

Workplace Emotions, Attitudes, and Stress



LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- LO1** Explain how emotions and cognition (conscious reasoning) influence attitudes and behaviour.
- LO2** Identify the conditions that require, and the problems associated with, emotional labour.
- LO3** Describe the four dimensions of emotional intelligence.
- LO4** Summarize the consequences of job dissatisfaction in terms of the exit-voice-loyalty-neglect model.
- LO5** Discuss the effects of job satisfaction on job performance and customer service.
- LO6** Distinguish affective and continuance commitment, and discuss their influences on employee behaviour.
- LO7** Describe five strategies to increase organizational (affective) commitment.
- LO8** Define stress and describe the stress experience.
- LO9** Explain why a stressor might produce different stress levels in two people.
- LO10** Identify five ways to manage workplace stress.

You know the fun is about to begin at Suntech Optics when employees spot the pineapple wearing sunglasses. The bespectacled fruit is mascot for the North Vancouver-based eyewear supplier's Have Fun Team, which is responsible for creating various forms of workplace levity. Employees might discover a puzzle on their desk, with a prize awarded to the person who first solves it. Dozens of stuffed bears are brought to work on Bring Your Teddy Bear to Work Day. Halloween is a special treat as staff dress up for the occasion and show off their pumpkin carving skills. "We try to infuse having fun into our whole corporate culture," says Suntech manager Deborah Peck. "It's one of our core strategies. It's part of our life."

Fun at work? It sounds like an oxymoron. But in order to attract and keep valuable talent, companies are finding creative ways to generate positive emotions in the workplace. At Myers Norris Penny (MNP), western Canada's largest accounting firm, fun includes employee barbecues, sporting events, and end-of-tax-season parties. "Every firm says it has a positive work environment; MNP really does," claims Mia Gross, a senior manager in MNP's Calgary office.

Well-known for creating a fun environment for customers, WestJet Airlines Ltd. extends this experience to its own staff. For example, this photo shows WestJet CEO Sean Durfy tossing a butter cream cupcake up to pilot Gordon Simmons, who is hanging out the cockpit window. Durfy and his entire executive team showed up at Calgary International Airport to distribute the treats to WestJet's 280 staff.

Another fun-focused company is Tri Fit Inc. in Oakville, Ontario. Boasting one of the industry's lowest turnover rates, the fitness, health, and wellness company holds five all-day staff meetings each year, which includes opening a "treasure chest" filled with sports equipment and health-related items distributed to exemplary employees. "It's amazing, the chatter, the laughter, the excitement about opening the treasure chest," says Marsden. "They [employees] love it."¹



Having fun is part of the culture at WestJet, including this attempt by CEO Sean Durfy to toss a cupcake up to pilot Gordon Simmons. Photo by Greg Fulmes; article: "WestJet Banks on its Brand" by Gina Teel, December 28, 2007, *Calgary Herald*. Reprinted with permission of *The Calgary Herald*.

Suntech Optics, WestJet, Myers Norris Penny, Tri Fit, and many other Canadian firms are discovering that emotions and attitudes make a difference in individual behaviour and well-being, as well as in the organization's performance and customer service. Over the past decade, the field of organizational behaviour has experienced a major shift in thinking about workplace emotions, so this chapter begins by introducing the concept and explaining why researchers are so eager to discover how emotions influence attitudes and behaviour. Next, we consider the dynamics of emotional labour, followed by the popular topic of emotional intelligence. The specific work attitudes of job satisfaction and organizational commitment are then discussed, including their association with various employee behaviours and work performance. Organizational commitment is strongly influenced by the psychological contract, so the final section of this chapter looks briefly at the topic of work-related stress, including the stress experience, three prominent stressors, individual differences in stress, and ways to combat excessive stress.

EMOTIONS IN THE WORKPLACE

LO1

Emotions have a profound effect on almost everything we do in the workplace. This is a strong statement, and one that you would rarely find a decade ago in organizational behaviour research or textbooks. Until recently, OB experts assumed that a person's thoughts and actions are governed primarily by conscious reasoning (called *cognition*). Yet, groundbreaking neuroscience discoveries have revealed that our perceptions, attitudes, decisions, and behaviour are influenced by both cognition and emotion, and that the latter often has the greater influence.²

emotions

Physiological, behavioural, and psychological episodes experienced toward an object, person, or event that create a state of readiness.

Emotions are physiological, behavioural, and psychological episodes experienced toward an object, person, or event that create a state of readiness.³ These "episodes" are very brief events that typically subside or occur in waves lasting from milliseconds to a few minutes. Emotions are directed toward someone or something. For example, we experience joy, fear, anger, and other emotional episodes toward tasks, customers, or a software program we are using. This contrasts with *moods*, which are less intense emotional states that are not directed toward anything in particular.⁴

Emotions are experiences. They represent changes in our physiological state (e.g., blood pressure, heart rate), psychological state (e.g., ability to think clearly), and behaviour (e.g., facial expression). These emotional reactions are involuntary and often occur

without our awareness. This is a particularly important point because people often think about "getting emotional" when the subject of emotions is mentioned. In reality, you experience emotions every minute, but aren't even aware of most of them. Finally, emotions put us in a state of readiness. When we get worried, for example, our heart rate and blood pressure increase to make our body better prepared to engage in fight or flight. Strong emotions also trigger our conscious awareness of a threat or opportunity in the external environment.⁵

There are dozens of emotions, and experts organize them in terms of whether they are positive or negative as well as how much they activate us (demand our attention). Anger is a negative emotion that generates a high level of activation, whereas feeling relaxed is a pleasant emotion that has fairly low activation. Emotions generate a global evaluation (called *core affect*) that something is good or bad, helpful or harmful, to be approached or avoided.⁶



"Biosensors. The whole company knows instantly when I'm displeased."

EMOTIONS, ATTITUDES, AND BEHAVIOUR

To understand how emotions influence our thoughts and behaviour in the workplace, we first need to know about atti-

attitudes

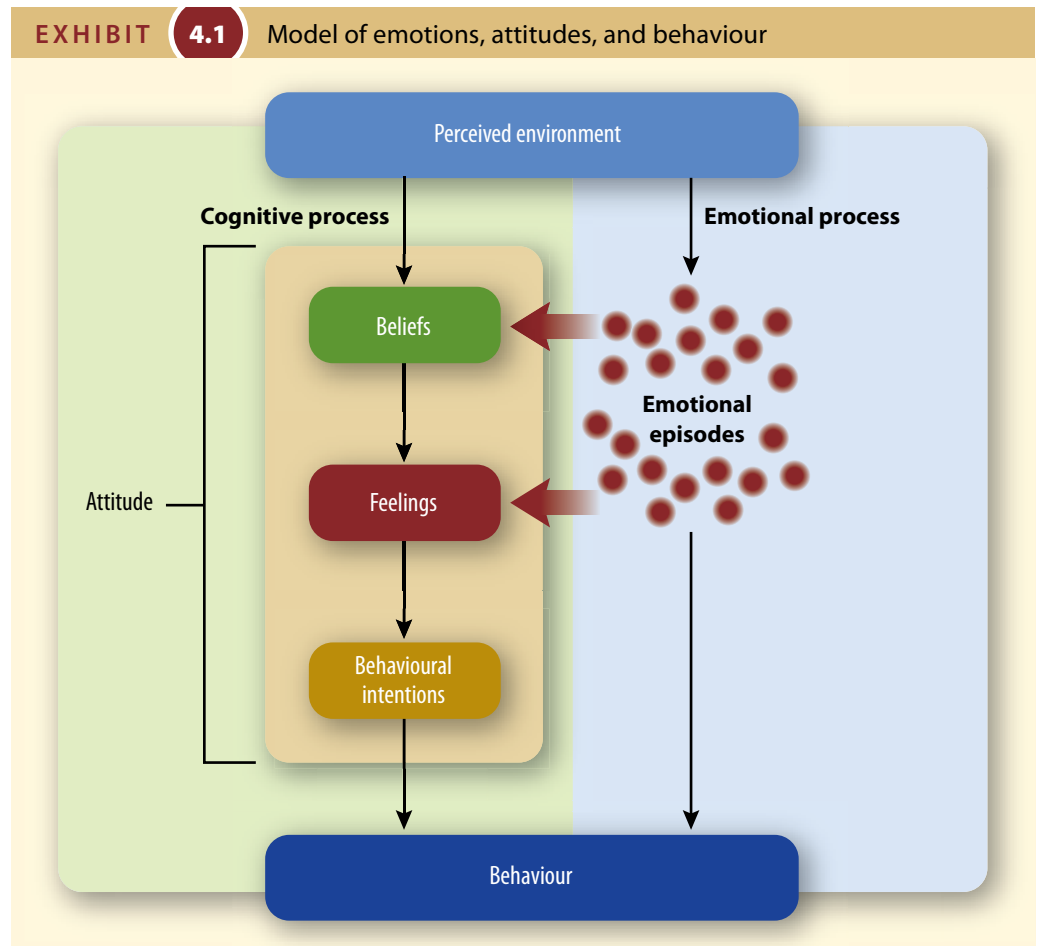
The cluster of beliefs, assessed feelings, and behavioural intentions toward a person, object, or event (called an *attitude object*).

tudes. **Attitudes** represent the cluster of beliefs, assessed feelings, and behavioural intentions toward a person, object, or event (called an *attitude object*).⁷ Attitudes are *judgments*, whereas emotions are *experiences*. In other words, attitudes involve conscious logical reasoning, whereas emotions operate as events, often without our awareness. We also experience most emotions briefly, whereas our attitude toward someone or something is more stable over time.

Until recently, attitude experts described attitudes in terms of its three cognitive components illustrated on the left side of Exhibit 4.1: beliefs, feelings, and behavioural intentions. Now, we have good evidence that a parallel emotional process is also at work, shown on the right side of the exhibit.⁸ Using attitude toward mergers as an example, let's look more closely at this model, beginning with the traditional cognitive perspective of attitudes.

