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**AN INITIAL EXPLORATION OF THE EFFECTS OF EXPECTATIONS ABOUT
WORK VALUES AND WORK VALUE ATTAINMENT ON ORGANIZATIONAL
COMMUNICATION SATISFACTION**

By

Amber N.W. Raile

A THESIS

**Submitted to
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ABSTRACT

AN INITIAL EXPLORATION OF THE EFFECTS OF EXPECTATIONS ABOUT WORK VALUES AND WORK VALUE ATTAINMENT ON ORGANIZATIONAL COMMUNICATION SATISFACTION

By

Amber N.W. Raile

The goals of the present study were threefold: (1) to determine the impact of expectations about work values on organizational communication satisfaction, (2) to apply diverse theoretical thinking to expectations about work values research, and (3) to address issues with previous research through the use of experimental design. Four competing hypotheses, based on Interaction Adaptation Theory (Burgoon & White, 1997; Burgoon, Stern, & Dillman, 1995), Expectancy Violation Theory (Burgoon & Hale, 1988), the met expectations hypothesis (Porter & Steers, 1973) and values research, predicted how the experience of expectations as either met or unmet and of work values as fulfilled or unfulfilled would affect organizational communication satisfaction. This experiment ($N = 200$) varied whether expectations were met or unmet and whether work values were fulfilled or unfulfilled through the use of four experimental conditions in order to compare the predictive power of the competing hypotheses. Though contrasts testing all four hypotheses resulted in significant findings, the hypothesis based on values research provided the most accurate prediction of the results. This finding implies that organizations should measure work values to maximize satisfaction outcomes and that job seekers should carefully consider their work values when accepting a position. The implications of the results for this area of research and the potential for future research on work values and expectations about work values are discussed.

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INTRODUCTION

Organizational communication plays a central role in the formation and continued maintenance of organizations. Organizational communication satisfaction has been shown to be related to a number of important work relationships, including supervisor/supervisee relationships (e.g., Mueller & Lee, 2002), and to a number of work outcomes of interest, including job satisfaction (Clampitt & Girard, 1993; Downs, Clampitt, & Pfeiffer, 1988). Given the vital role played by communication in organizations, further understanding of individual difference factors that may affect feelings of organizational communication satisfaction is imperative.

Individual difference factors, such as expectations and work values, have been shown to impact work outcomes, including satisfaction. Previous research establishes that employees have expectations as they begin a job. Research on the met expectations hypothesis (Porter & Steers, 1973) has shifted in recent years to focus on person-job fit and realistic job previews. This shift could be due to problems over differences scores (e.g., Irving & Meyer, 1994) or the idea that realistic job previews solve the problem posed by the met expectations hypothesis. However, a recent meta-analysis of realistic job previews research (Phillips, 1998) found much lower correlations between realistic job previews and outcomes such as satisfaction than did a meta-analysis of met expectations research (Wanous, Poland, Premack, & Davis, 1992). These findings suggest that there is more to the met expectations hypothesis than is currently addressed in realistic job previews research.

Problems with previous research on met expectations may have also led to its recent decrease in research productivity. Research on the met expectations hypothesis

neglects to focus on the content of those expectations, instead focusing simply on whether expectations are met or unmet. Consideration of expectations about work value attainment would more accurately test the met expectations hypothesis. Research on both expectations and values examines the effects of each on similar work outcomes. As summarized in a meta-analysis of met expectations research (Wanous et al., 1992), met expectations have been significantly related to a number of work outcomes, including job satisfaction (see also Cherry, Ordonez, & Gilliland, 2003; Buckley, Fedor, Veres, Wiese, & Carraher, 1998; Hom, Griffeth, Palich, & Bracker, 1998; Major, Kozlowski, Chao, & Gardner, 1995), commitment, intent to remain, job performance, and job survival. Work values have been significantly related to a number of comparable outcomes, including job satisfaction (e.g., Erdogan, Kramer, & Liden, 2004), work behaviors (e.g., Shapira & Griffith, 1990), and motivation (Sagie & Koslowsky, 1998). Due to the demonstrated relationships of expectations and work values with a multitude of job factors, an understanding of their association with organizational communication satisfaction is crucial. The current study explores the relationships among expectations about work values, value attainment, and organizational communication satisfaction.

The application of two communication theories aids in the further refinement of thinking about these concepts, providing more precise prediction and description of the relationships among the constructs. Though originally conceived of as interpersonal nonverbal theories, both Interaction Adaptation Theory (Burgoon & White, 1997; Burgoon et al., 1995) and Expectancy Violation Theory (Burgoon & Hale, 1988) are extended here to inform propositions as to how expectations about work values and the

subsequent experience of expectations as either met or unmet and of work values as fulfilled or unfulfilled will affect organizational communication satisfaction.

The present study examines literature from diverse perspectives to develop propositions about the relationship between expectations about work values and organizational communication satisfaction. First, the separate literatures on expectations and work values are reviewed and connected to properly reflect the met expectations hypothesis. Next, relevant research on organizational communication satisfaction is linked to the literature pertaining to expectations and values, which comes largely from management and psychology. Finally, Interaction Adaptation Theory (Burgoon & White, 1997; Burgoon et al., 1995) and Expectancy Violation Theory (Burgoon & Hale, 1988), which both make predictions about expectations, values, and outcomes, are considered. These communication theories and the separate literatures on expectations and values, largely developed outside of the communication field, guide predictions about the relationships of interest. The review of literature and theory informs four competing hypotheses about the effects of expectations about work values on organizational communication satisfaction.

LITERATURE REVIEW

The Met Expectations Hypothesis

The met expectations hypothesis asserts that the congruence between one's anticipation of a job and the reality of a job will impact satisfaction and, ultimately, turnover.

The concept of met expectations may be viewed as the discrepancy between what a person encounters on his [*sic*] job in the way of positive and negative experiences and what he [*sic*] expected to encounter. Thus, since different employees can have quite different expectations...it would not be anticipated that a given variable would have a uniform impact..." (Porter & Steers, 1973, p. 152)

Restated, the met expectations hypothesis posits that unmet expectations lead to lower satisfaction, whereas met expectations will lead to higher satisfaction. "The met expectations hypothesis...proposes that job experiences that confirm expectations tend to be satisfying, whereas job experiences that deviate from expectations produce dissatisfaction" (Greenhaus, Seidel, & Marinis, 1983, p. 395). The implications of the met expectations hypothesis are clear; in order to test the hypothesis, researchers should measure both an employee's expectations and whether those expectations are subsequently met or unmet in the opinion of the employee. Thus, the hypothesis includes two aspects of concern: expectations and whether they are met or unmet. An expectation can be defined as an individual's subjective interpretation of the probability that something will occur (Ilgen, 1971). "A job expectation usually refers to a person's belief that he or she will obtain an outcome (or a specific level of an outcome) on a particular job" (Greenhaus et al., 1983, p. 395). Lack of congruence between expectations and actual job experience has several labels in the literature, including "reality shock" (Dugoni & Ilgen, 1981) or "surprise" (Locke, 1969). Under any of these labels, unmet

expectations result when what someone expects from a job or for a job differs from his or her experiences at the job. Determining whether an employee's expectations are met or unmet is logically a post-employment factor (Stumpf & Hartman, 1984).

The continued study of the met expectations hypothesis in organizational research is likely partially attributable to its seeming relevance to organizational life, especially as new recruits' expectations are typically inflated (Wanous, 1980). A recent study found that after six months at a job, "all expectations were adjusted downward, apparently because of actual on-the-job experiences. Further, those who reported higher initial expectations tended not to remain on the job" (Buckley et al., 1998, p. 456). Research of the met expectations hypothesis in multiple forms (e.g., realistic job previews, organizational socialization) generally supports the met expectations hypothesis. In a meta-analysis of the body of research on met expectations, Wanous et al. (1992) found met expectations and a number of outcome variables, most strongly job satisfaction, to be significantly positively related. Specifically, the meta-analysis found the link between met expectations and job satisfaction to be strongest and most consistent when compared with the link between met expectations and other factors (i.e., organizational commitment, job performance, job survival, and intent to remain), which is to be expected as the met expectations hypothesis is interpreted as predicting a direct path between those two factors.

This relationship between expectations and the effects of their being met or unmet constitutes only half of the hypothesis proposed by Porter and Steers (1973); they anticipate that satisfaction level will be a function of the relationship between the level of expectation and level of reward associated with the expectation set. Expectation sets are

unique to each employee, especially in the import that each individual places on different expectation categories. “Most employees place a fairly high valence on the attainment of their expectations in certain areas... Whatever the composition of the individual’s expectation set, it is important that *those* factors be substantially met if the employee is to feel it is worthwhile to remain with the organization” (Porter & Steers, p. 170-171). For expectations with a lower valence to the employee, the impact of that expectation being met versus unmet on the employee’s satisfaction is predicted to decrease (Wanous et al., 1992). This aspect of the met expectations hypothesis is studied less often than the met/unmet expectations aspect and appears closely linked to the body of research on employee work values.

Thus Porter and Steers’ (1973) explanation of the met expectations hypothesis includes two aspects: an employee’s expectations and whether those expectations are met by a particular job. Unfortunately, few researchers have specified the content of expectation sets in their measures of met expectations. For example, Arnold and Feldman (1982) measured met expectations with a single-item scored on a 7-point Likert-type scale: “All in all, have you realized your expectations with regard to the profession?” Similarly, Saks (1994) used three items to measure this same idea (e.g., “My job pretty much turned out to be what I expected it would be”). Unclear in such research is the content of those expectations. Dugoni and Ilgen (1981) measured only expectations regarding task elements specific to the job. Additionally, met expectations are typically measured with items geared only toward half of the met expectations hypothesis (i.e. whether expectations generically have been met or unmet), rather than measuring the valence of each factor in the expectation set and whether each factor has been met. Blau

(1988) used an 8-item scale that that asked questions about whether expectations about certain aspects of an internship program were met. Similarly, Lee and Mowday (1987) gathered responses as to whether or not expectations were met regarding immediate supervisor, kind of work, co-workers, physical working conditions, financial rewards, career future, and company identification. Reilly, Brown, Blood, and Malatesta (1981) comparably measured met expectations with 5 items identifying discrepancies between subjects' expectations and their actual experiences on the job. In all the studies above, the researchers failed to measure how closely held those expectations were in terms of importance, though Lee and Mowday did gather valence ratings of ten organizational characteristics that were unrelated to those in the expectations questionnaire.

Expectations about Work Value Attainment

Values about work. Each employee enters a job with a particular set of work values formed by family influences, previous work experience, and societal norms (Loughlin & Barling, 2001). Though values may sometimes operate unconsciously, “values can be brought into awareness through crystallization and prioritization” (Brown, 2002, p. 48). Crystallization is the process of identifying and recognizing the influence of one's values; subsequent prioritization involves the ranking or ordering of values. Work values, a subset of the larger value set, will be the focus of this paper and are defined as being “concerned with the goals, or desired outcomes, of working and of expending effort during the work day” (Sagie & Koslowsky, 1998, p. 158). In other words, participation in an organization through work is anticipated to lead to the realization of work values (Brown). Work values can also be understood in the context of person-job congruence, which considers the match between a particular role and an employee's

values, interests, and skills (Stumpf & Hartman, 1984; Wanous, 1980). The closer the match between an employee's values and his or her experiences on the job, the higher the level of satisfaction experienced by the employee (Greenhaus et al., 1983).

Table 1
Comparison of Organizational and Role Factors across Authors

	Herzberg et al. (1959)	Vroom (1964)	Weiss et al. (1966)
Organizational Factors	company policy and administration		company policies and practices
	technical supervision	supervision	supervision – technical supervision – human relations
	job security		security
	working conditions interpersonal relationships	working conditions work group	working conditions co-workers
Role Factors	salary	wages	compensation
	achievement		achievement
	advancement	promotional opportunities	advancement
	responsibility		responsibility
	recognition		recognition
	work itself	job content	ability utilization
	possibility of growth		authority creativity
	status		social status moral values activity independence variety social service

Though multiple taxonomies are available to classify specific work values, many of these identified work values are identical or similar. For example, Herzberg, Mausner, and Snyderman (1959) postulated 13 values: company policy and administration, technical supervision, job security, working conditions, interpersonal relationships, salary, achievement, advancement, responsibility, recognition, the work itself, possibility of growth, and status. Vroom (1964) distinguished six values: supervision, working conditions, work groups, wages, promotional opportunities, and job content. Weiss, Dawis, Lofquist, and England (1966) differentiated 20 values: ability utilization,

achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision – human relations, supervision – technical, variety, and working conditions. As demonstrated in Table 1, these value sets can be displayed in two categories, organizational factors – related to the context of the work, and role factors – related to the work itself. These new categories, created by the researcher, capture and synthesize earlier conceptualizations into two readily identifiable, overarching categories for ease of research.

