

Rewards at Work: The Relationship between Rewards and Work Outcomes, and the  
Importance attached to Rewards

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### **Abstract**

The types of rewards one receives from work can have a huge impact on how employees see the organization they are working in. Some research has indicated that additionally the importance one places on these rewards might influence the relationship between rewards and work outcomes (Mottaz, 1985). However, research on these relationships is still limited. Furthermore, it is still unclear how employees determine which rewards are important for them and which not. Thus, the aim of the current research is to understand the relationship between extrinsic and intrinsic rewards and work outcomes, and whether the importance one attaches to these rewards moderates the relationship. Furthermore, goal orientations are assessed to help explain why employees place valence on certain types of rewards. The results of multiple regression analyses from the data of 182 employees showed that both types of rewards influence work outcomes. Intrinsic rewards had higher correlations with work outcomes and explained more variance in them. The results revealed no moderation effect in any of the relationships between availability of rewards and work outcomes. However, importance attached to intrinsic rewards showed to be an important contributor on work outcomes. Finally, mastery goal orientation was significantly associated with importance attached to intrinsic rewards. Theoretical and practical implications are discussed in the light of these findings, and suggestions for future research are given.

*Keywords:* rewards, work outcomes, importance attached to rewards, goal orientation

### Rewards at Work: The Relationship between Rewards and Work Outcomes and the Importance attached to Rewards

As the workforce keeps getting increasingly older, and highly educated graduates start entering the work field, organizations are challenged with retaining and attracting high-performing, talented employees. Attracting and retaining talented employees is a major source of competitive advantage for an organization (McDonnell, Collings, Mellahi, & Schuler, 2017), but is also important financially since hiring and training new employees can be costly (Surji, 2013). Job satisfaction, organizational commitment, and work engagement have been related to lower turnover intentions (Yücel, 2012; Terera & Ngirande, 2014; Saks, 2019). Therefore, to keep well-performing employees in the organization, employees must be satisfied, committed, and engaged in their jobs.

Rewards offered by an organization have been shown to impact how employees perceive their job and the organization they are working in (Lincoln & Kallerberg, 1990). The main purpose of these rewards is to attract, motivate, and keep talented employees in the company (von Bonsdorff, 2011). Research has shown rewards to be linked to positive job outcomes, such as an increased commitment and performance (Khan, Shahid, Nawab, & Wali, 2013; Stumpf, Tymon, Favorito, & Smith, 2013; Taba, 2018; Westover & Taylor, 2009), job satisfaction (Linz & Semykina, 2012; Stumpf et al., 2013; Westover & Taylor, 2009) and work engagement (Saks, 2019; Stumpf et al., 2013).

In academic literature, a distinction is often made between two types of rewards, namely, intrinsic and extrinsic rewards. Intrinsic rewards are rewards such as knowledge, ability, growth, competency (Daft, 2008), and finding the job interesting, challenging and fulfilling (Smith, Gover, Halinski, & Duxbury, 2019). Intrinsic rewards induce intrinsic motivation, meaning that one works for one's own satisfaction (Daft, 2008). Extrinsic rewards are rewards such as recognition, pay, bonuses (Daft, 2008), job security, and having a comfortable physical setting at the office (Smith et al., 2019). Thus, these are rewards that are given by the employer in exchange for one's work, to induce one's extrinsic motivation (Daft, 2008). Previous research has shown that the type of reward one receives may have different effects on different job outcomes. For example, some authors have argued that intrinsic rewards are more important for achieving certain positive job outcomes such as increased commitment (Mottaz, 1987) and performance (Taylor et al., 2014) compared to extrinsic rewards.

In addition, some research has shown that the importance an employee places on these specific rewards might affect the relationship between rewards and job outcomes

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(Mottaz, 1985; Westover, & Taylor, 2010). For example, Lawler (2003) argued that the importance an employee places on a reward determines how attractive he or she sees the given reward. Moreover, according to Vroom's (1964) expectancy theory, the importance an employee places on rewards increases his or her motivation. Thus, it is possible that just providing one with a reward may not lead to the desired job outcome, but that the type of reward given is what matters.

Research on goal orientations may help explain where these differences in reward preferences stem from. According to Dweck (1986), there are two types of dispositions or goal orientations that guide an individual either towards mastering a skill (mastery goal orientation) or towards showing one's competency (performance goal orientation). These goal orientations guide individuals' behavioral, emotional and cognitive behavior in environments where achievement plays a big part (Dweck & Leggett, 1988) such as academic or work settings. As one's goal orientation influences one's behavior and interests (Dweck, 1986), it seems plausible that different goal orientations may help explain why people place importance on different rewards.