- **Beliefs**—These are your established perceptions about the attitude object—what you believe to be true. For example, you might believe that mergers reduce job security for employees in the merged firms. Or you might believe that mergers increase the company's competitiveness in this era of globalization. These beliefs are perceived facts that you acquire from past experience and other forms of learning.
- **Feelings**—Feelings represent your positive or negative evaluations of the attitude object. Some people think mergers are good; others think they are bad. Your like or dislike of mergers represents your assessed feelings. According to the traditional cognitive perspective of attitudes (left side of the model), feelings are calculated from your beliefs about mergers. If you believe that mergers typically have negative consequences such as layoffs and organizational politics, then you will form nega-

EXHIBIT 4.1 Model of emotions, attitudes, and behaviour



tive feelings towards mergers in general or about a specific planned merger in your organization.

- *Behavioural intentions*—Intentions represent your motivation to engage in a particular behaviour with respect to the attitude object.⁹ Upon hearing that the company will merge with another organization, you might become motivated to look for a job elsewhere, or possibly to complain to management about the merger decision. Your feelings toward mergers motivates your behavioural intentions, and which actions you choose depends on your past experience, self-concept (values, personality), and social norms of appropriate behaviour.

The model in Exhibit 4.1 also illustrates that behavioural intentions directly predict behaviour. However, whether your intentions translate into behaviour depends on all four elements of the MARS model, such as opportunity and ability to act. Attitudes are also more likely to influence behaviour when they are strong, meaning that they are anchored by strong emotions.

How Emotions Influence Attitudes and Behaviour Along with the cognitive process, emotions play a central role in forming and changing employee attitudes.¹⁰ As the right side of Exhibit 4.1 illustrates, this process also begins with perceptions. Specifically, the emotional components of our brain quickly and imprecisely tag emotional markers to incoming information based on whether that information supports or threatens our innate drives. These are not calculated feelings; they are automatic and unconscious emotional responses based on very thin slices of sensory information.¹¹

Returning to the example of your attitude toward mergers, you might experience excitement, worry, nervousness, or happiness upon learning that your company intends to merge with a competitor. The large dots on the right side of Exhibit 4.1 illustrate the numerous emotional episodes you experience upon hearing the merger announcement, subsequent thinking about the merger, discussion with co-workers about the merger, and so on. These emotions are transmitted to the logical reasoning process, where they swirl around and influence our logical thinking about the attitude object.¹² Thus, while consciously evaluating whether the merger is good or bad, your emotions have already formed an opinion, which then sways your conscious evaluation. In fact, we often deliberately “listen in” on our emotions to help us consciously decide whether to support or oppose something.¹³ If you experience mainly positive emotions whenever you think about or discuss the merger, then these positive emotional episodes will lean your logical reasoning toward positive feelings regarding the merger.

The dual cognitive-emotional attitude process helps us to understand why Suntech Optics and many other companies want their employees to experience plenty of positive emotional episodes each day. Job satisfaction is shaped by the almost continuous bombardment of emotional experiences people have at work. Those who experience more positive emotions tend to have more favourable attitudes toward their jobs, even when they aren’t consciously aware of many of these emotional experiences. And when they do think about how they feel about their job, they listen in on the emotions regenerated from past positive or negative events in the workplace.

The influence of both cognitive reasoning and emotions on attitudes is most apparent when they disagree with each other. Everyone occasionally experiences this mental tug-of-war, sensing that something isn’t right even though they can’t think of any logical reason to be concerned. This conflicting experience indicates that our logical analysis of the situation (left side of Exhibit 4.1) can’t identify reasons to support the automatic emotional reaction (right side of Exhibit 4.1).¹⁴ Should we pay attention to our emotional response or our logical analysis? This question is not easy to answer, but some studies indicate that while executives tend to make quick decisions based on their gut feelings (emotional response), the best decisions tend to occur when they spend time logically evaluating the situation.¹⁵ Thus, we should pay attention to both the cognitive and emotional side of the attitude model, and hope they agree with each other most of the time!

One last comment about Exhibit 4.1: Notice the arrow from the emotional episodes to behaviour? This indicates that people have direct behavioural reactions to their emotions. Even low intensity emotions automatically change your facial expressions. High intensity emotions can have a more powerful effect, which is apparent when an upset employee bangs his/her fist on the desk or an overjoyed colleague embraces someone nearby. These actions are not carefully thought out. They are automatic emotional responses that serve as coping mechanisms in that situation.¹⁶

cognitive dissonance
Occurs when we perceive an inconsistency between our beliefs, feelings, and behaviour.

Cognitive Dissonance Emotions and attitudes usually lead to behaviour, but the opposite sometimes occurs through the process of **cognitive dissonance**.¹⁷ Cognitive dissonance occurs when we perceive an inconsistency between our beliefs, feelings, and behaviour. When this inconsistency violates our self-concept, it generates emotions that motivate us to change one or more of these elements. Behaviour is usually the most difficult element to change, particularly when it is known to everyone, was done voluntarily, and can't be undone. Thus, we usually change our beliefs and feelings to reduce the inconsistency.

Emotions and Personality Our coverage of the dynamics of workplace emotions wouldn't be complete unless we mentioned that emotions are also partly determined by a person's personality, not just workplace experiences.¹⁸ Some people experience positive emotions as a natural trait. These people are generally extroverted—outgoing, talkative, sociable, and assertive (see Chapter 2). In contrast, other people have a personality with a tendency to experience more negative emotions. Positive and negative emotional traits affect a person's attendance, turnover, and long-term work attitudes. For example, several studies—including a recent analysis of employees at Transport Canada—have found that people with a negative emotional trait have lower levels of job satisfaction. Another Canadian study reported that employees with a negative emotional trait experience higher levels of job burnout.¹⁹ While these positive and negative personality traits have some effect, other research concludes that the actual situation in which people work has a noticeably stronger influence on their attitudes and behaviour.²⁰

MANAGING EMOTIONS AT WORK

LO2

The Elbow Room Café is packed and noisy on this Saturday morning. A customer at the Vancouver restaurant half shouts across the room for more coffee. A passing waiter scoffs: "You want more coffee, get it yourself!" The customer only laughs. Another diner complains loudly that he and his party are running late and need their food. This time, restaurant manager Patrick Savoie speaks up: "If you're in a hurry, you should have gone to McDonald's." The diner and his companions chuckle. To the uninitiated, the Elbow Room Café is an emotional basket case, full of irate guests and the rudest staff on Canada's West Coast. But it's all a performance—a place where guests can enjoy good food and play out their emotions about dreadful customer service. "It's almost like coming to a theatre," says Savoie, who spends much of his time inventing new ways to insult the clientele.²¹

emotional labour
The effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions.

Whether giving the most insulting service at Elbow Room Café or the friendliest service at WestJet Airlines, people are expected to manage their emotions in the workplace. They must conceal their frustration when serving an irritating customer, display compassion to an ill patient, and hide their boredom in a long meeting with senior management. These are all forms of **emotional labour**—the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions.²² Almost everyone is expected to abide by *display rules* on the job; these are norms requiring us to display specific emotions and to hide other emotions. Emotional labour is higher in jobs requiring a variety of emotions (e.g., anger as well as joy) and more intense emotions (e.g., showing delight rather than smiling weakly), as well as where interaction with clients is frequent and for a longer duration. Emotional



Managing the Emotional Roller Coaster of Emergency Nursing

“Emergency nurses are a very special breed,” says Suzanne Stringer (shown here), a charge nurse in the emergency facility at Regina General Hospital. “They can be a nurse to family members who have just lost their loved one to a tragic episode and then have to flip gears in 30 seconds and look at someone who has just sprained their ankle. All day, it’s a roller coaster of emotions.” Although their true emotions may include the extremes of sorrow, relief, helplessness, and joyfulness, Springer and other emergency room nurses are expected to manage their emotions to suit the situation. They must display calm concern to a patient with serious injuries, compassion to grieving family members, and caring optimism to a frightened child. Little wonder that emotional exhaustion is a real risk in the nursing profession.²³ *Bryan Schlosser/Regina Leader-Post*

labour also increases when employees must precisely rather than casually abide by the display rules.²⁴

EMOTIONAL DISPLAY NORMS ACROSS CULTURES

How much we are expected to hide or reveal our true emotions in public depends to some extent on the culture in which we live. Cultural values in some countries—particularly Ethiopia, Korea, Japan, and Austria—expect people to subdue their emotional expression and minimize physical contact with others. Even voice intonation tends to be monotonic. In other countries—notably Kuwait, Egypt, Spain, and Russia—cultural values allow or encourage open display of one’s true emotions. People are expected to be transparent in revealing their thoughts and feelings, dramatic in their conversational tones, and animated in their use of nonverbal behaviours to get their message across. These cultural variations in emotional display can be quite noticeable. One survey reported that 83 percent of Japanese believe it is inappropriate to get emotional in a business context, compared with 40 percent of Americans, 34 percent of French, and only 29 percent of Italians. In other words, Italians are more likely to accept or tolerate people who display their true emotions at work, whereas this would be considered rude or embarrassing in Japan.²⁵

EMOTIONAL DISSONANCE

Emotional labour can be challenging for most of us because it is difficult to conceal true emotions and to display the emotions required by the job. Joy, sadness, worry and other emotions automatically activate a complex set of facial muscles that are difficult to prevent, and equally difficult to fake. Pretending to be cheerful or concerned requires adjustment and coordination of several specific facial muscles and body positions. Meanwhile, our true emotions tend to reveal themselves as subtle gestures, usually without our awareness. More often than not, observers see when we are faking and sense that we feel a different emotion.²⁶

Emotional labour also creates conflict between required and true emotions, called **emotional dissonance**. The larger the gap between the required and the true emotions, the more employees tend to experience stress, job burnout, and psychological separation from self.²⁷ Hiring people with a natural tendency to display the emotions required for the job can minimize this emotional dissonance. For example, Container Store expects employees to display positive emotions on the job, so its unofficial motto is “Grouchy People Need Not Apply.” The owner of Flagworks Inc., the Calgary-based manufacturer of in-store signage and flags, takes a similar view: “If you’re not happy, we don’t put up with you,” she says.²⁸

emotional dissonance

The conflict between required and true emotions.