Distinguishing between expectations and work values. With a few exceptions (e.g., Greenhaus et al., 1983), the bodies of research on expectations and work values do not overlap, and few definitions of work values and value-related constructs clearly distinguish work values from expectations. Locke (1969, 1976) specifies that expectations are anticipations regarding a future occurrence or state, whereas values are what a person desires or wants in a job. Using Locke’s distinction, expectations can thus be differentiated definitionally from needs or values. Expectations involve what an individual anticipates s/he will encounter or experience. Conversely, needs are innate survival necessities; values are learned conscious or unconscious desires that one wants or seeks to attain (outcomes). Expectations involve an anticipatory mental state; despite this clear distinction, an employee may have expectations about whether their work values will be fulfilled in a particular job (Locke, 1976). Additionally, the temporal characteristics of the two factors differ. “Values can be considered as more enduring than expectations. Similarly, values are relatively constant, while expectations can fluctuate depending on the situation” (Cherry et al., 2003, p. 379).

Despite this ability to definitionally differentiate work values from expectations, the two seem to be closely related. Interestingly, in his description of how surprise will be evaluated, Locke blurred his own distinction between values and expectations – suggesting that the two may be used together to evaluate work situations. “If the outcome is in the direction of what one values (‘better than expected’), it is pleasant surprise. If the outcome is in the direction of what one disvalues (‘worse than expected’), it is an unpleasant surprise” (1969, p. 320). Both expectations and work values are purported to arise from similar sources. Locke (1969) notes that values are not intrinsic, but learned through experience. Bell, Ryan, and Wiechmann (2004) comparably note that expectations come from direct experience, indirect influences, and other beliefs. Definitional confusion around terms in the larger body of research may also add to the measurement woes previously addressed.

The ability to draw process-related conclusions has also been hampered by weak definitions of constructs, inconsistent measurement, and confusing terminology. For example the following constructs have commonly been interchanged in the literature...realistic, reduced, and met expectations; initial expectations and anticipated satisfaction; early satisfaction and early value attainment. (Rynes, 1990, p. 427)

Generally, expectations are conceptualized as beliefs about future outcomes. In the literature, outcomes are also referred to as values, but values are also discussed as being the level of import one places on a particular outcome. Perhaps not surprisingly, “most studies relating expectancies to satisfaction, however, have failed to control adequately for (or even attempted to measure) the effects of values...or to separate them from

expectancy effects “(Locke, 1976, p. 1303). By considering expectations about work value attainment and the import placed on those values separately, the current study aims to clearly differentiate these constructs.

Table 2
Comparison of Expectation Sets and Work Value Sets

	Porter and Steers (1973)	Herzberg et al. (1959)	Vroom (1964)	Weiss et al. (1966)
Organizational Factors	supervisory style	company policy and administration technical supervision	supervision	company policies and practices supervision – technical supervision – human relations
	peer group interaction	job security	working conditions	security
	work unit size	working conditions	work group	working conditions
	organizational size	interpersonal relationships		co-workers
Role Factors	pay	salary	wages	compensation
	promotion	achievement	promotional opportunities	achievement
	responsibility	advancement		advancement
	overall reaction to job content	responsibility recognition	job content	responsibility recognition
	role clarity	work itself		ability utilization
	task repetitiveness	possibility of growth status		authority creativity social status moral values activity social service
job autonomy			variety independence	

The common content of expectation sets and work value sets. Not explicitly addressed in the literature is how expectation sets might differ from work value sets. Porter and Steers (1973) propose that expectation sets consist of a variety of factors: organization-wide factors (pay and promotion, organizational size); immediate work environment factors (supervisory style, work unit size, peer group interaction); job content factors (overall reaction to job content, task repetitiveness, job autonomy and responsibility, role clarity); and personal factors (age, tenure, similarity of job with

vocational interest, personality characteristics, family size and responsibilities). As illustrated in Table 2, the factors posited to comprise expectation sets mirror the factors proposed to form work value sets. These similarities raise the question of what expectations would be regarding if they are not pertaining to work value attainment. This interchangeability of terms coupled with the previously discussed similarities between the two concepts leads to the assertion put forth here that expectations about work value attainment most accurately reflect the met expectations hypothesis.

Though expectations and work values have sprung from separate literatures, the combination of both is necessary for the purposes of testing the met expectations hypothesis. In practice, expectations are frequently tested with dichotomous single-item measures that fail to capture specific outcomes, their relative importance to the employee, or the potential for anything other than a dichotomous met/unmet realization of anticipated work value attainment. Perhaps the current understanding of the term “expectations” leads to this form of measurement. As originally conceptualized by Porter and Steers (1973), an expectation, as an anticipation about an outcome, logically requires an outcome. Work values are defined in the literature as particular outcomes one might expect from a particular job. Thus, the two terms are combined to better describe the concept and to inform measurement efforts by labeling the construct under study as “expectations about work value attainment.” Expectations about work value attainment are an employee’s anticipation of either attaining or failing to attain a specific outcome (or a particular level of that outcome) as a result of work in a particular job.

The similarity between work value sets and expectation sets has influenced some researchers, who nearly tested expectations about work value attainment as defined here.

Unfortunately, methodological issues preclude the obtainment of results on the impact that expectations about work value attainment may have on outcome variables of interest. For example, Greenhaus et al., (1983) used the same 14 outcomes to measure expectations, experiences, value attainment, and satisfaction level and found value attainment to be more predictive of satisfaction than met expectations. However, in their measurement of work values and expectations, Greenhaus et al. measured only job expectations in their initial questionnaire. Difference scores were then calculated by comparing individual responses on that initial questionnaire to individual experiences on the job, which were indicated in a second questionnaire that was completed three months later, to determine whether expectations were realistic. Value attainment data was also collected on that second questionnaire by asking participants to compare their preferred level of an outcome with their experienced level of an outcome. Satisfaction was also measured at the second data collection time. Collecting data on both value attainment and satisfaction relying on the same set of variables measured on the same questionnaire and then comparing that data to questionnaire data about expectations collected months prior creates a study design that favors finding a stronger relationship between work values and satisfaction (measured at the same time) than between expectations and satisfaction (measured months apart).

These issues warrant further exploration of the concept of expectations about work value attainment. The findings of Stumpf and Hartman (1984) are “consistent with the findings of Greenhaus et al. (1983)” (p. 325). Again, Stumpf and Hartman studied realistic expectations and anticipated that the relationship between realistic expectations and satisfaction was mediated by person-job congruence. Thus, a weaker relationship

between realistic expectations and satisfaction would be anticipated. Despite limitations in the research design of these studies, both inch closer to testing expectations as Porter and Steers (1973) originally suggested, as expectations about what are now commonly referred to in the literature as values or work values. Meyer, Irving, and Allen (1998) followed such a model in research of the interaction between person and situation, relying on values as causal and situational factors as moderators. The present study follows a similar model by considering expectations about work value attainment but proposes a new work outcome for study.

Organizational Communication Satisfaction

As discussed previously, both expectations and work values research traditionally measure job satisfaction as an outcome variable. Organizational communication satisfaction is introduced here as an important potential outcome influenced by expectations about work values. Though communication satisfaction has been found to be significantly related to job satisfaction (e.g., Downs et al., 1988, for summary data; Pincus, 1986; Muchinsky, 1977), job satisfaction and communication satisfaction have been demonstrated to be distinct constructs both empirically and in the minds of employees (Gregson, 1991). Satisfaction constructs are evaluative and perception-based (Downs et al., 1988; Pincus). Organizational communication satisfaction is defined here as an individual employee's overall affective reaction to interaction patterns across situations and levels within a company. Organizational communication satisfaction has been posited to consist of eight factors: personal feedback, supervisory communication, co-worker communication, organization integration, corporate communication,

communication climate, media quality, and supervisor communication (Downs & Hazen, 1977).

Because research on the effects of both expectations and work values on organizational outcomes has largely been conducted in the fields of organizational psychology and management, the impacts of both work expectations and work values – considered separately or in combination – on organizational communication outcomes have been largely unstudied. As the study of organizational communication finds its roots in the area of business communication skills, not emerging as a distinctly labeled discipline until the late 1960s (Redding, 1985), the current distinctions between the disciplines serve to hinder the sharing of common concepts and useful theoretical positions. The consideration of organizational communication satisfaction will benefit all three areas of study.

Overstating the role of communication within organizations would be difficult. Communication plays a vital role in organizations as it “can be used to help coordinate and control the activities of organizational members” (Deetz, 2001, p. 3) and “is the social glue that ties organizations together” (Blair, Roberts, & McKechnie, 1985, p. 55). Previous research supports the important role played by communication in the organizational environment. Communication has been found to be the most powerful factor measured in relation to overall job satisfaction (Vinnicombe, 1984) and also to be related to productivity (see Downs et al., 1988, for summary data). “One of the most potent forces in the socialization process within an organization is the interactive dynamics between the individual and his [*sic*] peers” (Porter & Steers, 1973, p. 159).

Blau (1988) noted that one's communication relationship with a supervisor plays an important role in an employee's organizational life.

Organizational communication satisfaction has also been found to be significantly positively related to quality of leader member exchange, or LMX, (Mueller & Lee, 2002) and to organizational commitment (Varona, 1996). Communication within organizations can be conceptualized as either behavior that occurs within an organization or behavior that describes, explains, and structures organizations (Deetz, 2001). Especially when considered in the latter sense, organizational communication satisfaction plays a significant role in the continued maintenance and creation of the organization. Due to the centrality of communication to organizational life, consideration of organizational communication satisfaction obviously has important implications for research done from an organizational psychology or management perspective.

The use of theories and concepts from the fields of organizational psychology and management, such as the met expectations hypothesis, also benefits the study of organizational communication by expanding the field's understanding of personality characteristics and organizational factors that may affect how employees communicate and view communication in organizations. Though communicative behaviors are observable, attitudes and affective responses that influence, shape, and react to communication – such as communication satisfaction – are internal constructs necessitating self-reporting (Dawis, 1990; Hecht, 1978) and, therefore, are comparable to many psychological constructs. In addition to further informing scholarship in these areas, “knowing more about the psychological dynamics of organizational communication is potentially of significant value to organizational participants” (Barry &

Crant, 2000, p. 660). The current study aims to determine whether expectations about work value attainment can influence judgments of organizational communication satisfaction and asserts that evaluations of this satisfaction construct impact organizational life.

Hypotheses

Two communication theories and the previously detailed theoretical thinking inform four hypotheses regarding the impact of expectations about work values on organizational communication satisfaction. First, the relevant literature and theoretical work that drives the hypotheses is reviewed. Then, four competing hypotheses, which result from the differing predictions of the communication theories and theoretical thinking of previous researchers, are detailed.

Conceptually, the conclusion that can be drawn based on the evidence presented is that research should measure expectations about work value attainment to test the met expectations hypothesis. Locke (1969) notes that “empirically, values and expectations often coincide, because most people value only that which they have some reasonable chance of attaining” (p. 320). Expectation sets, clearly identified as an important aspect of the met expectations hypothesis by Porter and Steers (1973), have been characterized as work value sets in recent research. Semantic differences further muddy the body of research. Values are what one sees as important or “what a person consciously or unconsciously desires, wants, or seeks to attain” (Locke, 1976, p. 1304). Work values may differ in their level of importance, and consideration of the level of importance on a work value is vital to understanding the differential impacts of specific work values on satisfaction variables. Porter and Steers anticipate satisfaction level to be a

function of the multiplicative relationship between the level of expectation and level of reward.

Each individual is seen as bringing to the employment situation his [*sic*] own unique set of expectations for his [*sic*] job. It is likely, based on the results presented here, that most employees place a fairly high valence on their attainment of their expectations in certain areas... Whatever the composition of the individual's expectation set, it is important that *those* factors be substantially met." (Porter & Steers, p. 170-171)

The impact of expectations about work values on organizational communication satisfaction is examined here due to the impact satisfaction with communication can have on an organization. How will expectations about work value attainment influence employees' evaluations of organizational communication satisfaction? The current study addresses this question.

Expectations about whether a work value will be attained can be set by a company in a variety of ways (e.g., advertisements, job postings, the recruiting process, realistic job previews). This study will test expectations about whether or not work values will be attained in a job. One may expect that a particular work value set will be attained, or one may expect that a particular work value set will not be attained in a role. These expectations about work value attainment will subsequently either be met or unmet on the job. That is, for a person who expects to attain his/her important value, two conditions (met versus unmet expectation) are possible. When that expectation is met (i.e., one gets what one expected to get), s/he fulfills that value. On the other hand, when that expectation is unmet (i.e., one does not get what one expected to get), s/he does not fulfill that value. For a person who expects not to attain his/her important value, two conditions (met versus unmet expectation) are also possible. When that expectation is met (i.e., one does not get what one expected not to get), s/he does not fulfill that value. On the other

hand, when that expectation is not met (i.e., one gets what one expected not to get), s/he fulfills that value. In short, four conditions are possible. For his or her self-rated important work value, an employee may expect that particular work value will be attained and find in his or her work experiences that (1) expectation met/value fulfilled or (2) expectation unmet/value unfulfilled; or an employee might expect that particular value will not be attained and find in his or her work experiences that (3) expectation met/value unfulfilled or (4) expectation unmet/value fulfilled (see Table 3). Condition 4 may be better thought of as a situation in which an employee's expectations about work value attainment are actually overmet or exceeded on the job.

