

THE MODERATING EFFECT OF TASK CHARACTERISTICS
ON DISPOSITION-WORK OUTCOME RELATIONSHIPS

by

Monnie Louise Bittle

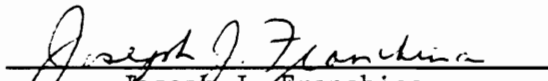
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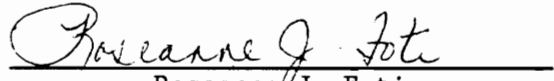
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(ABSTRACT)

The present field study investigated the interaction between dispositions and task characteristics in determining general job satisfaction, satisfaction with specific facets of the job, and three forms of job performance. Dispositions accounted for total and unique variance in work outcomes. The proposed moderating effects of task characteristics on disposition-work outcome relationships were not supported. Results are discussed with respect to Staw et al.'s dispositional approach to work attitudes and implications for organizational settings. Suggestions are made regarding directions for future research.

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INTRODUCTION

For decades, organizational psychologists have expended considerable effort in the pursuit of the happy, productive worker (Staw, 1986). The earliest pursuits of the happy, productive worker involved the search for a relationship between satisfaction and productivity where workers are either happy and productive or unhappy and unproductive. Unfortunately, research never supported such a parsimonious relationship, and organizational psychologists have been forced reluctantly to accept the conclusion that the relationship between happiness and productivity is weak at best and frequently non-existent (Brayfield & Crockett, 1955; Iaffaldano & Muchinsky, 1985; Locke, 1976; Vroom, 1964).

Although psychologists have acknowledged that satisfaction and performance generally do not covary, the pursuit of the happy, productive worker has continued. Over the past thirty years numerous theories have been proposed (e.g. 9-9 systems, job enrichment, Theory Z) in an attempt to help organizations obtain a satisfied and productive workforce. Most of these models directly or indirectly assume that "it is possible to achieve a world where both satisfaction and performance will be present" (Staw, 1986, p. 41). Much of the research in this area has accepted a "blank slate" approach to work outcomes and assumes that

outcomes are permeable and subject to change. Given such an approach, it is easy to see why attempts to redesign work have evolved as a principal mechanism for improving work outcomes.

Recent debates and research in the job redesign area have been concerned with the relative sensitivity of individuals to objective conditions of the job versus social cues provided in the work environment. The job characteristics model suggests that work outcomes are determined by objective characteristics of the job and can be enhanced through job enrichment and enlargement interventions (Hackman & Oldham, 1975, 1976). In contrast, the social information processing approach posits that social and informational cues better predict employee reactions to a task than do the task characteristics themselves (Salancik & Pfeffer, 1978). According to this view, attitudes are the result of the subjective interpretations of information in the job environment and can be altered by social influence and contextual cues.

The job characteristics model and the social information processing model emphasize external/situational determinants of job attitudes. Neither perspective recognizes that work attitudes can be directly affected by internal/dispositional variables. In fact, an unfortunate by-product of the research that compares the explanatory

power of these two models is that individual-level variables have very nearly been eliminated from the study of job attitudes (Staw, Bell, & Clausen, 1986). In the last twenty years, organizational research has not been as interested in what the individual brings to the work setting in terms of behavioral tendencies, traits/dispositions, and personality as in how the organization can prod the individual to exhibit positive job attitudes and behavior.

Recently, however, organizational research has seen a resurgence of a dispositional approach to work outcomes (Bittle & Hauenstein, 1989; George, 1990; Gerhart, 1987; Hauenstein & Bittle, 1990; Levin & Stokes, 1989; Seligman & Schulman, 1986; Staw, Bell, & Clausen, 1986; Staw & Ross, 1985). In contrast to the situational perspectives, the dispositional approach concentrates on personal determinants of job attitudes and behaviors. A key assumption of the dispositional view is that "it is possible to characterize people on certain dimensions...that have some stability over time...and are useful in predicting individual behavior across situations" (Staw & Ross, 1985, p. 470). These stable individual characteristics potentially predispose people to like or dislike jobs and respond positively or negatively to job contexts.

Bittle and Hauenstein (1989) were the first to make a simultaneous assessment of the effects of situational (task characteristics and social cues) and predispositional explanations of job satisfaction. Results supported the predispositional approach and suggested that situational factors may moderate the relationship between worker predispositions and job satisfaction. Hauenstein and Bittle (1990) examined the independent and interactive effects of job characteristics and dispositions on satisfaction and performance in a field setting. Results replicated the moderating effect of job characteristics on the disposition-satisfaction relationship. Perceptions of job characteristics also moderated the disposition-performance relationship. These results are consistent with ideas that suggest a de-emphasis on strict situationalism in organizational research (Schneider, 1987) and suggest a need to investigate further the possibilities that stable dispositions underlie work attitudes and outcomes and that dispositions interact with perceptions of the work environment to produce happy, productive workers.

The Current Study

This field study examined the interactive effects of work environment and dispositions on job satisfaction and job performance. The work environment was conceptualized within the framework of the job characteristics theory

(Hackman & Oldham, 1975, 1976, 1980). Hackman and Oldham argue that there are five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback. These dimensions can be combined to provide an index of the motivating potential or enrichment level of any job. The job characteristics theory presumes that jobs with high motivating potential will lead to high levels of personal and work outcomes. The theory further states that the object of task design is to match the task characteristics of the job with the psychological characteristics of the employee. Hackman and Oldham specifically suggest that growth need strength (GNS) interacts with job characteristics, and individuals who are high in GNS will react more positively to jobs with high MPS than individuals low in GNS.

Hackman & Oldham's model has been used widely in research and in attempts to improve task and job design. However, the amount of explained variance in work outcomes has been relatively small (Brief & Aldag, 1975; Hackman & Lawler, 1971; Salancik & Pfeffer, 1977). This finding suggests the need to search for other variables that can explain additional variance in job outcomes and/or variables that may interact with job characteristics in determining work outcomes.

Results of research which examined the moderating effect of GNS on the job characteristics-job outcome relationship have been equivocal (Brief & Aldag, 1975; Loher, et al., 1985; Oldham, Hackman, & Pearch, 1976; Roberts & Glick, 1981; Umstot, Bell & Mitchell, 1976). The growth need strength concept is largely an outgrowth of Maslow's (1943, 1954) theory of human needs which has received little empirical support (Hall & Nougam, 1968; Salancik & Pfeffer, 1977; Wahba & Bridwell, 1976).

Salancik and Pfeffer (1977) specifically and severely criticized need-based theories of job attitudes and proposed a social information processing model (SIP; Salancik & Pfeffer, 1978). The SIP model states that task perceptions and attitudes are socially constructed realities that evolve from informational cues in workplaces. Salancik and Pfeffer's criticisms, and the resulting debates between the job characteristics model and the social information processing model, shifted the approach to job outcomes from models which posit some form of interaction between the person and the environment toward greater situational determinism. Staw and Ross (1985) argue that "in criticizing need-based theories the field may have underestimated the contribution of dispositional determinants" (p. 470). They further suggest that "although need theories may be an inappropriate explanation of job

attitudes, many other as yet unspecified individual characteristics may account for a substantial portion of variance...and job attitudes may come as much from personal or dispositional sources as from situational influences" (p. 470).

Staw, Bell, and Clausen (1986) proposed a dispositional approach to job attitudes which states that job attitudes have an endogenous source of variance that reflects the ongoing emotional state of the individual. This internal state can serve as an important stimulus for the interpretation of job information. That is, individuals may bring a positive or negative disposition to the work setting, process information about the job in a way that is consistent with this disposition, and then experience job satisfaction or dissatisfaction as a result.

Staw, et al. proposed that the affective state of an individual is a prime candidate for evaluation within the dispositional framework in that affective dispositions can be thought of as general tendencies toward positive or negative evaluation of life stimuli (Watson & Clark, 1984). Watson and Tellegen (1985) suggest that trait differences in positive affect and negative affect represent independent characteristics rather than opposite points on a continuum. Much of the recent research on trait affectivity has focused on general job satisfaction as the criterion (Bittle, &

Hauenstein, 1989; Cropanzano & James, 1990; Levin & Stokes, 1989); however, research has demonstrated a relationship between dispositions and absenteeism (George, 1989), organizational commitment (Cropanzano and James, 1990), turnover (Seligman & Schulman, 1986), and job performance (Cropanzano & James, 1990; Hauenstein & Bittle, 1990).

Researchers have suggested that dependable role performance (i.e. in-role behavior) can be distinguished from spontaneous, cooperative behaviors that go beyond formal role prescriptions (i.e. extra-role behaviors) (Bateman & Organ, 1983; Katz & Kahn, 1966; Organ, 1988; Organ & Konovsky, 1989; Smith, Organ, & Near, 1983). In-role behaviors represent contractual obligations to the organization via the job description and are explicitly recognized by the formal reward systems of the organization. In contrast, extra-role, or organizational citizenship behaviors (OCB; Bateman & Organ, 1983), are discretionary behaviors that are not enforceable requirements of the role or job description and are not tied to formal reward systems. Organ (1988) suggests that factors such as scheduling and work design will affect performance as defined by "level of output" but that an individual's most representative mood state is more likely to affect cooperative gestures and spontaneously performed "extras."

Smith, Organ, and Near (1983) indicate that OCB includes two separate dimensions: a) Altruism, which includes behaviors that immediately benefit specific individuals (i.e. helps others who have been absent) and b) Generalized Compliance (or Conscientiousness) which includes behaviors that benefit the organization in general (i.e. gives advance notice when unable to come to work). Williams and Anderson (1990), factor analyzed survey data from 127 employees' supervisors and supported the distinction between in-role behaviors and the two forms of OCBs.

Organ and Konovsky (1989) and Williams and Anderson (1990) examined the impact of affective and cognitive components of job satisfaction on Altruistic OCB (OCBA) and compliance OCB (OCBC). Organ and Konovsky found that dispositional positive affectivity (PA) correlated positively with OCBA and OCBC. Williams and Anderson found that dispositional negative affectivity (NA) correlated negatively with OCBA. However, both studies reported that subjects' cognitive evaluations of job outcomes accounted for more unique variance in OCB than did affective measures. The effect of NA on OCB has also been demonstrated at the group level (George, 1990).

To date no one has examined the interaction of job characteristics and dispositions on OCB. Hauenstein and Bittle (1990) demonstrated that job characteristics

moderated the disposition-performance relationship. However, they did not distinguish between in-role behaviors (IRB), OCBA, and OCBC. A primary purpose of the current study is to examine the interactive effects of job characteristics and dispositions on each of the three types of performance. An exploratory factor analysis was conducted to demonstrate that IRB, OCBA, and OCBC are distinctive constructs.

Although Hauenstein and Bittle (1990) are the only researchers to date to examine the simultaneous influence of the situation and dispositions on job performance, a few studies have examined the effects of the situation and dispositions on general job satisfaction (Bittle & Hauenstein, 1989; Gerhart, 1987; Hauenstein & Bittle, 1990; Levin & Stokes, 1989; Staw & Ross, 1985; Witt, 1990). However, none have addressed concurrent situational and dispositional influences on facet satisfaction. Only three of the six studies that have included situational and dispositional variables have specifically addressed the interaction of these variables in influencing job satisfaction (Bittle & Hauenstein, 1989; Hauenstein & Bittle, 1990; Witt, 1990). Only Hauenstein & Bittle, 1990) have addressed interactive effects on performance. Therefore, the major thrusts of the current research are to examine the interaction between dispositions and perceptions

of job characteristics on a) general job satisfaction, b) facet satisfaction, and c) three classes of performance.

LITERATURE REVIEW

This literature review includes a brief discussion and literature review of two situational theories of job outcomes, namely the job characteristics model (Hackman & Oldham, 1975, 1976, 1980) and the social information processing model (Salancik & Pfeffer, 1978). The major focus of the literature review will be on the presentation of a recently proposed dispositional approach to job outcomes (Staw, Bell, & Clausen, 1986) and empirical support for its development and propositions.

Job Characteristics Theory. Hackman and Oldham (1976, 1980) developed the Job Characteristics Theory based on the pioneering work of Turner and Lawrence (1965), Hulin and Blood (1968), and Hackman and Lawler (1971). The theory focuses on the formation of perceptions of tasks and the relationships between those perceptions and various affective and behavioral responses.

The theory proposes that positive personal and behavioral work outcomes are obtained when employees experience three "critical psychological states" which are created by the presence of five core job dimensions. The three psychological states are defined as follows (Hackman & Oldham, 1976, pp. 256-257):

- 1) Experienced Meaningfulness of the Work. The degree to which the individual experiences the job as one which is generally meaningful, valuable, and worthwhile;
- 2) Experienced Responsibility for Work Outcomes. The degree to which the individual feels personally accountable and responsible for the results of the work he or she does;
- 3) Knowledge of Results. The degree to which the individual knows and understands, on a continuous basis, how effectively he or she is performing the job.

Of the five core job dimensions, three determine the experienced meaningfulness of the job. They are (Hackman & Oldham, 1976, p. 257):

- 1) Skill Variety (SV). The degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the person.
- 2) Task Identity (TI). The degree to which the job requires completion of a "whole" and identifiable piece of work; that is, doing a job from beginning to end with a visible outcome.
- 3) Task Significance (TS). The degree to which the job has a substantial impact on the lives or work of other people, whether in the immediate organization or in the external environment.

The job dimension that fosters experienced responsibility is autonomy, which is defined as follows (Hackman & Oldham, 1976, p. 258):

Autonomy (Auto). The degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

The job dimension that enhances knowledge of results is feedback, which is defined as follows (Hackman & Oldham, 1976, p. 258):

Feedback (Fdbk). The degree to which carrying out the work activities required by the job results in the individual obtaining direct and clear information about the effectiveness of his or her performance.