Emotional dissonance is also minimized through *deep acting* rather than *surface acting*.²⁹ People engage in surface acting when they try to modify their behaviour to be consistent with required emotions but continue to hold different internal feelings. For instance, we force a smile while greeting a customer who we consider rude. Deep acting involves changing true emotions to match the required emotions. Rather than feeling irritated by a rude customer, you might view your next interaction with that person as an opportunity to test your sales skills. This change in perspective can potentially generate more positive emotions next time you meet that difficult customer, which produces friendlier displays of emotion. However, deep acting also requires considerable emotional intelligence, which we discuss next.

EMOTIONAL INTELLIGENCE

LO3

Air Canada is looking beyond flying skills when choosing new pilots. All new pilots are also evaluated by their scores on an emotional intelligence test. Pilots are team leaders of the on-board crew and need to work effectively with staff on the ground, so they must have the ability to understand and manage their own emotions as well as the emotions of others. “If you have to interact well with other people, these [emotional intelligence tests] are instruments that we can use during the selection process to identify people that have these enhanced skills,” says Capt. Dave Legge, vice-president of Air Canada flight operations. “At the end of the day, we want to have a better idea of who we’re hiring.”³⁰

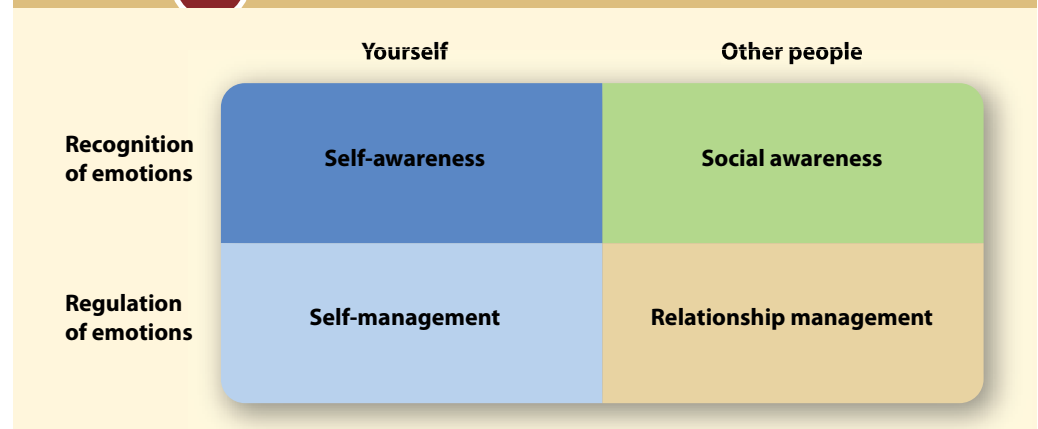
emotional intelligence (EI)

The ability to monitor our own and others’ feelings and emotions, to discriminate between them, and to use this information to guide our thinking and actions.

Air Canada is one of many organizations discovering that **emotional intelligence (EI)** can significantly improve individual, team, and organizational effectiveness. EI includes a set of *abilities* to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others.³¹ One popular model, shown in Exhibit 4.2, organizes EI into four dimensions representing the recognition of emotions in ourselves and in others, as well as the regulation of emotions in ourselves and in others.³² These four dimensions are also found in other models of EI, but experts disagree on the definitive list of abilities representing EI. For example, the authors of the model shown here include a list of “abilities” for each cell, but others warn that the list includes personality traits and personal values (e.g., achievement, optimism) as well as task outcomes (e.g., teamwork, inspirational leadership).³³

- *Self-awareness*—Self-awareness refers to perceiving and understanding the meaning of your own emotions. You are more sensitive to subtle emotional responses to events and understand their message. Self-aware people are better able to eavesdrop

EXHIBIT 4.2 Dimensions of emotional intelligence



Sources: D. Goleman, R. Boyatzis, and A. McKee, *Primal Leadership* (Boston: Harvard Business School Press, 2002), Chapter 3; D. Goleman, “An EI-Based Theory of Performance,” in C. Cherniss and D. Goleman, (Eds.), *The Emotionally Intelligent Workplace* (San Francisco: Jossey-Bass, 2001), p. 28.

in on their emotional responses to specific situations and to use this awareness as conscious information.³⁴

- *Self-management*—Self-management refers to managing our own emotions, something that we all do to some extent. We keep disruptive impulses in check. We try not to feel angry or frustrated when events go against us. We try to feel and express joy and happiness toward others when the occasion calls for these emotional displays. We try to create a second wind of motivation later in the work day. Notice that self-management goes beyond displaying behaviours that represent desired emotions in a particular situation. It includes actually generating or suppressing emotions. In other words, the deep acting described earlier requires high levels of the self-management component of emotional intelligence.
- *Social awareness*—Social awareness is the ability to perceive and understand the emotions of other people. To a large extent, this ability is represented by *empathy*—having understanding and sensitivity to the feelings, thoughts, and situation of others (see Chapter 3). This includes understanding another person’s situation, experiencing the other person’s emotions, and knowing his or her needs even though unstated. Social awareness extends beyond empathy to include being organizationally aware, such as sensing office politics and understanding social networks.
- *Relationship management*—This dimension of EI refers to managing other people’s emotions. This includes consoling people who feel sad, emotionally inspiring your team members to complete a class project on time, getting strangers to feel comfortable working with you, and managing dysfunctional emotions among staff who experience conflict with customers or other employees. Some emotional intelligence experts link this component of emotional intelligence to a wide variety of interpersonal activities, but we must remember that relationship management is restricted to managing other people’s emotions, whereas working effectively with other people extends to other competencies.

These four dimensions of emotional intelligence form a hierarchy.³⁵ Self-awareness is the lowest level of EI because it is a prerequisite for the other three dimensions but does not require the other dimensions. Self-management and social awareness are necessarily above self-awareness in the EI hierarchy. You can’t manage your own emotions (self-management) if you aren’t good at knowing your own emotions (self-awareness). Relationship management is the highest level of EI because it requires all three other dimensions. In other words, we require a high degree of emotional intelligence to master relationship management because this set of competencies requires sufficiently high levels of self-awareness, self-management, and social awareness.

Most jobs involve social interaction with co-workers or external stakeholders, so employees need emotional intelligence to work effectively. Research indicates that people with high EI are better at interpersonal relations, perform better in jobs requiring emotional labour, are superior leaders, make better decisions involving social exchanges, and are more successful in many aspects of job interviews. Teams whose members have high emotional intelligence initially perform better than teams with low EI.³⁶ However, emotional intelligence does not improve some forms of performance, such as tasks that require minimal social interaction.³⁷

IMPROVING EMOTIONAL INTELLIGENCE

Emotional intelligence is associated with some personality traits, as well as with the emotional intelligence of one’s parents, but it can also be learned in adulthood to some extent.³⁸ As GLOBAL Connections 4.1 describes, GM Holden in Australia developed an emotional intelligence training program to improve relations among employees.³⁹ Sony Europe also incorporates emotional intelligence training in its executive development program, including an exercise where leaders keep a journal of their emotional experiences throughout a week of work. One study reported that business students scored higher on emotional intelligence after taking an undergraduate interpersonal skills


global connections 4.1

GM Holden Revs Up Emotional Intelligence

General Motors carefully selected staff for its new GM Holden production facility at Port Melbourne, Australia, but it wasn't long before the project unravelled due to infighting and interpersonal tensions. Consultants called in to analyze the problems offered the following solution: employees need to improve their emotional intelligence. With this advice, the 30 plant design team members and more than 300 other employees completed a detailed assessment of their emotional intelligence. The automaker then introduced a variety of training modules targeting different aspects of emotional intelligence, such as effective self-expression, understanding others, and controlling emotions.

Some staff were skeptical about these touchy-feely seminars, so GM Holden evaluated the program to see whether employee scores improved and behaviour changed. The company discovered that employee scores on the emotional intelligence test improved by almost 50 percent, and that employees became much more cooperative and diplomatic in their behaviour. "It has greatly improved communication within the team and with other teams outside the plant," says GM Holden quality systems engi-



GM Holden reduced infighting and interpersonal tensions by teaching staff to improve their emotional intelligence. © 2008 General Motors and Wieck Media Services, Inc.

neer Vesselka Vassileva. Some employees also note that it has improved their interpersonal behaviour outside the workplace. "I'm not so aggressive or assertive," says manufacturing engineer Alf Moore. "I feel better and it's helped me at home."⁴⁰

course.⁴¹ Employees can improve EI by receiving personal coaching and frequent feedback on their interpersonal behaviour, and by practising interpersonal skills. Emotional intelligence also increases with age; it is part of the process called maturity. Overall, emotional intelligence offers considerable potential, but we also have a lot to learn about its measurement and effects on people in the workplace.

So far, this chapter has introduced the model of emotions and attitudes, as well as emotional intelligence as the means by which we manage emotions in the workplace. The next two sections of this chapter introduce the concepts of job satisfaction and organizational commitment. These two attitudes are so important in our understanding of workplace behaviour that some experts suggest that together they should be called "overall job attitude."⁴²

JOB SATISFACTION

job satisfaction

A person's evaluation of his or her job and work context.

Job satisfaction, a person's evaluation of his or her job and work context, is probably the most studied attitude in organizational behaviour.⁴³ It is an *appraisal* of the perceived job characteristics, work environment, and emotional experiences at work. Satisfied employees have a favourable evaluation of their job, based on their observations and emotional experiences. Job satisfaction is best viewed as a collection of attitudes about different aspects of the job and work context. You might like your co-workers but be less satisfied with workload, for instance.

How satisfied are Canadians at work? Most surveys indicate that between 80 and 90 percent of Canadians are moderately or very satisfied overall with their jobs. This is similar to satisfaction levels a decade ago. Most global survey results over the past decade indicate that Canadian job satisfaction levels are higher than in most other countries.