Table 3
Overview of Experimental Conditions

	Expectation Met	Expectation Unmet
Prior to employment, expect work value to be attained	1 (Work value fulfilled)	2 (Work value unfulfilled)
Prior to employment, expect work value not to be attained	3 (Work value unfulfilled)	4 (Work value fulfilled)

To clarify, imagine an employee who believes that having a supportive supervisor is important in a job. This employee in condition 1 would place import on having a supportive supervisor, expect to attain that work value, and find on that job that s/he does, indeed, have a supportive supervisor. This employee in condition 2 would place import on having a supportive supervisor, expect to attain that work value, and find on that job that s/he does not have a supportive supervisor. This employee in condition 3 would place import on having a supportive supervisor, but expect not to attain that work value (based on a realistic job preview or other knowledge of the job), and find on that job that s/he does not have a supportive supervisor. This employee in condition 4 would place import on having a supportive supervisor, but expect not to attain that work value, and

find on that job that s/he does, indeed, have a supportive supervisor. The question posed here is how falling into one of these categories will affect subsequent ratings of organizational communication satisfaction.

Competing hypotheses. Though all four theoretical perspectives presented here seem to agree that a person in condition 2 would be least satisfied, they differ as to other predictions. Four competing hypotheses are thus proposed below. Specifically, the effects when an expectation that a work value will be unattained is met (and a work value unfulfilled) or when an expectation that a work value will be unattained is unmet (and a work value fulfilled) are largely untested, though several areas of research can inform a prediction. Therefore, competing hypotheses will be tested, based on four different theoretical approaches and previous research. Interaction Adaptation Theory predicts that those whose expectations are met will be more satisfied than individuals whose values are fulfilled (Burgoon & White, 1997; Burgoon et al., 1995). Expectancy Violation Theory (Burgoon & Hale, 1988) predicts – similar to Locke’s notion of surprise – that expectancy violations will result in more careful consideration of the situation. The met expectations hypothesis (Porter & Steers, 1973) predicts that an individual whose expectations are met will be more satisfied than one whose expectations are unmet. However, when one’s expectations are unmet, the met expectations hypothesis predicts that the work value to which the expectation pertains will determine satisfaction level. Contrary to those theories, researchers considering the impact of values on satisfaction assert that individuals will be most satisfied when their values are fulfilled, regardless of whether their expectations are met. After further detailing the rationale behind each of

these predictions individually, a summary that reiterates the differences and similarities among the four proposed relationships is provided.

Several theories and studies point to expectations as the primary determinant of outcomes. Interaction Adaptation Theory (IAT), a theory originally constructed for the study of nonverbal communication in interpersonal conversations, examines cognitive frameworks within a communicative behavior context (Burgoon & White, 1997; Burgoon et al., 1995). Application to organizational contexts stretches this theory beyond interpersonal interactions and necessitates some expansion of concepts, which will be done in the following summary of the theory. Central to IAT are five concepts – requirements, expectations, desires, interaction position, and partner’s actual behavior (here the actual work conditions). Requirements are comparable to needs as defined in this paper – physiological or psychological necessities for survival. Related more specifically to the study at hand, expectations in IAT are comparable to expectations as discussed here, and desires in IAT are comparable to values as discussed here. According to the tenets of IAT, requirements, expectations, and desires interact to form an interaction position. Interaction position can be thought of as the employee’s expectations about work value attainment when entering the job. If all three aspects of the interaction position are congruent, distinctions among the three become unimportant. In this experiment, such a congruent state would occur in condition 1, where expectations are met and work values are fulfilled. If requirements, expectations, and desires are incongruent, Burgoon and White propose that the three components are hierarchical. “Requirements...are assumed to predominate until satisfied. When basic needs are met, expectancies and desires respectively are thought to become ascendant, with expectancies

most likely to predominate” (Burgoon & White, p. 292). The original statement of IAT specifies that expectations “may carry the most weight when situations are strongly influenced by social norms and role relationships” (Burgoon et al.). Work situations should fall into this category. Thus, if expectations exert a greater influence:

Hypothesis 1: For participant-rated important work values, individuals who expect to attain a particular work value and have that expectation met on the job (condition 1) will report the highest levels of organizational communication satisfaction; individuals who expect not to attain a particular work value and have that expectation met on the job (condition 3) will report higher levels of organizational communication satisfaction than those who expect not to attain a particular work value and have that expectation unmet (condition 4); individuals who expect to attain a particular work value and have that expectation unmet on the job (condition 2) will report the lowest levels of organizational communication satisfaction.

However, IAT also predicts that the respective valences of the interaction position and the partner’s actual behavior (or work conditions) will affect outcomes. Here, IAT echoes Locke’s (1969) notion of “pleasant surprise” versus “unpleasant surprise.” A positive violation of expectations results when the actual behavior is more positively valenced than interaction position, resulting in convergence toward the actual behavior. A negative violation of expectations results when the actual behavior is more negatively valenced than interaction position, resulting in maintenance of the interaction position (and the expectations). Despite the consideration of additional factors, IAT’s roots in Expectancy Violation Theory (Burgoon & Hale, 1988) are obvious in the frequent focus

on expectations rather than interaction position in the discussions and tests of the theory (e.g., Le Poire & Yoshimura, 1999; Burgoon & White, 1997; Burgoon et al., 1995). Also originally presented as a nonverbal theory, Expectancy Violation Theory (EVT) has been tested in several areas of communication research. In an interview published by Miller (2002), Burgoon advocates application of EVT in additional areas. The theory also posits that individuals have expectations formed through social norms and personal experiences. As with Locke (1969, 1976), the theory posits that individuals are typically unaware of their expectancies until a violation occurs. If an expectation is violated, one experiences a state of arousal – similar to the concept of surprise advanced by Locke. The expectancy violation would then be evaluated based on relevant valences (Burgoon & Hale). Applying the tenets of EVT, if expectations are met and the work value is unattained, one would not experience surprise, and thus no evaluation based on the value would occur. However, if one's expectations are unmet, the individual will consider whether or not their work values have been fulfilled and be more satisfied when they are fulfilled than when they are unfulfilled. If the predictions of EVT hold true:

Hypothesis 2: For participant-rated important work values, individuals who expect not to attain a particular work value and have that expectation unmet (condition 4) will report higher levels of organizational communication satisfaction than those whose expectations are met (conditions 1, 3); individuals who expect to attain a particular work value and have that expectation unmet on the job (condition 2) will report the lowest levels of organizational communication satisfaction.

If the predictions of the met expectations hypothesis hold true, a slightly different pattern of results should be seen. The met expectations hypothesis predicts that, regardless of value fulfillment, an individual whose expectations are met on the job will be satisfied; therefore those in conditions 1 and 3 will be equally satisfied. However, if one's expectations are unmet, the individual will consider whether or not their work values have been fulfilled and be more satisfied when they are fulfilled than when they are unfulfilled. If the predictions of the met expectations hypothesis hold true:

Hypothesis 3: For participant-rated important work values, individuals whose expectations are met (conditions 1, 3) will report higher levels of organizational communication satisfaction than those who expect not to attain a particular work value and have that expectation unmet (condition 4); individuals who expect to attain a particular work value and have that expectation unmet on the job (condition 2) will report the lowest levels of organizational communication satisfaction.

Despite some similarities, Locke's (1969, 1976) predictions differ somewhat from the predictions of EVT. Locke sees values as primary and expectations as influential only if violated. Though Locke does not clearly discuss the relationship between expectations and satisfaction outcomes, the implications of Locke's discussion lead to a fourth hypothesis. Locke's (1969, 1976) central prediction is that values take precedence over expectations; even if the expectation that a work value will not be attained is met, the individual will be dissatisfied. Other research findings support Locke's assertion. Though the prepotency of expectations is stated in Burgoon and White (1997), Floyd and Burgoon (1999) examine "how expectations and desires combine to form the (interaction

position) when they are incongruent” (p. 222). Their results found values to be a more important determinant of outcomes than expectations. Other findings support the primary importance of value fulfillment over met expectations. Cherry et al. (2003) note that outcomes will be “determined through a value-matching proposition whereby if outcomes match what you value (not what you expected), you will be satisfied” (p. 379). “Employees whose values are subsequently attained on a job should be relatively satisfied with the job regardless of whether they had accurately expected that their values would be attained” (Greenhaus et al., 1983, p. 396). Thus, if work values exert a greater influence:

Hypothesis 4: For participant-rated important work values, individuals who expect to attain a particular work value and have that expectation met on the job (condition 1) will report the highest levels of organizational communication satisfaction; individuals who expect not to attain a particular work value and have that expectation unmet on the job (condition 4) will report higher levels of organizational communication satisfaction than those who expect not to attain a particular work value and have that expectation met (condition 3); individuals who expect to attain a particular work value and have that expectation unmet on the job (condition 2) will report the lowest levels of organizational communication satisfaction.

To summarize, these competing hypotheses can be viewed in relation to one another (see Table 4). According to IAT, expectations will play a role in determining satisfaction (Hypothesis 1). Therefore, when incongruence exists (as in conditions 3 and 4), individuals whose expectations are met will be happier than individuals whose work

values are fulfilled, as expectations will be prepotent in a work situation. Comparable to IAT (Hypothesis 1), the met expectations hypothesis (Hypothesis 3) predicts that participants whose expectations are met will be more satisfied than those whose expectations are unmet. IAT differs from EVT and the met expectations hypothesis in that IAT proposes that a state of congruence (like that experienced in condition 1) will be more satisfying than a state of incongruence (as would exist in conditions 3 and 4). The met expectations hypothesis predicts that an individual whose expectations are met (conditions 1, 3) will always be more satisfied than one whose expectations are unmet (conditions 2, 4). However, when one's expectations are unmet, the met expectations hypothesis predicts that the importance of the work value to which the expectation pertains will determine one's satisfaction level. EVT (Hypothesis 2) also predicts that those whose expectations are met will be equally satisfied. However, if expectations are violated, EVT predicts that those negative or positive surprises will be felt more strongly than the status quo of met expectations. Thus, those whose expectations are positively violated (or exceeded) will be most satisfied. Contrary to IAT, EVT, and the met expectations hypothesis, researchers considering the impact of work values on satisfaction assert that work values will play the primary role (Hypothesis 4). Therefore, when an individual's work values are attained, one will be most satisfied.

Table 4
Summary of Competing Hypotheses Organized by Theory

	IAT	EVT	ME Hypothesis	Values Research
	Hypothesis 1	Hypothesis 2	Hypothesis 3	Hypothesis 4
Levels of Organizational Communication Satisfaction by Condition	1 > 3 > 4 > 2	4 > 1 = 3 > 2	1 = 3 > 4 > 2	1 > 4 > 3 > 2

METHOD

Participants

Participants were 200 undergraduate students enrolled at a large Midwestern university who received class credit for their participation. Fifty participants were randomly assigned to each of the four experimental conditions. Participants included 58 males (29%) and 142 females (71%). The average age of the participants was 21.50 with $SD = 2.45$, ranging from 17 to 43. The majority of participants were Caucasian (81.5%). Participants were predominantly seniors (59.5%) or juniors (38.5%); no first-year students were included in the sample.

All of the participants reported having previous work experience. The average total work experience reported for participants was 63.58 months with $SD = 36.95$, ranging from 2 to 360 months. Participants reported work experience in a variety of fields, though the majority of participant experience was in food service/restaurant (26.5%), professional or office work environments (19%), or retail/sales (18%). Additional participants reported the majority of their experience came from administrative support positions (7%), factory or assembly line work (1%), finance (0.5%), healthcare (1.5%), management (4.5%), physical labor (4.5%), public service (7.5%), technology (2%), or other fields (8%). Most participants reported that the bulk of their work experience was in entry-level positions (68.8%).

The majority of participants (61.5%) were currently employed and reported working in their current workplace for an average of 22.13 months with $SD = 22.20$, ranging from 1 to 120 months. In their current jobs, participants reported working an average of 17.89 hours per week with $SD = 7.37$, ranging from 4 to 40 hours per week.

The majority reported current employment in food service/restaurant positions (25.6%), professional or office work (17.8%), retail/sales (12.4%), other (11.6%), or public service (10.1%). Additional participants reported their current work was in administrative support positions (7.8%), finance (.8%), healthcare (3.1%), management (3.1%), physical labor (5.4%), or technology (1.6%).

Procedure

Participants signed up to attend scheduled laboratory sessions. The experimenters greeted participants as they arrived at the laboratory and distributed informed consent forms. The informed consent forms explained to participants that the purpose of the study was to understand how they would react to particular aspects of jobs they might accept after earning their degrees. Participants were given ample time to read and ask questions about the nature of the study before signing and returning the forms to the experimenters.