The job characteristics theory states that the five core job dimensions can be combined to generate a summary score which reflects the overall motivating potential of a job. The score is computed as follows (Hackman & Oldham, 1976, p. 258):

$$\text{MPS} = \left[\frac{\text{SV} + \text{TI} + \text{TS}}{3} \right] \times \text{AUTO} \times \text{FDBK}$$

MPS represents the adequacy and complexity of job design. Jobs with high MPS scores are termed enriched, and jobs with low MPS scores are termed unenriched. Work outcomes are expected to be more positive for enriched, high MPS jobs than for unenriched, low MPS jobs.

Hackman and Oldham (1975, 1976, 1980) further propose that jobs high in motivating potential do not affect all individuals in the same way. Specifically, they postulate that growth need strength (GNS) moderates the MPS-job response relationship. That is, individuals who strongly value and desire personal feelings of accomplishment and growth (high GNS individuals) are predicted to respond more positively to complex and motivating jobs than are

individuals low in GNS. Level of growth need strength is related to the level in Maslow's (1943) hierarchy that best describes the employee. That is, an individual functioning at the self-actualization level is thought to experience high GNS, whereas an individual functioning at the security level is thought to have low GNS.

Measurement issues. Hackman and Oldham (1975) produced an instrument that measures the core job dimensions, affective reactions to job characteristics, and growth need strength. The instrument is called the Job Diagnostic Survey (JDS) and is the most frequently used instrument for the measurement of job characteristics (Fried & Ferris, 1987).

A recent review and meta-analysis on the validity of the job characteristics model (Fried & Ferris, 1987) provided support for the construct and internal validity of the JDS. Results showed that individuals' perceptions of job characteristics are similar to the objective characteristics of the job in both lab and field settings. Fried and Ferris also reported that perceived job characteristics-work outcome relationships were similar to objective (manipulated) job characteristic-work outcomes relationships.

The predicted JDS factor structure is a measurement issue of concern. Research on the dimensionality of the JDS indicates inconsistent factor solutions (i.e. Aldag, Barr, & Brief, 1981; Fried & Ferris, 1986; Harvey, Billings, & Nilan, 1985; Idaszak & Drasgow, 1987; Lee & Klein, 1982). Several recent studies offered explanations for the failure to support the original JDS factor structure and suggest modifications to the JDS which increase support for the original factor structure (Fried & Ferris, 1986; Harvey, et al., 1985; Idaszak & Drasgow, 1987).

Fried and Ferris (1986) suggested that the dimensionality of the JDS varies as a function of personal and situational variables. Specifically, younger, highly educated, management level employees supported the a priori five factor model, whereas older, less educated, nonmanagerial personnel failed to do so. Harvey et al. (1985) suggested that previous research on the dimensionality of the JDS has used the wrong statistical technique, namely exploratory factor analysis. He used confirmatory factor analyses to directly test competing hypotheses regarding the underlying factor structure of the JDS. Some support for Hackman and Oldham's original factor solution was reported, but the authors suggested some modifications to the JDS such as rewriting negatively worded items. Idaszak and Drasgow (1987) identified six dimensions

underlying the original JDS. Five factors corresponded to the five core job dimensions proposed by Hackman and Oldham. The sixth factor was identified as a measurement artifact created by the five negatively worded items of the JDS. Like Harvey et al., they suggested a rewrite of the negatively worded items. Factor analysis of Idaszak and Drasgow's revised survey supported the a priori five factor solution. These results are consistent with numerous earlier studies that supported the five core job dimensions proposed by the job characteristics theory (Abdel-Halim, 1978; Dunham, Aldag, & Brief, 1977; Ferrat & Reeve, 1977; Ivancevich, 1978; Katz, 1978; Lee & Klein, 1982).

Additional measurement issues include the means by which a summary score of the core job dimensions is produced and the relative efficacy of a summary score versus independent dimension scores in predicting work outcomes. The job characteristics model proposes that MPS, as a multiplicative summary index of the five core job dimensions, is a better predictor of dependent variables than is any of the individual dimensions alone. A recent review and meta-analysis (Fried & Ferris, 1987) supported this proposition by demonstrating that MPS showed a stronger relationship to work outcomes (job satisfaction, motivation, and performance) than did the individual dimensions. For example, correlations between independent dimensions and

overall job satisfaction ranged from .26 (task significance) to .48 (autonomy), whereas the MPS-job satisfaction correlation was .63. Hackman and Oldham (1977) tested the predictive utilities of five different strategies for combining task characteristics (MPS, multiplicative, additive, multiple regression, and cross-validated regression). They reported no substantial differences across combinatorial strategies in proportions of explained variance in job responses. Roberts and Glick (1981) also concluded that the predictive utilities of various combinatorial strategies are unlikely to be substantially different. Based upon the above results, the present study combines the five core job dimensions into a summary score using the formula provided by Hackman and Oldham (1975).

Research on and criticisms of the model. The job characteristics theory, or at least part of it, has been tested in laboratory experiments (Umstot, Bell, & Mitchell, 1976), field surveys (Hackman & Oldham, 1976), and field experiments (Orpen, 1979). Research has supported the impact of job characteristics on attitudinal responses (Griffin, 1983; O'Reilly & Caldwell, 1979), behavioral responses regarding productivity, absenteeism, and turnover (Locke, Sirota, & Wolfson, 1976), and both affective and behavioral outcomes (John, 1978; Wall & Clegg, 1981). In addition two recent meta-analyses of studies testing the job

characteristics model generally support the propositions of the theory (Fried & Ferris, 1987; Loher et al., 1985). Loher et al. reported an average correlation between the job characteristics index and job satisfaction of +.39 which suggests that enriched jobs are more satisfying than unenriched jobs. Fried and Ferris reported correlations of +.63, +.22, and -.32 between MPS and overall job satisfaction, job performance and absenteeism respectively. Obviously, job characteristics show weaker, yet meaningful, relationships with behavioral measures than personal work outcomes.

Although research generally has supported the relationships proposed by the job characteristics model, the meta-analyses cited above indicate that the effects of potential moderators should be explored. Research on the proposed moderating effect of GNS has produced equivocal results. Although Fried and Ferris (1987) and Loher et al., (1985) supported the moderating effect of GNS, considerable research has failed to provide evidence that the job characteristics-job outcome relationship is stronger for individuals high in GNS than for those low in GNS (Brief & Aldag, 1975; Hackman & Lawler, 1971; Hauenstein & Bittle, 1990; Oldham, Hackman, & Pearch, 1976; Roberts & Glick, 1981; Umstot, Bell, & Mitchell, 1976; White & Ruh, 1973). Due to the inconsistent findings, Roberts and Glick (1981)

strongly questioned the utility of including GNS as a moderator of the job characteristics-employee outcome relationship. Loher et al. suggested that researchers examine the effects of other potential moderators.

Salancik and Pfeffer (1977) criticized need based theories in general on the grounds that they have seldom been able to account for substantial proportions of variance in behaviors and attitudes and that need-satisfaction models are difficult to refute. They also suggested that the findings of many need-satisfaction studies are open to alternate interpretations such as consistency and priming artifacts. Based upon these criticisms, Salancik and Pfeffer (1978) proposed the social information processing model (SIP) as an alternative to the job characteristics model. The SIP model and relevant research are discussed below.

The Social Information Processing Model. The social information processing (SIP) model described by Salancik and Pfeffer (1977, 1978) argues that individuals perceive and respond as much to social cues in the work environment as to objective task characteristics. In contrast to the job characteristics model which states that job satisfaction is contingent on a match between job characteristics and one's needs, the SIP model states that individuals define task characteristics and respond affectively based on the

saliency and consistency of information provided by others in the immediate work environment.

Pfeffer summarized the four basic premises of the SIP model as follows:

First, the individual's social environment may provide cues as to which dimensions might be used to characterize the work environment...Second, the social environment may provide information concerning how the individual should weight the various dimensions—whether autonomy is more or less important than social usefulness or worth. Third, the social context provides cues concerning how others have come to evaluate the work environment on each of the selected dimensions...And fourth, it is possible that the social context provides direct evaluation of the work setting along positive or negative dimensions, leaving it to the individual to construct a rationale to make sense of the generally shared affective reactions (1981, p. 10).

Research on the effects of social cues has generally been conducted in laboratory settings (Griffin, Bateman, Wayne, & Head, 1987; O'Connor & Barrett, 1980; O'Reilly & Caldwell, 1979; Vance & Biddle, 1985; Weiss & Shaw, 1979; White & Mitchell, 1979) and has involved manipulation of both objective properties of the job and the content of social cues provided by fictional workers. For example, White and Mitchell (1979) focused on the five core job dimensions of Hackman and Oldham (1975) and manipulated job enrichment by verbal instructions and task procedures. They manipulated social cues via confederates who presented

memorized scripts. Scripts contained either positive or negative information regarding the task itself, the importance of output, and their performance on the task. Social cues affected both job satisfaction and performance.

Additional laboratory research supports the effects of social cues on perceptions of task characteristics (Griffin, 1983; Griffin, et al., 1987; O'Reilly & Caldwell, 1979; Thomas & Griffin, 1983; Weiss & Shaw, 1979; White & Mitchell, 1979), job satisfaction (Griffin, 1983; Griffin et al., 1987; O'Reilly & Caldwell, 1979; Shaw & Weekley, 1981; White & Mitchell, 1979), and job performance (White & Mitchell, 1979; White, Mitchell, & Bell, 1977). However a majority of this research also reported significant and independent effects of objective task characteristics on work outcomes (Griffin, 1983; O'Reilly & Caldwell, 1979, Weiss & Shaw, 1979; White & Mitchell, 1979).

Field research on the effects of social cues is very limited; however, one field experiment (Griffin, 1983) compared the effects of objective task changes to the effects of positive social cues provided by first-line supervisors on task perceptions and job attitudes. Both social cues and objective changes in the job were effective in altering perceptions and attitudes.

Research on and criticisms of the SIP model. Although the SIP model was derived from a critique of the task attributes literature (Salancik & Pfeffer, 1978), a majority of the research on the SIP model has used measurement scales based on the task attributes literature. Thomas and Griffin (1983) suggest that these measurement techniques have constrained development of the SIP theory and suggest that researchers look beyond the traditional task attributes in their attempts to understand the effects of social information on worker outcomes.

The SIP framework was offered as an alternative to the task characteristics model. However, research that compared the explanatory power of these two models (Glick, Jenkins, & Gupton, 1986; Griffin, 1983; Griffin, Bateman, Wayne, & Head, 1987; O'Connor & Barrett, 1980; O'Reilly & Caldwell, 1979; Weiss & Shaw, 1979; White & Mitchell, 1979) produced equivocal results. Some studies reported main effects for both objective job characteristics and social cues (e.g. O'Reilly & Caldwell, 1979; Weiss & Shaw, 1979) and others reported interactive effects (e.g. Griffin, 1983; Griffin, et al., 1987; White & Mitchell, 1979). In a review of this research, Thomas and Griffin (1983) concluded that none of the studies "serves even minimally to refute the task attributes [task characteristics] view" and that the "majority of the research reviewed...offers more support for

an overlapping viewpoint than for either of the other models" (p. 679).

Support for the SIP model has been more clearly demonstrated in laboratory studies than in field studies. White and Mitchell (1979) and Shaw and Weekley (1981) suggested that familiarity with the task may reduce the influence of and need for social cues in actual work settings. Lord and Maher (in press) suggest that cognitive load affects social information processing. Most experimental work on social cognitions has been conducted in low cognitive load situations, whereas social cognitions in applied settings are formed and modified in high cognitive load conditions.

In summary, field research on the effects of social cues is very limited, and the extent to which laboratory findings regarding social cues will generalize to actual job environments is yet unclear. Research conducted within the SIP framework has failed to refute the effects of job characteristics on work outcomes. In fact, research suggests that it is better to consider the effects of social cues in conjunction with the effects of task characteristics rather than as an alternative to task characteristics (Griffin et al., 1987).

Dispositional Perspective. Implicit in the situational perspectives previously discussed is the notion that work outcomes reflect the situation. The accuracy of this assumption has been challenged by recent work on the dispositional influences on work outcomes. Staw et al. (1986) presented a dispositional theory of job attitudes. This view posits that individuals enter the work setting with stable dispositions that influence how they react and respond to events. These individual characteristics may predispose employees to respond positively or negatively to work contexts.

Terms such as traits, dispositions, and personality characteristics are used almost interchangeably in the literature. Common assumptions associated with the use of these terms are that it is possible to characterize people on certain dimensions and that these dimensions show stability across time and situations. Dispositional research has been out of favor since Mischel's (1968) argument that personality scales or traits have accounted for little variance in human behavior across situations. However, recent research counterargues in defense of personality determinants of behavior. For example, Funder and Ozer (1983) argue that dispositional effects are similar in statistical magnitude to many famous situational effects (ie. bystander intervention). Aries, Gold, and Weigel

(1983) note personality traits are more predictive of multiple instances of behavior than behavior in a single situation.

A resurgence of empirical research on dispositional determinants of behavior has occurred within personality theory (Buss & Craik, 1985) and behavior genetics (Buss & Plomin, 1984) which has shown convincing evidence for the heritability of many individual characteristics. Bouchard (1984) has shown strong indications of a genetic basis for both personality and mental abilities.