One recent global poll reported that Canadians rate their job and workplace higher than do employees in most other countries. However, Canada ranked only 18th out of 28 countries in terms of job satisfaction in another survey of 70,000 employees (10,000 of whom were Canadians). Even in the latter study, the majority of Canadians indicated that they are satisfied at work. In most global surveys, employees in Denmark, India, Mexico, and the United States tend to report the highest levels of job satisfaction.⁴⁴

Can we conclude from these results that Canadians are happy at work? Possibly, but not as much as these statistics suggest. The problem is that surveys often use a single direct question, such as “How satisfied are you with your job?” Many dissatisfied employees are reluctant to reveal their feelings in a direct question because this is tantamount to admitting that they made a poor job choice and are not enjoying life. One indication that the overall satisfaction ratings are inflated is that nearly half of all of Canadians say they would abandon their employer if offered a comparable job elsewhere! Another indication is that employees rate almost all aspects of the job lower than their overall satisfaction.⁴⁵

LO4

JOB SATISFACTION AND WORK BEHAVIOUR

Annette Verschuren, president of Home Depot Canada, pays a lot of attention to job satisfaction. “I can tell you within two seconds of entering a store whether morale is good,” says Verschuren. The main reason for her interest is that job satisfaction is a key driver to corporate success. “With an unhappy workforce you have nothing and you will never be great,” Verschuren warns.⁴⁶

Home Depot Canada, Fours Seasons Hotels and Resorts, and many other Canadian firms pay close attention to job satisfaction. In some firms, executive bonuses depend partly on employee satisfaction ratings. The reason for this attention is simple: Job satisfaction affects many of the individual behaviours introduced in Chapter 1. A useful template to organize and understand the consequences of job dissatisfaction is the **exit-voice-loyalty-neglect (EVLN) model**. As the name suggests, the EVLN model identifies four ways that employees respond to dissatisfaction:⁴⁷

exit-voice-loyalty-neglect (EVLN) model

The four ways, as indicated in the name, that employees respond to job dissatisfaction.

- *Exit*—Exit refers to leaving the organization, transferring to another work unit, or at least trying to exit the dissatisfying situation. The traditional view is that job dissatisfaction builds over time and is eventually strong enough to motivate employees to search for better work opportunities elsewhere. This is likely true to some extent, but the most recent opinion is that specific “shock events” quickly energize employees to think about and engage in exit behaviour. For example, the emotional reaction you experience to an unfair management decision or a conflict episode with a co-worker motivates you to look at job ads and speak to friends about job opportunities where they work. This begins the process of redefining your self-concept more in terms of another company rather than your current employer.⁴⁸
- *Voice*—Voice refers to any attempt to change, rather than escape from, the dissatisfying situation. Voice can be a constructive response, such as recommending ways for management to improve the situation, or it can be more confrontational, such as by filing formal grievances or forming a coalition to oppose a decision.⁴⁹ In the extreme, some employees might engage in counterproductive behaviours to get attention and force changes in the organization.
- *Loyalty*—In the original version of this model, loyalty was not an outcome of dissatisfaction. Rather, it determined whether people chose exit or voice (i.e., high loyalty resulted in voice; low loyalty produced exit).⁵⁰ More recent writers describe loyalty as an outcome, but in various and somewhat unclear ways. Generally, they suggest that “loyalists” are employees who respond to dissatisfaction by patiently waiting—some say they “suffer in silence”—for the problem to work itself out or get resolved by others.⁵¹
- *Neglect*—Neglect includes reducing work effort, paying less attention to quality, and increasing absenteeism and lateness. It is generally considered a passive activity that has negative consequences for the organization.

Which of the four EVLN alternatives do employees use? It depends on the person and situation.⁵² One determining factor is the person's self-concept. Some people avoid the self-image as a complainer, whereas others view themselves very much as taking action when they dislike a work situation. This self-concept relates to personal and cultural values as well as personality. For example, people with a high conscientiousness personality are less likely to engage in neglect and more likely to engage in voice. Past experience also influences which EVLN action is applied. Employees who were unsuccessful with voice in the past are more likely to engage in exit or neglect when experiencing job dissatisfaction in the future. Another factor is loyalty, as it was originally intended. Specifically, employees are more likely to quit when they have low loyalty to the company, and are more likely to engage in voice when they have high loyalty. Finally, the response to dissatisfaction depends on the situation. Employees are more likely to use the exit option when there are more job alternatives, for example.

LO5

Job Satisfaction and Performance For almost a century, OB researchers have challenged the popular belief that “a happy worker is a productive worker.” For most of that time, they concluded that job satisfaction has a minimal effect on job performance. Now, the evidence suggests that the popular saying may be correct after all; there is a *moderate* relationship between job satisfaction and job performance. In other words, happy workers really are more productive workers *to some extent*.⁵³ Even with a moderate association between job satisfaction and performance, there are a few underlying reasons why the relationship isn't even stronger. One argument is that general attitudes (such as job satisfaction) don't predict specific behaviours very well. As we learned with the EVLN model, job dissatisfaction can lead to a variety of outcomes rather than lower job performance (neglect). Some employees continue to work productively while they complain (voice), look for another job (exit), or patiently wait for the problem to be fixed (loyalty).

A second explanation is that job performance leads to job satisfaction (rather than vice versa), but only when performance is linked to valued rewards. Higher performers receive more rewards and, consequently, are more satisfied than low-performing employees who receive fewer rewards. The connection between job satisfaction and performance isn't stronger because many organizations do not reward good performance. The third explanation is that job satisfaction influences employee motivation, but doesn't affect performance in jobs where employees have little control over their job output (such as assembly line work).

Job Satisfaction and Customer Satisfaction Wegmans Food Markets in the United States and HCL Technologies in India have the same unusual motto: Employees first, customers second. Both firms definitely put employees on top of the stakeholder list, but why not customers first? Their rationale is that customer satisfaction follows from employee satisfaction. In other words, it is difficult to keep customers happy if employee morale is low. “It just seems common sense to me that if you start with a happy, well-motivated workforce, you're much more likely to have happy customers,” suggests Virgin Group founder Sir Richard Branson.⁵⁴

Organizational behaviour research generally agrees that job satisfaction has a positive effect on customer service.⁵⁵ There are two main reasons for this relationship. First, employees are usually in a more positive mood when they feel satisfied with their job and working conditions. Employees in a good mood display friendliness and positive emotions more naturally and frequently, which create positive emotions for customers. Second, satisfied employees are less likely to quit their jobs, so they have better knowledge and skills to serve clients. Lower turnover also gives customers the same employees to serve them, so there is more consistent service. There is some evidence that customers build their loyalty to specific employees, not to the organization, so keeping employee turnover low tends to build customer loyalty.⁵⁶

Before leaving the topic of job satisfaction, we should mention that job satisfaction does more than improve work behaviours and customer satisfaction. Job satisfaction is



Happy Employees = Happy Customers

Outback Steakhouse, Inc. has become a phenomenal success story in North America's competitive restaurant industry. In 1988, Outback's four partners each opened a restaurant in Tampa, Florida, based on popular images of casual lifestyle and tucker (food) in the land Down Under. Today, Outback's 65,000 employees work in 1,100 restaurants around the United States and Canada. While the Australian theme launched the company's success, Outback founder and CEO says the quality of staff deserves as much credit. Long before scholars pointed out that satisfied employees provide better customer service, Outback was applying this principle. "Outback's theory of success is that you hire the right people and take care of them," explained founder Chris Sullivan and three colleagues in a recent journal article. The company hires and creates a culture that supports energized employees who stay with the company and provide excellent service. This service makes customers happy, which brings them back and refers Outback to friends. The result of such customer satisfaction is higher sales, which improve company profits.⁵⁷

Photo courtesy of Outback Steakhouse

also an ethical issue that influences the organization's reputation in the community. People spend a large portion of their time working in organizations, and many societies now expect companies to provide work environments that are safe and enjoyable. Indeed, employees in several countries closely monitor ratings of the best companies to work for, an indication that employee satisfaction is a virtue worth considerable goodwill to employers. This virtue is apparent when an organization has low job satisfaction. The company tries to hide this fact and, when morale problems become public, corporate leaders are usually quick to improve the situation.

ORGANIZATIONAL COMMITMENT

LO6

organizational (affective) commitment

The employee's emotional attachment to, identification with, and involvement in a particular organization.

continuance commitment

An employee's calculative attachment to the organization, whereby an employee is motivated to stay only because leaving would be costly.

During the mid-1800s, Samuel Cunard founded Cunard Lines, the greatest steamship line ever to cover the Atlantic Ocean. The energetic Nova Scotian was able to make ship transportation dependable and safe, long before it was thought possible, by having the best ships, officers, and crew. He insisted on safety before profits and, by listening to his technical experts, was able to introduce the latest innovations. Above all, Cunard had the quaint notion that if you picked people well, paid them well, and treated them well, they would return the favour with loyalty and pride.⁵⁸

More than 150 years later, Samuel Cunard's assumptions about organizational commitment still hold true. **Organizational commitment** refers to the employee's emotional attachment to, identification with, and involvement in a particular organization.⁵⁹ This definition refers specifically to *affective commitment* because it is an emotional attachment—our feelings of loyalty—to the organization. Organizational (affective) commitment differs from **continuance commitment**, which is a calculative attachment.⁶⁰ Employees have high continuance commitment when they do not particularly identify with the organization where they work but feel bound to remain there because it would be too costly to quit. In other words, they choose to stay because the calculated (typically financial) value of staying is higher than the value of working somewhere else. You can tell someone has high calculative commitment when they say: "I hate this place but can't afford to quit!" This reluctance to quit may be due to the risk of losing a large bonus by leaving early or because they are well established in the community where they work.⁶¹

CONSEQUENCES OF ORGANIZATIONAL COMMITMENT

Organizational (affective) commitment can be a significant competitive advantage.⁶² Loyal employees are less likely to quit their jobs and be absent from work. They also have higher work motivation and organizational citizenship, as well as somewhat higher job performance. Organizational commitment also improves customer satisfaction

because long-tenure employees have better knowledge of work practices, and clients like to do business with the same employees. One warning is that employees with very high loyalty tend to have high conformity, which results in lower creativity. There are also cases of dedicated employees who violated laws to defend the organization. However, most companies suffer from too little rather than too much employee loyalty.