Participants were randomly assigned to one of four experimental conditions: (1) expectation met/important value fulfilled; (2) expectation unmet/important value unfulfilled; (3) expectation met/important value unfulfilled; (4) expectation unmet/important value fulfilled. As the first step in the experiment, participants completed a work values ranking. The same 12 categories were used across all materials to measure expectations about work value attainment (see Table 5). According to the met expectations hypothesis (Porter & Steers, 1973) and to Locke (1976), the higher the valence placed on a particular expectation or work value set, the greater the effect of that work value's attainment on outcome variables. Thus, the experimental materials received by participants focused on each participant's self-indicated most important work value.

Table 5
Expectations about Work Values

Organizational Factors	company policies and practices working conditions supportive supervisor coworkers job security
Role Factors	opportunity for advancement job content responsibility independence fair pay / compensation recognition accomplishment

Participants' expectations were then set through written materials (see Appendix A) designed to set the expectation that their most important work value would be attained (conditions 1 and 2) or unattained (conditions 3 and 4). A manipulation check was then conducted to determine participants' expectations about attaining their work values in the hypothetical job. Based on their condition, participants then received a description (see Appendix B) of their impressions of the job after an amount of tenure. A second manipulation check was then conducted to determine whether participants found their expectations about fulfilling their work value of focus to be met or unmet in their hypothetical job. The Minnesota Importance Questionnaire, or MIQ, (Weiss et al., 1966) provided the basis for both sets of manipulation materials and for both manipulation checks. As a final step, participants completed a measure of anticipated organizational communication satisfaction using an abbreviated version of the Communication Satisfaction Questionnaire, or CSQ (Downs & Hazen, 1977). After completing the experimental procedures, participants were debriefed.

Materials

Work values. Based on the work values and expectation sets discussed in the literature (see Table 2), a common list of 12 work values was distilled (see Table 5). The measure consisted of a forced ranking of these work values (see Appendix C). The experimental materials received by participants throughout the experiment matched the work value ranked as most important on this questionnaire by each participant. Each of the twelve work values was ranked as most important by at least one participant. Many participants selected job content as most important (36%), while others selected fair pay/compensation (16%), job security (12%), opportunity for advancement (10%), good working conditions (6%), accomplishment (5.5%), friendly coworkers (4.5%), company policies and practices (2.5%), independence (2.5%), supportive supervisor (2%), recognition (1.5%), and responsibility (1.5%).¹

Manipulation checks. In order to measure the effectiveness of the experimental inductions, experimental manipulations were measured using items created by the researcher. To create these items, the researcher used the MIQ (Weiss et al., 1966) to identify phrases that reflected the content of the twelve work values. The MIQ was selected due to the comprehensive list of work values, which facilitated finding items that matched the intended work values. Manipulation checks were conducted twice; the first check occurred after participants received information about what to expect. The first check determined whether participants expected that their work value of focus would be attained or unattained. Four items comprised the first manipulation check scale (see

¹ To test the possibility that participants' responses to the four experimental conditions varied with value type, the means of manipulation check items and organizational communication satisfaction for the four conditions were examined for each value. Overall, there were no noticeably different patterns across different value types. Thus, all data were analyzed together.

Appendix D). For example, the manipulation check for the work value of company policies and procedures included the items: “I anticipate that the company will administer its policies fairly;” “I expect that the company will administer its policies fairly;” “I think it is likely that the company will administer its policies fairly;” and “I assume that the company will administer its policies fairly.” The scale reliability of the manipulation check was .99. Confirmatory factor analysis (CFA) conducted using Hunter and Hamilton’s (1987) *PACKAGE, Version 2.0*, which calculates factor loadings based on a centroid solution, showed an acceptable fit for a unidimensional solution for the scale. The mean response in the expect to attain condition ($M = 6.44, SD = 0.84$) was significantly higher than the mean response in the expect not to attain condition ($M = 1.96, SD = 1.26$), $t(196) = 29.33, p < .001, \eta^2 = .81$. This independent samples t-test supports that the first manipulation was successful.

The second manipulation check occurred after participants received information about their job experiences after some tenure. The second check determined whether participants found their expectations met or unmet and, thus, their work value of focus fulfilled or unfulfilled. Four items comprised the manipulation check scale (see Appendix E). For example, the manipulation check for the work value of company policies and procedures included the items: “I think that the company’s policies are fairly administered;” “While working at the job, I have found that the company administered its policies fairly;” “The company administers its policies fairly;” and “I feel that the company’s policies are fairly administered.” The scale reliability of the manipulation check was .995. CFA showed an acceptable fit for a unidimensional solution for the scale. If the manipulation were successful, the mean responses of those in conditions 1

and 2, those in conditions 3 and 4, those in conditions 1 and 3, and those in conditions 2 and 4 should all significantly differ from each other. Additionally, if the manipulation were successful, the mean responses of those in conditions 2 and 3 should not significantly differ, nor should mean response of those in conditions 1 and 4. Post-hoc comparisons using Scheffé's procedure ($p < .05$) indicted that the mean responses for those in conditions 2 ($M = 1.75, SD = 0.98$) and 3 ($M = 1.56, SD = 0.96$) did not significantly differ from each other. Mean responses in conditions 2 and 3 were significantly lower than those in conditions 1 ($M = 6.53, SD = 0.94$) and 4 ($M = 6.35, SD = 0.89$), and mean responses in conditions 1 and 4 did not significantly differ from each other. These comparisons support that the second manipulation was also successful.

By examining participants' perceptions of whether the work value of interest was fulfilled or unfulfilled, the second manipulation check determined whether participants found their expectations about work value attainment to be met or unmet. That is, based on the first manipulation, participants developed expectations that they would either attain or not attain a particular work value. In the second manipulation, participants learned whether the work value of interest was fulfilled or unfulfilled. For participants who expected to attain a work value, the work value could be fulfilled, thus resulting in met expectations for work value attainment (condition 1); or the work value could be unfulfilled, thus resulting in unmet expectations for work value attainment (condition 2). For participants who expected not to attain a work value, the work value could be unfulfilled, thus resulting in met expectations for non-attainment of that work value (condition 3); or the work value could be fulfilled, thus resulting in unmet expectations for non-attainment of that work value (condition 4).

Organizational communication satisfaction. Organizational communication satisfaction was measured based on an abbreviated version of the Communication Satisfaction Questionnaire, or CSQ, (Downs & Hazen, 1977). Due to the nature of the experiment, items from the “Supervisor Communication” portion of the scale were not included. The CSQ was chosen because the scale uniquely offers a general organizational perspective on communication (Greenbaum, Clampitt, & Willhnganz, 1988). Though a multifactor solution has been indicated in previously conducted principal components analyses (e.g., Clampitt & Downs, 1993; Crino & White, 1981; Downs & Hazen), factor analysis is a more appropriate way to reveal latent constructs (Park, Dailey, & Lemus, 2002). Dimensionality has not been tested using CFA. High internal consistency for items both within factors and between factors (Crino & White), as well as concurrent validity when compared to separate constructs (Downs, 1994), such as job satisfaction (Pincus, 1986) and productivity (Clampitt & Downs), suggested that testing for unidimensionality was warranted.

Preliminary data collected from 539 undergraduate students at a large Midwestern university showed support for a unidimensional factor structure. For 25 items of CSQ (see Appendix F), CFA showed a good fit for unidimensionality (NFI [Normed Fit Index] = .91, CFI [Comparative Fit Index] = .93, GFI [Goodness of Fit Index] = .88, AGFI [Adjusted Goodness of Fit Index] = .86). Factor structure was tested a second time with the data gathered in this experiment. Again, CFA results supported a unidimensional factor structure for the 25 item version of the CSQ. A principal axis factor analysis with no rotation showed that 67.82% of the variance was explained by a one-factor solution. An additional CFA conducted using Hunter and Hamilton’s (1987) *PACKAGE, Version*

2.0 showed an acceptable fit for a unidimensional solution for the scale with only one residual falling outside of the 95% confidence interval. Thus, data were analyzed treating CSQ as a single factor. The scale reliability was .98.

RESULTS

Hypothesis Testing

Overview. Four competing hypotheses were advanced concerning the impact of expectations about work values on organizational communication satisfaction. Before each hypothesis was specifically examined, a one-way analysis of variance (an omnibus ANOVA) testing the differences across experimental conditions was conducted.² The result showed a significant main effect for experimental condition, $F(3, 196) = 39.56, p < .001, \omega^2 = .37$, indicating that the experimental conditions affected organizational communication satisfaction ratings differently. Each of the four hypotheses can be expressed with specific planned comparisons among the experimental conditions. A contrast analysis, with a set of coefficients reflecting the hypothesized differences among the four conditions, was therefore conducted for each hypothesis (see Table 6). Effect sizes for the contrasts were calculated following Keppel and Wickens (2004) formula for the estimation of population effect size, ω^2 . The results for each contrast are shown in Table 7.

Table 6
Contrast Coefficients by Condition for One-Way Analyses of Variance

	Condition 1	Condition 2	Condition 3	Condition 4
Hypothesis 1	2	-2	1	-1
Hypothesis 2	1	-4	1	2
Hypothesis 3	2	-5	2	1
Hypothesis 4	2	-2	-1	1
Post Hoc Contrast	1	-1	-1	1

Hypothesis 1. Based on IAT, it was predicted that individuals who expected to attain a particular work value and had that expectation met on the job (condition 1) would

² When demographic variables such as sex, age, education level, and work experience were included in the analysis, none of them had significant main or interaction effects. Thus, these variables are not discussed.

report the highest levels of organizational communication satisfaction, followed by individuals who expected not to attain a particular work value and had that expectation met on the job (condition 3), those who expected not to attain a particular work value and had that expectation unmet (condition 4), and individuals who expected to attain a particular work value and had that expectation unmet on the job (condition 2). A contrast was performed to test Hypothesis 1 using contrast coefficients (see Table 6). The result showed a significant effect for this comparison, $F(1, 196) = 7.58, p < .01, \omega^2 = .02$.

Hypothesis 2. Based on EVT, it was predicted that individuals who expected not to attain a particular work value and had that expectation unmet (condition 4) would report highest levels of organizational communication satisfaction, followed by those whose expectations were met (conditions 1, 3), and by individuals who expected to attain a particular work value and had that expectation unmet on the job (condition 2). A contrast was performed to test Hypothesis 2 using contrast coefficients (see Table 6). The result showed a significant effect for this comparison, $F(1, 196) = 41.95, p < .001, \omega^2 = .13$.

Table 7
Contrast Tests for Competing Hypotheses and Post Hoc Analysis

	F	ω^2	df	Sig.
Hypothesis 1	7.58	.02	1, 196	$p < .01$
Hypothesis 2	41.95	.13	1, 196	$p < .001$
Hypothesis 3	24.63	.07	1, 196	$p < .001$
Hypothesis 4	101.63	.32	1, 196	$p < .001$
Post Hoc Analysis	118.07	.37	1, 196	$p < .001$

Hypothesis 3. Based on the met expectations hypothesis, it was predicted that individuals whose expectations were met (conditions 1, 3) would report the highest levels of organizational communication satisfaction, followed by those who expected not to attain a particular work value and had that expectation unmet (condition 4), and by

individuals who expected to attain a particular work value and had that expectation unmet on the job (condition 2). A contrast was performed to test Hypothesis 3 using contrast coefficients (see Table 6). The result showed a significant effect for this comparison, $F(1, 196) = 24.63, p < .001, \omega^2 = .07$.

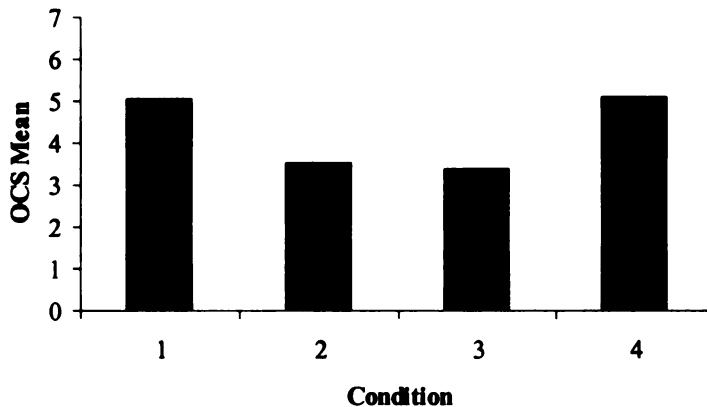
Hypothesis 4. Finally, based on values research, it was predicted that individuals who expected to attain a particular work value and had that expectation met on the job (condition 1) would report the highest levels of organizational communication satisfaction, followed by individuals who expected not to attain a particular work value and had that expectation unmet on the job (condition 4), those who expected not to attain a particular work value and had that expectation met (condition 3), and by individuals who expected to attain a particular work value and had that expectation unmet on the job (condition 2). A contrast was performed to test Hypothesis 4 using contrast coefficients (see Table 6). The result showed a significant effect for this comparison, $F(1, 196) = 101.63, p < .001, \omega^2 = .32$.