Dispositional research is also making a comeback in the context of organizational behavior. Staw, et al. (1986) cite three findings that provide indirect support for the possibility that there is a dispositional source of job attitudes: a) substantial variation in the perceptions of tasks that have identical job descriptions (O'Reilly, Parlette, & Bloom, 1980); b) positive relationships between job and life satisfaction (Diener, 1984; Near, Rice, & Hunt, 1978; Rice, Near, & Hunt, 1979, 1980; Weaver, 1978) and between job attitudes and mental health (Gechman & Wiener, 1975; Kahn, 1981; Parkes, 1990; Warr, 1987); and c) few long term effects of field experiments on job attitudes (Oldham & Hackman, 1980). Several recent studies lend more direct support to the dispositional approach by showing temporal and cross-situational consistency of work outcomes.

Temporal and cross-situational consistency. The heightened interest in a dispositional approach to job attitudes has been triggered by evidence that satisfaction tends to remain stable over time. Schneider and Dachler (1978) found consistency in satisfaction scores over a 16 month longitudinal study for management ($\bar{r} = .56$) and nonmanagement ($\bar{r} = .58$) samples. Pulakos and Schmitt (1983) found that high school students' pre-employment expectations of satisfaction were a significant predictor of job attitudes twenty months later. Staw et al. (1986) found that adolescent affect was correlated with adult job affect and showed temporal consistency for dispositional variables over a time span of nearly fifty years. Indirect support for temporal consistency comes from the fact that national survey data have shown rather stable levels of job satisfaction even though there have been many objective changes in the quality of worklife over the past decades (Weaver, 1980).

In order to demonstrate dispositional sources of job attitudes, it is also important to establish cross-situational consistency. Staw and Ross (1985) reanalyzed data from the National Longitudinal Survey and found stability in job attitudes over time and situations. Over three and five year time intervals, Staw and Ross found significant consistency in job satisfaction when people

worked for the same employer and in the same occupation. More importantly, their analyses showed significant consistency in job satisfaction when individuals changed employers ($\underline{r} = .39$), occupations ($\underline{r} = .37$), and employers and occupations ($\underline{r} = .34$). This evidence of consistency across time and situations suggests that people may not be as malleable as situational approaches have implied.

Dispositional sources of work outcomes. The dispositional factor that is typically examined in relation to job satisfaction is subjective well-being (SWB). SWB is defined as the extent to which people experience their lives in positive ways, including both cognitive judgments and affective reactions (Campbell, 1976; Diener, 1984). Voluminous evidence suggests that job satisfaction is positively related to SWB (Cohn, 1979; Rice, Near, & Hunt, 1979, 1980; Tait, Pudgett, & Baldwin, 1989; Weaver, 1978). A majority of this literature examines the life satisfaction-job satisfaction relationship (Andrews & Withey, 1974; Bittle & Hauenstein, 1989; Rice, Near, & Hunt, 1979; Schmitt & Melon, 1980; Schmitt & Pulakos, 1985; Tait, Pudgett, & Baldwin, 1989).

Andrews and Withey (1976) suggested that life satisfaction is only one of three components of SWB, the other two being positive affect and negative affect. Research indicates that positive and negative affect are not

opposite ends of the same continuum but rather are relatively independent dimensions (Diener & Emmons, 1985; Watson & Tellegan, 1985). Given the dispositional nature of the current research, it is important to note that we are dealing with trait rather than state affect. Trait positive affectivity (PA) corresponds to the personality factor of extraversion (Costa & McCrae, 1980). Individuals high on trait-PA report feeling enthusiastic, active, alert and determined. Trait negative affectivity (NA) corresponds to the personality factor of neuroticism (Costa & McCrae, 1980). Individuals high on NA report feeling discontented, upset, anxious, hostile, and distressed. Watson and Clark (1984) suggest these feelings are likely to occur in high NA individuals even in the absence of overt stress.

Much of the recent research on dispositional determinants of job outcomes has revolved around the affective components of SWB. Although neither study directly assessed affect, Staw & Ross (1985) and Gerhart (1987) inferred an affective disposition-satisfaction relationship by demonstrating consistency of job attitudes or by demonstrating the absence of a strong relationship between situational variables and job attitudes. Critiques of this research provide at least two flaws in interpretative logic. First, while the demonstration of consistency of job attitudes is important to the argument

for a dispositional theory, other interpretations for these results do exist. Job attitudes may remain consistent across time and situations because people select themselves into job environments that allow them to reflect their natural inclinations (Schneider, 1987). Second, the argument for a dispositional approach to job attitudes based upon the lack of a situation-outcome relationship is weak at best. This argument is vulnerable in that it argues from the position of the null hypothesis and suggest that the absence of one relationship is evidence for another. In actuality, no direct empirical evidence for the dispositional approach is provided by this argument.

Studies which provide direct measurement of affective variables provide more substantive support for the dispositional approach. For example, Staw, et al. (1986) constructed a post hoc measure of trait affectivity and found that it significantly correlated with job satisfaction. Bittle and Hauenstein (1989) manipulated task characteristics and social cues and measured life satisfaction and frequency (Kammann & Flett, 1983) and intensity (Larsen & Diener, 1987) of experienced affect. They found that dispositions were related to job satisfaction and that the relationship was stronger in unenriched environments than in enriched environments. Levin and Stokes (1989) directly assessed NA in a laboratory

setting (Study 1) and a field setting (Study 2) and reported that NA significantly influenced satisfaction in both studies. Hauenstein and Bittle (1990) directly assessed NA and PA in a field setting and replicated the results of Bittle and Hauenstein (1989). Two additional studies (Cropanzano & James, 1990; Witt, 1990) provide evidence that NA and PA influence overall job satisfaction. Cropanzano and James (1990) also examined the impact of NA and PA on facet satisfaction and found that PA exhibited stronger relationships with a wider variety of variables than did NA.

Although a majority of the dispositional research has concentrated on job satisfaction, affective dispositions also influence organizational commitment (Cropanzano & James, 1990), turnover intentions (Cropanzano & James, 1990; Seligman & Schulman, 1986), reactivity to work demand (Parkes, 1990), absenteeism (George, 1989, 1990), and performance (Cropanzano & James, 1990; Hauenstein & Bittle, 1990; Organ & Konovsky, 1989; Seligman & Schulman, 1986; Williams & Anderson, 1990). Cropanzano and James (1990) stated that they did not expect NA to affect performance and did not examine the NA-performance relationship. However, they hypothesized and supported a trait-PA x job tenure interaction in nurses' performance. Hauenstein and Bittle (1990) examined the effects of NA and PA on job performance

of employees from a service organization. Supervisors rated employees on fifteen dimensions (i.e. quality, quantity, effort, initiative, cooperation) and ratings were combined to obtain an overall performance measure. NA significantly and negatively correlated with performance and accounted for variance in performance above and beyond job characteristics (as measured by the JDS, Hackman & Oldham, 1975). The trait-PA-performance relationship was moderated by job characteristics with PA correlating significantly and positively with performance in enriched jobs and negatively with performance in unenriched jobs.

In summary, several studies provide initial support for the dispositional approach to work outcomes. Staw and Ross (1985) noted that future research might find that certain settings arouse hostility in negatively predisposed individuals but have no effect on positively predisposed people. This idea implies that dispositions and job characteristics may interact to influence job outcomes. Bittle and Hauenstein (1989) and Hauenstein and Bittle (1990) provide preliminary evidence for the disposition x job characteristics interaction. The present study will extend their previous work to examine the moderating effects of job characteristics on disposition-facet satisfaction relationships and disposition-OCB performance relationships.

OVERVIEW

Summary and Hypotheses

Until recently, research on the determinants of job outcomes has focused on situational determinants. Research which compares the job characteristics model (Hackman & Oldham, 1975, 1976, 1980) and the social information processing model (Salancik & Pfeffer, 1978) have virtually ignored the possibility that stable individual characteristics can directly affect job outcomes. Staw and his colleagues (Staw, Bell, & Clausen, 1986; Staw & Ross, 1985) recently proposed a dispositional approach to job outcomes, and resurgence of dispositional research has shown support for their perspective. However, very little attention has been given to the interactive effects of dispositions and job characteristics in determining job outcomes. Therefore, the major thrusts of the current study are to examine the moderating effect of job characteristics on the disposition-satisfaction and disposition-performance relationships. Hypotheses are conceptualized within the framework of the moderator model (Baron & Kenny, 1986) and focus on the interactions of task characteristics and dispositions.

Employees from a service organization in the southeast voluntarily participated in two data collection sessions. In session 1, employees completed the Job Diagnostic Survey,

various dispositional questionnaires, and several demographic items.

Based upon Andrews and Withey's identification of the three components of SWB and upon research supporting the relationship between SWB and work outcomes (Bittle & Hauenstein, 1989; Cropanzano & James, 1990; Rice, Near, and Hunt, 1980), dispositional measures of life satisfaction (SWL), positive affectivity (PA), and negative affectivity (NA) are included in the present study. Diener (1984) noted that SWB is multidimensional in that it contains both cognitive and affective components. Therefore, a measure intended to tap stable aspects of a person's cognitive orientation is also included in the study. The Attributional Style Questionnaire (ASQ; Peterson, Semmel, von Baeyer, Abramson, Metalsky, & Seligman, 1982) was chosen, because it taps consistent biases in an individual's causal attribution process. Diener (1984) reported that a tendency to attribute outcomes to oneself rather than to external causes has been consistently related to happiness. Negative attributional style (ASQ-NEG) has also been found to influence general job satisfaction (Hauenstein & Bittle, 1990), performance (Hauenstein & Bittle, 1990; Seligman & Schulman, 1986), and quitting (Seligman & Schulman, 1986).

Watson and Clark (1984) suggested that one aspect of negative affectivity reflects a predisposition to low self-esteem. Research has found that high self-esteem is consistently related to happiness (Diener, 1984) and is conducive to job satisfaction (Hauenstein & Bittle, 1990; Locke, 1976; Pierce, Gardner, Cummings, & Dunham, 1989; Quinn & Shepard, 1974) and performance (Pierce et al., 1989). Therefore, a final dispositional measure, self-esteem at work (SEW; Quinn & Shepard, 1974), is also included in the present study.

In session 2 of data collection, employees completed a general job satisfaction questionnaire and a questionnaire regarding satisfaction with specific facets of their job such as pay, job security, social environment, supervision, and growth opportunities. Meta-analyses of the job characteristics model (Loher, et al., 1985; Roberts & Glick, 1981) have suggested the need to look for variables that independently or interactively account for variance in job satisfaction above and beyond task characteristics. Recent research reports that dispositions interact with task characteristics to predict general job satisfaction (Bittle & Hauenstein, 1989; Hauenstein & Bittle, 1990; Witt, 1990). The first goal of the current study is to replicate these

findings. Hypotheses 1a and 1b reflect this goal and state:

Hypothesis 1a: SWL, PA, and SEW will be positively related to job satisfaction, but will interact with task characteristics such that the correlation between the dispositions of SWL, PA, and SEW and satisfaction will be stronger in unenriched than in enriched environments.

Hypothesis 1b: NA and ASQ-NEG will be negatively related to job satisfaction but will interact with task characteristics such that the correlations between the dispositions of NA and ASQ-NEG and satisfaction will be stronger in unenriched environments than in enriched environments.

Given that job satisfaction is generally taken to be multidimensional (Hackman & Oldham, 1975; Locke, 1976), the present study also assesses the effects of dispositions and task characteristics on satisfaction with specific facets of the job. Hackman and Oldham (1975) provided support for the effects of task characteristics on facet satisfactions. Cropanzano and James (1990) provided support for the effects of dispositions on facet satisfactions. In light of the interactive effects of dispositions and task characteristics on global satisfaction reported by Bittle and Hauenstein (1989) and Hauenstein and Bittle (1990), it seems likely that task characteristics and dispositions may also interact to determine satisfaction with specific facets of the job. This interaction would seem especially likely with social aspects of the job (i.e. social and supervision facets), given that high PA individuals are extroverted and outgoing and high NA individuals are often involved in and are quite

reactive to conflicts (Bolger & Schilling, in press). Levin and Stokes (1989) and Watson and Clark (1984) have noted that dispositions are more likely to be influential when dealing with ambiguous, as opposed to clear-cut, stimuli. It is likely that the facet of pay is less ambiguous than the other facets; therefore, dispositions may be less likely to independently or interactively affect judgments regarding satisfaction with pay than judgments regarding other facet satisfactions. These ideas provide the basis for hypotheses 2a and 2b which state:

Hypothesis 2a: SWL, PA, and SEW will be positively related to satisfaction with the following job facets: a) job security, b) social, c) supervision, and d) growth. However, task characteristics will interact with these dispositions such that the correlation between the dispositions of SWL, PA, and SEW and facet satisfaction will be stronger in unenriched than enriched environments.

Hypothesis 2b: NA and ASQ-NEG will be negatively related to satisfaction with the following job facets: a) job security, b) social, c) supervision, and d) growth. However, task characteristics will interact with these dispositions such that the correlation between the dispositions of NA and ASQ-NEG and facet satisfaction will be stronger in unenriched than enriched environments.

A third phase of data collection was conducted to obtain performance ratings from supervisors of in-role behaviors (IRB) and extra-role or organizational citizenship behavior (OCB). Recent research has identified two types of OCB, namely altruistic OCB (OCBA) and compliance OCB (OCBC; Organ & Konovsky, 1989); Smith, Organ, and Near, 1983; Williams & Anderson, 1990). Although several studies have

examined the effect of affectivity on performance (Cropanzano & James, 1990; Organ & Konovsky, 1989), Hauenstein and Bittle (1990) are the only researchers to date to examine the simultaneous effects of job characteristics and dispositions on performance. Their results provided evidence that job characteristics moderate the disposition-performance relationship. More specifically, they reported that the relationships between dispositions and performance are opposite in direction between enriched and unenriched job environments. In enriched job environments individuals who are high on positive dispositions (ie. SWL, PA, SEW) received higher performance ratings than individuals low on positive dispositions, and individuals low on negative dispositions (i.e. NA & ASQ-NEG) received higher performance ratings than individuals high on negative dispositions. In unenriched environments, individuals low on positive dispositions received higher ratings than individuals high on positive dispositions, and individuals high on negative dispositions received higher performance ratings than individuals low on negative dispositions. Hauenstein and Bittle did not distinguish between in-role and extra-role behaviors; therefore a final goal of the current study is to distinguish between IRB, OCBA, and OCBC and to examine the

interaction of task characteristics and dispositions in predicting each of these types of performance.