While affective commitment is beneficial, research suggests that continuance commitment can be dysfunctional. In fact, employees with high levels of continuance commitment tend to have *lower* performance ratings and are *less* likely to engage in organizational citizenship behaviours! Furthermore, unionized employees with high continuance commitment are more likely to use formal grievances, whereas employees with high affective commitment engage in more constructive problem solving when employee–employer relations sour.⁶³ Although some level of financial connection may be necessary, employers should not confuse continuance commitment with employee loyalty. Employers still need to win employees’ hearts (affective commitment) beyond tying them financially to the organization (continuance commitment).

LO7

BUILDING ORGANIZATIONAL COMMITMENT

There are almost as many ways to increase organizational (affective) commitment as there are topics in this textbook, but the following list is most prominent in the literature.

- *Justice and support*—Affective commitment is higher in organizations that fulfill their obligations to employees and abide by humanitarian values, such as fairness, courtesy, forgiveness, and moral integrity. These values relate to the concept of organizational justice that we discuss in the next chapter. Similarly, organizations that support employee well-being tend to cultivate higher levels of loyalty in return.⁶⁴
- *Shared values*—The definition of affective commitment refers to a person’s identification with the organization, and that identification is highest when employees believe their values are congruent with the organization’s dominant values. Also, employees experience more comfort and predictability when they agree with the values underlying corporate decisions. This comfort increases their motivation to stay with the organization.⁶⁵
- *Trust*—**Trust** refers to positive expectations one person has toward another person in situations involving risk.⁶⁶ Trust means putting faith in the other person or group. It is also a reciprocal activity: To receive trust, you must demonstrate trust. Employees identify with and feel obliged to work for an organization only when they trust its leaders. This explains why layoffs are one of the greatest blows to employee loyalty—by reducing job security, companies reduce the trust employees have in their employer and the employment relationship.⁶⁷
- *Organizational comprehension*—Affective commitment is a person’s identification with the company, so it makes sense that this attitude is strengthened when employees understand the company, including its past, present, and future. Thus, loyalty tends to increase with open and rapid communication to and from corporate leaders, as well as with opportunities to interact with co-workers across the organization.⁶⁸
- *Employee involvement*—Employee involvement increases affective commitment by strengthening the employee’s social identity with the organization. Employees feel that they are part of the organization when they take part in decisions that guide the organization’s future. Employee involvement also builds loyalty because giving this power is a demonstration of the company’s trust in its employees.

trust

Positive expectations one person has toward another person in situations involving risk.

Organizational commitment and job satisfaction represent two of the most often studied and discussed attitudes in the workplace. Each is linked to emotional episodes and cognitive judgments about the workplace and relationship with the company. Emotions also play an important role in another concept that is on everyone’s mind these days: stress. The final section of this chapter provides an overview of work-related stress and how it can be managed.

WORK-RELATED STRESS AND ITS MANAGEMENT

LO8

Stephanie Lirette never seems to have enough time. The single mother, who works as casting co-ordinator for an ad agency in Montreal, rushes to drop off and pick up her young daughter from childcare. She often skips lunch and coffee breaks in order to complete all the work that needs to get done. And although the workday is officially from 9 to 5, last-minute projects make those normal hours more fiction than reality. “All of my friends seem to be in the same boat, too,” says Lirette. “Everybody is doing overtime, going in early in the morning or on the weekend. We’re all stressed out.”⁶⁹

Stephanie Lirette and her friends are experiencing a complex phenomenon related to emotions, called **stress**.⁷⁰ Stress is an adaptive response to a situation that is perceived as challenging or threatening to the person’s well-being.⁷¹ Stress produces physiological changes to prepare us for “fight or flight”—to defend the threat or flee from it. Specifically, our heart rate increases, muscles tighten, breathing speeds up, and perspiration increases. Our body also moves more blood to the brain, releases adrenaline and other hormones, fuels the system by releasing more glucose and fatty acids, activates systems that sharpen our senses, and conserves resources by shutting down our immune system.

Stress has become a pervasive experience in the daily lives of Canadians. Three out of four Canadians (and a similar percentage of people in Germany, the United States, Australia, and the United Kingdom) say they frequently or sometimes feel stress in their daily lives. In Canada, the workplace is the most common source of that stress, followed by finances. In contrast, only 61 percent of Spaniards frequently or sometimes feel stressed. And in Mexico, more than half of those surveyed claim they never feel stressed. Statistics Canada reports that more than one-quarter of Canadians say they experience high levels of stress each day. This level jumps to 37 percent among men and 43 percent among women in management jobs.⁷²

We often hear about stress as a negative experience. This is known as *distress*—the degree of physiological, psychological, and behavioural deviation from healthy functioning. However, some level of stress—called *eustress*—is also a necessary part of life because it activates and motivates people to achieve goals, change their environments, and succeed in life’s challenge.⁷³ Our focus will be on the causes and management of distress, because it has become a chronic problem in many societies.

GENERAL ADAPTATION SYNDROME

The stress experience was first documented 50 years ago by Dr. Hans Selye, the Montreal-based pioneer in stress research. Selye determined that people have a fairly consistent physiological response to stressful situations. This response, called the **general adaptation syndrome**, is an automatic defence system to help us cope with environmental demands. It occurs through the three stages shown in Exhibit 4.3.⁷⁴ The *alarm reaction* stage occurs when a threat or challenge activates the physiological stress responses that were noted earlier. The individual’s energy level and coping effectiveness decrease in response to the initial shock. The second stage, *resistance*, activates various biochemical, psychological, and behavioural mechanisms that give us more energy and engage coping mechanisms to overcome or remove the source of stress. During this process, some elements of the body’s immune system are suppressed, while others operate in more erratic or less effective ways. This explains why people are more likely to catch a cold or other illness when they experience prolonged stress.

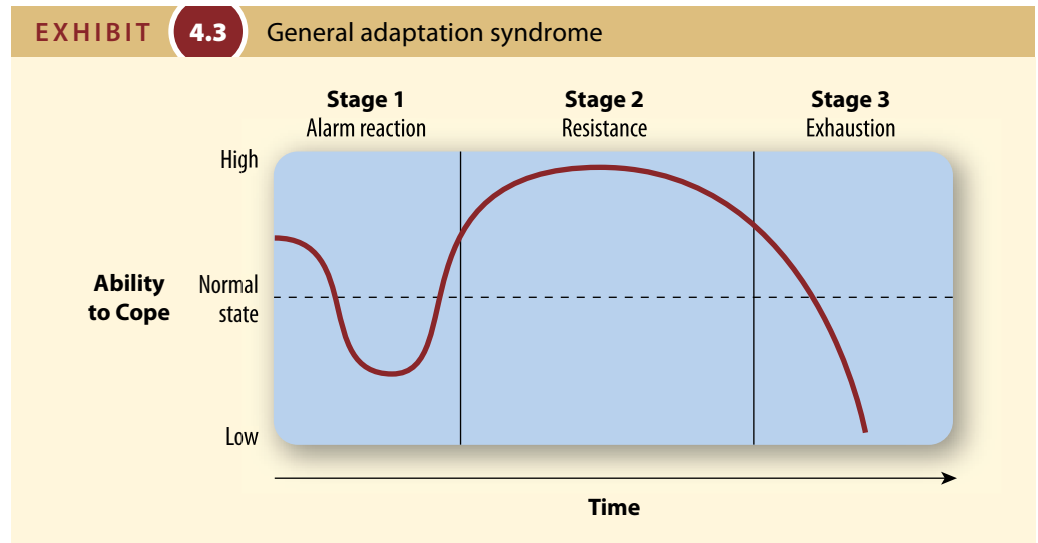
People have a limited resistance capacity and, if the source of stress persists, they will eventually move into the third stage, *exhaustion*. Most of us are able to remove the source of stress or remove ourselves from that source before becoming too exhausted. However, people who frequently reach exhaustion have increased risk of long-term physiological and psychological damage.⁷⁵

stress

An adaptive response to a situation that is perceived as challenging or threatening to the person’s well-being.

general adaptation syndrome

A model of the stress experience, consisting of three stages: alarm reaction, resistance, and exhaustion.



Source: Adapted from H. Selye, *The Stress of Life* (New York: McGraw-Hill, 1956).

CONSEQUENCES OF DISTRESS

Stress takes its toll on the human body.⁷⁶ Many people experience tension headaches, muscle pain, and related problems mainly due to muscle contractions from the stress response. Studies have found that high stress levels also contribute to cardiovascular disease, including heart attacks and strokes. They also produce various psychological consequences, such as job dissatisfaction, moodiness, depression, and lower organizational commitment. Furthermore, various behavioural outcomes have been linked to high or persistent stress, including lower job performance, poor decision making, and increased workplace accidents and aggressive behaviour. Most people react to stress through 'fight or flight,' so increased absenteeism is another outcome because it is a form of flight.⁷⁷

job burnout

The process of emotional exhaustion, depersonalization, and reduced personal accomplishment resulting from prolonged exposure to stress.

Job Burnout Job burnout is a particular stress consequence that refers to the process of emotional exhaustion, cynicism, and reduced feelings of personal accomplishment.⁷⁸ *Emotional exhaustion*, the first stage, is characterized by a lack of energy, tiredness, and a feeling that one's emotional resources are depleted. This is followed by *cynicism* (also called *depersonalization*), which is characterized by an indifferent attitude toward work, emotional detachment from clients, cynicism about the organization, and tendency to strictly follow rules and regulations rather than adapt to the needs of others. The final stage of burnout, called *reduced personal accomplishment*, refers to feelings of diminished confidence in the ability to perform the job well. In these situations, employees develop a sense of learned helplessness as they no longer believe that their efforts make a difference.

STRESSORS: THE CAUSES OF STRESS

Before identifying ways to manage work-related stress, we must first understand its causes, known as stressors. **Stressors** include any environmental conditions that place a physical or emotional demand on the person.⁷⁹ There are numerous stressors in the workplace and in life generally. In this section, we'll highlight three of the most common stressors: harassment and incivility, workload, and lack of task control.

stressors

Any environmental conditions that place a physical or emotional demand on the person.