Despite there being some research on the effects of rewards on work outcomes, the importance attached to them and how goal orientations relate to this, this research is still yet to be fully understood. Hence, the current study was designed to shed more light into these relationships, and consequently cast more insights on how organizations can tailor their rewards systems, according to individual preferences and needs, to increase employees' satisfaction and well-being at work. The aim of the current study is to answer the following research questions:

1. *To what extent does the availability of a certain type of reward influence work outcomes?*
2. *To what extent does the importance one places on rewards influence the relationship between the availability of certain rewards and work outcomes?*
3. *To what extent does one's goal orientation influence one's importance attached to rewards?*

### **Research on Rewards and Work Outcomes**

***Rewards and commitment.*** Organizational commitment can be defined as the attitude an employee has that links him or her to an organization (Mottaz, 1987). This includes dedicating substantial effort on behalf of the organization, and believing strongly in the values and goals of the organization (Mowdays, Steers, & Porter, 1979). Meyer and Allen

(1991) categorized organizational commitment consisting of three intertwined yet different forms of commitment. *Affective commitment* refers to the identification with and emotional attachment one forms towards the organization. *Continuance commitment* refers to one's feeling of having to stay in the organization due to, for example, lack of alternatives. *Normative commitment* refers to the feeling of being obligated to stay in the organization, due to, for example, the feeling that one owes something to the organization. Despite this categorization being widely used, some authors have argued that affective commitment is the fundamental part of commitment (Mercurio, 2015). Research has shown that it alone delivers the most psychological profit to an organization (Meyer & Maltin, 2010). Thus, in line with this, in the current study, organizational commitment will be defined and measured with the concept of affective commitment as it is believed that this leads to most benefits to well-being.

Research on the relationship between rewards and commitment has shown that rewards in general can increase one's commitment to the organization one is working in (Khan et al., 2013; Stumpf et al., 2013; Taba, 2018; Westover & Taylor, 2009). This is in line with social exchange theory (Blau, 1964), that argues that employees implicitly repay both the intrinsic and extrinsic rewards they have gotten from the organization through increased commitment (Blau, 1964). Rewards have been strongly associated with affective commitment (Meyer & Allen, 1997) and both intrinsic and extrinsic rewards seem to be important for commitment (Malhotra, Budhwar, & Prowse, 2007). However, some authors have also argued that intrinsic rewards are more important than extrinsic rewards for affective commitment (Mottaz, 1987; Mottaz, 1988; Kuvaas, Buch, Weibel, Dysvik, & Nerstad, 2017), and that efforts to increase one's commitment should be concentrated on the task itself. This is since an interesting task in itself will increase intrinsic returns (Mottaz, 1987; Mottaz, 1988). Thus, in line with previous research and to answer the first research question, the following hypotheses were derived:

*H1a: Availability of extrinsic rewards will be positively related to affective commitment*

*H1b: Availability of intrinsic rewards will be positively related to affective commitment*

**Rewards and job satisfaction.** Job satisfaction has been widely studied in the research community in the last decades (Westover & Taylor, 2009). It has been shown to have positive effects in organizations, such as decreased turnover intentions (Thatcher, Liu, Stepina, Goodman, & Treadway, 2006; Yücel, 2012). Locke (1969) defined job satisfaction as a "positive emotional state resulting from appraisal of one's job or job experiences" (as cited in

Westover & Taylor, 2009). This encompasses the way people feel at work and how happy they are with their work.

Research has shown that rewards are linked to increased job satisfaction (Linz & Semykina, 2012; Stumpf et al., 2013; Westover & Taylor, 2009). Both intrinsic and extrinsic rewards have shown to be significant predictors of one's job satisfaction (Herzberg, Mausner, & Snyderman, 1959) due to the gratitude employees feel towards their organization (Chiang & Birtch, 2011). Thus, in line with previous research the following hypotheses were derived:

*H1c: Availability of extrinsic rewards will be positively related to job satisfaction*

*H1d: Availability of intrinsic rewards will be positively related to job satisfaction*

**Rewards and work engagement.** Work engagement, like job satisfaction, has been widely studied in the field of organizational psychology. It has been an influential element of human capital strategies in organizations and has often been involved in conversations about talented, high performing employees (Delaney & Royal, 2017). Research has shown work engagement to have multiple positive consequences, such as increased employee retention (Lockwood, 2007), productivity and innovation (Griffin, Parker, & Neal, 2008), employee performance (Lockwood, 2007; Salanova, Agut, & Peiró, 2005), and job satisfaction and well-being (Schaufeli, Taris & van Rhenen, 2008)

Work engagement can be defined as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (Schaufeli, Salanova, González-Romá, & Bakker, 2002). *Vigor* indicates a readiness to put extra effort in one's work and to have extended amounts of energy and persistence. *Dedication* refers to the feeling of challenge, importance, and passion in one's work, and *absorption* refers to being absorbed to one's work and having a flow experience. During this flow experience time runs fast and disengaging oneself from work becomes difficult (Schaufeli, 2013). Thus, work engagement is a persistent and positive affective cognitive state that results from a fit between one's work and personal characteristics (van den Bosch & Taris, 2014).