Given that in-role behaviors represent contractual obligations to the organization via the job description, requirements or expectations associated with in-role behaviors are less ambiguous than those associated with extra-role behaviors. It follows that in-role behaviors are less likely to be influenced by dispositional variables than are OCBs. Williams and Anderson (1990) support this idea in that dispositional variables correlated with both types of OCB but showed no relationship to in-role performance.

Based upon these ideas, Hypotheses 3a and 3b state:

Hypothesis 3a: SWL, PA, and SEW will interact with task characteristics to predict performance on altruistic and compliance OCB such that the correlations between the dispositions of SWL, PA, and SEW and performance will be positive in enriched environments and negative in unenriched environments.

Hypothesis 3b: NA and ASQ-NEG will interact with task characteristics to predict altruistic and compliance OCB such that the correlations between the dispositions of NA and ASQ-NEG and performance will be negative in enriched environments and positive in unenriched environments.

METHOD

Subjects

Respondents were 143 (42 men and 101 women) volunteers from one division of a service organization in the southeast. Participants represented multiple job levels from support staff to upper management. Demographic characteristics of the sample are presented in Table 1. Immediate supervisors (N = 29) participated in a separate session of the study to provide performance ratings for each of their direct reports. Ratings were obtained for 138 of the initial 143 participants.

Procedure

Three weeks before the study began, the vice-president of the division sent a letter to all employees stating the nature of the project and her support for participation. Data were collected in three phases. Multiple group sessions were conducted in each phase to accommodate the schedules of employees. Subordinates participated in the first two phases of the study. Immediate supervisors participated in a third phase to provide performance ratings. All data were collected during work hours.

Phase I. Sessions began with the researcher's reading a cover letter that explained the purpose and attendance requirements of the study, that management supported the

study, that participation was voluntary, and that responses were confidential.

After this introductory period, subjects completed questionnaires which included the dispositional measures and measures of the five core job dimensions. Responses were made on opscans to help eliminate human error in the coding and input of data.

Phase II. Sessions began with a reminder of the purpose of the project, voluntary participation and confidentiality. Subjects then completed questionnaires on the self-report outcome variables of overall job satisfaction and satisfaction with specific facets of their job. Responses were made on opscans. Predictor and outcome data were collected in sessions separated by one week to reduce the likelihood that a transient mood state contributes a consistent but artifactual bias across the measures (Podsakoff & Organ, 1986) and to reduce the likelihood of self-generated validity (Feldman & Lynch, 1988).

Phase III. Supervisors participated in Phase III of the study to provide performance ratings for each of their direct reports. Ratings were made for in-role and extra-role behaviors.

Report to the organization. After analyses were conducted, the results of the findings were presented to the

VP of the division and then to upper management. Results were reported at the departmental level rather than the job title level to ensure confidentiality of subjects in job titles with a single person.

Independent Variables

Job Characteristics. A modified form of the Job Diagnostic Survey (JDS; Hackman & Oldham, 1975) was used to tap perceptions of the five core job dimensions of skill variety, task identity, task significance, autonomy, and feedback. See Appendix A. Each dimension is measured by three items which are rated on a 7-point Likert scale. Reliabilities of the scales, as measured by internal consistency, range from .59 (task identity) to .71 (skill variety and feedback) (Hackman & Oldham, 1975). The JDS was modified according to the recommendations of Idaszak & Drasgow (1987) who suggested rewording of reverse-scored items to improve the measurement properties of the scales. Ratings on the dimensions were combined according to the procedures outlined by Hackman and Oldham (1975) to compute motivating potential scores (MPS).

Satisfaction With Life. The Satisfaction with Life Scale (SWL; Diener, Emmons, Larsen, & Griffin, 1985) is a five item Likert scale measuring global life satisfaction. See Appendix B. Responses are made on a 7-point scale ranging from strongly disagree to strongly agree. Diener,

et al. (1985) report a two month test-retest reliability of .82 and coefficient alpha of .87.

Self-Esteem at Work. Quinn and Shepard's (1974) Self-Esteem at Work scale (SEW) is a four item semantic differential scale. See Appendix C. The bipolar adjectives for each item are separated by a 7-point continuum. Respondents were asked to evaluate themselves on each item in relation to work. The respondent's score is the sum of the items. Quinn and Shepard report a coefficient alpha reliability of .70.

Attributional Style Questionnaire. The ASQ (Peterson, et. al., 1982) measures individual differences in attributional style or the tendency to attribute the causes of bad (N = 6) and good (N = 6) events to internal or external, stable or unstable, and global or specific factors. The ASQ is based on the reformulated learned helplessness model (Abramson, Seligman, & Teasdale, 1978) which is not explicitly concerned with good events (Peterson & Seligman, 1984). Hauenstein & Bittle (1990) found that attributional style for bad events was related to job satisfaction and performance. No comparable relationships were found for attributional style for good events. Therefore, the present study included only the six negative events of the ASQ. See Appendix D. For each event, subjects are asked to assume that the events have happened

to them and to generate the most likely cause of each event. Subjects then rate each of the causes they provide on the dimensions of locus of causality, stability of the attribution, and globality of the attribution. Negative attributional style (ASQ-NEG) is operationally defined as the sum of the 18 ratings for the six negative events. High scores are interpreted as a pessimistic explanatory style. Peterson, et al. report a coefficient alpha reliability of .72 for the composite score.

Positive and Negative Affect Schedule. The PANAS (Watson, Clark, & Tellegen, 1988) is a 20 item scale; half of the items measure positive affect orientation, and the other half measure negative affect orientation. See Appendix E. Subjects responded to each item by indicating the extent to which they "generally feel this way" on a 5-point scale from 1 (very slightly or not at all) to 5 (extremely). Positive and negative affect are operationally defined as the sum of their respective items. Watson, et al. present validation evidence for the PANAS scale and report coefficient alpha reliabilities of .88 for positive affectivity (PA) and .87 for negative affectivity (NA).

Growth Need Strength. Hackman and Oldham's (1975) measure of growth need strength (GNS) was included in the present study, because the job characteristics model posits that GNS moderates the task perception-work outcome

relationships. Therefore, GNS was measured to ascertain that the other dispositional measures exhibit the predicted relationships when GNS is controlled. The GNS questionnaire consists of six items with responses made on a 7-point scale ranging from "would like having this only a moderate amount or less" to "would like having this extremely much." See Appendix F. Hackman and Oldham report an internal consistency reliability of .88.

Demographic Variables

Eight demographic items were included at the end of the questionnaire administered in Phase I of data collection. Items included department title, job tenure, organizational tenure, age, gender, education level, and urban versus rural background. See Appendix G. The urban versus rural item is included, because research has indicated that individuals reared in a rural environment are more likely to exhibit organizational citizenship behaviors (Organ, 1988).

Dependent Variables

General Job Satisfaction. The three item general satisfaction scale from the JDS (Hackman & Oldham, 1975) was used to measure job satisfaction. See Appendix H. Responses were made on 7-point scales ranging from "strongly disagree" to "strongly agree." Hackman and Lawler (1971) report an internal consistency reliability coefficient of .76 for this measure.

Facet Satisfaction. The 14 item facet satisfaction scale from the JDS (Hackman & Oldham, 1975) was used to assess level of satisfaction with pay (2 items), job security (2 items), social environment (3 items), supervision (3 items), and growth opportunities (4 items). See Appendix I. Subjects indicate agreement with each statement using a 7-point scale ranging from "strongly disagree" to "strongly agree." Satisfaction with each facet is operationally defined as the sum of their respective items. Oldham, Hackman, and Stepina (1978) report internal consistency reliabilities for the facet satisfaction scales ranging from .64 (social) to .87 (supervision).

Performance. Supervisors provided performance ratings for employees on three classes of behaviors: in-role behaviors (IRB), altruistic OCB (OCBA), and compliance OCB (OCBC). Five items were chosen to measure each class of behavior. See Appendix J. Items 1 to 5 were chosen to measure IRB. Items 6 to 10 and 11 to 15 were chosen to measure OCBA and OCBC respectively. Items were chosen from scales previously developed and used in organizational research (Organ & Konovsky, 1989; Smith, Organ, & Near, 1983; Williams & Anderson, (1990). Specifically, Organ and Konovsky factor analyzed a 16 item scale (Smith, et al., 1983) proposed to measure OCBA and OCBC. Results produced a 7 item OCBA scale ($\alpha = .89$) and a 6 item OCBC scale ($\alpha =$

.81). Williams and Anderson (1990) developed a 21 item scale purported to measure IRB, OCBA, and OCBC. Some of their items were selected from previous research (Smith, et al., 1983; O'Reilly & Chatman, 1986) and some were developed by the authors themselves. Results of their factor analysis produced a 7 item IRB scale ($\alpha = .91$), a 7 item OCBA scale ($\alpha = .88$), and a 6 item OCBC scale ($\alpha = .75$). Items for the current study were selected from items used by Organ and Konovsky and Williams and Anderson. Since the potential number of subjects for the present study was 150 and 10 subjects per item is the recommendation for conducting a factor analysis, 5 items which represented each class of behaviors were chosen for a total of 15 items. Items with the highest and clearest loadings on a given factor were chosen from Organ and Konovsky's and Williams and Anderson's studies. These items were subjected to a factor analysis prior to testing hypotheses about performance.

RESULTS

Descriptive Statistics

Table 2 shows the means, standard deviations, and intercorrelations among all measures. Coefficient alpha reliabilities are presented on the diagonal. Coefficient alpha is an estimate of internal consistency based upon the analysis of the variance-covariance structure of item responses (Crocker & Algina, 1986). All but three reliabilities, SEW, SOCSAT, and ASQ-NEG, exceed .80. The low reliabilities for SEW and SOCSAT can be explained by the small number of items on these scales (N = 4 for SEW, and N = 3 for SOCSAT). Although ASQ-NEG contains 18 items, six items are proposed to measure each of three attributional dimensions, namely internal-external, stable-unstable, and global-specific. Therefore, internal consistency estimates could be low because the composite score is based on three different constructs.

Factor Analysis

Three classes of employee behaviors were measured, including in-role behaviors, altruistic OCB, and compliance OCB. Five items proposed to measure each class of behaviors were chosen from previous research (Organ & Konovsky, 1989; Williams & Anderson, 1990). To demonstrate that IRB, OCBA, and OCBC are separate dimensions of performance, an exploratory factor analysis using a common factor model with

oblique rotation was conducted. Results are presented in Table 3. A three factor model was supported, and the factor loadings indicate that in all cases the items had their highest loading on the appropriate factor. The three factors accounted for a total of 65% of the variances in the supervisor data.

Moderated Regressions

Hypotheses were conceptualized within the framework of the moderator model (Baron & Kenny, 1986); therefore, moderated regression was the analytical technique employed (Stone & Hollenbeck, 1984) to test hypotheses.

Five hierarchical regressions (one for each disposition) were run for each dependent variable. Alpha levels were set at .05; however, Bonferroni statistics were computed to adjust the overall alpha level and protect against Type I error rate. The Bonferroni statistic is computed by dividing the chosen alpha level by the number of comparisons; therefore, the Bonferroni t statistic for the present study is $.05/5$ or $.01$. Results exceeding the original (.05) and Bonferroni (.01) critical values are reported.

The task characteristics model posits that GNS moderates task characteristics-work outcome relationships. Therefore, GNS was measured and partialled out of the dependent variable to determine if the other dispositional

measures exhibited the predicted relationships when GNS was controlled. Thus, for each regression analysis, GNS was entered into the regression equation at Step 1. MPS and a disposition were entered in Steps 2 and 3 respectively, and the MPS x DISPOSITION interaction was entered in Step 4. Moderated effects are indicated by the presence of a significant interaction while controlling for the main effects of the predictor and moderator. Although main effects are conceptually irrelevant to testing the moderator hypotheses, the amount of unique variance accounted for by task characteristics and dispositions are reported for each analysis.

To determine if multicollinearity was a problem for the current study, the variance inflation factor (VIF) was included in the statistics statement for each of the moderated regression analyses. VIF measures the interrelationships among the independent variables in the model. The VIF will become large if one variable is highly related to another and affects the estimate of the relationship with the dependent variable. If all variables were orthogonal to one another the VIF would be one. VIFs which are greater than 10 are considered to have multicollinearity, VIFs less than 6 are considered free from multicollinearity, and VIFs between 6 and 10 are considered suspect and should be examined with caution in multiple

regression analyses (Montgomery & Peck, 1982). None of the VIFs in the present analyses exceeded 6.00; therefore, it appears that multicollinearity is not a problem in the current study.

Hypotheses. Hypothesis 1a predicted that SWL, PA, & SEW would be positively related to general job satisfaction and that dispositions would interact with task characteristics to predict general job satisfaction. As expected, a positive correlation was found between general job satisfaction and SWL ($r = .18, p < .01$), PA ($r = .31, p < .01$), and SEW ($r = .50, p < .01$).

Moderated regression results are presented in columns 1, 2, and 3 of Table 4. R^2 for the full models were .27, .26, and .34 for SWL, PA, and SEW respectively. As indicated in the table, none of the MPS x DISPOSITION interactions was significant. Thus, the data did not support the hypothesized moderated effects. Results presented in Table 4 show that MPS accounts for a significant amount of unique variance in general job satisfaction (R^2 change = .24, $p < .01$). Only one disposition, SEW, accounted for variance in job satisfaction above and beyond task characteristics (R^2 change = .10, $p < .01$).

