings by Booz Allen Hamilton, the McLean, Virginia-based consulting firm. Employees can participate in ice cream socials, pet photo contests, and hula lessons.⁵³ Such perks may not rival the importance of pay, promotions, supervision, coworkers, and the work itself as far as job satisfaction is concerned, but they can help boost employees' moods during a particular workday.

Although novel and unusual perks can be valuable, the most intense forms of positive mood often come directly from work activities, like the brainstorming project in Figure 4-5. 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. That high challenge-high skill combination can result in **flow**—a state in which employees feel a total immersion in the task at hand, sometimes losing track of how much time has passed.⁵⁴ People often describe flow as being “in the zone” and report heightened states of clarity, control, and concentration, along with a sense of enjoyment, interest, and loss of self-consciousness.⁵⁵ Although you may have experienced flow during leisure activities, such as playing sports or making music, research suggests that we experience flow more often in our working lives. Much of our leisure time is spent in passive recreation, such as watching TV or chatting with friends, that lacks the challenge needed to trigger flow states. Work tasks, in contrast, may supply the sorts of challenges that require concentration and immersion—particularly when those tasks contain high levels of variety, significance, autonomy, and so forth (see Chapter 6 on motivation for more discussion of such issues).

Returning to Figure 4-5, it's clear that specific events triggered variations in satisfaction levels. According to **affective events theory**, workplace events can generate affective reactions—reactions that then can go on to influence work attitudes and behaviors.⁵⁶ Workplace events include happenings, like an annoying e-mail from a boss or a funny conversation with a friend, that are relevant to an employee's general desires and concerns. These events can trigger **emotions**, which are states of feeling that are often intense, last for only a few minutes, and are clearly directed at (and caused by) someone or some circumstance. The difference between moods and emotions becomes clear in the way we describe them to others. We describe moods by saying, “I'm feeling grouchy,” but we describe emotions by saying, “I'm feeling angry *at my boss*.”⁵⁷ According to affective events theory, these emotions can create the ebb and flow in satisfaction levels in Figure 4-5 and can also trigger spontaneous behaviors.⁵⁸ For example, positive emotions may trigger spontaneous instances of citizenship behavior, whereas negative emotions may trigger spontaneous instances of counterproductive behavior.

As with mood, it's possible to differentiate between specific examples of positive and negative emotions. Table 4-2 provides a summary of many of the most important.⁵⁹ **Positive emotions** include joy, pride, relief, hope, love, and compassion. **Negative emotions** include anger, anxiety, fear, guilt, shame, sadness, envy, and disgust. What emotion do you think the employee experienced in Figure 4-5 when reading a disrespectful e-mail from the boss? Probably anger. What emotion do you think that same employee enjoyed during a funny conversation with a friend? Possibly joy, or maybe relief that lunch had arrived and a somewhat bad day was halfway over. Leaving lunch to return to work might have triggered either anxiety (because the bad day might resume) or sadness (because the fun time with friends had ended). Luckily, the employee's sense of joy at taking on a new project that was interesting and challenging was right around the corner. The day did end on a down note, however, as the phone call signaling overdue paperwork was likely met with some mix of anger, fear, guilt, or even disgust (no one likes paperwork!). For more information on how to maximize your emotions during a workday, see our **OB at the Bookstore** feature.

Of course, just because employees *feel* many of the emotions in Table 4-2 during the workday doesn't mean they're supposed to *show* those emotions. Some jobs demand that employees live up to the adage “never let 'em see you sweat.” In particular, service jobs in which employees make direct contact with customers often require those employees to hide any anger, anxiety, sadness, or disgust that they may feel, suppressing the urge to spontaneously engage in some negative behavior. Such jobs are high in what's called **emotional labor**, or the need to manage emotions

TABLE 4-2 Different Kinds of Emotions

POSITIVE EMOTIONS	DESCRIPTION
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
NEGATIVE EMOTIONS	
Anger	A demeaning offense 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

Source: Adapted from R.S. Lazarus, *Emotion and Adaptation* (New York: Oxford University, 1991).

to complete job duties successfully.⁶⁰ Flight attendants are trained to “put on a happy face” in front of passengers, retail salespeople are trained to suppress any annoyance with customers, and restaurant servers are trained to act like they’re having fun on their job even when they’re not.

Is it a good idea to require emotional labor on the part of employees? Research on **emotional contagion** shows that one person can “catch” or “be infected by” the emotions of another person.⁶¹ If a customer service representative is angry or sad, those negative emotions can be transferred to a customer—like a virus. If that transfer occurs, it becomes less likely that customers will view the experience favorably and spend money, which potentially harms the bottom line. From this perspective, emotional labor seems like a vital part of good customer service. Unfortunately, other evidence suggests that emotional labor places great strain on employees and that their “bottled-up” emotions may end up bubbling over, sometimes resulting in angry outbursts against customers or emotional exhaustion and burnout on the part of employees (see Chapter 5 on stress for more discussion of such issues).⁶²

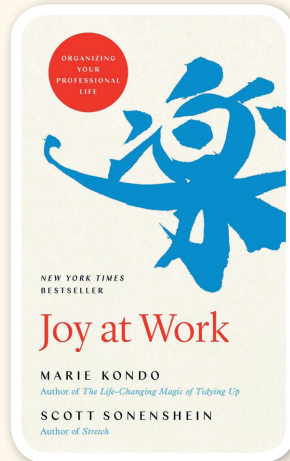
SUMMARY: WHY ARE SOME EMPLOYEES MORE SATISFIED THAN OTHERS?

So what explains why some employees are more satisfied than others? As we show in Figure 4-7, answering that question requires paying attention to the more rational appraisals people make about their job and the things it supplies for them, such as pay, promotions, supervision, coworkers, and the work itself. Satisfaction with the work itself, more specifically, is affected by the five core job characteristics: variety, identity, significance, autonomy, and feedback. However, answering that question also requires paying attention to daily fluctuations in how people feel, in terms of their positive and negative moods and positive and negative emotions. In this way, 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 coworkers) from more short-lived issues (a bad meeting, an annoying interaction).

OB At the Bookstore

JOY AT WORK

by Marie Kondo and Scott Sonenshein (New York: Little, Brown Spark, 2020).



Marie Kondo, Scott Sonenshein/
Little Brown & Co.

When you face each item you possess, one by one, and ask yourself if it sparks joy or if it will contribute to a joyful future, you begin to see quite clearly what you really want and what makes you happy.

With those words, Kondo and Sonenshein provide an impactful yet straightforward recipe for day-to-day job satisfaction. The book draws on Kondo's expertise in organizing and Sonenshein's expertise in organizational behavior to highlight the power of "tidying" in the workplace. Tidying is a decluttering of physical and digital objects in one's work life. The process revolves around one question that's asked of every object: Does this object spark joy?

Objects might directly spark joy, like a photo of a loved one or an e-mail from a grateful customer. Or objects might create functional joy, like a smooth-writing pen or a new app for recording ideas. Or objects might lead to joy down the road, like a report you're about to finish or a system that makes you work more efficiently. Regardless, tidying encourages you to take the time to consider these objects, one by one. Anything that doesn't spark joy is a candidate to be discarded, resulting in a more focused and clutter-free work environment.

Tidying has little to do with specific job characteristics or specific things that your job can bring you. Instead, it directly engages with the ebb and flow of mood and emotions during the workday. It's about creating more positive emotion moments—like the feeling of noodling on an idea at a clean desk while tinkering with a cherished memento. And fewer negative emotion moments—like the feeling of guilt from noticing a book that has sat long unfinished on a crowded shelf. The authors recommend two kinds of tidying. Tidying festivals are occasional immersive affairs marked by the object-by-object deliberation previously described. Daily tidying is then used to keep the workplace in the kind of shape that will aid flow and engagement. Of course, both processes are subjective and idiosyncratic to the person. What matters is the realization that you can proactively find ways to increase joyful moments at work.