Harassment and Incivility A family therapist at the Children's Aid Society of Cape Breton-Victoria had a history of anxiety attacks, which worsened after his new

supervisor became irritated and critical of his recordkeeping. The supervisor eventually called a meeting in which he accused the employee of unprofessional practice. With another supervisor and union representative watching, the supervisor repeatedly demanded that the employee provide a date when the records would be caught up; the employee kept replying that the supervisor should give *him* a date. The argument got more heated and almost became violent as the two moved aggressively closer to each other. Abruptly, the employee left the meeting, saying, “You may intimidate a lot of these young people around here, but you don’t intimidate me!” Too shaken to get any work done, the employee went home, where his wife immediately sent him to the doctor to address his anxiety attack. The employee was suspended for a week, but then went on stress leave for several months.⁸⁰

The Nova Scotia Court of Appeal concluded that the supervisor’s behaviour was aggressive, his complaints were personal attacks, and the meeting was intended to embarrass and debase the employee. In other words, the supervisor engaged in **psychological harassment**. Psychological harassment includes repeated and hostile or unwanted conduct, verbal comments, actions, or gestures, that affect an employee’s dignity or psychological or physical integrity and that result in a harmful work environment for the employee. This covers a broad landscape of behaviours, from threats and bullying to subtle yet persistent forms of incivility.⁸¹

Psychological harassment has become such a problem that some European governments explicitly prohibit it in the workplace. The Quebec government, which recently passed the first workplace anti-harassment legislation in North America, received over 2,500 complaints in the first year alone! Psychological harassment also permeates throughout workplaces in other countries. For example, two-thirds of Americans think people are less civil today than 20 years ago; 10 percent say they witness incivility daily in their workplaces and are targets of that abuse at least once each week. More than half of U.K. human resource managers and Australian lawyers say they have been bullied or intimidated.⁸²

Sexual harassment is a type of harassment in which a person’s employment or job performance is conditional on unwanted sexual relations (called *quid pro quo*), and/or the person experiences sexual conduct from others (such as posting sexually explicit material) that unreasonably interferes with work performance or creates an intimidating, hostile, or offensive working environment (called *hostile work environment*). Less than 10 percent of complaints received by human rights commissions across Canada involve sexual harassment in the workplace, but surveys indicate that a higher percentage of women (and a few men) experience this stressor each year. Sexual harassment is more common where the organizational culture tolerates this behaviour and where policies are lacking.

psychological harassment

Repeated and hostile or unwanted conduct, verbal comments, actions, or gestures that affect an employee’s dignity or psychological or physical integrity and that result in a harmful work environment for the employee.

sexual harassment

Unwelcome conduct of a sexual nature that detrimentally affects the work environment or leads to adverse job-related consequences for its victims.

Work Overload A half-century ago, social scientists predicted that technology would allow employees to enjoy a 15-hour work week at full pay by 2030.⁸³ So far, it hasn’t turned out that way. Canadians experience considerable *work overload*—working more hours and more intensely during those hours than they can reasonably cope. Nearly one-quarter of Canadian employees work more than 50 hours per week, compared with only 10 percent a decade ago. Equally significant, Canadians are working more *unofficial* hours. Surveys indicate that 81 percent of Canadians accept business calls at home, 65 percent check their work email after hours, and 59 percent check their work voice-mail after hours. This work overload is also the main cause of work-family conflicts, because overworked employees have insufficient time to satisfy their nonwork roles of being a parent, spouse, and so forth.⁸⁴

Why do employees work such long hours? One explanation is the combined effects of technology and globalization. “Everyone in this industry is working harder now because of email, wireless access, and globalization,” says Christopher Lochhead, chief marketing officer of Mercury Interactive, a California-based consulting firm. “You can’t even get a rest on the weekend.” A second cause, according to a recent study, is that many people are caught up in consumerism; they want to buy more goods and services, which requires more income through longer work hours. A third reason, called the “ideal worker norm,” is that professionals expect themselves and others to work longer work



BlackBerry Addiction

Nick Salaysay (shown in this photo) admits that his work routinely gets mixed in with his personal time. "I have a BlackBerry, so I check my email a lot when I'm supposed to be on vacation," says the Calgary lawyer. Salaysay also acknowledges that having work spill over into his time off "really annoys my girlfriend." Amy Schulman is another dedicated BlackBerry user. The New York City lawyer recalls that "the BlackBerry was at first a significant intrusion on family life," but she can't resist how the device helps her to process several hundred emails each day. As a consolation, Schulman says she usually avoids looking at her emails while dining with her family "and I try not to look at it in movie theatres." Although Nick Salaysay and Amy Schulman are comfortable using their BlackBerrys during family time, research indicates that the increased workload and work preoccupation caused by these devices can result in the additional stress of relationship and marital problems. One law report recently warned that employers who issue BlackBerrys could also incur liability of stress-related illnesses as the devices keep employees on an "electronic leash."⁸⁵ Photo by Mikael Kjellstrom; article "Hard-working Canadians Find it Tough to Disconnect" by Theresa Taylor, May 18, 2008, *Calgary Herald*. Reprinted with permission of *The Calgary Herald*.

hours. For many, toiling away far beyond the normal workweek is a badge of honour, a symbol of their superhuman capacity to perform above others.⁸⁶ This badge of honour is particularly serious in several (but not all) Asian countries, to the point where "death from overwork" is now part of the common language (*karoshi* in Japanese and *guolaosi* in Chinese). For example, two young faculty members at China's top engineering school died suddenly, apparently from exhaustion and overwork.⁸⁷

Low Task Control As a private driver for an executive in Jakarta, Eddy knows that traffic jams are a way of life in Indonesia's largest city. "Jakarta is traffic congestion," he complains. "All of the streets in the city are crowded with vehicles. It is impossible to avoid this distressing fact every day." Eddy's boss complains when traffic jams make him late for appointments, which makes matters even more stressful.⁸⁸ Eddy and many other people experience stress due to a lack of task control. Along with driving through congested traffic, low task control occurs where the work is paced by a machine, the job involves monitoring equipment, or the work schedule is controlled by someone else. Computers, cellphones, and other technology also increase stress by limiting a person's control of time and privacy.⁸⁹

The degree to which low task control is a stressor increases with the burden of responsibility the employee must carry. Assembly line workers have low task control, but their stress can also be fairly low if their level of responsibility is also low. In contrast, sports coaches are under immense pressure to win games (high responsibility), yet have little control over what happens on the playing field (low task control). Similarly, Eddy (the Jakarta driver) is under pressure to get his employer to a particular destination on time (high responsibility), yet he has little control over traffic congestion (low task control).

LO9

INDIVIDUAL DIFFERENCES IN STRESS

People have different stress experiences when exposed to the same stressor due to unique personal characteristics. One reason is that they have different threshold levels of resistance to the stressor. Those who exercise and have healthy lifestyles have a larger store of energy to cope with high stress levels. A second reason for different stress responses is that people use different coping strategies, some of which are more effective than others. Research suggests that employees who try to ignore or deny the

existence of a stressor suffer more in the long run than those who try to find ways to weaken the stressor and seek social support.⁹⁰

resilience

The capability of individuals to cope successfully in the face of significant change, adversity, or risk.

A third reason why some people experience less stress than others is that they have higher resilience.⁹¹ **Resilience** is the capability of individuals to cope successfully in the face of significant change, adversity, or risk. Those with high resilience are able to withstand adversity as well as recover more quickly from it. Resilient people possess personality traits (such as high extroversion and low neuroticism) that generate more optimism, confidence, and positive emotions. Resilience also involves specific competencies and behaviours to respond and adapt more effectively to stressors. Research indicates that resilient people have higher emotional intelligence and good problem-solving skills. They also apply productive coping strategies, such as analyzing the sources of stress and finding ways to neutralize these problems.⁹²

workaholic

A person who is highly involved in work, feels compelled to work, and has a low enjoyment of work.

While resilience helps people to withstand stress, another personal characteristic—workaholicism—attracts more stressors and weakens the capacity to cope with them. The classic **workaholic** (also called *work addict*) is highly involved in work, feels compelled or driven to work because of inner pressures, and has a low enjoyment of work. Workaholics are compulsive and preoccupied with work, often to the exclusion and detriment of personal health, intimate relationships, and family.⁹³ Classic workaholics are more prone to job stress and have significantly higher scores on depression, anxiety, and anger.⁹⁴

LO10

MANAGING WORK-RELATED STRESS

Not long ago, Koh Ching Hong would dutifully arrive at work around 7:30 in the morning and stay until 10 at night. The managing director of Fuji Xerox in Singapore would continue working back home for a few more hours, sending off emails listing tasks to be completed by employees “first thing in the morning.” Eventually, Koh realized that the relentless pace was defeating a higher purpose. “It came to a point that the people whom I worked so hard to provide for, my family, weren’t getting to see me,” says the father of three children. Today, Koh is out of the office by 6:30 p.m. and shoos his staff out at the same time. Fuji Xerox also gives staff the opportunity to work from home as well as flexibility regarding when they want to begin and end their work day.⁹⁵

Koh Ching Hong was fortunate. He was able to change his work habits and improve conditions for his 500 employees before matters got worse. Unfortunately, many of us deny the existence of our stress until it is too late. This avoidance strategy creates a vicious cycle because the failure to cope with stress becomes another stressor on top of the one that created the stress in the first place. To prevent this vicious cycle, employers and employees need to apply one or more of the stress management strategies described below: remove the stressor, withdraw from the stressor, change stress perceptions, control stress consequences, and receive social support.⁹⁶

Many Ways to Remove the Stressor Removing the stressor usually begins by identifying areas of high stress and determining its main causes. Canada Post recently introduced a Web-based stress test that helps employees determine whether they need help. Ericsson Canada conducts an annual survey that includes a stress index. Executives at the telecommunications company use the index to identify departments where stress problems may be developing. “We look at those scores and if there appears to be a problem in a particular group, we put in action plans to try and remedy and improve the work situation that may be causing the stress,” explains an Ericsson executive.⁹⁷

There are many ways to remove stressors, but some of the more common actions involve assigning employees to jobs that match their skills and preferences, reducing excessive workplace noise, having a complaint system and corrective action against harassment, and giving employees more control over the work process. Work/life balance initiatives also fall into this category, such as offering flexible work schedules, job sharing, telecommuting, personal leave, and childcare support.⁹⁸



Getting a Life at Propaganda

Josh Holmes (third from right in front) has fond memories of working at Electronic Arts (EA), but admits that the long hours at the electronic games company were stressful. “From the minute I joined [EA], I put every waking hour of my day into my work... It definitely took its toll,” says Holmes. After 10 years at EA, Holmes decided to quit to follow his heart and fulfill a long-time dream of starting his own studio. “We had done a lot of really long gruelling hours. I know I was thinking that there’s got to be a way to do things a little differently.” In their quest for a less

stressful electronic games company, Holmes and three other senior EA staff formed Propaganda Games (now a creative centre within Disney’s video game division). The Vancouver-based company is considered unique in the industry because it espouses not just creativity and risk taking, but also plenty of work/life balance. “We want you to come into the studio, do great work, then get out and live your life,” says Propaganda’s website. “We foster a start-up attitude without the start-up stress.”⁹⁹ © Disney Enterprises, Inc.