Hypothesis 1b predicted that NA and ASQ-NEG would be negatively related to general job satisfaction and that the dispositions would interact with task characteristics to predict general job satisfaction. NA exhibited the predicted relationship ($r = -.22, p < .05$), but ASQ-NEG was unrelated to satisfaction ($r = .04, ns$). Moderated regression results are presented in columns 4 and 5 of Table

4. R^2 for the full model were .26 for NA and ASQ-NEG. None of the MPS x DISPOSITION interactions was significant; therefore, the hypothesized moderated effects were not supported. Results in Table 4 show that MPS accounts for a significant amount of variance in general job satisfaction (R^2 change = .24, $p < .01$). Neither NA nor ASQ-NEG accounts for variance in job satisfaction above and beyond MPS.

Hypothesis 2a predicted that SWL, PA, and SEW would be positively related to satisfaction with the job facets of supervision, social environment, job security, and growth opportunities, and that each of the dispositions would interact with task characteristics to predict the facet satisfactions. For satisfaction with supervision, SEW exhibited the expected correlation ($r = .36, p < .01$). However, SWLS ($r = .15, ns$) and PA ($r = .17, ns$) were unrelated to the facet satisfaction of supervision. Moderated regressions results are presented in columns 1, 2,

and 3 of Table 5. R^2 for the full models were .08, .07, and .14 for SWL, PA, and SEW respectively. Table 5 shows that none of the MPS x DISPOSITION interactions was significant. MPS accounted for a significant amount of variance in supervision satisfaction (R^2 change = .05, $p < .05$). Only SEW accounted for a significant amount of variance above and beyond task characteristics (R^2 change = .09, $p < .01$).

For satisfaction with social environment, PA ($r = .36$, $p < .01$) and SEW ($r = .31$, $p < .01$) exhibited the predicted relationships; however, SWL was unrelated to social satisfaction ($r = .13$, ns). Moderated regression results are presented in columns 1, 2, and 3 of Table 6. R^2 for the full models were .17, .17, and .15 for SWL, PA, and SEW respectively. MPS accounted for a significant amount of variance in social satisfaction (R^2 change = .10, $p < .01$). PA also accounted for a significant amount of unique variance (R^2 change = .05, $p < .01$); however, SWL and SEW did not account for variance in social satisfaction beyond that accounted for by task characteristics. The MPS x DISPOSITION interaction was significant only for SWL (R^2 change = .04, $p < .01$). To examine the nature of the

interaction, enriched and unenriched job environments were defined by a median split on MPS (N = 68 for enriched environments and N = 66 for unenriched environments), and the correlation between SWL and social satisfaction was examined within each type of work environment. In enriched job environments, SWL was significantly related to social satisfaction ($r = .29$, $p < .05$) and accounted for variance in social satisfaction above and beyond task characteristics (R^2 change = .09, $p < .01$). SWL was unrelated to social satisfaction in unenriched job environments ($r = -.04$, ns).

Satisfaction with job security correlated significantly with SWL ($r = .28$, $p < .01$) and SEW ($r = .29$, $p < .01$). No relationship was observed between security satisfaction and PA ($r = .11$, ns). Moderated regression results are presented in columns 1, 2, and 3 of Table 7. R^2 for the full models were .10, .03, and .08 for SWL, PA, and SEW respectively. Table 7 shows that the hypothesized moderated effects were not supported. MPS did not account for significant variance in security satisfaction (R^2 change = .01, ns); however, a significant amount of unique variance was associated with SWL (R^2 change = .08, $p < .01$) and SEW (R^2 change = .05, $p < .01$).

Growth satisfaction correlated significantly with SWL ($r = .24, p < .01$), PA ($r = .32, p < .01$), and SEW ($r = .52, p < .01$). Moderated regression results are presented in columns 1, 2, and 3 of Table 8. R^2 for the full models were .38, .35, and .42 for SWL, PA, and SEW respectively. None of the predicted MPS x DISPOSITION interactions was significant. MPS accounted for a significant amount of variance in growth satisfaction (R^2 change = .33, $p < .01$), and unique variance was associated with SWL (R^2 change = .05, $p < .01$) and SEW (R^2 change = .08, $p < .01$). PA did not account for variance in growth satisfaction beyond task characteristics (R^2 change = .01, ns).

Hypothesis 2b predicted that NA and ASQ-NEG would be negatively related to satisfaction with the job facets of supervision, social environment, job security, and growth opportunities and that each of the dispositions would interact with task characteristics in predicting facet satisfactions. NA correlated as expected with satisfaction with supervision ($r = -.31, p < .01$), social satisfaction ($r = -.21, p < .05$), job security satisfaction ($r = -.28, p < .01$), and growth satisfaction ($r = -.28, p < .01$). ASQ-NEG

was not significantly related to satisfaction with any of the facets.

Moderated regression results are presented in columns 3 and 4 of Tables 5 through 8. R^2 for full models using NA were .13, .15, .09, and .37 for satisfaction with supervision, social environment, job security, and growth opportunities respectively. R^2 for the full models using ASQ-NEG were .07, .14, .04, and .36 for satisfaction with supervision, social environment, job security, and growth opportunities respectively. None of the predicted MPS x DISPOSITION interactions was significant. MPS accounted for a significant amount of variance in satisfaction with supervision (R^2 change = .05, $p < .05$), social satisfaction (R^2 change = .10, $p < .01$), and growth satisfaction (R^2 change = .33, $p < .01$). ASQ-NEG did not account for unique variance in satisfaction with any of the facets; however, NA was associated with unique variance in satisfaction with supervision (R^2 change = .07, $p < .01$), social satisfaction (R^2 change = .04, $p < .05$), security satisfaction (R^2 change = .06, $p < .01$), and growth satisfaction (R^2 change = .03, $p < .05$).

Dispositions were not expected to independently or interactively account for variance in pay satisfaction; however, for exploratory purposes, correlations and moderated regression analyses were conducted. SWL correlated significantly with pay satisfaction ($r = .23, p < .01$). The four remaining dispositions were unrelated to pay satisfaction. Results of the moderated regression analyses are presented in Table 9. R^2 for the full models were .08, .07, .14, .13, and .07 for SWL, PA, SEW, NA, and ASQ-NEG respectively. None of the MPS x DISPOSITION interactions was significant. MPS accounted for a significant amount of variance in pay satisfaction (R^2 change = .06, $p < .01$). Only SWL accounted for variance beyond that accounted for by task characteristics (R^2 change = .07, $p < .01$).

Prior to conducting regression analyses on performance ratings, a one-way (Rater) MANOVA was conducted on the IRB, OCBA, and OCBC performance ratings. This analysis was conducted to determine if there were significant differences in mean ratings and variances across supervisors. Multivariate analyses (Pillias Trace) indicated significant differences ($F = 1.94, p < .01$); therefore, univariate results were examined. Univariate ANOVAs on each type of performance indicated significant

differences for IRB ($F = 1.58, p < .05$), OCBA ($F = 3.54, p < .01$) and OCBC ($F = 2.05, p < .01$). Cochran's univariate test for homogeneity of variance showed that variance across raters was significantly different for OCBA ($C = .24, p < .01$) but not for IRB ($C = .15, ns$) or OCBC ($C = .13, ns$). Given that significant differences occurred in mean ratings for all three types of performance, performance ratings were standardized within rater. That is, for each supervisor, ratings were converted to z-scores by subtracting the supervisor's mean rating from his/her rating of each individual; and this difference was then divided by the standard deviation for that supervisor. Regression analyses were conducted using unstandardized (see Tables 10, 11, and 12) and standardized (see Tables 13, 14, and 15) ratings. Standardized results are interpreted.

Hypothesis 3a predicted that SWL, PA, and SEW would interact with task characteristics to predict OCBA and OCBC performance ratings. Moderated regression results using standardized ratings are presented in columns 1 through 3 of Tables 14 and 15. For OCBA, R^2 for full models ranged from .03 (NA and ASQ-NEG) to .06 (SEW). For OCBC, R^2 for full models ranged from .01 (PA) to .03 (SWL). As shown in the tables, none of the MPS x DISPOSITION interactions was significant; therefore, the data did not support hypothesis

3a. MPS did not account for a significant amount of unique variance in either type of organizational citizenship behaviors, nor did any of the dispositional measures after controlling for task characteristics.

Hypothesis 3b predicted that NA and ASQ-NEG would interact with task characteristics to predict OCBA and OCBC performance ratings. Moderated regression results using standardized ratings are presented in columns 3 and 4 in Tables 14 and 15. None of the MPS x DISPOSITION interactions was significant. Neither MPS nor the dispositions accounted for unique variance in performance ratings.

Although dispositions were not expected to independently or interactively predict in-role behaviors, moderated regressions using unstandardized (See Table 10) and standardized (See Table 13) ratings were conducted for exploratory purposes. Results of analyses using standardized ratings indicated no significant MPS x DISPOSITION interactions. MPS did not account for a significant amount of variance in IRB ratings. The only disposition to account for a significant amount of unique variance was SEW (R^2 change = .03, $p < .05$). Using the more stringent Bonferroni statistic, this main effect would be rendered nonsignificant, indicating that none of the

dispositions measured in the current study are uniquely associated with in-role performance.

Exploratory Analyses

Previous research with organizational citizenship behavior has found that individuals reared in a rural environment are more likely to exhibit OCB than individuals reared in an urban environment. To assess the effects of upbringing on the OCB performance ratings, hierarchical regressions (one for each disposition) were computed using standardized OCBA and OCBC ratings as criteria. Subjects were asked to indicate which of three statements best represented the context of their upbringing with 1 = in the "country" or small town, 2 = city with population < 100,000, and 3 = city with population > 100,000. Responses to this demographic item were entered on Step 1 of the equation. MPS and a disposition were entered at Steps 2 and 3 respectively. The MPS x Upbringing interaction term was entered at Step 4, and the Disposition x Upbringing term was entered at Step 5. The MPS x Disposition term was entered at Step 6, and the three-way MPS x Disposition x Upbringing interaction was entered at Step 7. These analyses were also run entering GNS at the first step; however, the results did not differ and results without partialling out GNS are discussed. The two major goals of these analyses were to

investigate the impact of upbringing on OCB ratings and to examine the MPS x Disposition x Upbringing interaction to see if the MPS x Disposition interaction varied as a function of upbringing. The demographic item did not account for significant variance in either of the criteria nor were any two-way or three-way interactions significant.

DISCUSSION

Method variance is an artifact of measurement that biases results when relations are explored among constructs measured by the same method (Spector, 1986). Given the self-report nature of this research, one might argue that common method variance (CMV) is a limitation of the current study. However, several procedural remedies were included in the design of the study to lessen the threat of CMV. As suggested by Podsakoff and Organ (1986), since all subjects were used for all measures, predictor data were collected prior to and at different times from the dependent measures. Also, in compliance with Podsakoff and Organ's suggestions, performance ratings were obtained from supervisors. Only one disposition, SEW, was significantly related to a performance outcome variable; thus these results do not aid significantly to the elimination of a CMV explanation. However, method variance would be expected to affect all observed relationships in a similar way. This is clearly not the case in the present study. For example, NA but not PA affects security satisfaction and satisfaction with supervision. Similarly, only SWL affects pay satisfaction, whereas SEW affects all facets of satisfaction except pay. Therefore, results of the present study are inconsistent with a CMV explanation.

The failure of the present study to replicate the moderating effect of task characteristics reported by Bittle and Hauenstein (1989) and Hauenstein and Bittle (1990) was disappointing. The results reported by Hauenstein and Bittle are based on a field study (referred to as Field Study 1 or FS1 from this point forward), and many of the measures in FS1 were the same as those used in the current study. Therefore, distributional differences of measures across studies were examined for potential explanations of the differential results. Means and variances of measures were similar across studies. Thus, range restriction within the current study can not be offered as an explanation for the failure to replicate previous findings.

Differences in sample characteristics were also examined for potential explanations of the differential results across studies. Both samples were predominantly female. Eighty-one percent of the sample in FS1 was female and 71% of the current study was female. Samples varied somewhat in terms of age and educational level. In the current sample, 71% were between 30 and 49 years of age, whereas 81% of the employees in FS1 were between the ages of 20 and 39. Twenty-eight percent of the current sample had some post-baccalaureate training (22% had completed graduate degrees) as compared to only 10% in FS1 (6% had completed graduated degrees).

These and other demographic differences could be the result of differential selection procedures across organizations. Organizational characteristics could potentially influence the extent to which task characteristics interact with dispositions in determining work outcomes. The organization used in FS1 and the current organization are service organizations. However, the organization used in the present study is considerably larger and more formalized than the organization used in FS1. Selection procedures within the present organization are more structured than in the organization used in FS1; and formal requirements, such as educational degree, are associated with job titles in the present organization.

Perhaps these organizational and selection differences have created different organizational "personalities" for these two companies. Schneider (1987) suggests that factors such as the goals of the founders lead to differential attraction-selection-attrition (ASA) processes across organizations. These processes determine the climate and culture of an organization and influence the type of individuals who are attracted to and stay with the organization. The ASA model predicts that the same organizational conditions will be differentially satisfying to people in different work environments and to people with different personality characteristics. These ideas coupled

with the developmental focus of the modern interactional approach discussed below provide direction for future research.

Future Research

The interactionist perspective emphasizes that characteristics of people and situations should be studied as joint determiners of individual attitudes, cognitions, and behaviors (Terborg, 1981). The current study was conceptualized within the "classic" interactional theory and assessed "interaction" as statistical moderation. That is, statistical interactions between each disposition and perceptions of task environment were examined separately for each dependent measure to explain the functioning of all individuals in the sample.