Rewards have been linked to increased work engagement (Saks, 2019; Stumpf et al., 2013). Studies have shown that both intrinsic and extrinsic rewards contribute to one's engagement, and that both should also be considered when aiming to increase one's work engagement (Victor & Hoole, 2017). Thus, in line with this the following hypotheses were formulated:

*H1e: Availability of extrinsic rewards will be positively related to work engagement*

*H1f: Availability of intrinsic rewards will be positively related to work engagement*

**Rewards and performance.** Research on the effect of rewards and motivation on performance has yielded mixed findings. Some authors have argued that extrinsic rewards decrease intrinsic motivation (Deci, Koestner, & Ryan, 1999) and thus performance. This is because extrinsic rewards are thought to control one's behavior and take away the responsibility from the individual to motivate oneself (Deci et al., 1999). Other authors have argued that extrinsic rewards have no influence on one's intrinsic motivation (Arnold, 1976) nor performance, but that intrinsic rewards are positively related to both intrinsic motivation and performance (Kuvaas et al., 2017). Yet researchers supporting pay for performance schemes have argued that if used correctly, external rewards increase performance since this type of rewarding increases an employee's feeling of control of their own performance (Lopez, 1981). Furthermore, a meta-analysis by Cerasoli, Nicklin and Ford (2014) of over 40 years of research showed that both intrinsic and extrinsic motivation predict performance, and thus both should be considered when looking at performance. Thus, in line with this reasoning, the following hypotheses were formulated:

*H1g: The availability of extrinsic rewards will be positively related to performance*

*H1h: The availability of intrinsic rewards will be positively related to performance*

*H1i: The effect of the availability of intrinsic rewards on performance is higher than the effect of availability of extrinsic rewards on performance.*

### **The Importance Attached to Rewards**

Some research has indicated that the importance one places on a certain reward might influence the relationship between rewards and work outcomes (Mottaz, 1985; Westover & Taylor, 2010). According to Vroom's expectancy theory, valence is fundamental for any reward to influence one's behavior. According to his theory, it is the importance one places on rewards together with instrumentality and expectancy, which can increase one's motivation (Vroom, 1964). This notion has also been supported by other researchers who have argued that the importance an individual places on certain rewards, determines the attractiveness of these rewards for the individual (Lawler, 2003). Thus, reinforcements such as rewards can only influence one's behavior to the extent that they are seen as valuable (Eisenberger, Rhoades, & Cameron, 1999; Schawab, Olian-Gottlieb, & Heneman, 1979). In line with this previous research, the following is expected:

*H2: Importance attached to extrinsic rewards moderates the relationship between the availability of extrinsic rewards and work outcomes, in such a way that when one places*

*higher importance on rewards and this reward is present, it increases one's affective commitment (2a), job satisfaction (2b), work engagement (2c), and performance (2d).*

*H3: Importance attached to intrinsic rewards moderates the relationship between the availability of intrinsic rewards and work outcomes, in such a way that when one places higher importance on rewards and this reward is present, it increases one's affective commitment (3a), job satisfaction (3b), work engagement (3c), and performance (3d).*

### **Goal Orientation**

Research in environments where people must perform has indicated that an important psychological system that influences how one reacts and behaves in such a situation, is one's goal orientation. Goal orientation is the disposition one holds towards either aiming to develop or prove one's competency (Vandewalle, 1997). Goal orientations influence how one behaves or reacts in situations where one must perform. Additionally, they influence the way one reacts to difficult tasks and how one sees effort or feedback. The concept is derived from attribution theory, suggesting that individuals hold implicit theories about how well they can control their personal attributes (Dweck & Leggett, 1988). The implicit theories that people hold incline them towards a certain goal orientation (Dweck & Leggett, 1988).

Two goal orientations can help explain behaviors and differences between what people are interested in—*learning or mastery goal orientation* and *performance goal orientation* (Dweck, 1986; Vandewalle, 1997). Mastery goal orientation is the disposition one has towards developing oneself (Dweck, 1986; Dweck & Leggett, 1988). Individuals with a mastery goal orientation see ability as flexible and something that can and needs to be developed through hard work and experience. Thus, they often seek learning opportunities to master new skills or situations. Performance goal orientation is the disposition one has for either proving one's competency and abilities to others (*prove performance goal orientation*) or avoiding negative judgments about one's competency from others (*avoid performance goal orientation*). People inclined more towards a performance goal orientation often see ability as fixed and difficult to develop, and thus aim to validate their ability by showing it to others (Dweck, 1986; Dweck & Leggett, 1988). Despite there being little research on the connection between rewards and goal orientation, a study in the field of education has shown there to be a link. Hoffmann, Huff, Patterson, and Nietfeld (2009) researched the goal orientations of elementary school teachers and whether this influenced the rewards the teachers gave students. They found that teachers with a performance goal orientation were more likely to give students extrinsic rewards for their good performance, compared to



teachers with another goal orientation. The teachers explained this reward giving behavior as an aim to increase the motivation of the students (Hoffmann et al., 2009), making the reward an indication of competency, as is in line with the mindset in this goal orientation.