HOW IMPORTANT IS JOB SATISFACTION?

Several factors influence an employee's job satisfaction, from pay to coworkers to job tasks to day-to-day moods and emotions. Of course, the most obvious remaining question is, "Does job satisfaction really matter?" More precisely, does job satisfaction have a significant impact on job performance and organizational commitment—the two primary outcomes in our integrative model of OB? Figure 4-8 summarizes the research evidence linking job satisfaction to job performance and organizational commitment. This same sort of figure will appear in each of the remaining chapters of this book, so that you can get a better feel for which of the concepts in our integrative model has the strongest impact on performance and commitment.

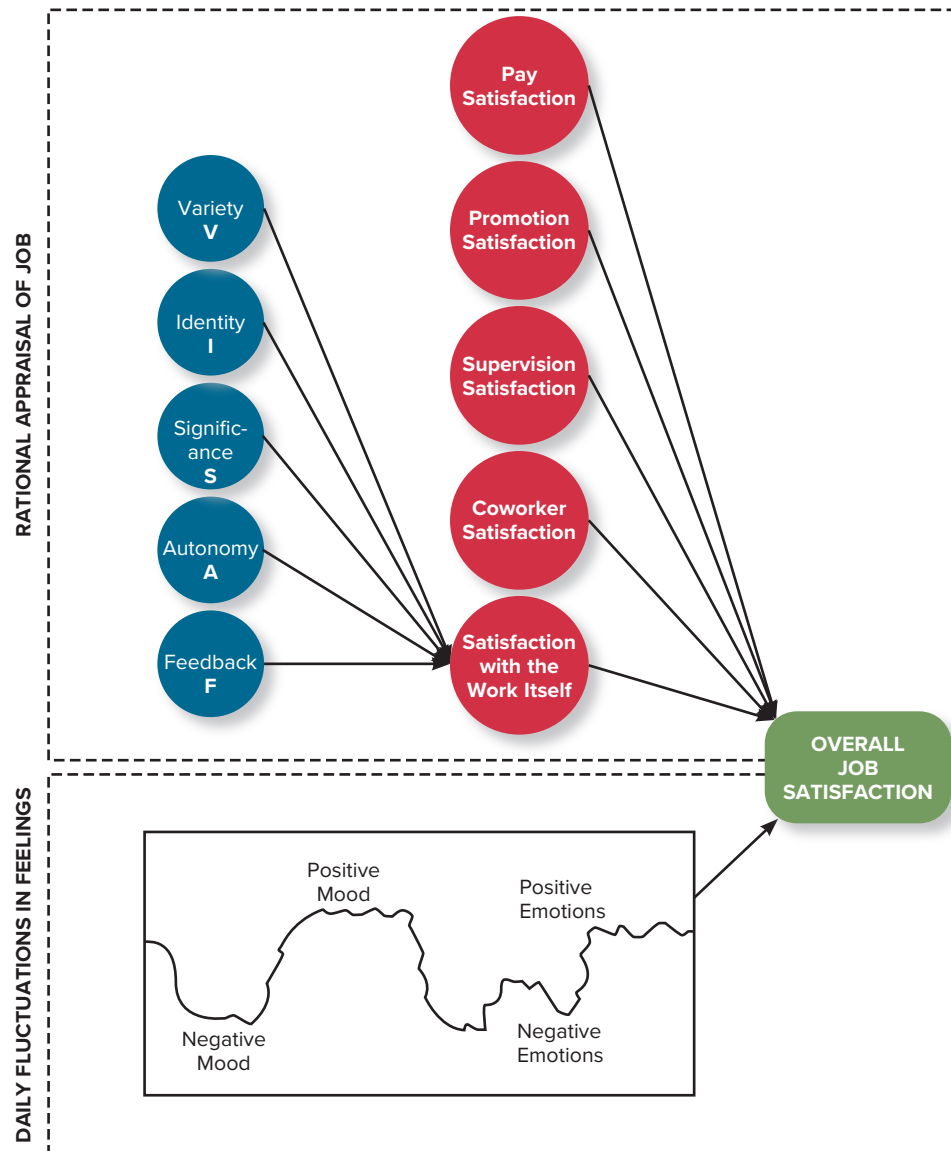
Figure 4-8 reveals that job satisfaction does predict job performance. Why? One reason is that job satisfaction is moderately correlated with task performance. Satisfied employees do a better job of fulfilling the duties described in their job descriptions,⁶³ and evidence suggests that positive feelings foster creativity,⁶⁴ improve problem solving and decision making,⁶⁵ and enhance memory

4.7

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

FIGURE 4-7

Why Are Some Employees More Satisfied Than Others?



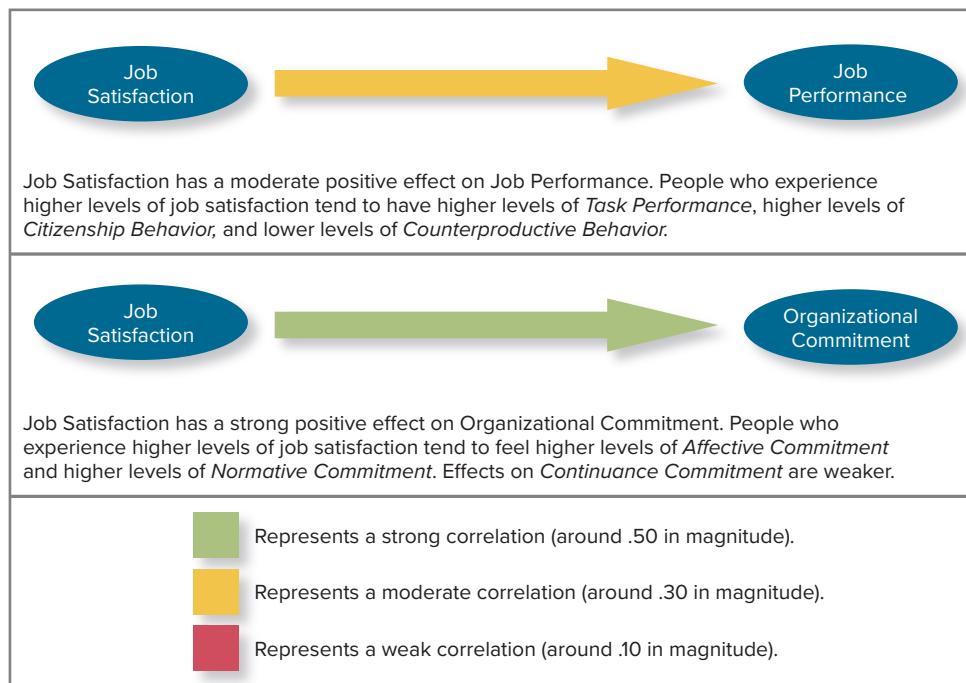
and recall of certain kinds of information.⁶⁶ Positive feelings also improve task persistence and attract more help and support from colleagues.⁶⁷ Apart from these sorts of findings, the benefits of job satisfaction for task performance might best be explained on an hour-by-hour basis. At any given moment, employees wage a war between paying attention to a given work task and attending to “off-task” things, such as stray thoughts, distractions, interruptions, and so forth. Positive feelings when working on job tasks can pull attention away from those distractions and channel people’s attention to task accomplishment.⁶⁸ When such concentration occurs, an employee is more focused on work at a given point in time. Of course, the relationship between satisfaction and task performance can work in reverse to some extent, such that people tend to enjoy jobs that they can perform more successfully.⁶⁹ Meta-analyses tend to be less supportive of this causal direction, however.⁷⁰

Job satisfaction also is correlated moderately with citizenship behavior. Satisfied employees engage in more frequent “extra mile” behaviors to help their coworkers and their organization.⁷¹

Positive feelings increase their desire to interact with others and often result in spontaneous acts of helping and other instances of good citizenship.⁷² In addition, job satisfaction has a moderate negative correlation with counterproductive behavior. Satisfied employees engage in fewer intentionally destructive actions that could harm their workplace.⁷³ Events that trigger negative emotions can prompt employees to “lash out” against the organization by engaging in rule breaking, theft, sabotage, or other retaliatory behaviors.⁷⁴ The more satisfied employees are, the less likely they’ll feel those sorts of temptations.