Additional Analysis

Based on the pattern of results shown in a means plot of the four experimental conditions (see Figure 1), an additional set of contrast coefficients (see Table 6) was designed to test whether simply fulfilling a work value, regardless of expectation, would result in higher levels of organizational communication satisfaction than not fulfilling a work value. This contrast provided a more general test of hypothesis 4. The result of the contrast showed a significant effect, $F(1, 196) = 118.07, p < .001, \omega^2 = .37$.

Figure 1.

Mean Organizational Communication Satisfaction Score by Experimental Condition



Condition 1 ($M = 5.04$ _a, $SD = 1.00$)

Condition 2 ($M = 3.54$ _b, $SD = 0.93$)

Condition 3 ($M = 3.40$ _b, $SD = 1.29$)

Condition 4 ($M = 5.11$ _a, $SD = 0.92$)

The means with different subscripts differ significantly at $p < .05$, according to post hoc comparisons using Scheffé's procedure.

Comparisons of Competing Hypotheses

Though each contrast revealed seemingly different explained variance in organizational communication satisfaction (ranging from .02 to .37), whether the certain sets of contrast coefficients explained significantly more variance than others was undetermined. Rosenthal, Rosnow, and Rubin's (2000) procedure for examining the difference between contrasts was employed. An overview of the results can be seen in Table 8. Comparisons were made in which the set of contrasts coefficients for each hypothesis was compared with the set of contrast coefficients for each competing hypothesis. The first step in this process is to divide each contrast by the standard deviation of its weight, which prevents the differing variances of the weights from affecting the results. The next step is to subtract one set of standardized coefficients from the standardized set to which it is being compared. A new set of contrast coefficients is

thus obtained that can be used to test the difference between the two contrasts. These comparisons of contrasts were analyzed for statically significant difference. To protect against Type I error due to the number of tests performed, Bonferroni procedure was used; therefore, α was set at .005.

Table 8
Significance Tests for Predictive Power of Competing Hypotheses

	Contrast Coefficients				F	Sig.
	1	2	3	4		
H1 vs. H2	0.84	0.43	0.21	-1.48	17.43	$p < .001$
H1 vs. H3	0.58	0.44	-0.06	-0.96	12.35	$p = .001$
H1 vs. H4	0	0	1.26	-1.26	67.13	$p < .001$
H2 vs. H3	-0.26	0.01	-0.26	0.51	23.16	$p < .001$
H2 vs. H4	-0.84	-0.43	1.06	0.21	26.13	$p < .001$
H3 vs. H4	-0.58	-0.44	1.32	-0.30	45.44	$p < .001$
H1 vs. H5	0.27	-0.27	1.63	-1.63	47.75	$p < .001$
H2 vs. H5	-0.57	-0.70	1.43	-0.16	27.34	$p < .001$
H3 vs. H5	-0.31	-0.71	1.69	-0.67	36.31	$p < .001$
H4 vs. H5	0.27	-0.27	0.37	-0.37	5.71	$p = .018^*$

* To protect against Type I error due to the number of tests performed, Bonferroni procedure was used, $\alpha = .005$.

As the results shown in Table 8 indicate, each hypothesis offered statistically significant difference in predictive power. In other words, Hypothesis 4 provided a significantly more accurate prediction of the results than did the other three hypotheses. That is, though the other three hypotheses were statistically significant, the $\omega^2 = .32$ found using the contrasts implied by Hypothesis 4 matched the pattern of data significantly better than the other contrasts. The additional comparison performed to alternately test the predictions of values research, which resulted in $\omega^2 = .37$, did not significantly differ from Hypothesis 4. This finding further supports that the fulfillment of work values, in either variation of analysis, provided the best predictor of the results. Additionally, Hypothesis 2 was a significantly better predictor than Hypothesis 1.

Hypothesis 3 explained significantly more variance than did Hypothesis 1, but significantly less than Hypothesis 2. All differences in accuracy of predictive power for the hypotheses were significant; there was no statistically significant difference between Hypothesis 4 and the additional analysis performed.

DISCUSSION

Overview

To summarize, the data were consistent with all four hypotheses, but the relative strength of each prediction differed significantly. First, the implications of the findings for each hypothesis and the related theory and research will be explored. Second, the implications of these results for the met expectations hypothesis, for organizational communication satisfaction research, and for organizations are addressed. Third, the limitations of this study are addressed. Finally, suggestions for future research are discussed.

Summary of Findings

The results of this study show that whether an individual's expectations were met or unmet did not affect subsequent levels of organizational communication satisfaction; what was important to participants was whether their work values were fulfilled and that they ultimately attained what was important to them. Work value fulfillment provided significant predictive power for organizational communication satisfaction ratings. These findings suggest that whether work values are fulfilled in a job can influence perceptions of organizational communication satisfaction. In addition to actual communication within an organization, individual preferences unique to an employee seemingly unrelated to the organization's communication may also influence evaluations of satisfaction with organizational communication. The implication of this finding is that in order to maximize organizational communication satisfaction employers need to be concerned with factors in addition to the communication systems, patterns, and procedures present in the organization. These findings suggest that individual difference

factors may also affect the ways that individuals interpret and react to communication within an organization.

Similarities among Competing Hypotheses

Though Hypothesis 4 provided significantly more accuracy in prediction than the other three hypotheses, the results of contrasts testing all four hypotheses were statistically significant. This finding suggests that, though the predictions of values research better explained the variance in this data, all four hypotheses provided some predictive utility. All four hypotheses do have a commonality. The significant findings could be attributable to the fact that all four predict that those in condition 4 will be more satisfied with organizational communication than those in condition 2. This prediction clearly matches the pattern of results shown in Figure 1, results that may be powerful enough to drive a significant result to all four sets of contrasts. Although this explanation is speculative, it intuitively makes sense and matches the pattern of predictions made in all four hypotheses as well as the pattern seen in the results. This similarity may explain the significance of all four hypotheses and has implications for the future of this area of research that will be discussed later in this paper.

Though the results of contrasts testing all four hypotheses were significant, Hypotheses 1 (IAT), 2 (EVT), and 3 (met expectations hypothesis) had significantly lower predictive power than Hypothesis 4 (values). Additionally, the pattern of results shown in Figure 1 suggests that Hypothesis 4 best predicted the results of this study. The central prediction of IAT, EVT, and the met expectations hypothesis, that those in conditions 1 and 3 would report similar (Hypothesis 1) or equal (Hypotheses 2 and 3) levels of organizational communication satisfaction, does not match the overall pattern of

results displayed in Figure 1. Post hoc comparisons showed that the mean level of organizational communication satisfaction reported by participants in condition 1 was significantly higher than the mean level of organizational communication satisfaction reported by participants in condition 3. The predictions of Hypotheses 1, 2, and 3 are contrary to the central finding of this experiment – that whether a work value is fulfilled affects perceptions of organizational communication satisfaction.

Consideration of Each Competing Hypothesis

Hypothesis 1. Hypothesis 1, or the IAT hypothesis, predicted that those who experienced the congruency of having their expectations met and work values fulfilled would be most satisfied with organizational communication, followed by those whose expectations were met, yet their work values unfulfilled; those whose expectations were unmet, but their work values fulfilled; and those whose expectations were unmet and their work values unfulfilled. This prediction did not entirely match the pattern of results found in this study. Of course, IAT was not originally intended to predict affective responses to work situations. The original specifications of the theory limit it to nonverbal cues in interpersonal communication. IAT predicts that congruent states (i.e., situations in which requirement, expectations, and desires match) will be more satisfying than incongruent states, in general. If congruency is not achieved, the three will act hierarchically, with the need to meet one's expectations prepotent to the need to fulfill one's desires (or work values). Due to its consideration of relevant constructs (e.g., expectations and desires) and the lack of a strong theoretical grounding in met expectations research, IAT's boundary conditions were expanded to apply it to work situations.

Despite its promise to add to this area of research, the theory did not provide the strongest prediction of participant reactions in work-related scenarios. This result is not problematic for the theory; more likely it indicates that the theory's boundary conditions might not extend to predict reactions to work experiences. Though the formal statement of IAT led to this prediction, more recent research (Floyd & Burgoon, 1999) found that what are here referred to as work values exerted more influence than did expectations. That finding seems similar to the findings of the present study. Floyd and Burgoon suggest that IAT allows for such a prediction, and perhaps future iterations of the theory will provide better predictive power for this area of research. This possibility presents an exciting opportunity for communication theory to inform research in other disciplines and will be discussed later in this paper. The theory seems to be evolving in a direction that suggests it should not be discounted in future expectations about work values research.

Hypothesis 2. Hypothesis 2, or the EVT hypothesis, predicted that those whose expectations were exceeded would be most satisfied with organizational communication, followed by those whose expectations were met, with those whose expectations were undermet reporting the lowest levels of organizational communication satisfaction. The experiment results matched the pattern predicted by EVT but not the spirit of its predictions. As with IAT and the met expectations hypothesis, EVT predicts that those whose expectations are met will report similar levels of organizational communication satisfaction – a prediction that clearly does not match the pattern of results found here. Unlike IAT and the met expectations hypothesis, EVT predicts that those whose expectations are violated will experience arousal. This arousal results in the consideration of whether expectations are positively or negatively violated. Compared to those who are

not aroused (conditions 1 and 3), those whose expectations are exceeded (condition 4) should experience higher levels of organizational communication satisfaction, whereas those whose expectations are undermet (condition 2) should experience lower levels of organizational communication satisfaction. However, those in conditions 1 and 3 did not experience similar levels of organizational communication satisfaction.

As with IAT, EVT was developed to predict reactions to nonverbal cues in interpersonal conversation, not with the intention of predicting affective responses to work situations. The theory was adopted in this research to provide theoretical grounding for expectations research. The lack of support for the predictions made by EVT here does not suggest a failing of the theory; it merely indicates that EVT in its current form perhaps cannot be extended to predict organizational communication satisfaction. Thus, EVT may need to be modified before it can be applied to organizational communication research.

Hypothesis 3. Hypothesis 3, or the met expectations hypothesis, was similar to the predictions made by IAT. However, the assertions of the met expectations hypothesis were less nuanced, predicting that those whose expectations were met would be most satisfied, regardless of whether their work values were fulfilled. The results of the present study seem to contradict the predictions of the met expectations hypothesis. Though research directly testing the met expectations hypothesis has dropped off in recent years, this drop in research is likely due more to methodological issues regarding the use of difference scores than to issues with the predictions of the hypothesis itself. As noted previously, the met expectations hypothesis has intuitive appeal, is generally accepted, and may have led, at least in part, to current research on realistic job previews (Wanous et

al., 1992). Indeed, the results of the present study seem to contradict a meta-analysis showing overall support for the met expectations hypothesis (Wanous et al.). There may be several reasons for these disparate findings.

Perhaps these different results are attributable to the different methodology employed in this study. Typically, research on the met expectations hypothesis first measures job candidate expectations prior to starting a job (which may or may not be adjusted through the use of realistic job previews) and then measures their experiences after some tenure on the job. This design results in two issues. First, the prototypical methodology of met expectations research risks confounding expectations and work values. Most previous met expectations research does not clearly distinguish between expectations and work values. Expectations are often referenced generally and confounded with work values, as previously discussed. Many studies have tested expectations without regard to what work values those expectations may pertain or with single-item measures. This issue is related to the second issue, as isolating work values and expectations is difficult in field research.

The second issue may be of greater relevance to the results of this study. The results of at least one study (Meglino, Denisi, & Ravlin, 1993) suggest that job candidates who learn that they can expect not to attain particular work values may decide not to accept a particular position. This practice may cause a restriction in range that ultimately supports the met expectations hypothesis because people who expect to have their work values fulfilled are more likely to accept those jobs, and, upon finding those expectations met and their work values fulfilled, they are more likely to respond positively to measures of a number of outcome variables. In the terms used in this experiment, typical

met expectations research includes only those in conditions 1 and 2. Indeed, the results of this study did show that those in condition 1 were significantly more satisfied with organizational communication than those in condition 2. In this way, the met expectations hypothesis held true. The results found in conditions 1 and 2 were consistent with the met expectations hypothesis and with previous research supporting it.

In contrast to previous research, this study employed a 2 x 2 experimental design that allowed for the isolation of the effects of met and unmet expectations and fulfilled or unfulfilled work values. In other words, this design allowed for the testing of two additional conditions – 3 and 4. Since all participants “accepted” the job regardless of whether they expected to attain their work values, there was no restriction in range. In other words, this study was able to examine not only the effects on those in conditions 1 and 2, as previous research had done, but also the effects on those in conditions 3 and 4, which were largely untested. The experimental method increased control and allowed the testing of four competing predictions. Such a manipulation is difficult to achieve in field research; thus, related to the first issue discussed regarding previous research, these two constructed have often not been isolated so that their effects can be tested separately. With these controls in place, the results showed a lack of support for the met expectations hypothesis. Of course, the use of a controlled laboratory-based experimental method has certain disadvantages that will be addressed later. Overall, however, the use of a controlled experiment in this case addressed confounds that plagued previous research.

