Organizational Behavior, 12e
Instructor's Resource Guide
Chapter 3
EMOTIONS, ATTITUDES, AND JOB SATISFACTION

STUDY QUESTIONS

1.	What are emotions and moods?
2.	How do emotions and moods influence behavior?
2.	What are attitudes and how do they influence behavior?
3.	What is job satisfaction and why is it important?

OB IN ACTION

Case for Critical Thinking	Management Training Dilemma
Experiential Exercises	Interrogatories My Asset Base Prejudice in Our Lives What Do You Value in Your Work?
Self-Assessment Portfolio	Learning Style Inventory Student Leadership Practices Inventory 21st Century Manager Global Readiness Index

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CHAPTER OVERVIEW

This chapter focuses on emotions, moods, attitudes and job satisfaction. It begins with the foundations of emotions and moods. The functions served by emotions are covered as well as the major emotions and their subcategories. The difference between self-conscious and social emotions is explored and then positive and negative affectivity is discussed.

The second part of the chapter explores how emotions and moods influence behavior in organizations. Emotional contagion and emotional labor provide the starting point for this section. Affective Events Theory ties the section together and extends understanding of people's emotional reaction on the job and how these reactions influence those people.

The third section covers attitudes. An attitude is a predisposition to respond in a certain way to people and things. Types of job attitudes include job satisfaction, job involvement, organizational commitment and employee engagement. The chapter concludes with a discussion of job satisfaction and it implications. Job satisfaction is the degree to which individuals feel positively or negatively about their jobs.

CHAPTER OUTLINE

UNDERSTANDING EMOTIONS AND MOODS
        The Nature of Emotions
        Emotional Intelligence
        Types of Emotions
        The Nature of Moods

HOW EMOTIONS AND MOODS INFLUENCE BEHAVIOR
        Emotion and Mood Contagion
        Emotional Labor
        Cultural Aspects of Emotions and Moods
        Emotions and Moods as Affective Events
HOWATTITUDES INFLUENCE BEHAVIOR
        Components of Attitudes
        Linking Attitudes and Behavior
        Attitudes and Cognitive Consistency
        Types of Job Attitudes

JOB SATISFACTION AND IT'S IMPORTANCE
        Components of Job Satisfaction
        Job Satisfaction Trends
        How Job Satisfaction Influences Work Behavior
        Linking Job Satisfaction and Job Performance

CHAPTER LECTURE NOTES

The chapter opens with the story of Lisa Druxman, a fitness expert who wanted it all. Since graduating from college, the fitness expert had been pursuing a career in exercise and nutrition. After the birth of her first child, Lisa was eager to both get in shape and get back to work. With no time to hit the gym, she developed a series of exercises she could perform while out walking her baby. As a fitness instructor, it was natural for her to teach the workouts to fellow new moms, and Stroller Strides was born. Since then, her baby has grown by leaps and bounds. In its first year, Stroller Strides expanded to coach more than 300 moms in 12 locations. Today, the company boasts more than 300 franchisees teaching in over 1,200 locations.

FOUNDATIONS OF EMOTIONS AND MOODS

Affect is the range of feelings in the form of emotions and moods that people experience.

THE NATURE OF EMOTIONS

Emotions are strong positive or negative feelings that are directed at someone or something.

Emotions are usually intense, not long-lasting, and always associated with a source—someone or something that makes us feel the way we do.

EMOTIONAL INTELLIGENCE

Emotional intelligence is an ability to understand emotions and manage relationships effectively.

The concept of emotional intelligence is that we perform better when we are good at recognizing and dealing with emotions in ourselves and others.

Figure 3.1 from the textbook identifies four essential emotional intelligence competencies that can and should be developed for leadership success and success more generally in all types of interpersonal situations.
1. *Self-awareness* is the ability to understand our emotions and their impact on us and others.
2. *Social awareness* is the ability to empathize and understand the emotions of others.
3. *Self-management* is the ability to think before acting and control disruptive impulses.
4. *Relationship management* is the ability to establish rapport with others to build good relationships.

TYPES OF EMOTIONS

Researchers have identified six major categories of emotions, each of which generally include some subcategories. These categories are anger, fear, joy, love, sadness, and surprise.

Self-conscious emotions come from internal sources. Shame, guilt, embarrassment, and pride are the internal emotions.

Social emotions come from external sources. They include pity, envy, and jealousy.

THE NATURE OF MOODS

Moods are less intense as compared with emotions, and frequently, although not always, lack a contextual stimulus. Moods are generalized positive and negative feelings or states of mind.

Figure 3.2 in the textbook shows how emotions and moods are different, but can also influence one another.