Figure 4-8 also reveals that job satisfaction influences organizational commitment. Why? Job satisfaction is strongly correlated with affective commitment, so satisfied employees are more likely to want to stay with the organization.⁷⁵ After all, why would employees want to leave a place where they’re happy? Another reason is that job satisfaction is strongly correlated with normative commitment. Satisfied employees are more likely to feel an obligation to remain with their firm⁷⁶ and a need to “repay” the organization for whatever it is that makes them so satisfied—whether good pay, interesting job tasks, or effective supervision. However, job satisfaction is uncorrelated with continuance commitment because satisfaction does not create a cost-based need to remain with the organization. Taken together, these commitment effects become more apparent when you consider the kinds of employees who withdraw from the organization. In many cases, dissatisfied employees are the ones who sit daydreaming at their desks, come in late, are frequently absent, and eventually decide to quit their jobs.

FIGURE 4-8 Effects of Job Satisfaction on Performance and Commitment



Sources: A. Cooper-Hakim and C. Viswesvaran, "The Construct of Work Commitment: Testing an Integrative Framework," *Psychological Bulletin* 131 (2005), pp. 241–59; R.S. Dalal, "A Meta-Analysis of the Relationship Between Organizational Citizenship Behavior and Counterproductive Work Behavior," *Journal of Applied Psychology* 90 (2005), pp. 1241–55; D.A. Harrison, D.A. Newman, and P.L. Roth, "How Important Are Job Attitudes? Meta-Analytic Comparisons of Integrative Behavioral Outcomes and Time Sequences," *Academy of Management Journal* 49 (2006), pp. 305–25; T.A. Judge, C.J. Thoreson, J.E. Bono, and G.K. Patton, "The Job Satisfaction–Job Performance Relationship: A Qualitative and Quantitative Review," *Psychological Bulletin* 127 (2001), pp. 376–407; J.A. Lepine, A. Erez, and D.E. Johnson, "The Nature and Dimensionality of Organizational Citizenship Behavior: A Critical Review and Meta-Analysis," *Journal of Applied Psychology* 87 (2002), pp. 52–65; J.P. Meyer, D.J. Stanley, L. Herscovitch, and L. Topolnytsky, "Affective, Continuance, and Normative Commitment to the Organization: A Meta-Analysis of Antecedents, Correlates, and Consequences," *Journal of Vocational Behavior* 61 (2002), pp. 20–52.

OB On Screen

WORKING MAN

– *Hey Allery . . . where you goin’ man?*

– *Looks like he’s going to work.*

With those words, neighbors (and former coworkers) of Allery Parkes (Peter Gerety) correctly guess his destination as he walks down the street in *Working Man* (Dir.: Robert Jury, Brainstorm Media, 2020). Parkes is indeed walking to work. What’s unusual about that? Well, the plastics factory where Parkes and his neighbors used to work—New Liberty—has shut down, with all of its employees laid off the week prior. Thus, Parkes technically has no work to walk to.

Despite that fact, Parkes heads there anyway. He’d just spent the past few days trying to occupy himself—and briefly heading to an unemployment office. And he’s continued to be estranged from his wife (Talia Shire), with their marriage still not recovered from the death of their son. Work is simply something Parkes feels he needs in his life. As a former coworker expresses later in the film, “Thing is, a person needs a job to survive but, you—you need work to feel like you’re worth something.” Certainly Parkes would agree with statement—at least at the point in the film when he takes that fateful walk.

When Parkes arrives at the factory, he has to pick the lock on one of the side doors to get inside. After taking in the empty factory, which still has all its equipment and raw materials, he returns to his typical station to run his typical machine. When he realizes that the electricity to the factory has been cut, he briefly wonders what to do. Then he simply spends the day cleaning—mopping the floors, scrubbing the machines, and putting things back in their proper places. Even though he’s not even doing his actual job tasks, and even though he’s not earning any money, Parkes ends the day satisfied. He’s drawn comfort from spending those hours back in his work environment—from filling the hole in his life that the layoff created. What Parkes doesn’t realize, in that moment, is that his morning walk to work is about to get a bit more crowded.



Robert Jury/Amazon

LIFE SATISFACTION

Of course, job satisfaction is important for other reasons as well—reasons that have little to do with job performance or organizational commitment. For example, job satisfaction is strongly related to **life satisfaction**, or the degree to which employees feel a sense of happiness with their lives. Research shows that job satisfaction is one of the strongest predictors of life satisfaction. Put simply, people feel better about their lives when they feel better about their jobs.⁷⁷ This link makes sense when you realize how much of our identity is wrapped up in our jobs. What’s the first question that people ask one another after being introduced? That’s right: “What do you do?” If you feel bad about your answer to that question, it’s hard to feel good about your life. See our **OB on Screen** feature for more insights into that dynamic.

The connection between job satisfaction and life satisfaction also makes sense given how much of our lives are spent at work. Table 4-3 presents the results of one study that examines time spent on daily activities, along with reported levels of positive and negative feelings during the course of those activities.⁷⁸ The participants in the study spent most of their day at work. Unfortunately, that time resulted in the highest levels of negative feelings and the second-lowest levels of positive feelings (behind only commuting). Home and leisure activities (e.g., socializing, relaxing, exercising)

TABLE 4-3 How We Spend Our Days

ACTIVITY	AVERAGE HOURS PER DAY	POSITIVE FEELINGS	NEGATIVE FEELINGS
Working	6.9	3.62	0.97
On the phone	2.5	3.92	0.85
Socializing	2.3	4.59	0.57
Eating	2.2	4.34	0.59
Relaxing	2.2	4.42	0.51
Watching TV	2.2	4.19	0.58
Computer/e-mail/Internet	1.9	3.81	0.80
Commuting	1.6	3.45	0.89
Housework	1.1	3.73	0.77
Interacting with kids	1.1	3.86	0.91
Napping	0.9	3.87	0.60
Praying/meditating	0.4	4.35	0.59
Exercising	0.2	4.31	0.50
Intimate relations	0.2	5.10	0.36

Note: Positive and negative feelings measured using a scale of 0 (not at all) to 6 (very much).

Source: From D. Kahneman, A.B. Krueger, D.A. Schkade, N. Schwarz, and A.A. Stone, "A Survey Method for Characterizing Daily Life Experience: The Day Reconstruction Method," *Science* 306 (2004), pp. 1776–80.

were deemed much more satisfying but took up a much smaller portion of the day. The implication is clear: If we want to feel better about our days, we need to find a way to be more satisfied with our jobs.

Indeed, increases in job satisfaction have a stronger impact on life satisfaction than do increases in salary or income. It turns out that the adage "money can't buy happiness" is partially true. Research suggests that life satisfaction increases with one's salary up to a level of around \$75,000 per year. After that, more money doesn't seem to bring more happiness.⁷⁹ Such findings may seem surprising, given that pay satisfaction is one facet of overall job satisfaction (see Figure 4-1). However, you might recall that pay satisfaction is a weaker driver of overall job satisfaction than other facets, such as the work itself, supervision, or coworkers (see Figure 4-2). For more on the relationship between money and happiness, see our **OB Internationally** feature.