Aside from these methodological differences, these findings that do not seem to fully support the met expectations hypothesis may be due to the use of organizational communication satisfaction as an outcome variable, rather than the outcome variables

previously studied in met expectations research (e.g., job satisfaction). This explanation seems unlikely as previous research (e.g., Downs et al., 1988) has shown job satisfaction and organizational communication satisfaction to be significantly related, but perhaps something about expectations and work values attenuates this relationship, explaining these results that are not fully supportive of the met expectations hypothesis. Though these explanations seem unlikely, other factors may have also contributed to the results found here. Ultimately, the overall findings of this study do not support the predictions made by the met expectations hypothesis, though its predictions hold true for conditions 1 and 2.

Hypothesis 4. Finally, Hypothesis 4, driven by values research, most closely matched the findings of this study. Based on values research, it was predicted that those who expected to attain what they valued and fulfilled their work values would report the highest levels of organizational communication satisfaction, followed by those who did not expect to attain what they valued but did, those who did not expect to attain what they valued and had that expectation met, and those who expected to attain what they valued and did not. Not only did this hypothesis account for a significant portion of the variance, but the sentiment behind it also best reflected the pattern of results shown in Figure 1. Given that most research on work values does not directly address expectations in any theoretical way, hypothesis 4 took the notions of pleasant and unpleasant surprise into account and attempted to reflect the influence of both in its prediction. However, because not all values research addresses the possible role of expectations, a second analysis was also conducted. This research could be reflected in a slight variation on hypothesis 4, namely that those who attained what they valued would report higher levels of

organizational communication satisfaction than those who did not. To test this perspective, an additional set of contrast coefficients was employed to test that more general prediction. Again, the results showed strong support for this prediction. The results of these two sets of comparisons did not differ significantly; both findings had significant and sizable predictive power. Though the post hoc comparison is more parsimonious, Hypothesis 4 is discussed here as the post hoc comparison may be sample driven. Future research should compare Hypothesis 4 and the post hoc comparison to determine whether one better describes the relationship between work values and organizational communication satisfaction.

The central finding of this study was that participants who fulfilled their work values in their experiences at work expressed greater satisfaction with organizational communication than those who did not. This finding held regardless of whether an employee had previous expectations of attaining what was valued or not. This result corresponds with the findings of previous research on the fulfillment of work values (e.g., Erdogan et al., 2004; Sagie & Koslowsky, 1998; Irving & Meyer, 1994; Shapira & Griffith, 1990; Greenhaus et al., 1983). Though not all of these studies empirically distinguish between expectations and work values, a confound noted previously, several do. For example, Irving and Meyer compared met expectations and work experiences, which are comparable to attained work values, in a longitudinal analysis with four questionnaires completed across the first year of employment. Their results showed actual job experiences to be more strongly related to satisfaction outcomes than met expectations. Greenhaus et al. found that value attainment accounted for considerably more of the variance in satisfaction than did realistic expectations. Those findings are

comparable to the present findings, though the methodology employed in previous research was not laboratory based. Thus, the present study provides evidence in support of those previous results using a different methodology.

To summarize, the hypothesis that those who fulfilled their work values would experience the highest levels of organizational communication satisfaction received statistical support and matched the pattern of results shown in Figure 1. Through use of a controlled laboratory experiment, the goal of this study was to distinguish between expectations and work value attainment and determine whether either could influence organizational communication satisfaction. Some of the definitional confusion noted by Rynes (1990) may be at the root of the issues with values and met expectations research. As Locke (1969) notes, “most people value only that which they have some reasonable chance of attaining” (p. 320). The met expectations hypothesis has intuitive appeal because it addresses the importance of what individuals expect at work. Perhaps “what people expect from work” colloquially matches more closely with values research, whereas “expectations” is limited to what is distinct and more malleable. Porter and Steers (1973) may have intended their hypothesis to address the more colloquial sense, or what is currently labeled as values research, in their formulation of the met expectations hypothesis. However, most research on the met expectations hypothesis has focused on “expectations” as something that can be changed. Unless otherwise manipulated by an organization through realistic job previews or comparable methods, employees will likely expect to attain their work values when starting a position. If what they experience on the job matches their expectations and their work values are fulfilled, outcome variables of interest will likely be influenced. Though, as Meyer et al. (1998) note, work values and

work experiences are distinct variables, the results of Meyer et al. and the current study support that the experience of fulfilling a work value is more important than the meeting of an expectation.

Implications

The results of this experiment suggest some rather straightforward applications. Many of the theoretical applications were addressed previously. To reiterate, IAT and EVT appear to have limited application to the field of expectations about work values research in their current forms. Neither hypothesis based on those nonverbal theories best predicted the pattern of results shown here. The met expectations hypothesis, at least in the form in which it has typically been studied, also was not the best predictor of the pattern of results found here. Though a meta-analysis (Wanous et al., 1992) supported the premises of the met expectations hypothesis, Irving and Meyer (1999, 1995, 1994) have called the methodology of met expectations research into question. The premise of this study was that work values and expectations are often confounded in research due to a failure to explicate the two constructs as distinct. The results of this study provide additional support to the body of research questioning the findings of met expectations research.

Though IAT, EVT, or the met expectations hypothesis did not best explain the variance in the data, certain components of all three may be combined with values research to forge a new model of how expectations about work values may affect organizational outcomes. As noted previously, research on work values is largely atheoretical. Though IAT, EVT, or the met expectations hypothesis did not best predict the results of this study, each was able to predict the pattern of results somewhat. All

three predicted that someone in condition 4 would be more satisfied than someone in condition 2. Condition 4, where someone's expectations are overmet, has not often been tested in past research. However, being able to predict how someone in condition 4 may react is important as it certainly seems plausible that one's expectations may be overmet in some way when starting a job. This idea, labeled by Locke (1969) as "pleasant surprise," is an important notion and all three hypotheses were able to predict how participant responses in that condition would compare to participant responses in condition 2, or those experiencing "unpleasant surprise" (Locke). Though the original statement of IAT proposed the prepotency of expectations, more recent research by Floyd and Burgoon (1999) suggests that that prediction may be subject to some adjustment. Additionally, the met expectations hypothesis did accurately predict the organizational communication satisfaction of participants in conditions 1 and 2. Given these significant results, the possibility that these theories may be able to provide some grounding to values research cannot be dismissed, despite their lower predictive power here. The development of a new formal model that would take these theories and values research into account should be considered. These findings pose an exciting opportunity for communication theory to inform work often conducted in other disciplines.

Additionally, this study has implications for research involving the nature of organizational communication satisfaction. Perhaps the conceptualization of organizational communication satisfaction as an internal, affective state in reaction to the organizational situation explains why work value attainment may affect ratings of it. If the attainment of work values, in addition to patterns of communication within an organization, can influence affective interpretations of organizational communication,

perhaps other individual difference factors may also influence organizational communication satisfaction ratings. This finding opens new avenues of research on organizational communication satisfaction.

Finally, there are some practical implications that arise based on the results of this study and those with similar findings. The most important takeaways may be for organizational hiring practices and for job seekers. If whether expectations are met or not truly has less influence on work outcomes of interest, perhaps the focus of the recruitment period should not be on appropriately setting expectations. Perhaps the focus should be on using realistic job previews and other aspects of the hiring process to outline the tasks and realities of particular positions in terms of relevant work values. That is, organizations may be hiring for several positions that could differently meet the important work values of each employee. Such differences in position could be uncovered through thorough job analysis. For example, some positions may offer higher pay, while others may offer a greater feeling of independence. Candidates should receive assistance in exploring their work values, and then be given enough information to self-select based on what the jobs for which they are qualified have to offer. That is, rather than using elements of the recruitment process to appropriately lower expectations, perhaps the process should include a screening of candidates based on their work values. After successful recruitment, the focus should be on improving actual work experience, as suggested by Meyer et al. (1998). By appropriately channeling qualified candidates toward jobs that best match their work values of interest, organizations may improve their retention levels. Conversely, these findings also suggest that job seekers should actively explore their own work values to maximize satisfaction outcomes. As they search for

jobs, they should focus on uncovering whether their work values would be fulfilled appropriately by a particular position. Of course, extended unemployment, high unemployment rates, and other practical concerns would influence the extent to which job seekers would focus on such characteristics, but the findings of this study suggest that the potential effects of work value fulfillment warrant consideration by job seekers.

Limitations of Study

A more thorough consideration of some limitations in this study's design is warranted. The study's methodology and sample are the most likely targets for criticism. First, the use of an experimental design does not match previous research done in the area. The use of hypothetical situations in a laboratory setting is admittedly not highly realistic. Given the limited information they received, participants did not have the opportunity to weigh other factors relevant to their hypothetical positions before rating their level of anticipated organizational communication satisfaction. In these ways, the artificial environment may have affected participant responses. Although such criticisms are certainly valid, this design was intentionally employed to overcome some of the limitations of previous research. Namely, creating four experimental conditions allowed for the disentangling of the expectations and work values constructs. Often, the two were confounded in previous research on the met expectations hypothesis. Here, information was provided only to participants on what was most important to them because, theoretically, this is the true domain of the met expectations hypothesis, a point noted by Wanous et al. (1992). This design also eliminated other job factors as potential confounds, allowing further isolation of the effects of expectations and work values on organizational communication satisfaction. Finally, as methodology primarily of one type

had been employed across previous met expectations research, this design provided method variance when considered in the larger research context. Because the results here support work done previously with adults in work settings, at least some weight should be given to this study as a replication despite this weakness.

The second weakness is the use of a college student sample. The results of this study may differ from previous findings that supported the met expectations hypothesis because of the different situations of the samples. Participants were not responding based on their real, full-time jobs, but instead read scenarios and completed questionnaires for course credit. In addition, their previous work experience most likely comes from part-time employment that differs both in substance and in importance from the careers they will begin upon graduation. The use of a student sample was necessitated by the design employed and, admittedly, these participants may differ from previous working adult samples in important ways. However, every effort was made to limit the effect of this weakness on the results. First, the majority of the students recruited were seniors. These students were targeted with the hope that they were thinking more seriously about their careers and how they would react to certain aspects of a job they might accept following graduation, which loomed in two short months when the data were collected. As many of them were likely searching for jobs, their work values may have been especially salient at the time of data collection. Second, all participants had previous work experience and over half were currently employed. Although part-time college employment is admittedly different in several ways, participants had at least some exposure to the realities of work. Again, the results of this experiment replicate those found in several previous studies. Though there are weaknesses in this study, previous research suffered from different

weaknesses. The goal here was to attempt to balance out those weaknesses and test different theoretical predictions to determine which findings could be replicated in a more controlled environment.

Future Research

The findings of this study suggest several avenues for further research. First, a new finding of this study is that individual difference factors, unrelated to organizational practices, can influence affective judgments of organizational communication. Attempts to replicate and extend these results should be undertaken. Such research should not only explore the impact of individual work values and expectations, but also the role of other individual differences such as personality traits and communication styles.

Second, several of the weaknesses in previous research that this study attempted to overcome through use of experimental design could be resolved in field research. Namely, questionnaires could be designed more carefully. The measures used here were highly reliable, reducing the potential for error. Additionally, the measures used here were higher in content validity in that they differentiated between work values and expectations. Questionnaires used in field research could easily make these improvements. Several concerns regarding measures addressed previously in this paper could be easily remedied in field research. For example, previous research often fails to specify the content of expectations through use of general items such as, “All in all, have you realized your expectations with regard to the profession?” (Arnold & Feldman, 1982). This problem is easily remedied through the use of more explicit and detailed items. Such an expansion would also resolve another issue that has plagued met expectations research – the use of single-item measures. Use of single-item measures

makes estimation of reliability and consideration of validity impossible. Measurement of the importance of certain expectations of work values is also important, as most theories specify that only what is most important to an employee will affect work outcomes of interest.

Third, attempts to expand on the current study may be made. In the experimental design used here, manipulation checks simply determined whether job scenarios had the desired effects on participants in each condition. In future research, the discrepancy between what was expected and what is valued would likely vary in magnitude. In other words, an employee's expectations or work values may be slightly or substantially violated in actual work conditions. The magnitude of this discrepancy may influence outcome variables of interest differently. In addition, this experiment focused on only one work value of interest. In an actual work situation, multiple work values that might all influence organizational communication satisfaction would be salient to an employee. An employee's profile of work values could be measured and then tested for its effects on organizational communication satisfaction looking at expectations about and fulfillment of those work values. Or, rather than focusing solely on a most important work value or all potential work values, future research could consider whether organizational communication satisfaction and other outcomes of interest are affected differently by work values of moderate or low importance to an employee.