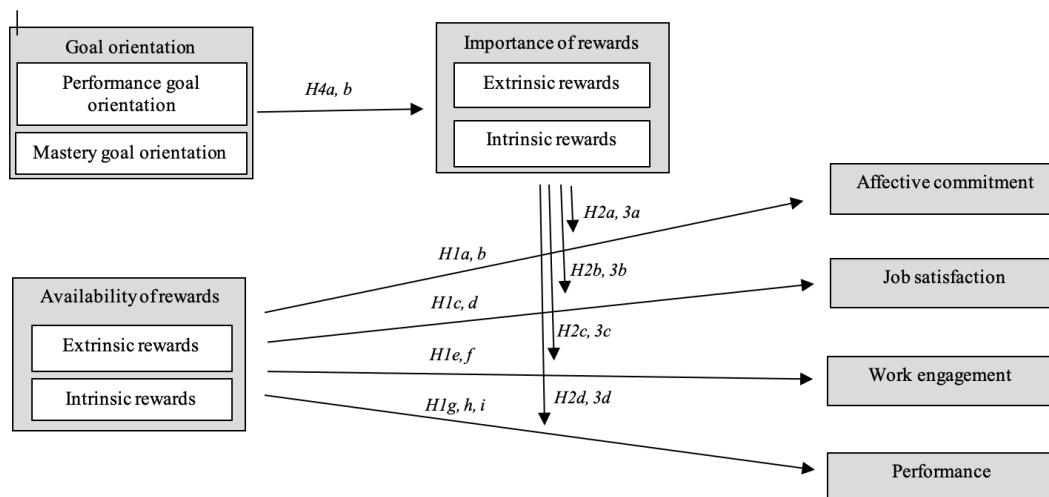
Research has shown also from a student perspective that these performance-contingent rewards do indeed increase one's feeling of competence (Houlihan, Koestner, Joussemet, Nantel-Vivier, & Lekes, 2002). Although this has not yet been studied in the organizational context, there is no reason to assume that similar processes would not apply to employees. For example, some research has indicated that people connect one's social-economic status to competence (Durante, Tablante, & Fiske, 2017). It is possible that people with a performance goal orientation see extrinsic rewards as more important, as receiving good external rewards would indicate that one's socio-economic status is higher, and thus provides one with a more competent appearance. Furthermore, research both in organizational and school settings has found that mastery goal orientation has a strong link with feedback-seeking behavior (Vandewalle & Cummings, 1997; Leenknecht, Hompus, & van der Schaaf, 2019), which is important for learning and self-development (London & Smither, 1999; Sparr, Knipfer, & Willems, 2016). Thus, it is possible that people with a mastery goal orientation place importance on different types of rewards compared to people with a performance goal orientation, as the objectives of these orientations are different. In line with this reasoning and limited previous research, the following hypotheses were derived:

*H4a: People with a performance goal orientation will place more importance on extrinsic rewards than on intrinsic rewards.*

*H4b: People with a mastery goal orientation will place more importance on intrinsic rewards than on extrinsic rewards.*

Figure 1 presents an overview of the hypotheses.

Figure 1  
Graphical Representation of Hypothesized Associations



## Methods

### Participants

Two hundred and one employees took part in the questionnaire study. The questionnaire was accessible via a Qualtrics link that was distributed through different job channels of a multinational food corporation and social media. After participants clicked the link, they were directed to the informed consent. In the informed consent, participants were told that the data would be used for two different studies, and they were filled in on the aims of these. The voluntary basis of participation was emphasized as well the confidentiality and anonymity of participants answers. Additionally, participants were made aware that to participate in the current study, they had to be at least 18 years old and work a minimum of 12 hours a week. This minimum was chosen to allow people in bridge employment or with a side job to participate in the study. Before moving forward, participants had to indicate they had read and understood the provided information. Once participants had done this, they were directed to the next page where they were asked to fill in the questionnaire with care, and asked to answer statements according to their normal work situation or environment (before the Covid-19 situation). After reading this, participants were taken to the actual questionnaire. Completing the questionnaire took approximately ten minutes. Once participants were done, they were thanked for their participation and given the contact details of both researchers.

The final sample consisted of 182 employees (115 female, 67 male) between the ages 20 and 64 ( $M= 32$ ,  $SD= 9.9$ ). Some participants had to be excluded due to working too few hours, missing replies and/or not consenting to the informed consent. Participants varied with regards to their educational background (14.9% High School or equivalent, 14.3% Vocational education, 68.7% University degree, 2.2% Other). Participants included both part-time (31.8%, <35h/week) and full-time (69.2%, >35h/week) workers. The majority (45.6%) had worked 1-5 years in their current field, 24.2% had worked less than a year, and 30.2% had worked above 6 years.