APPLICATION: TRACKING SATISFACTION



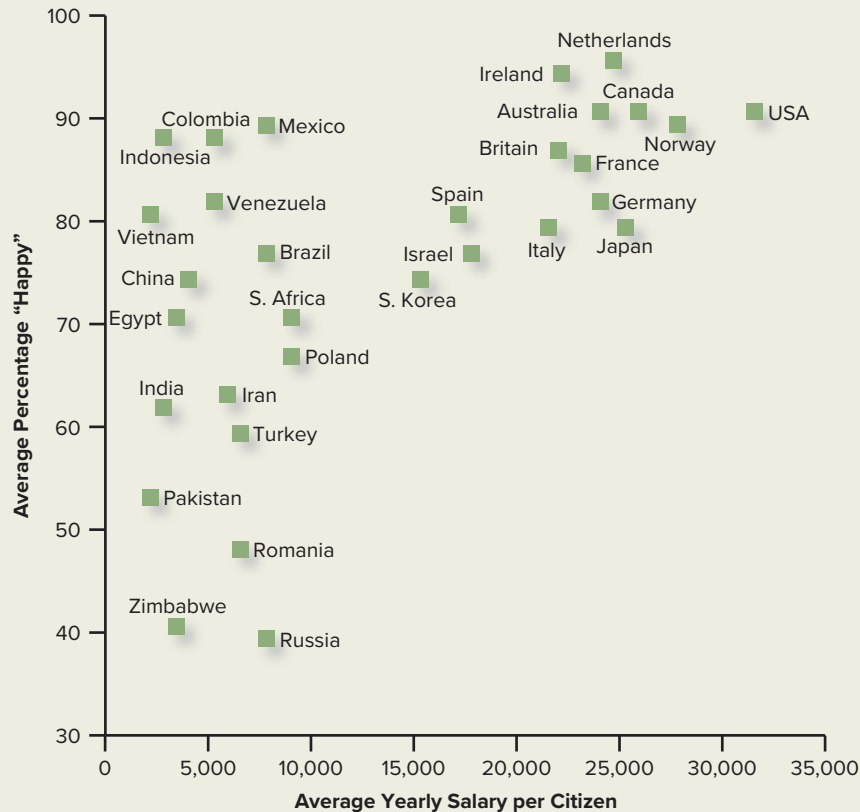
4.8

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

Because job satisfaction seems to be a key driver of job performance, organizational commitment, and life satisfaction, it's important for managers to understand just how satisfied their employees are. Several methods assess the job satisfaction of rank-and-file employees, including focus groups, interviews, and attitude surveys. Of those three choices, attitude surveys are often the most accurate and most effective.⁸⁰ Attitude surveys can provide a "snapshot" of how satisfied the workforce

OB Internationally

The “money can’t buy happiness” adage can even be supported using nation-level data. For example, survey data in the United States, Britain, and Japan show that people are no happier today than they were 50 years ago, even though average incomes have more than doubled during that span.



Comparing countries reveals that nations above the poverty line are indeed happier than nations below the poverty line. However, once that poverty threshold gets crossed, additional income is not associated with higher levels of life satisfaction. For example, the United States is the richest country on earth, but it trails nations like the Netherlands and Ireland in life satisfaction. Understanding differences in life satisfaction across nations is important to organizations for two reasons. First, such differences may influence how receptive a given nation is to the company’s products. Second, such differences may affect the kinds of policies and practices an organization needs to use when employing individuals in that nation.

Source: R. Layard, quoted in E. Diener and E. Suh, “National Differences in Subjective Well-Being,” in *Well-Being: The Foundations of Hedonic Psychology*, ed. D. Kahneman, E. Diener, and N. Schwarz (New York: Russell Sage Foundation, 1999), pp. 434–50.

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

Although organizations are often tempted to design their own attitude surveys, there are benefits to using existing surveys that are already in wide use. One of the most widely administered job satisfaction surveys is the Job Descriptive Index (JDI). The JDI assesses all five satisfaction facets in Figure 4-1: pay satisfaction, promotion satisfaction, supervisor satisfaction, coworker

TABLE 4-4**Excerpts from the Job Descriptive Index and the Job in General Scale**

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write Y for “Yes” if it describes your work
N for “No” if it does NOT describe it
? for “?” if you cannot decide

Pay Satisfaction^a <input type="checkbox"/> Well-paid <input type="checkbox"/> Bad <input type="checkbox"/> Barely live on income	Coworker Satisfaction^a <input type="checkbox"/> Stimulating <input type="checkbox"/> Smart <input type="checkbox"/> Unpleasant
Promotion Satisfaction^a <input type="checkbox"/> Regular promotions <input type="checkbox"/> Promotion on ability <input type="checkbox"/> Opportunities somewhat limited	Satisfaction with Work Itself^a <input type="checkbox"/> Fascinating <input type="checkbox"/> Pleasant <input type="checkbox"/> Can see my results
Supervision Satisfaction^a <input type="checkbox"/> Knows job well <input type="checkbox"/> Around when needed <input type="checkbox"/> Doesn't supervise enough	OVERALL JOB SATISFACTION^b <input type="checkbox"/> Better than most <input type="checkbox"/> Worthwhile <input type="checkbox"/> Worse than most

^aThe Job Descriptive Index © Bowling Green State University (1975, 1985, 1997)

^bThe Job in General Scale, © Bowling Green State University (1982, 1985)

Source: W.K. Balzer, J.A. Kihn, P.C. Smith, J.L. Irwin, P.D. Bachiochi, C. Robie, E.F. Sinar, and L.F. Parra, “Users Manual for the Job Descriptive Index (JDI; 1997 version) and the Job in General Scales,” in *Electronic Resources for the JDI and JIG*, ed. J.N. Stanton and C.D. Crossley (Bowling Green, OH: Bowling Green State University, 2000).

satisfaction, and satisfaction with the work itself. The JDI also has been subjected to a great deal of research attention that, by and large, supports its accuracy.⁸¹ Furthermore, the JDI includes a companion survey—the Job in General (JIG) scale—that assesses overall job satisfaction.⁸² Excerpts from the JDI and JIG appear in Table 4-4.⁸³ One strength of the JDI is that the questions are written in a very simple and straightforward fashion.

The developers of the JDI offer several suggestions regarding its administration.⁸⁴ For example, they recommend surveying as much of the company as possible because any unsurveyed employees might feel that their feelings are less important. They also recommend that surveys be anonymous so that employees can be as honest as possible without worrying about being punished for any critical ratings. Therefore, companies must be careful in collecting demographic information on the surveys. Some demographic information is vital for comparing satisfaction levels across relevant groups, but too much information will make employees feel like they could be identified. Finally, the developers suggest that the survey should be administered by the firm’s human resource group or an outside consulting agency. This structure will help employees feel that their anonymity is more protected.

Once JDI data have been collected, a number of interesting questions can be explored.⁸⁵ First, the data can indicate whether the organization is satisfied or dissatisfied by comparing average scores for each facet with the JDI’s “neutral levels” for those facets (the “neutral levels” are available in the JDI manual). Second, it becomes possible to compare the organization’s scores with national norms to provide some context for the firm’s satisfaction levels. The JDI manual also provides national norms for all facets and breaks down those norms according to relevant demographic groups (e.g., managers versus nonmanagers, new versus senior employees, gender,

education). Third, the JDI allows for within-organization comparisons to determine which departments have the highest satisfaction levels and which have the lowest.

The results of attitude survey efforts should then be fed back to employees so that they feel involved in the process. Of course, attitude surveys ideally should be a catalyst for some kind of improvement effort.⁸⁶ Surveys that never lead to any kind of on-the-job change eventually may be viewed as a waste of time. As a result, the organization should be prepared to react to the survey results with specific goals and action steps. For example, an organization with low pay satisfaction may react by conducting additional benchmarking to see whether compensation levels are trailing those of competitors. An organization with low promotion satisfaction might react by revising its system for assessing performance. Finally, an organization that struggles with satisfaction with the work itself could attempt to redesign key job tasks or, if that proves too costly, train supervisors in strategies that encourage job crafting.