Finally, if the met expectations hypothesis is, indeed, untenable, there is the need to explain previous associations between expectations and outcome variables of interest similar to organizational communication satisfaction. Though the issue of confounds has been brought up several times in this paper, there are other potential explanations that

could be empirically considered. Perhaps people's expectations shift as they begin work and find that their expectations do not match reality. Cognitive dissonance theory could provide theoretical grounding to explore this possibility. That is, do employees experience cognitive dissonance if their expectations are unmet? If so, do they actively attempt to reduce that dissonance by reforming their expectations, allowing them to be met? Using cognitive dissonance to inform predictions, this question could be resolved by testing expectations before organizational entry, two weeks after entry, and again after some tenure to determine whether expectations shift to resolve any feelings of cognitive dissonance. Based on the conceptualization of expectations as more subject to change than values, such a shift would be conceptually feasible. A second possibility is that an association may exist that is not causal between expectations and outcome variables of interest. The current study examined work values as the source of such a confound. Other variables related to individuals or to the organization might offer better explanation.

Conclusion

In closing, the results of this experiment suggest that work value fulfillment influences organizational communication satisfaction ratings. There are promising implications for future research in this area, as all four hypotheses were supported by significance testing. The opportunity to integrate theory and research from communication, psychology, and management offers promise for future research on expectations about work values.

APPENDICES

APPENDIX A

What to Expect

Note: Each version followed the same template, with the portion in quotations replaced to manipulate a different value. One complete scenario is provided below, followed by the value-specific content used for the other 23 scenarios.

Company Policies and Practices

(Conditions 1 and 2) You are about to start your new job as an Associate at WR, Inc. One night, you meet Pat, who currently works as an Associate at WR, Inc. You ask Pat what you can expect your job to be like. Pat replies:

“As far as what you can expect, you should expect to be treated fairly by the company. The company has definite policies, but it administers them fairly and keeps employees informed about its policies and practices. That’s pretty much what you can expect from the job.”

Pat’s comments match what you already expect the job to be like based on the interview process and your written job description.

(Conditions 3 and 4) “As far as what you can expect, you should not expect to be treated fairly by the company. The company’s policies are unclear, and it does not administer them fairly or keep employees informed about its policies and practices. That’s pretty much what you can expect from the job.”

Supportive Supervisor

(Conditions 1 and 2) “As far as what you can expect, you should expect to have a supportive supervisor. Most bosses are understanding and have good relationships with their employees. Most managers will back you up and are really open to feedback. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to have a supportive supervisor. Most bosses are not very understanding and do not have good relationships with their employees. Most managers will not back you up and are not open to feedback. That’s pretty much what you can expect from the job.”

Job Security

(Conditions 1 and 2) “As far as what you can expect, you should expect to have steady employment. Your job and your future will be really secure. The company has never had any layoffs or transfers and probably never will. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to have steady employment. Neither your job nor your future will be really secure. The company will be doing layoffs or transfers to another location soon. That’s pretty much what you can expect from the job.”

Good Working Conditions

(Conditions 1 and 2) “As far as what you can expect, you should expect to have good working conditions. The physical conditions are safe and the work space is very pleasant and nice. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to have good working conditions. The physical conditions are very unsafe and the work space is unpleasant and not nice at all. That’s pretty much what you can expect from the job.”

Friendly Coworkers

(Conditions 1 and 2) “As far as what you can expect, you should expect to have friendly co-workers. There’s a real spirit of cooperation and everyone gets along. It’s easy to develop close friendships. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to have friendly co-workers. There’s no spirit of cooperation and nobody gets along. It’s not easy to develop close friendships. That’s pretty much what you can expect from the job.”

Fair Pay/Compensation

(Conditions 1 and 2) “As far as what you can expect, you should expect to earn a salary that matches the work you do. You will make just as much as you would in a similar job at another company and you’ll make the same amount your friends make. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to earn a salary that matches the work you do. You won’t make as much as you would in a similar job at another company and you won’t make the same amount your friends make. That’s pretty much what you can expect from the job.”

Opportunity for Advancement

(Conditions 1 and 2) “As far as what you can expect, you should expect to have any opportunities for advancement. There really are lots of chances to get ahead, so you often hear about people being promoted out of the Associate position. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to have any opportunities for advancement. There really aren’t many chances to get ahead, so you don’t really hear about people being promoted out of the Associate position. That’s pretty much what you can expect from the job.”

Responsibility

(Conditions 1 and 2) “As far as what you can expect, you should expect to have a lot of responsibility. You’ll be able to make decisions on your own and plan your own work. You’ll be free to use your own judgment to make decisions. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to have a lot of responsibility. You won’t be able to make decisions on your own or plan your own work. You won’t be free to use your own judgment to make decisions. That’s pretty much what you can expect from the job.”

Recognition

(Conditions 1 and 2) “As far as what you can expect, you should expect to get recognition for the work you do. People really notice when you do a good job and praise you for it. You get full credit for your work. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to get recognition for the work you do. People never notice when you do a good job or praise you for it. You never get credit for your work. That’s pretty much what you can expect from the job.”

Job Content

(Conditions 1 and 2) “As far as what you can expect, you should expect to enjoy what you do. You’ll really like performing the required tasks of your job. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to enjoy what you do. You won’t really like performing the required tasks of your job. That’s pretty much what you can expect from the job.”

Independence

(Conditions 1 and 2) “As far as what you can expect, you should expect to work alone. You work independently and you’re on your own most of the time. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to work alone. You won’t work independently and you won’t ever really be on your own. That’s pretty much what you can expect from the job.”

Accomplishment

(Conditions 1 and 2) “As far as what you can expect, you should expect to have a feeling of accomplishment. You’ll really be doing something worthwhile and you can see results. You’ll really take pride in your work. That’s pretty much what you can expect from the job.”

(Conditions 3 and 4) “As far as what you can expect, you should not expect to have a feeling of accomplishment. You won’t be doing anything worthwhile and you can’t see any results. You can’t really take pride in your work. That’s pretty much what you can expect from the job.”

APPENDIX B

What the Job Is Really Like

Note: Each version followed the same template, with the portion in quotations replaced to manipulate a different value. One complete scenario is provided below, followed by the value-specific content used for the other 47 scenarios. There were four scenarios used for each value – one to match each experimental condition.

Company Policies and Practices

(Condition 1) You've been in your job as an Associate at WR, Inc. for awhile now – long enough to understand what the job is really like. You're home for the holidays, and a relative asks if the job is what you expected.

"It's pretty much what I expected. I thought that I'd be treated fairly by the company, and I really have been. The company has definite policies, but it administers them fairly and keeps employees informed about its policies and practices."

(Condition 2) "It's different from what I expected. I thought that I'd be treated fairly by the company, but I really haven't been. The company's policies are unclear, and it does not administer them fairly or keep employees informed about its policies and practices."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd be treated fairly by the company, and I really haven't been. The company's policies are unclear, and it does not administer them fairly or keep employees informed about its policies and practices."

(Condition 4) "It's different from what I expected. I didn't think that I'd be treated fairly by the company, but I really have been. The company has definite policies, but it administers them fairly and keeps employees informed about its policies and practices."

Supportive Supervisor

(Condition 1) "It's pretty much what I expected. I thought that I'd have a supportive supervisor, and my boss and I have a good relationship. My manager backs me up and is very understanding and open to feedback."

(Condition 2) "It's different from what I expected. I thought that I'd have a supportive supervisor, but my boss and I don't have a good relationship. My manager never backs me up and isn't very understanding or open to feedback."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd have a supportive supervisor, and my boss and I don't have a good relationship. My manager never backs me up and isn't very understanding or open to feedback."

(Condition 4) "It's different from what I expected. I didn't think that I'd have a supportive supervisor, but my boss and I have a good relationship. My manager backs me up and is very understanding and open to feedback."

Job Security

(Condition 1) "It's pretty much what I expected. I thought that I'd have steady employment, and my job and my future are really secure. The company has never had any layoffs or transfers and probably never will."

(Condition 2) "It's different from what I expected. I thought that I'd have steady employment, but neither my job nor my future is really secure. The company will be doing layoffs or transfers to another location soon."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd have steady employment, and neither my job nor my future is really secure. The company will be doing layoffs or transfers to another location soon."

(Condition 4) "It's different from what I expected. I didn't think that I'd have steady employment, but my job and my future are really secure. The company has never had any layoffs or transfers and probably never will."

Good Working Conditions

(Condition 1) "It's pretty much what I expected. I thought that I'd have good working conditions, and I really do. The physical conditions are safe and the work space is very pleasant and nice."

(Condition 2) "It's different from what I expected. I thought that I'd have good working conditions, but I really don't. The physical conditions are very unsafe and the work space is unpleasant and not nice at all."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd have good working conditions, and I really don't. The physical conditions are very unsafe and the work space is unpleasant and not nice at all."

(Condition 4) "It's different from what I expected. I didn't think that I'd have good working conditions, but I really do. The physical conditions are safe and the work space is very pleasant and nice."

Friendly Coworkers

(Condition 1) "It's pretty much what I expected. I thought that I'd have friendly coworkers, and I really do. There's a real spirit of cooperation and everyone gets along. I'm developing some close friendships with them."

(Condition 2) "It's different from what I expected. I thought that I'd have friendly coworkers, but I really don't. There's no spirit of cooperation and nobody gets along. I don't see myself becoming close friends with any of them."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd have friendly coworkers, and I really don't. There's no spirit of cooperation and nobody gets along. I don't see myself becoming close friends with any of them."

(Condition 4) "It's different from what I expected. I didn't think that I'd have friendly coworkers, but I really do. There's a real spirit of cooperation and everyone gets along. I'm developing some close friendships with them."

Fair Pay/Compensation

(Condition 1) "It's pretty much what I expected. I thought that I'd earn a salary that matches the work I do, and I make just as much as I would in a similar job at another company. My pay matches what my friends make."

(Condition 2) "It's different from what I expected. I thought that I'd earn a salary that matches the work I do, but I don't make as much as I would in a similar job at another company. My pay does not match what my friends make."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd earn a salary that matches the work I do, and I don't make as much as I would in a similar job at another company. My pay does not match what my friends make."

(Condition 4) "It's different from what I expected. I didn't think that I'd earn a salary that matches the work I do, but I make just as much as I would in a similar job at another company. My pay matches what my friends make."

Opportunity for Advancement

(Condition 1) "It's pretty much what I expected. I thought that there'd be opportunities for advancement, and I really have lots of chances to get ahead. I hear that I'll be up for a promotion soon."

(Condition 2) "It's different from what I expected. I thought that there'd be opportunities for advancement, but I really haven't had lots of chances to get ahead. I won't be up for a promotion anytime soon."

(Condition 3) "It's pretty much what I expected. I didn't think that there'd be many opportunities for advancement, and I really haven't had lots of chances to get ahead. I won't be up for a promotion anytime soon."

(Condition 4) "It's different from what I expected. I didn't think that there'd be many opportunities for advancement, but I really have lots of chances to get ahead. I hear that I'll be up for a promotion soon."

Responsibility

(Condition 1) "It's pretty much what I expected. I thought that I'd have a lot of responsibility, and I really do. I'm able to make decisions on my own and plan my own work. I'm free to use my judgment to make decisions."

(Condition 2) "It's different from what I expected. I thought that I'd have a lot of responsibility, but I really don't. I'm never able to make decisions on my own or plan my own work. I'm not free to use my judgment to make decisions."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd have a lot of responsibility, and I really don't. I'm never able to make decisions on my own or plan my own work. I'm not free to use my judgment to make decisions."

(Condition 4) "It's different from what I expected. I didn't think that I'd have a lot of responsibility, but I really do. I'm able to make decisions on my own and plan my own work. I'm free to use my judgment to make decisions."

Recognition

(Condition 1) "It's pretty much what I expected. I thought that I'd get recognition for the work I do, and I really do. People really notice when I do a good job and praise me for it. I get full credit for my work."

(Condition 2) "It's different from what I expected. I thought that I'd get recognition for the work I do, but I really don't. People never notice when I do a good job or praise me for my work. I never get credit for what I do."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd get recognition for the work I do, and I really don't. People never notice when I do a good job or praise me for my work. I never get credit for what I do."

(Condition 4) "It's different from what I expected. I didn't think that that I'd get recognition for the work I do, but I really do. People really notice when I do a good job and praise me for it. I get full credit for my work."

Job Content

(Condition 1) "It's pretty much what I expected. I thought that I'd enjoy what I do, and I really do. I really like performing the required tasks of my job."

(Condition 2) "It's different from what I expected. I thought that I'd enjoy what I do, but I really don't. I don't really like performing the required tasks of my job."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd enjoy what I do, and I really don't. I don't really like performing the required tasks of my job."

(Condition 4) "It's different from what I expected. I didn't think that I'd enjoy what I do, but I really do. I really like performing the required tasks of my job."