### **Materials and Design**

An online questionnaire consisting of ten scales and six demographic questions was designed together with another researcher to assess both the current variables and the variables of the other researcher (see Appendix for the full questionnaire). Only the scales relevant for the current research will be elaborated on. For the current research, a design involving two independent variables (*availability of extrinsic rewards*, *availability of intrinsic rewards*) and four dependent variables (*job satisfaction*, *commitment*, *work engagement*, and *performance*) was employed. Additionally, two variables (*mastery goal orientation* and *performance goal orientation*) measuring an overarching concept of *goal orientation* was expected to correlate with two other variables (*importance attached to intrinsic and extrinsic rewards*, respectively).

**Demographic variables.** Six questions were used to assess the participants' demographic information. These included questions about participants' gender, age, average working hours per week, highest completed education, and how long one had worked in their current field.

**Affective commitment.** Affective commitment was assessed with the four-item affective commitment scale developed by Allen and Meyer (1990) (as used in Yücel, 2012). The scale included statements such as “I feel emotionally attached to this organization” and “I would be very happy to spend the rest of my career with this organization”. Participants had to indicate the extent to which they agreed on certain statements on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). A Cronbach's alpha of  $\alpha= .82$  was calculated indicating good reliability.

**Job satisfaction.** Job satisfaction was assessed with the five-item Job Satisfaction Index by Brayfield and Rothe (1951) (as used in Yücel, 2012). Participants had to indicate on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) the extent to which they agreed on each statement. Statements such as “I consider my job rather

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unpleasant” and “I feel fairly satisfied with my present job” were used. A Cronbach’s alpha of  $\alpha = .84$  was found indicating good reliability.

**Work engagement.** Work engagement was measured with the three-item version of the Utrecht Work Engagement Scale (UWES; Schaufeli, Shimazu, Hakanen, Salanova, & De Witte, 2019). The scale has one question for each of the underlying variables of work engagement. Statements such as “At work I feel bursting with energy” (vigor), “I am enthusiastic about my job” (dedication), and “I am immersed in my work” (absorption) were used. Participants had to indicate on a seven-point Likert scale ranging from 1 (*never*) to 7 (*every day*), how often they felt a certain way at work. Reliability analysis showed moderate results with  $\alpha = .75$ .

**Work performance.** Work performance was measured with a nine-item scale assessing the amount of effort one puts into one’s work and the quality of one’s work (Kuvaas & Dysvik, 2009). The scale consists of statements such as “I try to work as hard as possible” and “Others in my organization look at my work as typical high-quality work”. Participants had to indicate the extent to which they agreed on the statements on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Reliability analysis showed good results with an  $\alpha = .82$ .

**Availability and importance of rewards.** The availability of rewards and the importance attached to them was assessed with a 20-item scale developed by Lyons (2003) (as used by Smith et al., 2019). Ten items were used to assess the availability of rewards. Five of these items concentrated on extrinsic rewards and five on intrinsic rewards. Participants had to indicate on a five-point Likert scale ranging from 1 (*none at all*) to 5 (*a great deal*) the extent to which they receive a certain reward from their work. Statements such as “My job provides me with the benefits I need” (extrinsic availability) and “My job allows me to do work that I find interesting” (intrinsic availability), were used. Reliability analyses showed a moderate reliability for the extrinsic availability scale ( $\alpha = .70$ ) and an excellent reliability for the intrinsic availability scale ( $\alpha = .91$ ).

The remaining ten items were used to assess the importance of rewards. Five of these items focused on extrinsic rewards and five on intrinsic rewards. Statements such as “Having benefits that meet your personal needs” (extrinsic importance) and “Doing work that you find interesting” (intrinsic importance) were used. Participants had to indicate on a five-point Likert scale ranging from 1 (*not at all important*) to 5 (*extremely important*) how important they perceived the rewards. Reliability analysis showed a Cronbach’s alpha of  $\alpha = .57$  for the

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extrinsic importance scale and an alpha of  $\alpha = .85$  for the intrinsic importance scale indicating a moderate and high reliability, respectively.

As the reliability of the extrinsic importance scale was relatively low, a principal component factor analysis with varimax rotation was conducted to check whether the 20 items loaded on four factors. The analysis yielded four factors (see table 1) that explain 57% of the variance. As one item (IM4) loaded on two factors (importance of extrinsic rewards, importance of intrinsic rewards), the decision was made to omit this item. Furthermore, the corresponding availability statement (AV4) was omitted as each item has a corresponding availability and importance statement. New reliability analyses were computed indicating an alpha of  $\alpha = .66$  for the availability of extrinsic rewards, and  $\alpha = .57$  for the importance of extrinsic rewards. Both reliabilities are within the acceptable range (Nunnally, 1967, as cited in Peterson, 1994).

Table 1.