Takeaways

- 4.1** Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experiences. It represents how you feel about your job and what you think about your job.
- 4.2** Values are things that people consciously or subconsciously want to seek or attain. According to value-percept theory, job satisfaction depends on whether you perceive that your job supplies those things that you value.
- 4.3** Employees consider a number of specific facets when evaluating their job satisfaction. These facets include pay satisfaction, promotion satisfaction, supervision satisfaction, coworker satisfaction, and satisfaction with the work itself.
- 4.4** Job characteristics theory suggests that five "core characteristics"—variety, identity, significance, autonomy, and feedback—combine to result in particularly high levels of satisfaction with the work itself.
- 4.5** Apart from the influence of supervision, coworkers, pay, and the work itself, job satisfaction levels fluctuate during the course of the day. Rises and falls in job satisfaction are triggered by positive and negative events that are experienced. Those events trigger changes in emotions that eventually give way to changes in mood.
- 4.6** Moods are states of feeling that are often mild in intensity, last for an extended period of time, and are not explicitly directed at anything. Intense positive moods include being enthusiastic, excited, and elated. Intense negative moods include being hostile, nervous, and annoyed. Emotions are states of feeling that are often intense, last only for a few minutes, and are clearly directed at someone or some circumstance. Positive emotions include joy, pride, relief, hope, love, and compassion. Negative emotions include anger, anxiety, fear, guilt, shame, sadness, envy, and disgust.
- 4.7** Job satisfaction has a moderate positive relationship with job performance and a strong positive relationship with organizational commitment. It also has a strong positive relationship with life satisfaction.
- 4.8** Organizations can assess and manage job satisfaction using attitude surveys such as the Job Descriptive Index (JDI), which assesses pay satisfaction, promotion satisfaction, supervision satisfaction, coworker satisfaction, and satisfaction with the work itself. It can be used to assess the levels of job satisfaction experienced by employees, and its specific facet scores can identify interventions that could be helpful.

Key Terms

• Job satisfaction	p. 96	• Feedback	p. 103
• Values	p. 96	• Knowledge and skill	p. 103
• Value-percept theory	p. 96	• Growth need strength	p. 103
• Pay satisfaction	p. 98	• Job enrichment	p. 104
• Promotion satisfaction	p. 98	• Job crafting	p. 104
• Supervision satisfaction	p. 98	• Moods	p. 106
• Coworker satisfaction	p. 98	• Pleasantness	p. 106
• Satisfaction with the work itself	p. 99	• Activation	p. 106
• Meaningfulness of work	p. 101	• Flow	p. 108
• Responsibility for outcomes	p. 101	• Affective events theory	p. 108
• Knowledge of results	p. 101	• Emotions	p. 108
• Job characteristics theory	p. 101	• Positive emotions	p. 108
• Variety	p. 101	• Negative emotions	p. 108
• Identity	p. 101	• Emotional labor	p. 108
• Significance	p. 102	• Emotional contagion	p. 109
• Autonomy	p. 102	• Life satisfaction	p. 113

Discussion Questions

- 4.1 Which of the values in Table 4-1 do you think are the most important to employees in general? Are there times when the values in the last three categories (altruism, status, and environment) become more important than the values in the first five categories (pay, promotions, supervision, coworkers, and the work itself)?
- 4.2 What steps can organizations take to improve promotion satisfaction, supervision satisfaction, and coworker satisfaction?
- 4.3 Consider the five core job characteristics (variety, identity, significance, autonomy, and feedback). Do you think that any one of those characteristics is more important than the other four? Is it possible to have too much of some job characteristics?
- 4.4 We sometimes describe colleagues or friends as “moody.” What do you think it means to be “moody” from the perspective of Figure 4-6?
- 4.5 Consider the list of positive and negative emotions in Table 4-2. Which of these emotions are most frequently experienced at work? What causes them?

Case: HILTON

Although the COVID-19 pandemic had a dramatic effect on virtually every industry, its implications for the hotel sector were immediately apparent. Stay-at-home orders and travel restrictions deprived hotels of their customer traffic. And the challenges of disinfecting hotel rooms made customers understandably wary, even after the orders and restrictions were lifted. CEO and president Chris Nassetta summarized the state of affairs when he observed, “Never in Hilton’s 101-year history has our industry faced a global crisis that brings travel to a virtual standstill.” In response, Hilton was forced to lay off around 22 percent of its total corporate workforce, institute furloughs, and reduce work hours for remaining employees.

How can employee job satisfaction be preserved when coworkers have lost their jobs or when employees themselves have been furloughed? One way is to ensure that satisfaction with management is maintained to the degree possible. In Hilton’s case, the company launched a global

initiative to connect furloughed employees with over a million temporary jobs. For example, Hilton placed furloughed employees in positions at Amazon, CVS, Walgreens, Albertsons, Wegmans, and Safeway. One employee expressed his gratitude for this policy, writing: “Thanks for your help securing this position while I was on furlough. . . . Enjoyed very much being part of the Safeway team who previously I only knew as a customer. I am heading back to Hilton now, but look forward to seeing all my new friends when I return to shop at my neighborhood store.” Hilton also provided personalized outplacement services for laid-off employees, along with a pledge to give them first crack at new Hilton jobs. Nassetta also paused his own salary while temporarily reducing Hilton’s executive committee pay by 50 percent.

Hilton also did its part to join the pandemic fight in a way that lent significance to its operations. For example, it announced a partnership with American Express to donate 1 million hotel rooms for medical professionals. And it provided a \$1 million contribution to World Central Kitchen to provide fresh meals for those professionals. One can envision a similar sense of significance as Hilton opened its doors to those first few waves of nervous travelers. Now, as the world begins to return to its new normal, another of Hilton’s traditional perks is taking on a new resonance. Employees have access to a travel program that allows them to stay at Hilton locations worldwide, at a significantly discounted rate. Most of the world needs a vacation after the pandemic. Hilton helps its employees afford one.

- 4.1 Imagine working in the hotel industry. What aspects of that industry would foster job satisfaction? What aspects of working in that industry would hinder job satisfaction?
- 4.2 The pandemic likely impacted job satisfaction in a wide number of ways. Which drivers of job satisfaction were most hindered by the pandemic? Are there any that might not have been hindered to the same degree?
- 4.3 If you were a furloughed Hilton employee, which of the corporate actions mentioned would have resonated most with you, from a job satisfaction perspective? Why?

Sources: M.C. Bush and C. Tkaczyk, “100 Best Companies to Work For,” *Fortune*, March 2019; A. Jenkins, “100 Best Companies to Work For,” *Fortune*, March 2020; E. Frauenheim, “How World’s Best Workplace Hilton Showed Creativity in Caring During COVID-19,” *Great Place to Work Blog*, October 7, 2020.

Exercise: Job Satisfaction Across Jobs

The purpose of this exercise is to examine satisfaction with the work itself across jobs. This exercise uses groups, so your instructor will either assign you to a group or ask you to create your own group. The exercise has the following steps:

- 4.1 Use the **OB Assessments** for Chapter 4 to calculate the Satisfaction Potential Score (SPS) for the following four jobs:
 - a. A third-grade public school teacher.
 - b. A standup comedian.
 - c. A computer programmer whose job is to replace “15” with “2015” in thousands of lines of computer code.
 - d. A president of the United States.
- 4.2 Which job has the highest SPS? Which core job characteristics best explain why some jobs have high scores and other jobs have low scores? Write down the scores for the four jobs in an Excel file on the classroom computer or on the board.
- 4.3 Class discussion (whether in groups or as a class) should center on two questions. First, is the job that scored the highest really the one that would be the most enjoyable on a day-in, day-out basis? Second, does that mean it would be the job that you would pick if you could snap your fingers and magically attain one of the jobs on the list? Why or why not? What other job satisfaction theory is relevant to this issue?

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Asset Alignment with Bloom's Taxonomy

We Take Students Higher

As a learning science company, we create content that supports higher order thinking skills. Within McGraw-Hill Connect®, we tag content accordingly so you can filter your search, assign it, and receive reporting on it. These content asset types can be associated with one or more levels of Bloom's.