EMOTIONS AND MOODS IN THE WORKPLACE

EMOTION AND MOOD CONTAGION

Emotion and mood contagion is the spillover of one's emotions and mood onto others.

Evidence shows that positive and negative emotions are "contagious" in much the same ways, even though the tendency may be under-recognized in work settings.

EMOTIONAL LABOR

Emotional labor is a situation where a person displays organizationally desired emotions in a job.

Emotional dissonance is the discrepancy between the emotions we feel and emotions we project.

Deep acting is someone tries to modify their feelings to better fit the situation.

Surface acting is hiding your inner feelings and forgoing emotional expression as a response to display rules.

CULTURAL ASPECTS OF EMOTIONS AND MOODS

The frequency, tendency, and norms of expression of emotions vary across cultures.

Display rules govern the degree to which it is appropriate to display emotions.

EMOTIONS AND MOODS AS AFFECTIVE EVENTS

Figure 3.3 in the textbook illustrates Affective Events Theory which ties together and extends understanding of people's emotional reactions on the job and how these reactions influence those people.

The basic notion of the theory is that our emotions and moods are influenced by events involving other people and situations, and these emotions and moods, in turn, influence the work performance and satisfaction of us and others.

HOW ATTITUDES INFLUENCE BEHAVIOR

An *attitude* is a predisposition to respond in a positive or negative way to someone or something in one's environment.

COMPONENTS OF ATTITUDES

Figure 3.4 in the textbook displays the three components of attitudes: cognitive, affective and behavioral

The *cognitive component* reflects the beliefs, opinions, knowledge, or information a person possesses and values of an attitude.

The *affective component* of an attitude is a specific feeling regarding the personal impact of the antecedents.

The *behavioral component* is an intention to behave in a certain way based on you specific feelings or attitudes.

LINKING ATTITUDES AND BEHAVIOR

An attitude results in an *intended* behavior that may or may not be carried out in a given circumstance.

The more specific attitudes and behaviors are, the stronger the relationship.

ATTITUDES AND COGNITIVE CONSISTENCY

Cognitive dissonance describes a state of inconsistency between and individual's attitude and behavior. It is predicted that such inconsistencies result in discomfort and a desire to reduce or eliminate them by:
1. changing the underlying attitude
2. changing future behavior
3. developing new ways of explaining or rationalizing the inconsistency

TYPES OF JOB ATTITUDES

Even though attitudes do not always predict behavior, the link between attitudes and potential or intended behavior is important for managers to understand. It is not uncommon to hear concerns expressed about someone's "bad attitude."

Job satisfaction is the degree to which an individual feels positive or negative about a job.

Job involvement is the extent to which an individual is dedicated to a job.

Organizational commitment is the loyalty of an individual to the organization.

Employee engagement is a strong sense of connection with the organization and passion for one's job.

JOB SATISFACTION AND IT'S IMPORTANCE

COMPONENTS OF JOB SATISFACTION

Job satisfaction of other people may be inferred from careful observation of what they say and do while performing their jobs.

The Minnesota Satisfaction Questionnaire (MSQ) and the Job Descriptive Index (JDI) are two popular questionnaires that can be used for assessing job satisfaction. Both address important aspects of job satisfaction.

The five facets of job satisfaction measured by the JDI are:
- The work itself—responsibility, interest, and growth
- Quality of supervision—technical help and social support
- Relationships with co-workers—social harmony and respect
- Promotion opportunities—chances for further advancement
- Pay—adequacy of pay and perceived equity vis-à-vis others.

LECTURE ENHANCEMENT

Ask those students who have been gainfully employed to describe what they found to be satisfying about their jobs. Also ask them to discuss how those things affected their work behavior.

JOB SATISFACTION TRENDS

A recent survey found about 61 percent of American workers are at least somewhat satisfied with their jobs even during a time of economic downturn.

Job satisfaction:
- has been declining for a dozen years or more
- tends to be higher in small firms and lower in large ones
- tends to be lower among the youngest workers

HOW JOB SATISFACTION INFLUENCES WORK BEHAVIOR

How does job satisfaction impact job behaviors and performance?

Withdrawal Behaviors

There is a strong relationship between job satisfaction and physical withdrawal behaviors like *absenteeism* and *turnover* as well as between job satisfaction and psychological withdrawal behaviors such as *daydreaming, cyber loafing, excessive socializing,* and even just giving the appearance of being busy when you're not.

Organizational Citizenship

Organizational citizenship behaviors are the extras people do to go the extra mile in their work.

Counterproductive work behaviors intentionally disrupt relationships or performance at work.

At Home Affect

Job satisfaction is also known to have positive and negative spillover influence on at home affect. Research finds that people with higher daily job satisfaction show more positive after-work home affect.