*Factor loadings of the availability and importance of rewards items*

Items	Factor			
	1 (Availability of intrinsic rewards)	2 (Importance of intrinsic rewards)	3 (Availability of extrinsic rewards)	4 (Importance of extrinsic rewards)
My job is intellectually stimulating (AV9)	<b>.88</b>			
My job allows me to work on tasks that challenge me (AV10)	<b>.87</b>			.12
My job allows me to do work that I find interesting (AV6)	<b>.84</b>	.10	.14	
My job gives me opportunities to continuously learn (AV8)	<b>.81</b>	.19	.12	.11
My job allows me to do work that I find fulfilling (AV7)	<b>.79</b>	.11	.16	
Having the opportunity to continuously learn (IM8)		<b>.82</b>		.22
Doing work that is intellectually stimulating (IM9)		<b>.79</b>		-.10
Working on tasks that challenge your abilities (IM10)	.14	<b>.79</b>	.13	
Doing work that you find interesting (IM6)	.13	<b>.74</b>		
Doing work that you find personally fulfilling (IM7)	.16	<b>.74</b>		
Having access to the training needed (IM4) <sup>b</sup>		<b>.49</b>	-.19	<b>.43</b>
My job provides me with the benefits I need (AV1)	.20	.11	<b>.74</b>	
My job allows me with a good salary (AV5)			<b>.71</b>	
I have the assurance of job security (AV2)			<b>.69</b>	.11

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My job allows me to work in a comfortable physical setting (AV3)	.19		<b>.59</b>	
My job allows me access to the training needed (AV4) <sup>b</sup>	.29		<b>.56</b>	.15
Doing work that affords you a good salary (IM5)			.10	<b>.72</b>
Comfortable working in the physical setting (IM3)		.13		<b>.62</b>
Having benefits that meet your personal needs (IM1)	.12	.13	.17	<b>.59</b>
Having the assurance of job security (IM2)		-.16	.23	<b>.59</b>

*Note.* Extraction method; principle component analysis; Rotation method; Varimax with Kaiser normalization. Loadings larger than .40 in bold.

<sup>b</sup> This Item was excluded from the analyses

**Goal orientation.** Goal orientation was assessed with a 13-item Work Domain Goal Orientation Instrument developed by Vandewalle (1997). Five items were used to assess mastery goal orientation, four items were used to assess prove performance goal orientation, and four items were used to assess avoid performance goal orientation. Items such as “I am willing to select a challenging work assignment that I can learn a lot from” (mastery goal orientation), “I try to figure out what it takes to prove my ability to others at work” (prove performance goal orientation) and “Avoiding a show of low ability is more important to me than learning a new skill” (avoid performance goal orientation) were used. Participants were asked to indicate the extent to which they agreed on each statement on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). A Cronbach’s alpha of  $\alpha = .68$  was calculated indicating a moderate reliability.

### Statistical Analyses

Cronbach’s alphas were computed for all scales to check the consistency of the measures. A moderate to good reliability was found for all the used scales. Additionally, the data was checked to see whether it was normally distributed. Regression analyses were conducted to test whether the availability of rewards predicted the job outcomes (*H1*) and whether importance attached to rewards moderated this relationship (*H2*). For each dependent variable, three models of predictors were entered. This was done separately for extrinsic and intrinsic rewards to obtain a clearer picture of the effects of the certain reward. The first model included the importance attached to a certain reward. The second model included both the importance attached to and the availability of a certain rewards. The third model contained the interaction effect between importance attached to a certain reward and

its availability. The interaction effects were computed using standardized variables. For regression analyses where the relationship between extrinsic rewards and work outcomes was of main interest, intrinsic rewards were controlled for. The opposite applies for intrinsic rewards and work outcomes. Regression analyses were also used to see whether goal orientation predicted importance attached to rewards (*H3*). When conducting this analysis, the goal orientation that was not of main interest, was controlled for.

## Results

### Work Outcomes

Means and standard deviations were calculated for the work outcomes. Most employees perceived themselves as fairly satisfied in their job ( $M=3.84$ ,  $SD=.82$ ), moderately committed to their company ( $M= 3.19$ ,  $SD=1.00$ ) and as average-to-good performers ( $M=3.82$ ,  $SD=.58$ ). Furthermore, participants rated feeling on average vigor, dedication and absorption at least once a week ( $M=5.36$ ,  $SD=1.16$ ).

### Rewards and Affective Commitment

Regression analyses were computed to see whether the availability of extrinsic and intrinsic rewards was associated with affective commitment, and whether the importance attached to these rewards moderated the relationship (see Table 2 and Table 3). Table 2 shows that 12% of the variance in affective commitment can be explained by changes in the availability of extrinsic rewards (M2). The availability of extrinsic rewards is significantly associated with affective commitment ( $\beta = .35$ , hypothesis 1a supported). The importance one places on these extrinsic rewards, explains an additional 2% of the variance in affective commitment (M3,  $\beta = .14$ ). However, when controlling for the availability of intrinsic rewards, this interaction effect disappears,  $R^2 = .01$ ,  $F(1,180) = 1.44$ ;  $p = .23$ . Therefore, hypothesis 2a is rejected. Other than the interaction effect disappearing, controlling for intrinsic rewards did not substantially affect the conclusions for the effects of extrinsic rewards.