The chart below shows a few of the key assignable business assets with Connect aligned with Bloom's Taxonomy. Take your students higher by assigning a variety of applications, moving them from simple memorization to concept application.

[illegible]

SmartBook 2.0

SmartBook 2.0 is an adaptive learning solution that provides personalized learning to individual student needs, continually adapts to pinpoint knowledge gaps and focuses learning on concepts requiring additional study. It class. Our adaptive reading experience has been made more personal, accessible, productive, and mobile. fosters more productive learning, takes the guesswork out of what to study, and helps students better prepare for

eBook & ReadAnywhere App

The eBook in Connect is a digital textbook of the course title and is automatically included with student's Connect access at no additional cost. The eBook is a full version of the print textbook and includes resources like content reference sources, highlighting, notes, and term definitions. Student can also use the free ReadAnywhere mobile app for smartphone and tablets to access their eBook offline, so they can study anytime, anywhere, when it's convenient for them.

Click and Drag/Matching/Multiple Choice Activities on Grid

These activities help make the connection between theory and application.

iSeelt! Videos

These brief, contemporary, and engaging videos offer dynamic, student-centered introductions, illustrations, and animations that guide students through challenging concepts with assignable assessment questions.

Self-Assessments

These introspective, research-based surveys elicit feedback about oneself to promote student self-awareness and self-reflection.

Case Analyses

A variety of cases, found in most chapters, provide an opportunity for students to delve further into the topical content and read about real-life products and companies. Accompanied by assignable, thought-provoking questions that check students' ability to apply the course material to these scenarios, these case analyses help students foster their critical thinking abilities and develop their workplace-readiness skills.

Video Cases

An assortment of short video cases challenge students to analyze concepts as they manifest in real-life products and companies. Accompanied by assignable, thought-provoking questions that check the students' ability to apply the course material to these video cases, they help to develop students' critical thinking abilities and workplace-readiness skills.

Manager's Hot Seat Videos

These videos allow students to assume the role of a manager as they immerse themselves in video-based scenarios in which managers in realistic situations deal with employees and complex issues. Through a series of assignable questions, students will use their critical thinking skills to apply, analyze, and evaluate these managerial challenges while learning from the manager's mistakes.

Application-Based Activities

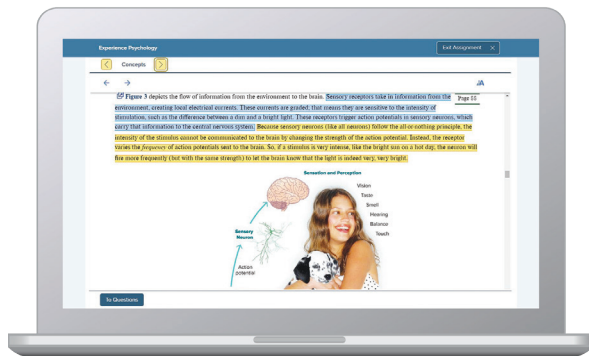
These highly interactive, automatically graded exercises provide students a safe space to practice using problem-solving skills to apply their knowledge to realistic scenarios. Each scenario addresses key concepts and skills that students must use to work through and solve course specific problems, resulting in improved critical thinking and relevant workplace skills. Students take on specific roles to complete an OB-related task within a real-world context. These tasks often involve multiple decision-making paths that students can take as they work to complete the task. Students see the impact of their decisions immediately and feedback is provided all along the way.

Instructors: Student Success Starts with You

Tools to enhance your unique voice

Want to build your own course? No problem. Prefer to use an OLC-aligned, prebuilt course? Easy. Want to make changes throughout the semester? Sure. And you'll save time with Connect's auto-grading too.

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A product isn't a solution. Real solutions are affordable, reliable, and come with training and ongoing support when you need it and how you want it. Visit **www.supportateverystep.com** for videos and resources both you and your students can use throughout the semester.

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Students: Get Learning that Fits You

Effective tools for efficient studying

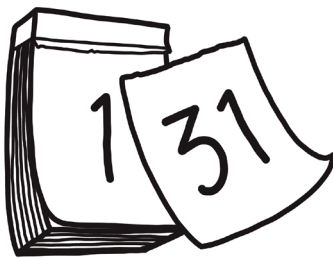
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Download the free ReadAnywhere app and access your online eBook, SmartBook 2.0, or Adaptive Learning Assignments when it's convenient, even if you're offline. And since the app automatically syncs with your Connect account, all of your work is available every time you open it. Find out more at www.mheducation.com/readanywhere

"I really liked this app—it made it easy to study when you don't have your textbook in front of you."

- Jordan Cunningham,
Eastern Washington University



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Your Connect course has everything you need—whether reading on your digital eBook or completing assignments for class, Connect makes it easy to get your work done.

Learning for everyone

McGraw Hill works directly with Accessibility Services Departments and faculty to meet the learning needs of all students. Please contact your Accessibility Services Office and ask them to email accessibility@mheducation.com, or visit www.mheducation.com/about/accessibility for more information.

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SmartBook[®] 2.0

We hear you... most students don't come to class prepared. With Connect's SmartBook 2.0 and its powerful personalized learning experience, you can give students the tools to change that. Have students learn the basics before they come to class, so you can be the educational expert that leads students to more "aha moments". With Connect you and your students get:

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“

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I don't teach definitions anymore. I get right into analysis, news articles, and discuss the things that are exciting! I let Connect® teach the basics, so I can be the educational expert I trained to be.

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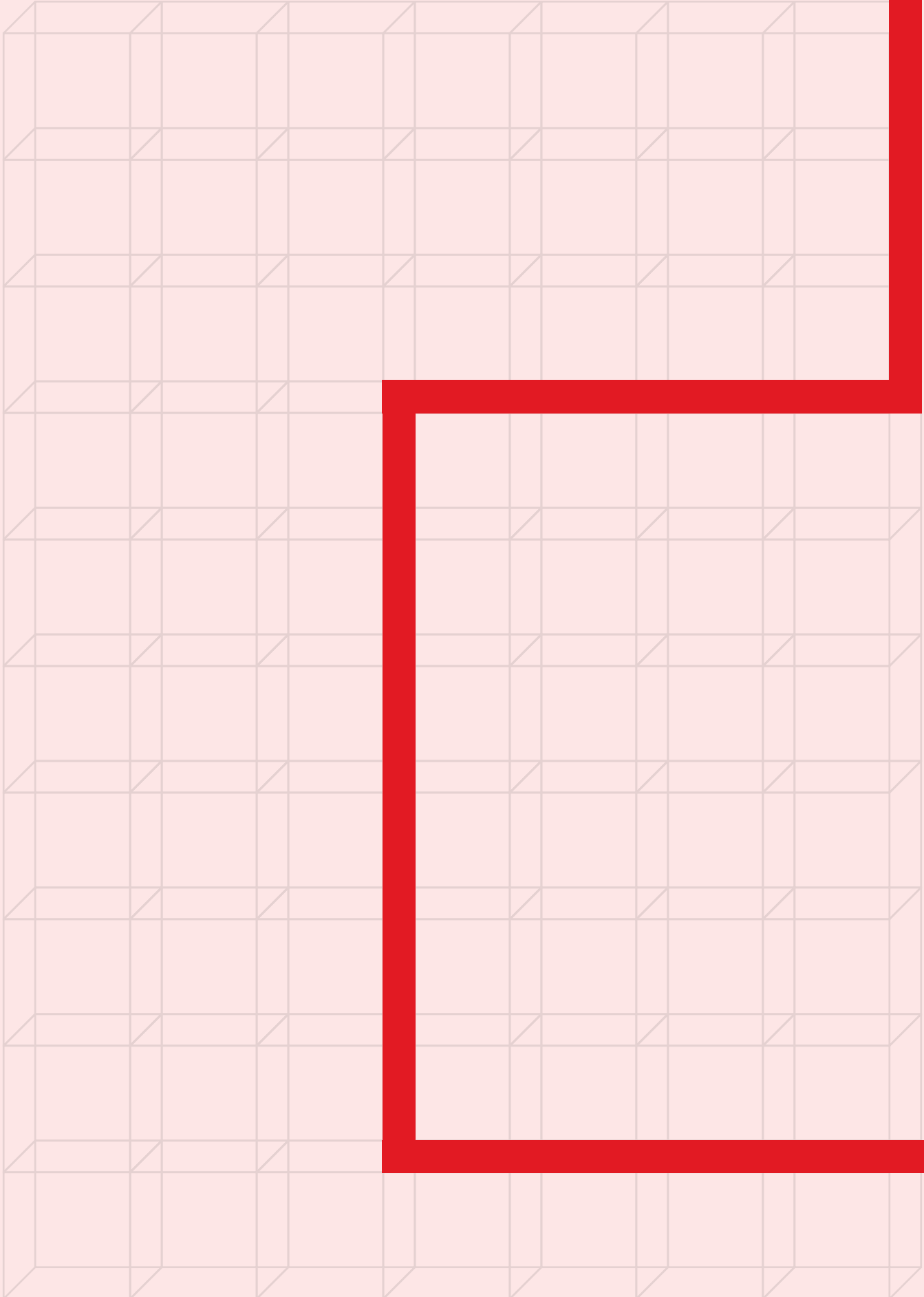
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**Mc
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Education For All