Independence

(Condition 1) "It's pretty much what I expected. I thought that I'd work alone, and I really do. I work independently and I'm on my own most of the time."

(Condition 2) "It's different from what I expected. I thought that I thought that I'd work alone, but I really don't. I don't work independently and I'm never really on my own."

(Condition 3) "It's pretty much what I expected. I didn't think that I'd work alone, and I really don't. I don't work independently and I'm never really on my own."

(Condition 4) "It's different from what I expected. I didn't think that I'd work alone, but I really do. I work independently and I'm on my own most of the time."

Accomplishment

(Condition 1) “It’s pretty much what I expected. I thought that I’d have a feeling of accomplishment, and I really do. I’m really doing something worthwhile and I can see results. I really take pride in my work.”

(Condition 2) “It’s different from what I expected. I thought that I’d have a feeling of accomplishment, but I really don’t. I’m not doing anything worthwhile and I can’t see any results. I really don’t take pride in my work.”

(Condition 3) “It’s pretty much what I expected. I didn’t think that I’d have a feeling of accomplishment, and I really don’t. I’m not doing anything worthwhile and I can’t see any results. I really don’t take pride in my work.”

(Condition 4) “It’s different from what I expected. I didn’t think that I’d have a feeling of accomplishment, but I really do. I’m really doing something worthwhile and I can see results. I really take pride in my work.”

APPENDIX C
Work Values Ranking

Think about the job you would most like to have after you've finished college. With that job in mind, please rank the following job characteristics from the most important or the first thing you'll look for (mark with "1") to the least important or the last thing you'll look for (mark with "12"). Please use all numbers from 1 to 12; do not rank items as equally important.

- _____ (a) Company policies and practices
Company has fair, clearly stated policies that are administered equally.
- _____ (b) Supportive supervisor
Supervisor supports efforts of employees and demonstrates sound management skills.
- _____ (c) Job security
Company and job are stable; your employment is steady.
- _____ (d) Good working conditions
Company provides a safe, pleasant physical working environment.
- _____ (e) Friendly co-workers
Your co-workers are cooperative and easy to get along with.
- _____ (f) Fair pay / compensation
Your wages match the work required of you are equal to what others in similar jobs earn.
- _____ (g) Opportunity for advancement
Your job offers chances to get ahead and earn promotions.
- _____ (h) Responsibility
Your job offers the ability to make decisions about your work.
- _____ (i) Recognition
Your work efforts and successes are noticed and rewarded.
- _____ (j) Job content
You enjoy performing the required tasks of your job.
- _____ (k) Independence
You have the ability to work on your own.
- _____ (l) Accomplishment
You see results from your work and feel good about what you do.

1 = MOST IMPORTANT

12 = LEAST IMPORTANT

APPENDIX D
Expectations Manipulation Check

The purpose of this questionnaire is to learn about your expectations regarding the job described in the information you just read (i.e. "What to Expect"). **When responding to these questions, please consider what you expect the described job to be like. Keep the described job in mind as you answer all the following questions.**

Please indicate the extent to which you agree with each statement. Work as rapidly as you can. Mark your response on your scantron sheet by filling in the circle matching your choice beside the appropriate item number. Be sure to mark your ratings **on your scantron sheet and NOT on this questionnaire.**

There are 48 questions in this section. When you have answered these questions, please sit quietly and wait for the experimenter. If you have any questions about what to do, please ask the experimenter.

Use the following scale when responding to the questions in this section:

1	2	3	4	5	6	7
Disagree strongly	Disagree	Disagree somewhat	Indifferent	Agree somewhat	Agree	Agree strongly

When responding to these questions, consider the job described in the information you read. Keep that same job in mind as you answer all the following questions.

1. I anticipate that the company will administer its policies fairly.
2. I expect that the company will administer its policies fairly.
3. I think it is likely that the company will administer its policies fairly.
4. I assume that the company will administer its policies fairly.
5. I anticipate that my boss will support me.
6. I expect that my boss will support me.
7. I think it is likely that my boss will support me.
8. I assume that my boss will support me.
9. I anticipate that the job will provide for steady employment.
10. I expect that the job will provide for steady employment.
11. I think it is likely that the job will provide for steady employment.
12. I assume that the job will provide for steady employment.
13. I anticipate that the job will have good working conditions.
14. I expect that the job will have good working conditions.
15. I think it is likely that the job will have good working conditions.
16. I assume that the job will have good working conditions.
17. I anticipate that I will be friends with my coworkers.
18. I expect that I will be friends with my coworkers.
19. I think it is likely that I will be friends with my coworkers.
20. I assume that I will be friends with my coworkers.
21. I anticipate that my pay will compare well with that of other workers.
22. I expect that my pay will compare well with that of other workers.

23. I think it is likely that my pay will compare well with that of other workers.
24. I assume that my pay will compare well with that of other workers.
25. I anticipate that the job will provide opportunity for advancement.
26. I expect that the job will provide opportunity for advancement.
27. I think it is likely that the job will provide opportunity for advancement.
28. I assume that the job will provide opportunity for advancement.
29. I anticipate that I will be able to make decisions on my own at work.
30. I expect that I will be able to make decisions on my own at work.
31. I think it is likely that I will be able to make decisions on my own at work.
32. I assume that I will be able to make decisions on my own at work.
33. I anticipate that I will get recognition for the work I do.
34. I expect that I will get recognition for the work I do.
35. I think it is likely that I will get recognition for the work I do.
36. I assume that I will get recognition for the work I do.
37. I anticipate that I will enjoy performing the essential functions of my job.
38. I expect that I will enjoy performing the essential functions of my job.
39. I think it is likely that I will enjoy performing the essential functions of my job.
40. I assume that I will enjoy performing the essential functions of my job.
41. I anticipate that I will work alone.
42. I expect that I will work alone.
43. I think it is likely that I will work alone.
44. I assume that I will work alone.
45. I anticipate that the job will give me a feeling of accomplishment.
46. I expect that the job will give me a feeling of accomplishment.
47. I think it is likely that the job will give me a feeling of accomplishment.
48. I assume that the job will give me a feeling of accomplishment.

APPENDIX E

Work Experiences Manipulation Check

The purpose of this questionnaire is to learn what you think this job would actually be like based on the information you just read. **When responding to these questions, please consider only the job as described on the sheet titled “What the Job Is Really Like.” Keep the described job in mind as you answer all the following questions.** Please indicate the extent to which you agree with each statement. Work as rapidly as you can. Mark your response on your scantron sheet by filling in the circle matching your choice beside the appropriate item number. Be sure to mark your ratings **on your scantron sheet and NOT on this questionnaire.**

There are 48 questions in this section. When you have answered these questions, please sit quietly and wait for the experimenter. If you have any questions about what to do, please ask the experimenter.

Use the following scale when responding to the questions in this section:

1	2	3	4	5	6	7
Disagree strongly	Disagree	Disagree somewhat	Indifferent	Agree somewhat	Agree	Agree strongly

When responding to these questions, consider the job described in the information you read. Keep that same job in mind as you answer all the following questions.

49. I think that the company's policies are fairly administered.
50. While working at the job, I have found that the company administered its policies fairly.
51. The company administers its policies fairly.
52. I feel that the company's policies are fairly administered.
53. I think that my boss supports me.
54. While working at the job, I have found that my boss supports me.
55. My boss supports me.
56. I feel that my boss supports me.
57. I think that the job provides for steady employment.
58. While working at the job, I have found that the job provides for steady employment.
59. The job provides for steady employment.
60. I feel that the job provides for steady employment.
61. I think that the job has good working conditions.
62. While working at the job, I have found that the job has good working conditions.
63. The job has good working conditions.
64. I feel that the job has good working conditions.
65. I think that I am friends with my coworkers.
66. While working at the job, I have found that I am friends with my coworkers.
67. I am friends with my coworkers.
68. I feel that I am friends with my coworkers.
69. I think that my pay compares well with that of other workers.

70. While working at the job, I have found that my pay compares well with that of other workers.
71. My pay compares well with that of other workers.
72. I feel that my pay compares well with that of other workers.
73. I think that the job provides opportunity for advancement.
74. While working at the job, I have found that the job provides opportunity for advancement.
75. The job provides opportunity for advancement.
76. I feel that the job provides opportunity for advancement.
77. I think that I am able to make decisions on my own at work.
78. While working at the job, I have found that I am able to make decisions on my own at work.
79. I am able to make decisions on my own at work.
80. I feel that I am able to make decisions on my own at work.
81. I think that I get recognition for the work I do.
82. While working at the job, I have found that I get recognition for the work I do.
83. I get recognition for the work I do.
84. I feel that I get recognition for the work I do.
85. I think that I enjoy performing the essential functions of my job.
86. While working at the job, I have found that I enjoy performing the essential functions of my job.
87. I enjoy performing the essential functions of my job.
88. I feel that I enjoy performing the essential functions of my job.
89. I think that I work alone.
90. While working at the job, I have found that I can work alone.
91. I am able to work alone.
92. I feel that I am able to work alone.
93. I think that the job gives me a feeling of accomplishment.
94. While working at the job, I have found that the job gives me a feeling of accomplishment.
95. The job gives me a feeling of accomplishment.
96. I feel that the job gives me a feeling of accomplishment.

APPENDIX F

Organizational Communication Satisfaction Questionnaire

The purpose of this questionnaire is to find out how satisfactory organizational communication practices would be in the described job. **When responding to these questions, please consider both “What to Expect” and “What the Job Is Really Like.” Keep all aspects, including any differences between the two descriptions of the job, in mind as you answer all the following questions.**

Please answer the following questions by choosing the rating that best represents your opinion. Mark your response on your scantron sheet by filling in the circle matching your choice beside the appropriate item number. Be sure to mark your ratings **on your scantron sheet and NOT on this questionnaire.**

There are 35 questions in this section. When you have answered these questions, please sit quietly and wait for the experimenter. If you have any questions about what to do, please ask the experimenter.

Listed below are several kinds of information often associated with a person’s job. Please use the scale below to mark the appropriate response on your scantron sheet.

1	2	3	4	5	6	7
Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Indifferent	Somewhat satisfied	Satisfied	Very satisfied

When responding to these questions, please consider both “What to Expect” and “What the Job Is Really Like.” Keep all aspects, including any differences between the two descriptions of the job, in mind as you answer all the following questions.

97. How satisfied will I be with the amount and/or quality of information I will receive about *my progress in my job*?*
98. How satisfied will I be with the amount and/or quality of *personal news* I will receive?*
99. How satisfied will I be with the amount and/or quality of information I will receive about *organizational policies and goals*?*
100. How satisfied will I be with the amount and/or quality of information I will receive about *how my job compares with others*?
101. How satisfied will I be with the amount and/or quality of information I will receive about *how I am being judged*?
102. How satisfied will I be with the amount and/or quality of *recognition of my efforts* that I will receive?
103. How satisfied will I be with the amount and/or quality of *information I receive about departmental policies and goals*?*
104. How satisfied will I be with the amount and/or quality of information I will receive about *the requirements of my job*?*
105. How satisfied will I be with the amount and/or quality of information I will receive about *government action affecting my organization*?*

106. How satisfied will I be with the amount and/or quality of information I will receive about *changes in our organization?**
107. How satisfied will I be with the amount and/or quality of information I will receive about *how problems in my job are being handled?*
108. How satisfied will I be with the amount and/or quality of information I will receive about *benefits and pay?**
109. How satisfied will I be with the amount and/or quality of information I will receive about *our organization's financial standing?**
110. How satisfied will I be with the amount and/or quality of information I will receive about *accomplishments and/or failures of the organization?**

Ask yourself: "In the job I read about, how satisfied would I be with..."

111. The extent to which my superiors know and understand the problems faced by subordinates
112. The extent to which the organization's communication motivates and stimulates an enthusiasm for meeting its goals
113. The extent to which my supervisor listens and pays attention to me
114. The extent to which the people in my organization have great ability as communicators
115. The extent to which any supervisor offers guidance for solving job-related problems
116. The extent to which the organization's communication makes me identify with it or feel a vital part of it
117. The extent to which the organization's communications are interesting and helpful
118. The extent to which my supervisor trusts me
119. The extent to which I receive in time the information needed to do my job
120. The extent to which conflicts are handled appropriately through proper communication channels
121. The extent to which the grapevine is active in our organization
122. The extent to which my supervisor is open to ideas
123. The extent to which horizontal communication with other organizational members is accurate and free flowing
124. The extent to which communication practices are adaptable to emergencies
125. The extent to which my work group is compatible
126. The extent to which our meetings are well organized
127. Extent to which the amount of supervision given me is about right
128. The extent to which written directives and reports are clear and concise
129. The extent to which the attitudes toward communication in the organization are basically healthy
130. The extent to which informal communication is active and accurate
131. The extent to which the amount of communication in the organization is about right

* Items were removed from final 25-item version used in analysis.

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