Table 2. Results of Regression Analysis between Extrinsic Rewards and Affective Commitment ( $N=182$ )

Variables	<u>Affective commitment</u>		
	M1	M2	M3
Importance attached to extrinsic rewards	.06	-.02	-.03

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Availability of extrinsic rewards		.35***	.36***
Importance × Availability of extrinsic rewards			.14*
$R^2$	.00	.12	.14
$R^2$ Change		.12***	.02*

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 3 shows that 27% of the variance in affective commitment can be explained by the availability of intrinsic rewards (M2). The importance attached to these intrinsic rewards (M3) does not add additional explanation to this (Hypothesis 3a rejected) and thus no moderation is present. As the availability of intrinsic rewards is significantly correlated with affective commitment ( $\beta = .54$ ), hypothesis 1b is supported.

Table 3. Results of Regression Analysis between Intrinsic Rewards and Affective Commitment ( $N=182$ )

Variables	<u>Affective commitment</u>		
	M1	M2	M3
Importance attached to intrinsic rewards	.16*	.01	-.00
Availability of intrinsic rewards		.54***	.56***
Importance × Availability of intrinsic rewards			-.08
$R^2$	.03	.30	.30
$R^2$ Change	.03*	.27***	.01

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controlling for extrinsic rewards did not substantially affect our conclusions for the effects of intrinsic rewards.

### Rewards and Job Satisfaction

Table 4 and 5 show the results of the regression analyses between the type of reward and job satisfaction. Taking a closer look at table 4, 8% of the variance in job satisfaction can be explained by changes in the availability of extrinsic rewards (M2). The interaction effect is not significant indicating no moderation, and thus the rejection of hypothesis 2b (M3). The availability of extrinsic rewards is significantly associated with job satisfaction ( $\beta = .29$ , hypothesis 1 supported) indicating that when extrinsic rewards are present, one's job satisfaction increases.



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Table 4. Results of Regression Analysis between Extrinsic Rewards and Job Satisfaction (N=182)

Variables	<u>Job Satisfaction</u>		
	M1	M2	M3
Importance attached to extrinsic rewards	.05	-.02	-.02
Availability of extrinsic rewards		.29***	.29***
Importance × Availability of extrinsic rewards			.04
R2	.00	.08	.08
R2 Change		.08***	.00

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controlling for intrinsic rewards did not substantially affect our conclusions for the effects of extrinsic rewards.

Table 5 shows that 35% of the variance in job satisfaction can be explained by the availability of intrinsic rewards (M2). The importance attached to these intrinsic rewards does not add additional explanation value (M3, hypothesis 3b rejected). As the availability of intrinsic rewards is significantly correlated with affective commitment ( $\beta = .62$ ), hypothesis 1d is supported.

Table 5. Results of Regression Analysis between Intrinsic Rewards and Job Satisfaction (N=182)

Variables	<u>Job satisfaction</u>		
	M1	M2	M3
Importance attached to intrinsic rewards	.23*	.06	.05
Availability of intrinsic rewards		.62***	.62***
Importance × Availability of intrinsic rewards			-.03
R2	.05	.40	.39
R2 Change	.05*	.35***	.00

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controlling for extrinsic rewards did not substantially affect our conclusions for the effects of intrinsic rewards.

### Rewards and Work Engagement

Table 6 and 7 show the results from the regression analyses between the type of reward and work engagement. As can be seen from table 6, 7% of variance in work

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engagement can be explained by the availability of extrinsic rewards (M2). The availability of extrinsic rewards is correlated significantly ( $\beta = .28$ ) with work engagement, indicating that the presence of extrinsic rewards increases one's work engagement (hypothesis 1e supported). Importance attached to extrinsic rewards does not add additional explanation to the variance, indicating no moderation effect (M3, hypothesis 2c rejected).

Table 6. Results of Regression Analysis between Extrinsic Rewards and Work Engagement ( $N=182$ )

Variables	<u>Work Engagement</u>		
	M1	M2	M3
Importance attached to extrinsic rewards	.07	.01	.01
Availability of extrinsic rewards		.28***	.27***
Importance $\times$ Availability of extrinsic rewards			.08
<i>R</i> <sup>2</sup>	.01	.08	.08
<i>R</i> <sup>2</sup> Change		.07***	.01

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controlling for intrinsic rewards did not substantially affect our conclusions for the effects of extrinsic rewards.

As can be seen from table 7, importance attached to intrinsic rewards alone explains 7% of the variance in work engagement and is significantly correlated with it ( $\beta = .26$ , M1). Availability of intrinsic rewards explains 22% of the variance in work engagement (M2) and is also significantly correlated with work engagement ( $\beta = .49$ , hypothesis 1f supported). However, their interaction effect is not significant indicating no moderation (M3, hypothesis 3c rejected).

Table 7. Results of Regression Analysis between Intrinsic Rewards and Work Engagement ( $N=182$ )

Variables	<u>Work Engagement</u>		
	M1	M2	M3
Importance attached to intrinsic rewards	.26***	.12	.11
Availability of intrinsic rewards		.49***	.51***
Importance $\times$ Availability of intrinsic rewards			-.10
<i>R</i> <sup>2</sup>	.07	.28	.29

<i>R2 Change</i>	.07***	.22***	.01
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*Note.* \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controlling for extrinsic rewards did not substantially affect our conclusions for the effects of intrinsic rewards.