**Affordability
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Education For All



“

The meaning of access has evolved...**it includes not just getting on a path, but staying on that path** and achieving success, including graduation and economic mobility.

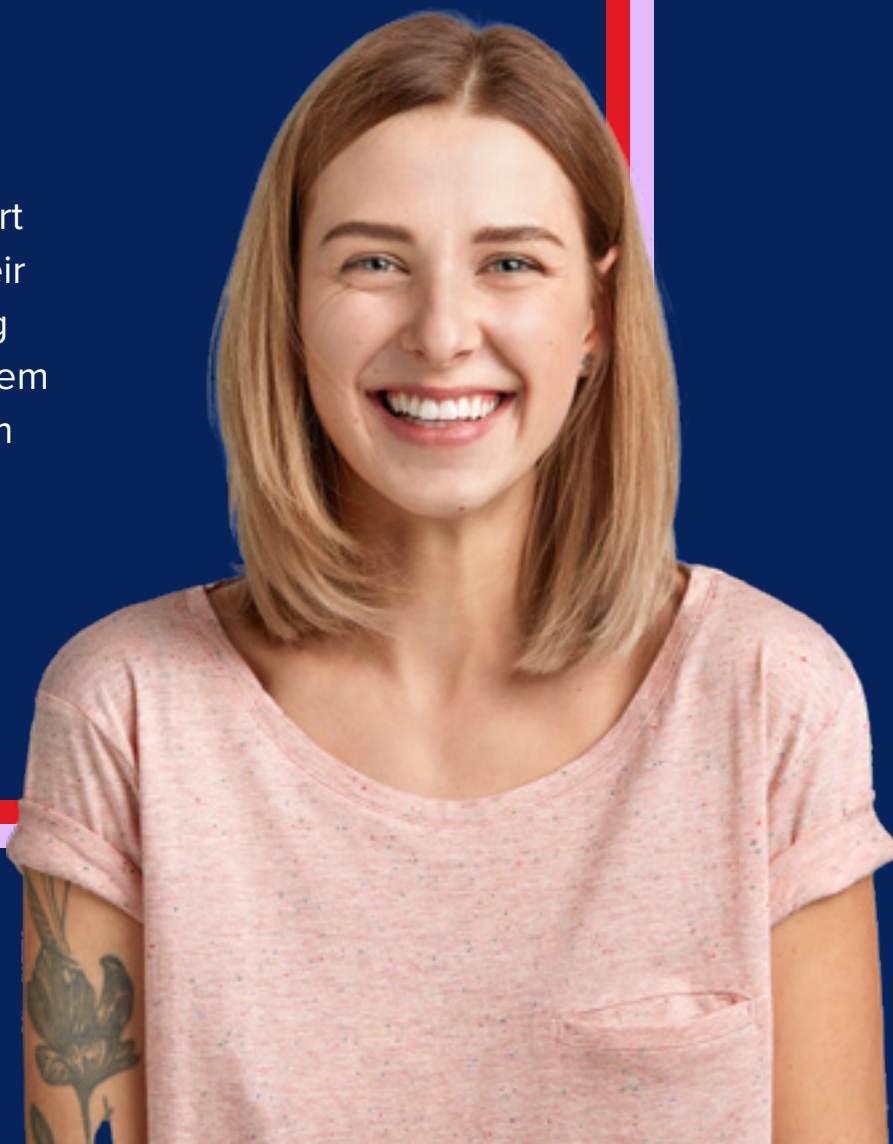
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Everyone deserves support on their path to an education of value.

An education that opens doors, expands possibilities, and helps propel us all forward.

Too many have still not had this opportunity.

We've been working hard to change that, to make real progress. But our job is not done yet. We need to support every person throughout their educational journey, creating equitable paths that meet them where they are, and set them up to succeed.

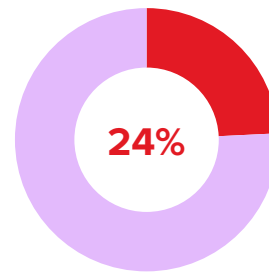


Today an education for all matters more than ever.

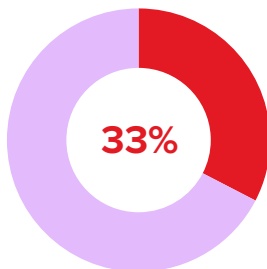
Between 40% and 60% of first-year college students require remediation in English, math, or both.



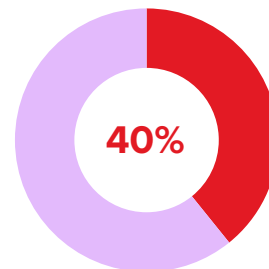
There is a 24% gap in the completion of a college-level credential by African American and indigenous students compared to White students.



The probability of first-generation students dropping out of school within 3 years is 33%, compared to students whose parents have a bachelor's degree – 14%.



40% of undergraduate students with disabilities graduated with a bachelor's degree within 6 years, compared to 57% of students without disabilities.



**We strive for education that is within reach for everyone
— an education that works for everyone.**

**Education for all
— at McGraw Hill,
we're all in.**



Clearing paths so learners can move forward.
Ensuring that learning fits the unique needs of every student so each can achieve success.

That's why we haven't stopped advocating for over 130 years...

For trusted, high-quality content created with world-class authors. For learning that is affordable without compromise. For evidence-based tools, creating better outcomes in and out of the classroom.

We believe that when we work together to expand the possibilities of content and technology, we can create an education worth pursuing, worth teaching, worth championing.

So we will keep our momentum going.

Supporting instructors, administrators and students alike. Providing courseware and learning solutions that are accessible and secure from day one. Offering adaptive platforms that meet each learner where they are.

When we all advocate for an education of value, we make education valuable for all.

Clearing Paths

Each instructor, institution and learner in higher education is on a unique path — we are working to clear the path to access for all.

Here's how we're working on it:

Trusted and vetted content

Evidence-based and peer-reviewed content that is continually updated by experts.

Affordable choices

Variety of affordable content formats and platforms that offer instructors flexibility, and keep students engaged.

Inclusive Access

Delivering digital learning resources to students, at a significantly reduced cost, on day 1 of classes.

Best-in-class technology

Secure, easy-to-use, integrated technology that allows educators to save their time and enhance their impact.

Inclusive Access

McGraw Hill's Inclusive Access Program delivers digital learning resources to students, at a significantly reduced cost, on or before the first day of class.