Spotting Counterproductive or Deviant Workplace Behavior

Deviant behaviours harm the work, the people, and the organizational culture. Here are some things to look for:

- Personal aggression—sexual harassment, verbal abuse, physical abuse, intimidation, humiliation
- Production deviance—wasting resources, avoiding work, disrupting workflow, making deliberate work errors
- Political deviance—spreading harmful rumors, gossiping, using bad language, lacking civility in relationships
- Property deviance—destroying or sabotaging facilities and equipment, stealing money and other resources

LINKING JOB SATISFACTION AND JOB PERFORMANCE

The importance of job satisfaction can be viewed in the context of two decisions people make about their work: a decision to belong and a decision to perform.

The decision to belong concerns an individual's attendance and longevity at work. Satisfied workers have more regular attendance and are less likely to quit their jobs.

The decision to perform is not as clear as the decision to belong. This is due to three possible alternative relationships between job satisfaction and performance.

1. **Satisfaction causes performance:** This alternative suggests that managers should focus on increasing employees' job satisfaction in order to increase their performance. Research indicates that no simple and direct link exists between individual job satisfaction at one point in time and work performance at a later point.

2. **Performance causes satisfaction:** This alternative suggests that managers should focus on increasing employees' job performance and as a result job satisfaction should increase. Research indicates an empirical relationship between individual performance measured at a certain time period and later job satisfaction. Rewards that equitably distributed serve to strengthen the linkage between performance and subsequent satisfaction.

3. **Rewards cause both satisfaction and performance:** The proper allocation of rewards can positively influence both performance and satisfaction. Research indicates that people who receive high rewards report high job satisfaction and that performance-contingent rewards influence a person's work performance. The size and value of the reward should vary in proportion to the level of one's performance accomplishment.

CHAPTER STUDY GUIDE

What are emotions and moods?
- Affect is a generic term that covers a broad range of feelings that individuals express as emotions and moods.
- Emotions are strong feelings directed at someone or something that influence behavior, often with intensity and for short periods of time.
- Moods are generalized positive or negative states of mind that can be persistent influences on one's behavior.
- Emotional Intelligence is the ability to detect and manage emotional cues and information. Four emotional intelligence skills or competencies are self-awareness, self-management, social awareness, and relationship management.

How do emotions and moods influence behavior in organizations?

- Emotional contagion involves the spillover effects onto others of one's emotions and moods; in other words emotions and moods can spread from person to person.
- Emotional labor is a situation where a person displays organizationally desired emotions while performing a job.

- Emotional dissonance is the discrepancy between true feelings and organizationally desired emotions; it is linked with deep acting to try to modify true inner feelings, and surface acting to hide one's true inner feelings.
- Affective Events Theory (AET) relates characteristics of the work environment and daily hassles and uplifts to positive and negative emotional reactions and, ultimately, job satisfaction.

What are attitudes and how do they influence behavior in organizations?
- An attitude is a predisposition to respond in a certain way to people and things.
- Attitudes have three components-affective cognitive, and behavioral components.
- Although attitudes predispose individuals toward certain behaviors they do not guarantee that such behaviors will take place.
- Individuals desire consistency between their attitudes and their behaviors, and cognitive dissonance occurs when a person's attitude and behavior are inconsistent.
- Job satisfaction is an attitude toward one's job, co-workers, and workplace.
- Job involvement is a positive attitude that shows up in the extent to which an individual is dedicated to a job.
- Organizational commitment is a positive attitude that shows up in the loyalty of an individual to the organization.

What is job satisfaction and why is it important?
- Five components of job satisfaction are the work itself, quality of supervision, relationships with co-workers, promotion opportunities, and pay.
- Job satisfaction influences withdrawal behaviors such as absenteeism, turnover, day dreaming and cyber loafing.
- Job satisfaction is linked with organizational citizenship behaviors that are both interpersonal-such as doing extra work for a sick teammate, and organizational-such as always speaking positively about the organization.
- A lack of job satisfaction may be reflected in counterproductive work behaviors such as purposely performing with low quality, avoiding work, acting violent at work, or even engaging in workplace theft.
- Three possibilities in the job satisfaction and performance relationship are: satisfaction causes performance, performance causes satisfaction, and rewards cause both performance and satisfaction.

KEY TERMS

Affect: the range of feelings in the form of emotions and moods that people experience in their life context.
Attitude: is a predisposition to respond positively or negatively to someone or something.
Cognitive dissonance: experienced inconsistency between one's attitudes and or between attitudes and behavior.
Counterproductive work behaviors: intentionally disrupt relationships or performance at work.
Display rules: govern the degree to which it is appropriate to display emotions.
Emotion and mood contagion: the spillover of one's emotions and mood onto others.
Emotional dissonance: inconsistency between emotions we feel and those we try to project.
Emotional intelligence: an ability to understand emotions and manage relationships effectively.