Future research should consider the notion that different dispositions interact to produce work outcomes. For example, Cropanzano and James (1990) found a moderate correlation between PA and NA; therefore, there is the potential for double moderation. That is, perhaps the relationship between NA and work outcomes is moderated by PA. Exploratory analyses within the current study support this possibility. Hierarchical regression found the PA x NA interaction to be significant in predicting IRB. Examination of cell means, following a median split on both variables, showed that individuals who were high in PA and

low in NA received the highest performance ratings ($\underline{M}_z = .17$). Individuals who were high in NA and low in PA received the lowest performance ratings ($\underline{M}_z = -.11$).

These unexpected results suggest the need to examine whether task characteristics moderate the relationship between patterns or profiles of dispositions and work outcomes (Gustafson & Magnusson, 1991). To explore this possibility, hierarchical regression analyses were run entering the PA x NA x MPS interaction last in the regression equation. A significant 3-way interaction was found for security satisfaction and growth satisfaction. That is, task characteristics moderated the relationship between the combined PA x NA variable and outcome variables. High scores on the combined variable represent individuals who are high in PA and low in NA, and low scores represent individuals who are high in NA and low in PA. Enriched and unenriched environments were defined using a median split. Correlations were then computed between the combined variable and security satisfaction and growth satisfaction for each type of environment. The correlation between the combined variable and security satisfaction was stronger in enriched environments ($\underline{r} = .22$) than in unenriched environments ($\underline{r} = .17$). The correlation between the combined variable and growth satisfaction was also stronger in enriched environments ($\underline{r} = .34$) than in unenriched environments ($\underline{r} = .28$).

The "modern" interactional approach emphasizes that individuals engage in "dynamic, purposeful, and reciprocal interaction with the environment over time (Gustafson & Magnusson, 1991, p. 7). This perspective allows the researcher to define individuals by a pattern or profile across a number of variables and to create homogenous subgroups through cluster analysis. The subgroups can be examined in relation to a single criteria or to patterns from a different domain. Future research within the dispositional approach to work outcomes is likely to benefit from studies that focus on individuals' patterns across certain dispositions and environmental variables in relation to patterns of work outcomes.

Implications

Although the proposed interactions were not supported in the present study, results support the dispositional approach of Staw and his colleagues in that dispositions accounted for variance in general job satisfaction and satisfaction with specific facets of the job. See Table 16. These results are consistent with previous findings (Bittle & Hauenstein, 1989; Cropanzano & James, 1990; Hauenstein & Bittle, 1990; Levin & Stokes, 1989; Witt, 1990) and imply the need to consider both situational and dispositional factors when designing organizational interventions.

Staw, et al. (1985, 1986) suggest that organizational interventions may meet with limited success because they must contend with stable, individual forces that are difficult to overcome with manipulations of the situation. Other researchers believe these conclusions to be premature (Gerhart, 1987), because even when results show that dispositions are related to work outcomes, the effects are often not as strong as the effects of situational factors (Levin & Stokes, 1989; Witt, 1990).

Previous research has demonstrated that task characteristics may interact with dispositions in determining work outcomes (Bittle & Hauenstein, 1989; Hauenstein & Bittle, 1990; Witt, 1990). This implies that individuals with certain dispositions are better suited to particular types of job environments. For example, Hauenstein and Bittle's results suggest that job satisfaction can be maintained in less enriched jobs by placing dispositionally positive individuals into these positions. However, given that the current study failed to replicate these findings and that research has yet to provide a clear linkage of positive attitudes to role performance, future research is needed to reach definitive conclusions regarding dispositions as a selection and placement tool.

Conclusions

The current study replicates previous research that supports the idea that dispositions affect work outcomes and can account for variance in work outcomes above and beyond task characteristics. However, the present results fail to replicate previous research that supports a moderating effect of task characteristics on disposition-work outcome relationships. Future research is not likely to benefit from continuance of cross-sectional research using the classic interactional model. However, longitudinal research within the modern interactional approach discussed above is likely to provide valuable information as to how organizations can best match individuals with particular patterns of dispositions to specific patterns of job characteristics to produce a happy, productive workforce.

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APPENDICES

Appendix A:
Job Characteristics

The following questionnaire asks you to describe your job as objectively as you can.

SAMPLE QUESTION

To what extent does you job require you to work with mechanical equipment?

You are to decide which number on the scale below each item is the most accurate description of you job and mark the corresponding number on your opscan. If for example, your job requires you to work with mechanical equipment a good deal of the time--but also requires some paperwork--you might choose number six, as was done in the example below.

1-----2-----3-----4-----5-----	6-----7
Very little; the job requires almost no contact with mechanical equipment of any kind.	Moderately
	Very much; the job requires almost constant work with mechanical equipment

Please answer the following 7 questions as indicated in the sample question above.

1. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?

1-----2-----3-----4-----5-----	6-----7
Very little; the job gives me almost no personal "say" about how and when the work is done	Moderate autonomy; many things are standardized and not under my control, but I can make some decisions about the work.
	Very much; the job gives me almost complete responsibility for deciding how and when the work is done.

2. To what extent does you job involve doing a "whole" and identifiable piece of work? In other words, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people or by automatic machines?

1-----2-----3-----4-----5-----	6-----7
My job is only a tiny part of the overall piece of work; the results of my activities can't be seen in the final product or service.	My job is a moderate- sized "chunk" of the overall piece of work; my own contribution can be seen in the final outcome.
	My job involves doing the whole piece of work, from start to finish; the results of my activities are easily seen in the final product or service.

3. How much variety is there in you job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

1-----2-----3-----4-----5-----6-----7

Very little; the job requires me to do the same things over and over again.	Moderate variety.	Very much; the job requires me to do many different things, using a number of different skills and talents.
---	-------------------	---

4. In general, how significant or important is your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

1-----2-----3-----4-----5-----6-----7

Not very significant; the outcomes of my work aren't likely to have important effects on other people.	Moderately significant.	Highly significant; the outcomes of my work affect other people in very important ways.
--	-------------------------	---

5. To what extent does doing the job itself provide you with information about your work performance? In other words, does the actual work itself provide clues about how well you're doing--aside from any "feedback" coworkers or supervisors may provide?

1-----2-----3-----4-----5-----6-----7

Very little; the job itself is set up so I could work forever without finding out how well I'm doing.	Moderately; some times doing the job provides "feedback" to me; sometimes it doesn't.	Very much; the job is set up so that I get almost constant "feedback" about how well I'm doing.
---	---	---

6. To what extent does your job require you to work closely with other people (either "clients", or people in related jobs in your own organization)?

1-----2-----3-----4-----5-----6-----7

Very little; dealing with other people isn't at all necessary in doing my job.	Moderately, some dealing with others is necessary.	Very much, dealing with other people is an absolutely essential and crucial part of doing the job.
--	--	--

7. To what extent do managers or coworkers let you know how well you are doing on your job?

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very little, people almost never let me know how well I'm doing.			Moderately, some- times people may give me "feedback", other times they may not.			Very much, managers or coworkers provide me with almost constant "feedback" about how well I'm doing.

Listed below are a number of statements which could be used to describe a job. Using the scale below, you are to decide whether each statement is an ACCURATE or an INACCURATE description of YOUR job. Please try to be as objective as you can in deciding how accurately each statement describes your job--regardless of whether you like or dislike your job. Please indicate how accurate each statement is by marking the appropriate circle on your opscan.

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

1. The job requires me to perform a variety of complicated tasks.
2. The job requires a lot of cooperative work with other people.
3. The job is arranged so that I can do an entire piece of work from beginning to end.
4. Just doing the work required by the job provides many chances for me to figure out how well I'm doing.
5. The job can't be done alone -- talking or checking with other people is necessary.
6. The supervisors and coworkers on this job give me a lot of "feedback" about how well I'm doing in my job.
7. The job requires me to use a number of complex or high-level skills.
8. This job is one where a lot of other people can be affected by how well the work gets done.
9. The job gives me a chance to use my personal initiative and judgment in carrying out the work.
10. Supervisors often let me know how well they think I'm performing the job.

11. The job provides me the chance to completely finish the pieces of work I begin.
12. After I finish a job, I know whether I performed well.
13. The job gives me considerable opportunity for independence and freedom in how I do the work.
14. The job itself is very significant and important in the broader scheme of things.

Appendix B
Satisfaction With Life

Listed below are a series of statements that describe general attitudes about one's self or one's life. Using the scale below, decide the extent to which you agree with each of the following statements and mark the corresponding number on your opscan.

1	2	3	4	5	6	7
strongly disagree	disagree	slightly disagree	neither agree nor disagree	slightly agree	agree	strongly agree

1. In most ways my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with my life.
4. So far I have gotten the important things I want in life.
5. If I could live my life over, I would change almost nothing.

Appendix C
Self-Esteem at Work

Following are 4 scales anchored with words and phrases that describe how you might see yourself in your work. For each scale, please mark the number on your opscan that best describes how you SEE YOURSELF AT WORK.

- | | | | | | | | |
|----|----------------------|---|---|---------|---|---|---------------|
| 1. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Not
Successful | | | Neutral | | | Successful |
| 2. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Happy | | | Neutral | | | Sad |
| 3. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Important | | | Neutral | | | Not Important |
| 4. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Not Doing
My Best | | | Neutral | | | Doing My Best |
-

Appendix D
 Attributional Style Questionnaire

Please try to vividly imagine yourself in the situations that follow. If such a situation happened to you, what would you feel caused it? While events may have many causes, we want you to pick only one--the major cause if this event happened to you. Please write the cause in the blank provided after each event. Next we want you to answer some questions about the cause and a final question about the situation. To summarize, we want you to:

1. Read each situation and vividly imagine it happening to you.
2. Decide what you feel would be the major cause of the situation if it happened to you.
3. Write one cause in the blank provided.
4. Answer the four questions below each cause using the scales provided. Mark the corresponding numbers on your opscan.
5. Go on to the next situation.

YOU HAVE BEEN LOOKING FOR A JOB UNSUCCESSFULLY FOR SOME TIME.

Write down the one major cause: _____

1. Is the cause of your unsuccessful job search due to something about you or to something about other people or circumstances?

Totally due to other people or other circumstances	1	2	3	4	5	6	7	Totally due to me
---	---	---	---	---	---	---	---	----------------------

2. In the future, when looking for a job, will this cause again be present?

Will never be present again	1	2	3	4	5	6	7	Will always be present
-----------------------------	---	---	---	---	---	---	---	---------------------------

3. Is the cause something that just influences looking for a job or does it also influence other areas of your life?

Influences just this particular situation	1	2	3	4	5	6	7	Influences all situations in my life
--	---	---	---	---	---	---	---	---

4. How important would this situation be if it happened to you?

Not at all important	1	2	3	4	5	6	7	Extremely important
----------------------	---	---	---	---	---	---	---	---------------------

YOU GIVE AN IMPORTANT TALK IN FRONT OF A GROUP AND THE AUDIENCE REACTS NEGATIVELY.

Write down the one major cause: _____

5. Is the cause of these negative reactions due to something about you or to something about other people or circumstances?

Totally due to other people or other circumstances	1	2	3	4	5	6	7	Totally due to me
---	---	---	---	---	---	---	---	----------------------

6. In the future, when you give an important talk, will this cause again be present?

Will never be present again 1 2 3 4 5 6 7 Will always be present

7. Is the cause something that just influences giving an important talk or does it also influence other areas of your life?

Influences just this particular situation 1 2 3 4 5 6 7 Influences all situations in my life

8. How important would this situation be if it happened to you?

Not at all important 1 2 3 4 5 6 7 Extremely important

YOU CAN'T GET ALL THE WORK DONE THAT OTHERS EXPECT OF YOU.

Write down the one major cause: _____

9. Is the cause of your not being able to get all the work done that others expect of you due to something about you or to something about other people or circumstances?

Totally due to other people or other circumstances 1 2 3 4 5 6 7 Totally due to me

10. In the future, when you have work to do that others expect of you, will this cause again be present?

Will never be present again 1 2 3 4 5 6 7 Will always be present

11. Is the cause something that just influences whether or not you will get all of the work others expect of you done or does it also influence other areas of your life?

Influences just this particular situation 1 2 3 4 5 6 7 Influences all situations in my life

12. How important would this situation be if it happened to you?

Not at all important 1 2 3 4 5 6 7 Extremely important

A FRIEND COMES TO YOU WITH A PROBLEM AND YOU DON'T TRY TO HELP.

Write down the one major cause: _____

13. Is the cause of your not trying to help your friend with a problem due to something about you or to something about other people or circumstances?

Totally due to other people or other circumstances 1 2 3 4 5 6 7 Totally due to me

14. In the future, when a friend comes to you with a problem, will this cause again be present?

Will never be present again 1 2 3 4 5 6 7 Will always be present

15. Is the cause something that just influences helping a friend with a problem or does it also influence other areas of your life?

Influences just this particular situation 1 2 3 4 5 6 7 Influences all situations in my life

16. How important would this situation be if it happened to you?

Not at all important 1 2 3 4 5 6 7 Extremely important

YOU MEET A FRIEND WHO ACTS HOSTILELY TOWARD YOU.

Write down the one major cause: _____

17. Is the cause of your friend acting hostilely toward you due to something about you or to something about other people or circumstances?

Totally due to other people or other circumstances 1 2 3 4 5 6 7 Totally due to me

18. In the future, when looking at how your friends react toward you, will this cause again be present?

Will never be present again 1 2 3 4 5 6 7 Will always be present

19. Is the cause something that just influences how your friends react toward you or does it also influence other areas of your life?