Withdraw from the Stressor A study of a police and emergency response services department in Western Canada found that leisure time significantly improves the ability to cope with work-related stress.¹⁰⁰ Leisure time includes vacations, days off, and (in a few firms) sabbaticals. But even while at work, companies create environments where employees can withdraw temporarily. For instance, Lighthouse Publishing in Bridgewater, N.S., offers employees massage sessions every month. At TeleTech’s call centre in Orillia, Ontario, employees can retreat to a cyber café near the cafeteria, which features a soothing tropical desert island mural painted by employees.¹⁰¹

Change Stress Perceptions Earlier, we learned that employees experience different stress levels because they have different levels of resilience, including self-confidence and optimism. Consequently, corporate leaders need to look at ways for employees to improve their self-concept so that job challenges are not perceived as threatening. A study of newly hired accountants reported that personal goal setting and self-reinforcement can also reduce the stress that people experience when they enter new work settings. Humour can also improve optimism and create positive emotions by taking some psychological weight off the situation.¹⁰²

Control Stress Consequences Companies can reduce the adverse consequences of high stress by ensuring that employees maintain healthy lifestyles.¹⁰³ Some companies provide onsite fitness centres or subsidize the cost of offsite fitness centres. A few firms, such as AstraZeneca, encourage employees to practise relaxation and meditation techniques during the workday. Others, such as the Town of Richmond Hill, Ontario, offer more comprehensive wellness programs that educate and support employees in better nutrition and fitness, regular sleep, and other good health habits. Many employers also offer employee assistance programs—counselling services that help employees over-

come personal or organizational stressors and adopt more effective coping mechanisms. These programs typically help employees resolve marital, financial, or work-related troubles, but some counselling also varies with the industry. For instance, Vancouver City Savings Credit Union has an award-winning program that counsels employees following a bank robbery. There are more than 200 bank robberies in Vancouver each year, and Vancity's program dramatically reduces the time employees require for recovery compared to employees in other financial institutions.¹⁰⁴

Receive Social Support Social support occurs when co-workers, supervisors, family members, friends, and others, provide emotional and/or informational support to buffer the stress experience. It potentially improves the person's resilience (particularly their optimism and self-confidence) because support makes people feel valued and worthy. Social support also provides information to help employees interpret, comprehend, and possibly remove the stressor. For instance, social support might reduce a new employee's stress because co-workers describe ways to handle difficult customers. Seeking social support is called a "tend and befriend" response to stress, and research suggests that women often follow this route rather than the "fight-or-flight" response mentioned earlier.¹⁰⁵

Employee emotions, attitudes, and stress influence employee behaviour mainly through motivation. Recall, for instance, that behavioural intentions are judgments or expectations about the motivation to engage in a particular behaviour. The next chapter introduces the prominent theories of employee motivation as well as applied practices that increase and support motivation.

CHAPTER SUMMARY

Emotions are physiological, behavioural, and psychological episodes experienced toward an object, person, or event that create a state of readiness. Emotions differ from attitudes, which represent the cluster of beliefs, feelings, and behavioural intentions toward a person, object, or event. Beliefs are a person's established perceptions about the attitude object. Feelings are positive or negative evaluations of the attitude object. Behavioural intentions represent a motivation to engage in a particular behaviour with respect to the target.

Attitudes have traditionally been described as a purely rational process in which beliefs predict feelings, which predict behavioural intentions, which predict behaviour. We now know that emotions have an equal or greater influence. This dual process is apparent when we internally experience a conflict between what logically seems good or bad and what we emotionally feel is good or bad in a situation. Emotions also affect behaviour directly. Behaviour sometimes influences our subsequent attitudes through cognitive dissonance.

Emotional labour refers to the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions. This is more common in jobs requiring a variety of emotions and more intense emotions, as well as where interaction with clients is frequent and for a long duration. Cultures also differ in the norms of displaying or concealing a person's true emotions. Emotional dissonance occurs when required and true emotions are incompatible with each other. Deep acting can minimize this dissonance, as can the practice of

hiring people with a natural tendency to display desired emotions.

Emotional intelligence is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others. This concept includes four components arranged in a hierarchy: self-awareness, self-management, social awareness, and relationship management. Emotional intelligence can be learned to some extent, particularly through personal coaching.

Job satisfaction represents a person's evaluation of his or her job and work context. The exit-voice-loyalty-neglect model outlines four possible consequences of job dissatisfaction. Job satisfaction has a moderate relationship with job performance and with customer satisfaction. Affective organizational commitment (loyalty) refers to the employee's emotional attachment to, identification with, and involvement in a particular organization. This contrasts with continuance commitment, which is a calculative bond with the organization. Companies build loyalty through justice and support, shared values, trust, organizational comprehension, and employee involvement.

Stress is an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being. The stress experience, called the general adaptation syndrome, involves moving through three stages: alarm, resistance, and exhaustion. Stressors are the causes of stress and include any environmental conditions that place a physical or emotional demand on the person. Three stres-

sors that have received considerable attention are harassment and incivility, work overload, and low task control.

Two people exposed to the same stressor may experience different stress levels. Many interventions are avail-

able to manage work-related stress, including removing the stressor, withdrawing from the stressor, changing stress perceptions, controlling stress consequences, and receiving social support

KEY TERMS

attitudes, p. 79

cognitive dissonance, p. 81

continuance commitment, p. 88

emotional dissonance, p. 82

emotional intelligence (EI), p. 83

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exit-voice-loyalty-neglect (EVLN) model, p. 86

general adaptation syndrome, p. 90

job burnout, p. 91

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organizational (affective)

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CRITICAL THINKING QUESTIONS

1. A recent study reported that instructors at colleges and universities are frequently required to engage in emotional labour. Identify the situations in which emotional labour is required for this job. In your opinion, is emotional labour more troublesome for college instructors or for 911 operators?
2. “Emotional intelligence is more important than cognitive intelligence in influencing an individual’s success.” Do you agree or disagree with this statement? Support your perspective.
3. Describe a time when you effectively managed someone’s emotions. What happened? What was the result?
4. “Happy employees create happy customers.” Explain why this statement might be true, and identify conditions in which it might not be true.
5. What factors influence an employee’s organizational loyalty?
6. Is being a full-time college or university student a stressful role? Why or why not? Contrast your response with other students’ perspectives.
7. Two recent university graduates join the same major newspaper as journalists. Both work long hours and have tight deadlines to complete their stories. They are under constant pressure to scout out new leads and be the first to report new controversies. One journalist is increasingly fatigued and despondent and has taken several days of sick leave. The other is getting the work done and seems to enjoy the challenges. Use your knowledge of stress to explain why these two journalists are reacting differently to their jobs.
8. A senior official of a labour union stated: “All stress management does is help people cope with poor management. [Employers] should really be into stress reduction.” Discuss the accuracy of this statement.



CASE STUDY 4.1

Conestoga-Rovers and Associates

At first glance, the thick, hardcover books featured prominently in the reception area of Conestoga-Rovers and Associates in Waterloo, Ontario, have the appearance of dry legal volumes. Then you notice the word “Yearbook” inscribed in large, gold letters across their covers; a peek inside reveals a vividly photographed encapsulation of the company’s unspoken, but well understood, work hard–play hard mantra. Within their pages, hundreds of photographs capture smiling, laughing, and often zany dressed Conestoga-Rovers employees engaged in any number of social events, clubs, and activities that play an integral role in the company’s culture.

There are plenty of events to choose from. Hardly a weekend goes by when a group of employees is not engaged in some social event, be it jet-boating on the Niagara River, taking a bus trip to a Buffalo Bills football game, celebrating Roverfest (a massive annual bash for employees and their families), or indulging in a death-by-chocolate night.

Conestoga-Rovers and Associates has forged an exemplary reputation for its expertise in the fields of engineering, the environment, construction, and information technology.

But its employees, some 450 in Waterloo alone, will tell you the company's dynamic social side, along with a range of unique employee perks, also makes it a great place to work and grow, both professionally and socially. Not surprisingly, Conestoga-Rovers has been identified as one of the best places to work in the Waterloo Region.

In addition to an extremely active social committee, the company boasts an on-site day-care centre—The Butterfly Learning Centre—that was launched in 2001, just months after Dianne Freeman, a senior project manager with the company's air quality group, suggested it. "You always go in and ask for the whole dream but you usually only get a window," says Freeman. "[Company president Ed Roberts] offered the whole dream and it was overwhelming."

Another valued Conestoga-Rovers perk is company-paid vacations for employees and their families after 10 years of service. Freeman and her family went to New Zealand, courtesy of the company, five years ago. Last year alone, 44 other 10-year employees were rewarded with similarly ambitious vacations.

"The only thing we have is our employees," says Conestoga-Rovers vice-president Ian Richardson. "Without happy, engaged employees we don't have anything." Richardson also acknowledges that creating a positive work environment helps to recruit top talent: "Our employees know the kind of place they work in. We wanted to let others know a little more about what goes on here."

Discussion Questions

1. Why does Conestoga-Rovers and Associates and other companies try to create a positive work environment?
2. How does this company manage to provide events and perks that employees value?
3. Is it possible that employees can have too much fun at work?