Emotional labor: situation where a person displays organizationally desired emotions in their job.
Emotions: strong positive or negative feelings directed toward someone or something.
Employee engagement: strong sense of connection with the organization and passion for one's job.
Job involvement: the extent to which an individual is dedicated to a job
Job satisfaction: the degree to which an individual feels positive or negative about a job.
Moods: generalized positive and negative feelings or states of mind.
Organizational citizenship behavior: the extras people do to go the extra mile in their work.
Organizational commitment: the loyalty of and individual to the organization**.**
Relationship management: the ability to establish rapport with others to build good relationships.
Self-awareness: the ability to understand our emotions and their impact on us and others.
Self-conscious emotions: help individuals stay aware of and regulate their relationships with others.
Self-Management: the ability to think before acting and control disruptive impulses**.**
Social awareness: the ability to empathize and understand the emotions of others.
Social emotions: emotions derived from external sources.

SPECIAL FEATURES

Balance Through Fitness

Ten years ago, Lisa Druxman wanted it all. Since graduating from college, the fitness expert had been pursuing a career in exercise and nutrition. After the birth of her first child, Lisa was eager to both get in shape and get back to work. With no time to hit the gym, she developed a series of exercises she could perform while out walking her baby. As a fitness instructor, it was natural for her to teach the workouts to fellow new moms, and Stroller Strides was born. Druxman's tips for success include: you create the vision, delegate, partner up, work smart and get spousal support. Have students identify other real life entrepreneurs who have pursued their passion to open a successful business (examples could include: Mary Kay cosmetics, Bill Gates, Steve Jobs, Mrs. Fields with her cookies). Further have students look at the tips for success that Lisa Druxman has recommended, are there other tips for success the students can identify?

Ethics in OB

Facebook is fun, but if you put the wrong things on it – the wrong photo, a snide comment, and complaints about your boss – you can be fired or worse yet, not be hired by a future employer. Ask students if they think it is ethical that potential employers access current employees'/potential employees' social media profile? Does it matter if the employee is a current versus a potential employee?

Leaders on Leadership

The "Finding the Leader in You" profile looks at Don Thompson, President and COO of McDonald's strange career path. Thompson was an engineer who was frustrated because he wanted to have an impact on decisions." He moved into the operations side of business and advanced through restaurant operations, franchisee relations and strategic management. Thompson's negative affect could have derailed his career. Instead, with the help of a mentor, he

made a change that made a difference to his career success. Have students look at this breakout exercise in the chapter, answering the questions at the end of the exercise. Allow the students to cite specific examples in their own lives when answering the questions.

Mastering Management

Executive coach Catherine Sandler says the ways managers deal with emotions and moods might be as important as the actual decisions they make. She advises managers to contain anxieties and help others feel safe while following these guidelines:
- Take quick and considered action
- Communicate honestly and consistently
- Make an emotional connection with everyone
- Be sure to inspire

Research Insight

A recent study found workers with high work-family role integration ("little distinction between their work and family roles") showed a stronger relationship between daily job satisfaction and positive affect at home versus those with low work-family role integration. In fact, workers with low work-family integration, those that tended to segment work and family roles, positive home affect actually declined as job satisfaction increased. How can the findings for the low-work family integration group be explained? How can the findings for the high-work family integration group be explained?

Group Project

"Dirty workers" are those workers whose occupations are frequently perceived as disgusting or degrading but necessary to the functioning of society. The tasks these workers – such as garbage collectors – perform leads to the workers' stigmatization by the very society that needs them. One might expect these workers to have a negative self-image, but research finds these workers have surprisingly positive self-identities and solidarity with one another that negates the stigmatization of society.

Break students into groups and assign each group a "dirty work" profession. Then ask students to apply the text sections on attitudes and job satisfaction to their assigned profession. A few seed questions might be:
How might certain attitudes lead workers to a positive self-identity in dirty work?
How do attitudes link to the behaviors required of "dirty workers?"
How do the five facets of job satisfaction apply to "dirty workers?"
How might the complex relationship between job satisfaction and performance work for "dirty workers?"

Some "dirty work" professions to assign to groups include garbage collectors, coal miners, oil drillers, funeral directors, butchers, janitors, exterminators, prison guards, and bill collectors.

Source of dirty work research: Ashford, B.E. and Kreiner, G.E. 1999. "How Can You Do It?": Dirty Work and the Challenge of Constructing a Positive Identity, *The Academy of Management Review* 24(3): 413-434.