Influences just this particular situation 1 2 3 4 5 6 7 Influences all situations in my life

20. How important would this situation be if it happened to you?

Not at all important 1 2 3 4 5 6 7 Extremely important

YOU GO OUT ON A DATE AND IT GOES BADLY.

Write down the one major cause: _____

21. Is the cause of a date going badly due to something about you or to something about other people or circumstances?

Totally due to other people or other circumstances 1 2 3 4 5 6 7 Totally due to me

22. In the future, when going out on a date, will this cause again be present?

Will never be present again 1 2 3 4 5 6 7 Will always
be present

23. Is the cause something that just influences how your date goes or does it also influence other areas of your life?

Influences just this Influences all
particular situation 1 2 3 4 5 6 7 situations in my life

24. How important would this situation be if it happened to you?

Not at all important 1 2 3 4 5 6 7 Extremely important

Appendix E
Positive and Negative Affect Scale

The following 20 adjectives describe different feelings and emotions. Using the 5-point scale below, for each adjective, decide the extent to which you **GENERALLY** feel this way, that is, how you feel on the average. Mark the circle with the corresponding number on your opscan.

1	2	3	4	5
very slightly or not at all	a little	moderately	quite a bit	extremely

- | | |
|---------------|------------------|
| 1. interested | 11. irritable |
| 2. alert | 12. distressed |
| 3. ashamed | 13. excited |
| 4. inspired | 14. upset |
| 5. nervous | 15. afraid |
| 6. determined | 16. guilty |
| 7. attentive | 17. scared |
| 8. jittery | 18. hostile |
| 9. active | 19. enthusiastic |
| 10. nervous | 20. proud |
-

Appendix F
Growth Need Strength

Listed below are characteristics of jobs that workers might be interested in having. Using the scale below, decide how much you would like to have these characteristics and mark the corresponding number on your opscan. **NOTE:** you are not rating your present job but rather describing what you would like to have.

1	2	3	4	5	6	7
would like having this only a moderate amount or less			would like having this very much			would like having this extremely

1. Stimulating and challenging work
2. Chances to exercise independent thought and action in my job
3. Opportunities to learn new things from my work
4. Opportunities to be creative and imaginative in my work
5. Opportunities for personal growth and development in my job
6. A sense of worthwhile accomplishment in my work

Appendix G:
DEMOGRAPHIC INFORMATION

Please answer the following questions by selecting the best answer and marking the corresponding option on your opscan.

1. For which department do you work?
 - 1) Sales event planning
 - 2) Program Management
 - 3) Resource Group
 - 4) Marketing Services
 - 5) Advertising Administration
 - 6) Advertising
 - 7) Other: please specify _____
2. How long have you worked in your current job title?
 - 1) < 1 yr.
 - 2) 1-3 yrs.
 - 3) 4-6 yrs.
 - 4) 7-10 yrs.
 - 5) 10 + yrs.
3. How long have you worked for this business unit (Sara Lee Direct Catalog)?
 - 1) < 1 yr.
 - 2) 1-3 yrs.
 - 3) 4-6 yrs.
 - 4) 7-10 yrs.
 - 5) 10 + yrs.
4. How long have you worked for Sara Lee Corporation?
 - 1) < 1 yr.
 - 2) 1-3 yrs.
 - 3) 4-6 yrs.
 - 4) 7-10 yrs.
 - 5) 10 + yrs.
5. Into which age range do you fall?
 - 1) < 20
 - 2) 20-29
 - 3) 30-39
 - 4) 40-49
 - 5) 50 +
6. Please indicate your gender.
 - 1) Female
 - 2) Male
7. Which category best represents your educational attainment?
 - 1) high school degree or less
 - 2) some college or technical school training
 - 3) college or technical school degree (i.e., BA, BS)
 - 4) some graduate school training
 - 5) graduate degree (i.e., MBA, MA, MS, Ph.D)
8. Which statement best represents the context of your upbringing?
 - 1) I was raised in "the country" or a small town.
 - 2) I was raised in a city with a population less than 100,000.
 - 3) I was raised in a city with a population of over 100,000.

Appendix H
General Job Satisfaction

1. Generally speaking, I am very satisfied with this job.
 2. I frequently think of quitting this job. (R)
 3. I am generally satisfied with the kind of work I do in this job.
-

Appendix I
Facet Satisfaction

Please indicate how satisfied you are with each of the following aspects of your job using the scale below. Mark the corresponding number on your opscan.

1	2	3	4	5	6	7
strongly disagree	disagree	slightly disagree	neither agree nor disagree	slightly agree	agree	strongly agree

1. I am satisfied with the amount of job security I have
2. I am satisfied with the amount of pay and fringe benefits I receive
3. I am satisfied with the amount of personal growth and development I get in doing my job
4. I am satisfied with the people I talk to and work with on my job
5. I am satisfied with the degree of respect and fair treatment I receive from my boss
6. I am satisfied with the feeling of worthwhile accomplishment I get from doing my job
7. I am satisfied with the chance to get to know other people while on the job
8. I am satisfied with the amount of support and guidance I receive from my supervisor
9. I am satisfied with the degree to which I am fairly paid for what I contribute to this organization
10. I am satisfied with the amount of independent thought and action I can exercise in my job
11. I am satisfied with how secure things look for me in the future in this organization
12. I am satisfied with the chance to help other people while at work
13. I am satisfied with the amount of challenge in my job
14. I am satisfied with the overall quality of the supervision I receive in my work

Appendix J
Performance Ratings

Listed below are 15 statements regarding work behaviors directed at other individuals or the organization as a whole. Using the scale provided, please decide how much you agree with each statement in relation to each of your direct reports, and mark the corresponding number on the appropriate opscan.

1	2	3	4	5	6	7
disagree completely	disagree pretty much	disagree slightly	neither agree nor disagree	agree slightly	agree pretty much	agree completely

This direct report:

1. Adequately completes assigned duties.
 2. Fulfills responsibilities specified in job description.
 3. Performs tasks that are expected of him/her.
 4. Meets formal performance requirements of the job.
 5. Fails to perform essential duties. (R)
 6. Helps others who have been absent.
 7. Helps others who have heavy work loads.
 8. Assists supervisor with his/her work (when not asked).
 9. Goes out off way to help new employees.
 10. Takes a personal interest in other employees.
 11. Attendance at work is above the norm.
 12. Gives advance notice when unable to come to work.
 13. Takes undeserved work breaks. (R)
 14. Coasts toward end of day. (R)
 15. Spends a great deal of time with personal phone conversations. (R)
-

Appendix K

Table 1

Demographic Characteristics of Sample

GENDER		URBAN/RURAL BACKGROUND	
Female	71%	Small town or "country"	41%
Male	29%	City < 100,000	20%
		City > 100,000	39%
AGE		EDUCATION LEVEL	
< 20	0%	High school degree	11%
20-29	24%	Some college	23%
30-39	46%	College degree	38%
40-49	25%	Some graduate work	6%
50+	5%	Graduate degree	22%
ORGANIZATIONAL TENURE		DEPARTMENT	
< 1 year	4%	Sales Event Planning	15%
1-3 years	46%	Program Management	18%
4-6 years	29%	Resource Group	3%
7-10 years	18%	Marketing Services	13%
10+ years	3%	Advertising Administration	10%
		Advertising	36%
		Other	5%

Table 2
Descriptive Statistics; Intercorrelation, and Internal Consistencies for Measures

	Mean	SD	1	2	3	4	5	6
1. MPS	3782.18	11762.60						
2. SWL	22.92	6.86	.18**	(.89)				
3. PA	39.40	5.33	.40**	.29**	(.82)			
4. NA	16.57	6.46	-.12	-.30**	-.17*	(.90)		
5. ASQ-NEG	69.90	13.73	-.20*	-.08	-.05	.23**	(.68)	
6. SEW	21.62	4.07	.49**	.32**	.49**	-.42**	-.15	(.71)
7. GNS	39.50	4.06	.15	.12	.16	.17*	.15	.07
8. JOBSAT	15.59	3.87	.49**	.18*	.31**	-.22*	.04	.50**
9. PAYSAT	8.76	3.52	.22*	.23**	-.05	-.04	.08	.11
10. SECSAT	10.57	2.52	.18*	.28**	.11	-.28**	-.08	.29**
11. SOCSAT	17.07	2.44	.35**	.13	.36**	-.21*	-.00	.31**
12. SUPSAT	15.20	4.21	.22*	.15	.17	-.31**	-.13	.36**
13. GROWSAT	19.69	4.95	.57**	.24**	.32**	-.28**	.02	.52**
14. IRB	31.35	4.35	.10	.06	.10	-.17*	-.10	.26**
15. OCBA	27.16	4.96	.15	.18*	.09	-.11	-.08	.24**
16. OCBC	28.96	5.95	.08	.13	.04	.04	-.11	.12

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Note: N = 143 for measures 1 to 13. N = 138 for measures 14 to 16. Coefficient alpha for each measure appears in the parentheses. MPS=Motivating Potential Score, SWL=Satisfaction with Life, PA=Positive Affectivity, NA=Negative Affectivity, ASQ-NEG=Attributional Style Questionnaire, SEW=Self-EDsteem at Work, GNS=Growth Need Strength, JOBSAT=General Job Satisfaction, PAYSAT=Pay Satisfaction, SECSAT=Security Satisfaction, SOCSAT=Social Satisfaction, SUPSAT=Satisfaction with Supervision, GROWSAT=Growth Satisfaction, IRB=In-role Behavior, OCBA=Altruistic Organizational Citizenship Behavior, OCBC=Compliance Organization Citizenship Behavior

* p < .05 ** p < .01

Table 2 (continued)
 Descriptive Statistics; Intercorrelation, and Internal Consistencies for Measures

	7	8	9	10	11	12	13	14	15	16
7. GNS	(.90)									
8. JOBSAT	-.02	(.79)								
9. PAYSAT	-.12	.47**	(.92)							
10. SECSAT	-.01	.51**	.49**	(.80)						
11. SOCSAT	.13	.49**	.28**	.30**	(.59)					
12. SUPSAT	-.08	.41**	.30**	.34**	.47**	(.89)				
13. GROWSAT	-.07	.78**	.47**	.51**	.55**	.45**	(.86)			
14. IRB	.10	.16	.06	.06	.08	.20*	.16	(.94)		
15. OCBA	.04	.18	.16	-.00	.08	.15	.19*	.56**	(.85)	
16. OCBC	.09	.12	.17	.04	-.04	.08	.19*	.50**	.49**	(.83)

Note: N = 143 for measures 1 to 13. N = 138 for measures 14 to 16. Coefficient alpha for each measure appears in the parentheses. MPS=Motivating Potential Score, SWL=Satisfaction with Life, PA=Positive Affectivity, NA=Negative Affectivity, ASQ-NEG=Attributional Style Questionnaire, SEW=Self-EDsteem at Work, GNS=Growth Need Strength, JOBSAT=General Job Satisfaction, PAYSAT=Pay Satisfaction, SECSAT=Security Satisfaction, SOCSAT=Social Satisfaction, SUPSAT=Satisfaction with Supervision, GROWSAT=Growth Satisfaction, IRB=In-role Behavior, OCBA=Altruistic Organizational Citizenship Behavior, OCBC=Compliance Organization Citizenship Behavior

* p < .05 ** p < .01

Table 3

Factor Analysis of Performance Items

Scale Items	Factor 1 IRB	Factor 2 OCBA	Factor 3 OCBC
Meets formal performance requirements of the job.	<u>.90*</u>	.28	.09
Performs tasks that are expected of him/her.	<u>.87*</u>	.25	.23
Adequately completes assigned duties.	<u>.83*</u>	.25	.21
Fulfills responsibilities specified in job description.	<u>.82*</u>	.30	.23
Fails to perform essential duties.	<u>.62*</u>	.11	.31
Helps others who have been absent.	.25	<u>.87*</u>	.18
Helps others who have heavy work loads.	.29	<u>.79*</u>	.24
Goes out of way to help new employees.	.29	<u>.75*</u>	.21
Takes a personal interest in other employees.	.14	<u>.56*</u>	.14
Assists supervisor with his/her work (when not asked).	.35	<u>.46*</u>	.17
Coasts toward end of day.	.16	.22	<u>.84*</u>
Takes undeserved work breaks.	.21	.16	<u>.82*</u>
Gives advance notice when unable to come to work.	.19	.31	<u>.67*</u>
Attendance at work is above the norm.	.21	.23	<u>.60*</u>
Spends a great deal of time with personal phone conversations.	.25	.04	<u>.44*</u>
Eigenvalue	6.82	1.60	1.32
Percent Eigenvalue	45.40	10.60	8.80

Note: *Indicates the loading that should be the highest for each item.
Underlined items were included in IRB, OCBA, and OCBC scales.