Source: Gary Nyp, "Where Dreams Sometimes Come True," *Kitchener-Waterloo Record*, October 13, 2007, p. E1.



CLASS EXERCISE 4.2

Strengths-Based Coaching

- | | |
|-----------------------------------|---|
| Purpose | To help students practise a form of interpersonal development built on the dynamics of positive emotions. |
| Materials | None |
| Background | Several chapters in this book introduce and apply the emerging philosophy of <i>positive organizational behaviour</i> , which suggests that focusing on the positive rather than negative aspects of life will improve organizational success and individual well-being. An application of positive OB is strengths-based or appreciative coaching, in which the coach focuses on the person's strengths rather than weaknesses, and helps to realize his or her potential. As part of any coaching process, the coach listens to the employee's story and uses questions and suggestions to help that person redefine his/her self-concept and perceptions of the environment. Listening and probing for information (rather than telling the person a solution or direction) is a key process of effective coaching. The instructions below identify specific information and issues that the coach and coachee will discuss. |
| Instructions (Small class) | <ul style="list-style-type: none"> • <i>Step 1:</i> Form teams of four people. One team can have six people if the class does not have multiples of four. For odd-numbered class sizes, one person may be an observer. Divide into pairs in which one person is coach and the other coachee. Ideally for this exercise, the coach and coachee should have <i>little</i> knowledge of each other. • <i>Step 2:</i> Coachees will describe something about themselves in which they excel and for which they like to be recognized. This competency might be work related, but not necessarily. It would be a personal achievement or ability that is close to their |

self-concept (how they define themselves). The coach listens, but also prompts more details from the coachee using “probe” questions (“Tell me more about that”; “What did you do next?”; “Could you explain that further, please?”; “What else can you remember about that event?”). As the coachee’s story develops, the coach will guide the coachee to identify ways to leverage this strength. For example, the pair would explore situational barriers to practising the coachee’s strength as well as aspects of this strength that requires further development. The strength may also be discussed as a foundation for the coachee to develop strengths in other related ways. The session should end with some discussion of the coachee’s goals and action plans. The first coaching session can be any length of time specified by the instructor, but 15 to 25 minutes is typical for each coaching session.

- *Step 3:* After completing the first coaching session, regroup so that each pair has different partners than in the first pair (i.e., if pairs are A-B and C-D in session 1, then pairs are A-C and B-D in session 2). The coaches become coachees to their new partner in session 2.
- *Step 4:* The class will debrief regarding the emotional experience of discussing personal strengths, the role of self-concept in emotions and attitudes, the role of managers and co-workers in building positive emotions in people, and the value and limitations of strengths-based coaching.

Note: For further information about strengths-based coaching, see: Sara L. Orem, Jacqueline Binkert, and Ann L. Clancy, *Appreciative Coaching* (San Francisco: Jossey-Bass, 2007); Marcus Buckingham and C. Coffman, *First, Break All the Rules* (New York: Simon & Schuster, 1999).



TEAM EXERCISE 4.3

Stage Fright!

Purpose This exercise is designed to help you to diagnose a common stressful situation and determine how stress management practices apply to this situation.

Background Stage fright—including the fear of public speaking—is one of the most stressful experiences many people have in everyday life. According to some estimates, nearly three-quarters of us frequently get stage fright, even when speaking or acting in front of a small audience. Stage fright is an excellent topic for this team activity on stress management because the psychological and physiological symptoms of stage fright are really symptoms of stress. In other words, stage fright is the stress experience in a specific context involving a public audience. Based on the personal experiences of team members, your team is asked to identify the symptoms of stage fright and to determine specific stress management activities that effectively combat stage fright.

- Instructions**
- *Step 1:* Students are organized into teams, typically four to six students per team. Ideally, each team should have one or more people who acknowledge that they have experienced stage fright.
 - *Step 2:* Each team’s first task is to identify the symptoms of stage fright. The best way to organize these symptoms is to look at the three categories of stress outcomes described in the textbook: physiological, psychological, and behavioural. The specific stage fright symptoms may be different from the stress outcomes described in the textbook, but the three broad categories would be relevant. Teams should be prepared to identify several symptoms and to present one or two specific examples of stage fright symptoms based on personal experiences of team members. (Please remember that individual students are not required to describe their experiences to the entire class.)
 - *Step 3:* Each team’s second task is to identify specific strategies people could or have applied to minimize stage fright. The five categories of stress management presented

in the textbook will likely provide a useful template in which to organize the specific stage fright management activities. Each team should document several strategies to minimize stage fright and be able to present one or two specific examples to illustrate some of these strategies.

- *Step 4:* The class will congregate to hear each team's analysis of symptoms and solutions to stage fright. This information will then be compared to the stress experience and stress management practices, respectively.



TEAM EXERCISE 4.4

Ranking Jobs on Their Emotional Labour

Purpose This exercise is designed to help you understand the jobs in which people tend to experience higher or lower degrees of emotional labour.

- Instructions**
- *Step 1:* Individually rank order the extent that the jobs listed below require emotional labour. In other words, assign a “1” to the job you believe requires the most effort, planning, and control to express organizationally desired emotions during interpersonal transactions. Assign a “10” to the job you believe requires the least amount of emotional labour. Mark your rankings in column 1.
 - *Step 2:* The instructor will form teams of four or five members and each team will rank order the items based on consensus (not simply averaging the individual rankings). These results are placed in column 2.
 - *Step 3:* The instructor will provide expert ranking information. This information should be written in column 3. Then, students calculate the differences in columns 4 and 5.
 - *Step 4:* The class will compare the results and discuss the features of jobs with high emotional labour.

Occupational Emotional Labour Scoring Sheet					
Occupation	(1) Individual Ranking	(2) Team Ranking	(3) Expert Ranking	(4) Absolute Difference of 1 and 3	(5) Absolute Difference of 2 and 3
Bartender					
Cashier					
Dental hygienist					
Insurance adjuster					
Lawyer					
Librarian					
Postal clerk					
Registered nurse					
Social worker					
Television announcer					
			TOTAL		

(The lower the score, the better)

Your score

Team score



SELF-ASSESSMENT EXERCISE 4.5

Are You Committed to Your School?

- Purpose** This self-assessment is designed to help you understand the concept of organizational commitment and to assess your commitment to the college or university you are currently attending.
- Overview** The concept of commitment is as relevant to students enrolled in college or university courses as it is to employees working in various organizations. This self-assessment adapts a popular organizational commitment instrument so it refers to your commitment as a student to the school where you are attending this program.
- Instructions** Read each of the statements below and circle the response that best fits your personal belief. Then use the scoring key in Appendix B of this book to calculate your results. This self-assessment is completed alone so that students rate themselves honestly without concerns of social comparison. However, class discussion will focus on the meaning of the different types of organizational commitment and how well this scale applies to the commitment of students toward the college or university they are attending.

School Commitment Scale							
To what extent do you agree or disagree with each of these statements?	Strongly Agree	Moderately Agree	Slightly Agree	Neutral	Slightly Disagree	Moderately Disagree	Strongly Disagree
1. I would be very happy to complete the rest of my education at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. One of the difficulties of leaving this school is that there are few alternatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I really feel as if this school's problems are my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Right now, staying enrolled at this school is a matter of necessity as much as desire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I do not feel a strong sense of belonging to this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. It would be very hard for me to leave this school right now even if I wanted to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I do not feel emotionally attached to this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Too much of my life would be disrupted if I decided to move to a different school now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I do not feel like part of the "family" at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel that I have too few options to consider leaving this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. This school has a great deal of personal meaning for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. If I had not already put so much of myself into this school, I might consider completing my education elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Adapted from: J. P. Meyer, N. J. Allen, and C. A. Smith, "Commitment to Organizations and Occupations: Extension and Test of a Three-Component Model," *Journal of Applied Psychology*, 78 (1993), pp. 538–551.



Go to the Online Learning Centre at www.mcgrawhill.ca/olc/mcshane to complete the following interactive self-assessments.



SELF-ASSESSMENT EXERCISE 4.6

What is Your Emotional Personality?

This self-assessment is designed to help you understand mood states or personality traits of emotions and to assess your own mood or emotion personality. This self-assessment consists of several words representing various emotions that you might have experienced. For each word presented, indicate the extent to which you have felt this way generally across all situations **over the past six months**. You need to be honest with yourself to obtain a reasonable estimate of your mood state or personality trait on these scales. The results provide an estimate of your level on two emotional personality scales. This instrument is widely used in research, but it is only an estimate. You should not assume that the results are accurate without a more complete assessment by a trained professional.



SELF-ASSESSMENT EXERCISE 4.7

Are You a Workaholic?

This self-assessment is designed to help you identify the extent to which you are a workaholic. This instrument presents several statements, and asks you to indicate the extent to which each statement is true of your work habits. You need to be honest with yourself to obtain a reasonable estimate of your level of workaholism.



SELF-ASSESSMENT EXERCISE 4.8

How Resilient Are You?

This self-assessment is designed to help you estimate your personal level of resilience. Please indicate the extent that each statement in this instrument is true for you **over the past month**. It is important for you to realize that there are no “right” or “wrong” answers to these questions. This self-assessment is completed alone so that you can complete this instrument honestly without concerns of social comparison. However, class discussion will focus on the meaning of resilience and how it relates to workplace stress.



SELF-ASSESSMENT EXERCISE 4.9

Are You Stressed?

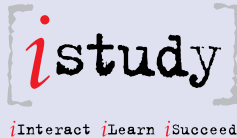
This self-assessment is designed to help you estimate your perceived general level of stress. The items in this scale ask you about your feelings and thoughts during the last month. In each case, indicate how often you felt or thought a certain way. You need to be honest with yourself to obtain a reasonable estimate of your general level of stress.



SELF-ASSESSMENT EXERCISE 4.10

How Do You Cope with Stressful Situations?

This self-assessment is designed to help you identify the type of coping strategy you prefer to use in stressful situations. This scale lists a variety of things you might do when faced with a stressful situation. You are asked how often you tend to react in these ways. You need to be honest with yourself to obtain a reasonable estimate of your preferred coping strategy.



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