The U.S. Department of Education guidelines for implementing Inclusive Access programs stipulate that; (1) Materials must be of the lowest market price; (2) Materials must be available to students by the 7th day of class at the latest; (3) Students must be able to opt out.



McGraw Hill's Inclusive Access is in place at over 1,400 institutions, resulting in over \$500M in student savings.



Having access to critical learning resources on the first day of class helps improve retention and overall success in the course by 25%.



Students at a community college in the US Northeast saved \$61.25 each in their PSYC 258 course by opting in to Inclusive Access versus sourcing materials on their own.



Copiah-Lincoln Community College's courses raised retention rates from 48% to 69% in 5 years, and improved graduation rates from 36% to 50% by implementing Inclusive Access.

Equity for Each

Together, we can work towards leveling the playing field.

Here's how we're working on it:

Personalized learning platforms

Create individual paths and address different learner preparedness levels.

Analytics, data, and insights

Help educators track individual student progress and provide targeted support.

Accessibility features

Help meet the needs of all learners with various assistive technologies.

Commitment to diversity, equity and inclusion

Reflected in our content, products, marketing and culture.



Our products support all learners



Resources, engagement tools, and assessments that help instructors build their courses in a way that works for them.

Integrated personalized reading experience focusing on learning gaps and ensuring that the time spent studying, is time well-spent.



Constructive learning paths for each student to provide equitable support and structure.



Adaptive placement assessment with a personalized remediation tool for students.



Working Together

We support you every step of the way, bringing together a community to help you work towards your goals.

Here's how we're working on it:

Course-building support

Customized training, course design, and implementation consultation to support instructors at every step.

24/7 product support

Customer service and self-serve support for educators and students offering the right guidance, right when they need it.

Peer-to-peer support

Network of Digital Faculty Consultants and Online Learning Consortium certified instructors to provide peer-to-peer support.

Professional development resources

Resources, articles, and thought leadership that support instructors with best practices, inspiration, and experiences from the community.

Education of Value

What drives us, like you, is to help deliver an education that works for the real world – an education that makes you proud.

Here's how we're working on it:

Success skills development

Content and assessment formats that help develop student success skills such as critical thinking and effective communication.

Flexible tools

Giving instructors choices to share their know-how in a way that works for them, while also enabling institutional consistency.

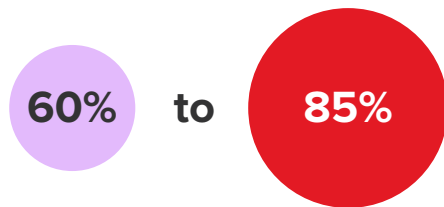
Custom courseware solutions

Help educators deliver value on their terms – integrating their own content, McGraw Hill content and OER.

Tools proven to work

Platforms and content that have improved student performance, retention rates, and graduation rates.

After using Connect at The College of Health Care Professions, student retention rates rose between 2015–2017 from:



The graduation and job placement rate for the same time frame rose from:



Upon implementing ALEKS, Columbus State Community College's overall course completion rose between 2012–2018 from:



The graduation and job placement rate for the same time frame rose from:



At McGraw Hill, we believe in unlocking the potential of every learner at every stage of life. To accomplish that, we are dedicated to creating products that reflect, and are accessible to, all the diverse, global customers we serve. Within McGraw Hill, we foster a culture of belonging and we work with partners who share our commitment to equity, inclusion, and diversity in all forms.

Affordability & Outcomes



Education For All

The McGraw Hill Affordability & Outcomes: Education For All program aims to clear the path for learners, instructors, and institutions as they move along their unique journeys.

Through course materials that are affordable and accessible from day one, learning tools proven to work, and support at every step, together, we can work towards a learning environment that leads to opportunity and better outcomes for all.



connect®

+



proctorio

Remote proctoring and browser locking capabilities seamlessly integrate within Connect to offer more control over the integrity of online assessments. Instructors can enable security options that restrict browser activity, monitor student behavior, and verify the identity of each student. Instant and detailed reporting gives instructors an at-a-glance view of potential academic integrity concerns, supported by evidence.

PACKAGES & PRICING

BASIC Free

with purchase of Connect

- Browser locking capabilities
- Video proctoring
- Basic reports
- Self-service help & support for students
- Live support available 24/7/365 for instructors

PLUS \$15 Per Student, Per Course

with purchase of Connect

Everything included from Basic, plus...

- More advanced browser locking capabilities
- Audio and screen recording with video
- Auto ID verification
- Advanced reporting
- Live support available 24/7/365 for students

Comparison of Packages

OPTIONS	BASIC FREE	PLUS \$15
BROWSER LOCKING OPTIONS		
Control access to other apps or websites		
Control level – Lenient	✓	✓
Control level – Moderate	✓	✓
Prevent the use of other monitors	✓	✓
Control level – Strict	✓	✓
30 seconds	✓	✓
15 seconds		✓
0 seconds		✓
Control content import or export		
Disable Clipboard	✓	✓
Disable Right-Click	✓	✓
Disable Printing	✓	✓
Block Downloads		✓
Prevent tampering		
Disable Other Browser Extensions		✓
REMOTE PROCTORING		
Record Video	✓	✓
Record Audio		✓
Record Screen		✓
Record Web Traffic		✓
Environment Scan		
Only at Start		✓
Intelligent		✓
VERIFICATION OPTIONS		
Verify Video		✓
Verify Audio		✓
Verify Desktop		✓
ID Verification (auto)		✓
Integrity Agreement		✓
TOOLS		
Calculator		✓
Whiteboard		✓

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Easy Set-Up Within Connect

Proctorio is easy to turn on within McGraw-Hill Connect® through the policy settings when creating an assessment. Instructors denote which level of proctoring and features to enable for students, and students will receive instructions upon entering the assessment. After the student finishes the proctored assessment, reporting will be available along with any settings the instructor enabled.

BROWSER LOCKING CAPABILITIES

Browser locking capabilities allow the instructor to control the assessment environment to increase the security during the assessment.



CONTROL ACCESS TO OTHER APPS AND WEBSITES

Controls whether students can access other tabs or programs



PREVENT THE USE OF OTHER MONITORS

Prevents students from having multiple monitors



DISABLE CLIPBOARD

Blocks students from using copy, cut, and paste



DISABLE RIGHT-CLICK

Prevents students from right-clicking within the assessment window



DISABLE PRINTING

Prevents students from printing the assessment via keyboard shortcut or right-click and print



BLOCK DOWNLOADS

Prevents students from downloading anything during the assessment



DISABLE EXTENSIONS

Prevents students from using other browser extensions

REMOTE PROCTORING

Recording Options settings control the information that is recorded during the exam, allowing the instructor to control the assessment environment.



RECORD VIDEO

Records video from the student's webcam



RECORD AUDIO

Records audio from the student's microphone



RECORD SCREEN

Records the student's screen



RECORD WEB TRAFFIC

Records the web pages the student visits



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Records the student's environment

Contact your rep today at mhhe.com/rep to learn more.

Remote Proctoring & Verification

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Verification options include settings that help ensure students are who they say they are, their hardware is working, and they are reminded of academic integrity policies.



VERIFY CAMERA

Ensures the webcam is properly working and the student's face is visible



VERIFY AUDIO

Ensures the student's audio is working



VERIFY SCREEN

Ensures the student's screen is being correctly recorded



ID VERIFICATION

Aids the instructor to help authenticate the student's identity by having the student show an ID card that is automatically captured and stored



INTEGRITY AGREEMENT

Has the student digitally sign an integrity agreement before the assessment

TOOLS

Tools that students can use during the assessment.



CALCULATOR

Enable a basic or scientific calculator during the exam



WHITEBOARD

Enable a whiteboard during the assessment, where students can scribble their thoughts

Contact your rep today at mhhe.com/rep to learn more.



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