Table 4

Moderated Regression Results for General Job Satisfaction

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.00	-.11	.00	-.12	.00	-.10	.00	-.07	.00	-.13
Step 2: MPS	.24**	.61*	.24**	.36	.24**	.56*	.24**	.56*	.24**	.57
Step 3: Disposition	.02	.24	.02	.11	.10**	.43**	.02	-.08	.02	.17
Step 4: MPSxDisposition	.00	-.17	.00	.10	.00	-.27	.00	-.10	.00	-.05

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 143

* p < .05 ** p < .01

Table 5

Moderated Regression Results for Supervisor Satisfaction

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.00	-.14	.00	-.14	.00	-.13	.00	-.07	.00	-.13
Step 2: MPS	.05*	-.02	.05*	-.28	.05*	-.29	.05*	.34	.05*	.64
Step 3: Disposition	.02	.00	.01	-.02	.09**	.21	.07**	-.16	.01	.11
Step 4: MPSxDISPOSITION	.00	-.29	.00	.53	.01	.43	.00	-.20	.01	-.46

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 143

* p < .05 ** p < .01

Table 6

Moderated Regression Results for Social Satisfaction

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.02	.08	.02	.06	.02	.09	.02	.14	.02	.04
Step 2: MPS	.10**	-.38	.10**	-.12	.10**	-.11	.10**	.21	.10**	1.08**
Step 3: Disposition	.01	-.34	.05**	.15	.02	.06	.04*	-.26	.00	.38
Step 4: MPSxDISposition	.04**	.88**	.00	.40	.00	.41	.00	.10	.02	-.79

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 143

* p < .05 ** p < .01

Table 7

Moderated Regression Results for Security Satisfaction

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.00	-.07	.00	-.05	.00	-.00	.00	.01	.00	-.00
Step 2: MPS	.02	.24	.02	.11	.00	-.12	.02	.06	.02	-.41
Step 3: Disposition	.08**	.36	.00	.02	.05**	.19	.06**	-.31	.00	-.29
Step 4: MPSxDISPOSITION	.00	-.15	.00	.04	.00	.20	.00	.08	.01	.58

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Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 143

* p < .05 ** p < .01

Table 8

Moderated Regression Results for Growth Satisfaction

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.00	-.18*	.00	-.17*	.00	-.16*	.00	-.12	.00	-.19**
Step 2: MPS	.33**	.47*	.33**	.71	.33**	.61*	.33**	.52*	.33**	.78*
Step 3: Disposition	.05**	.16	.01	.18	.08**	.37**	.03*	-.21	.02	.23
Step 4: MPSxDISPOSITION	.00	.12	.00	-.20	.00	-.20	.00	.05	.00	-.18

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 143

* p < .05 ** p < .01

Table 9

Moderated Regression Results for Pay Satisfaction

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.01	-.17*	.01	-.14	.01	-.15	.01	-.15	.01	-.16
Step 2: MPS	.06**	.14	.06**	-.05	.06**	.27	.06**	.38	.06**	.01
Step 3: Disposition	.07**	.22	.02	-.21	.00	.02	.00	.07	.02	.02
Step 4: MPSxDisposition	.00	.10	.01	.39	.00	.03	.00	.28	.00	.28

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributinal Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 143

* p < .05 ** p < .01

Table 10

Moderated Regression Results for In-Role Behavior Ratings

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.01	.08	.01	.07	.01	.08	.01	.13	.01	.11
Step 2: MPS	.01	-.05	.01	-.10	.01	-.03	.01	-.04	.01	-.14
Step 3: Disposition	.00	-.08	.00	.01	.06**	.26	.03*	-.27	.01	-.20
Step 4: MPSxDisposition	.00	.20	.00	.21	.00	.03	.00	.16	.00	.24

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 138

* p < .05 ** p < .01

Table 11

Moderated Regression Results for OCBA Ratings

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.00	.02	.00	-.02	.00	.03	.00	.05	.00	.04
Step 2: MPS	.02	.07	.02	-.55	.02	-.15	.02	.08	.02	.15
Step 3: Disposition	.01	.06	.00	-.15	.03*	.14	.00	-.11	.00	-.04
Step 4: MPSxDISPOSITION	.00	.10	.01	.79	.00	.26	.00	.09	.00	.00

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 138

* p < .05 ** p < .01

Table 12

Moderated Regression Results for OCBC Ratings

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.01	.09	.01	.09	.01	.09	.01	.09	.01	.10
Step 2: MPS	.00	.29	.00	-.19	.00	.10	.00	-.11	.00	.17
Step 3: Disposition	.01	.28	.00	-.04	.01	.15	.00	-.08	-.08	-.05
Step 4: MPSxDISPOSITION	.00	-.35	.00	.26	.00	-.13	.00	.19	.00	-.15

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 138

* p < .05 ** p < .01

Table 13

Moderated Regression Results for In-Role Behavior Ratings Standardized Within Rater

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.01	.09	.00	.00	.01	.10	.01	-.02	.01	.12
Step 2: MPS	.01	-.10	.01	-.58	.01	.08	.01	.27	.01	.09
Step 3: Disposition	.00	-.09	.00	-.25	.03*	.23	.00	.14	.01	-.11
Step 4: MPSxDDisposition	.00	.26	.01	.85	.00	-.10	.00	-.14	.00	-.02

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Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributonal Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 138

* p < .05 ** p < .01

Table 14

Moderated Regression Results for OCBA Ratings Standardized Within Rater

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.00	.00	.01	.10	.00	.00	.01	.11	.00	-.04
Step 2: MPS	.02	.25	.02	-.17	.02	.04	.03	.13	.02	.50
Step 3: Disposition	.01	.16	.00	-.11	.00	-.00	.00	-.03	.01	.27
Step 4: MPSxDisposition	.00	-.16	.00	.32	.00	.10	.00	-.05	.00	-.33

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 138

* p < .05 ** p < .01

Table 15

Moderated Regression Results for OCBC Ratings Standardized Within Rater

	SWL		PA		SEW		NA		ASQ-NEG	
	R ² a	Beta ^b	R ²	Beta	R ²	Beta	R ²	Beta	R ²	Beta
Step 1: GNS	.02	.12	.02	.12	.02	.12	.02	.10	.02	.09
Step 2: MPS	.00	.29	.00	-.77	.00	-.33	.00	.18	.00	.44
Step 3: Disposition	.01	.27	.00	-.27	.00	-.08	.00	.16	.00	.18
Step 4: MPSxDisposition	.01	-.38	.01	.93	.00	.40	.00	-.18	.01	-.43

Note: GNS = Growth Need Strength, MPS = Motivating Potential Score, SWL = Satisfaction with Life, PA = Positive Affectivity, SEW = Self-Esteem at Work, NA = Negative Affectivity, ASQ-NEG = Attributional Style.

a R² = change in R² at the indicated step.

bBETA = independent contribution of the variable when all variables are in the equation.

N = 138

* p < .05 ** p < .01

Table 16

Unique Variance in Work Outcomes Accounted for by Dispositions

	JOBSAT	PAYSAT	SECSAT	SOCSAT	SUPSAT	GROWSAT	ZIRB	ZOCBA	ZOCBC
SWL		X (.07)	X (.08)			X (.05)			
PA				X (.05)					
SEW	X (.10)		X (.05)		X (.09)	X (.08)	X (.03)		
NA			X (.06)	X (.04)	X (.07)	X (.03)			
ASQ- NEG									

Note:

X = indicates DISPOSITION accounts for unique variance in DV after controlling for task characteristics; percentage of unique variance accounted for in DV indicated in parentheses

— = indicates the disposition that accounts for the greatest total variance in the DV

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EDUCATION

- 1987-present **Ph.D. Industrial/Organizational Psychology**
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- 1985-1987 **M.A. Experimental Psychology**
WAKE FOREST UNIVERSITY
Winston-Salem, North Carolina
- 1981-1985 **B.A. with HONORS in Psychology**
WAKE FOREST UNIVERSITY
Winston-Salem, North Carolina

PROFESSIONAL AND RESEARCH EXPERIENCE

- 11/90 - 5/91 **Sara Lee Direct, Catalog Division, Winston-Salem, NC**
Intern/Consultant
-Assessing current levels of employee satisfaction,
motivation, and performance.
-Conducting research on determination of these work outcomes
and making recommendations for improvement.
- 1/90 - present **Neil Hauenstein, Blacksburg, VA**
Consulting Assistant
-Assisting in development of performance appraisal system
and compensation package for life insurance company.
-Assisting in development of a merit pay system for hospital
employees, including establishing pay structure,
performance appraisal system, and feedback system.
- 5/90 - 8/90 **Virginia Polytechnic Institute and State University**
Measurement and Research Services
Graduate Assistant
-Determined data processing needs of university clients and
provided statistical advice.
-Provided psychometric information on tests and interpreted
results of item analyses.
-Processed and compiled faculty evaluations for individual
departments.

- 7/89 - 1/90 **BellSouth Corporation, Atlanta, GA**
Intern
 -Developed content-valid selection test including job analysis, establishment of cut scores, test performance feedback, and implementation preparations; wrote technical report.
 -Conducted and documented a pre-post assessment of test orientation program.
 -Summarized job movement data across five-year time span for all non-management employees.
 -Assisted in the completion of criterion-related validation study of Physical Abilities Battery.
 -Assisted with Skill-Based Selection Project.
- 1/88 - 6/89 **INMAR, Inc., Winston-Salem, NC**
Researcher
 -Conducted case study of the organization from point of inception to May, 1988.
 -Conducted research and made recommendations regarding employee attitudes, job environment, and selection procedures.
 -Conducted criterion-related validation study.
- 7/88 - 6/89 **Research Information Organizers, Raleigh, NC**
Consultant
 -Provided information and made recommendations regarding organizational growth, staff requirements, and selection.
- 2/89 - 5/89 **McGraw-Hill Publishing Company, New York, NY**
Book Consultant
 -Reviewed and critiqued textbook and made recommendations for revisions.
- 8/87 - 3/88 **Virginia Polytechnic Institute and State University**
Coordinator of the Introductory Psychology Course
 -Supervised 20 graduate teaching assistants.
 -Coordinated the activities of 1200 undergraduates.
 -Organized and conducted weekly meetings.
 -Compiled and analyzed tests and extra credit data using interactive computer programs.
 -Coordinated department's experimental subject pool.
- 8/85 - 5/87 **Wake Forest University Counseling Center, Winston-Salem, NC**
Psychometrist
 -Administered and scored vocational, personality, and study skills tests.
 -Supervised undergraduate assistants.
 -Created and updated computer files.
- 4/87 - 8/87 **Wake Forest University, Winston-Salem, NC**
Research Assistant
 -Surveyed student body to assess current use and needs of library facilities and to determine allocation of funds for expansion.
 -Collected, coded, and analyzed data using SPSSX and submitted written report to supervisor.

- 5/87 - 8/87 **Venture Management Enterprises, Winston-Salem, NC**
Assistant to the President
 -Involved in decisions and start-up operations for restaurant investments.
 -Gathered data on the competitive market.
 -Dealt with owners and prospective buyers of the development company.
 -Coordinated and conducted sale of model home furnishings including inventory, pricing, and advertising.
- 5/86 - 8/86 **Republic Mortgage Insurance Company, Winston-Salem, NC**
Researcher
 -Assisted in the completion of two research projects.
 -Coded and analyzed data and interpreted results.
 -Developed and presented recommendations to upper management verbally and in written reports.
- 5/85 - 8/85 **Hanes Group Headquarters, Winston-Salem, NC**
Assistant to Director of Benefit Planning
 -Participated in completion of corporate reports regarding varying levels of divisional benefits.
 -Created statistical charts for presentation.
 -Assisted in preparation of quarterly tax report.

TEACHING EXPERIENCE

- 3/88 - present **Virginia Polytechnic Institute and State University**
Instructor of Psychology of Learning
 Teaching evaluations available upon request.
- 8/87 - 3/88 **Virginia Polytechnic Institute and State University**
Introductory Psychology Discussion Group Leader
 Evaluations available upon request.

TECHNICAL REPORTS

- Bittle, M. L. & Lykins, K. (January, 1990). Documentation of validity for the building systems maintenance test (BSMT): Job analysis, test development, and passing score determination. Final report submitted to Human Resources Research of BellSouth Corporation.
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MANUSCRIPTS UNDER REVIEW

- Bittle, M. L. & Clark, M. L. Friendship expectations and the assessment of present friendships. Manuscript submitted to Child Study Journal.

PAPER PRESENTATIONS

- Hauenstein, N. M. A. & Bittle, M. L. (April, 1990). Task characteristics as a moderator of the disposition/job satisfaction relationship. Paper presented at the Annual Society for Industrial/Organizational Psychology, Miami, FL.
- Bittle, M. L. & Hauenstein, N. M. A. (August, 1989). Determinants of job satisfaction: Social cues, task structure, and predispositions. Paper to be presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Bittle, M. L. & Hauenstein, N. M. A. (May, 1988). Facets of job satisfaction. Paper presented at the annual meeting of the Virginia Academy of Science, Charlottesville, VA.
- Bittle, M. L. & Beck, R. C. (March, 1988). The effects of mood on self-efficacy. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, LA.
- Bittle, M. L. & Beck, R. C. (March, 1986). Experimenter demand and mood-specific learning. Paper presented at the annual meeting of the Southeastern Psychological Association, Kissimmee, FL.
- Bittle, M. L. & Clark, M. L. (March, 1986). Friendship expectations and the assessment of present friendships. Paper presented at the annual meeting of the Southeastern Psychological Association, Kissimmee, FL.

RELEVANT COURSE WORKContent Courses:

Personnel Psychology
 Criterion Development and Evaluation
 Work and Motivation
 Organizational Psychology and Leadership
 Contemporary Topics in Applied Psychology
 Organizational Theory and Design
 Behavior Management in Large-Scale Systems
 Social Psychology
 Human Learning/Cognitive Processes

Research Methods and Statistics:

Research Design and Univariate Statistics (Wake Forest)
 Research Design and Multivariate Statistics (Wake Forest)
 Research Design I (True experimental, quasi-experimental, and case study designs)
 Research Design in Applied Psychology
 Statistics I (Descriptive statistics, probabilities, hypothesis testing, ANOVA, factorial designs, and multiple comparisons)
 Statistics II (Correlation, simple linear and multiple regression, MANOVA, discriminant function analysis, and factor analysis)
 Multiple Regression
 Advanced Test Theory

RESEARCH AND APPLIED INTERESTS

Personnel Selection
Test Validation
Training Techniques and Evaluation
Performance Appraisal/Performance Feedback
Organizational Change and Growth
Job Attitudes

PROFESSIONAL MEMBERSHIPS

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