**Rewards and Performance**

Table 8 and 9 show the results of regression analyses between rewards and performance. Looking at table 8, it can be seen that the availability of extrinsic rewards has no significant relationship with performance (M2, hypothesis 1g rejected) and thus no moderation is also seen (M3, hypothesis 2d rejected).

Table 8. Results of Regression Analysis between Extrinsic Rewards and Performance (N=182)

Variables	<u>Performance</u>		
	M1	M2	M3
Importance attached to extrinsic rewards	.08	.05	.05
Availability of extrinsic rewards		.13	.13
Importance × Availability of extrinsic rewards			.03
<i>R2</i>	.01	.02	.02
<i>R2 Change</i>		.02	.00

*Note.* \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controlling for intrinsic rewards did not substantially affect our conclusions for the effects of extrinsic rewards.

Table 9 shows that importance attached to intrinsic rewards alone explains 16% of the variance in performance (M1), and the availability of these rewards helps explain an extra 4% (M2). Both availability of intrinsic rewards ( $\beta = .22$ ) and importance attached to intrinsic rewards ( $\beta = .33$ ) alone are significantly correlated with performance (hypothesis 1h and 1i supported), indicating that both result in a better performance. Regardless, their interaction effect is not significant indicating that no moderation is found (M3, hypothesis 3d rejected).

Table 9. Results of Regression Analysis between Intrinsic Rewards and Performance (N=182)

Variables	<u>Performance</u>		
	M1	M2	M3

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Importance attached to intrinsic rewards	.39***	.33***	.34***
Availability of intrinsic rewards		.22**	.21*
Importance × Availability of intrinsic rewards			.05
<i>R</i> <sup>2</sup>	.16	.20	.20
<i>R</i> <sup>2</sup> Change	.16***	.04**	.00

*Note.* \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controlling for extrinsic rewards did not substantially affect our conclusions for the effects of intrinsic rewards.

### Rewards and Goal Orientation

Means and standard deviations were calculated for both goal orientation scales. Overall, employees rated themselves as high on mastery goal orientation ( $M=4.14$ ,  $SD=.59$ ) and low to moderate on performance goal orientation ( $M=2.96$ ,  $SD=.66$ ). A regression analysis was computed to see whether one's goal orientation was associated to the importance attached to rewards. As the primary interest in the current study was to examine the before mentioned relationship, the explanatory nature of goal orientations on work outcomes is beyond the scope of the current study. Table 10 shows that performance goal orientation is not associated with importance attached to extrinsic rewards (hypothesis 4a rejected). However, mastery goal orientation has a significant association with importance attached to intrinsic rewards ( $\beta = .44$ ) but not extrinsic rewards, indicating that people with a mastery goal orientation are more likely to place importance on intrinsic rewards compared to extrinsic rewards. It explains 20% of variance in importance attached to intrinsic rewards. Thus, hypothesis 4b is supported.

Table 10. Results of Regression Analysis between Goal Orientation and Importance attached to Rewards ( $N=182$ )

Variables	Importance attached to extrinsic rewards	Importance attached to intrinsic rewards
Mastery Goal Orientation	.12	.44***
Performance Goal Orientation	.03	-.02
<i>R</i> <sup>2</sup>	.01	.20
<i>R</i> <sup>2</sup> Change	.01	.20***

*Note.* \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controlling for each goal orientation did not affect our conclusions.

### Discussion

The aim of the current research was to see whether the presence of certain rewards predict different work outcomes, and whether this relationship was moderated by the importance one places on these rewards. Additionally, the aim was to see whether one's goal orientation determines which reward one sees as more important. The current study has three main findings, namely, both types rewards seem to be associated with different work outcomes, the predicted moderation effect was not found for any of the relationships between rewards and work outcomes, and mastery goal orientation was found to be an important predictor of placing importance on intrinsic rewards. Each finding is elaborated on below.

Firstly, the regression analyses showed that the availability of extrinsic and intrinsic rewards was associated with different work outcomes. Intrinsic rewards explained in general more variance in work outcomes compared to extrinsic rewards (4-35% and 2-12%, respectively). This indicates that the presence of intrinsic rewards may be more important than the presence of extrinsic rewards when aiming to increase job satisfaction, affective commitment, work engagement and performance. This difference was especially seen in the case of performance, where the presence of intrinsic rewards predicted performance but the presence of extrinsic rewards did not. One possible explanation for this is that the effect of extrinsic rewards on performance wears off as people get used to them. However, the results indicated that the presence of extrinsic rewards are also in general important, as they were significantly associated to higher affective commitment, work engagement and job satisfaction. Thus, it seems that *both* types of rewards, extrinsic and intrinsic, should be used complementarily when aiming to increase certain work outcomes. This is also in line with previous research that has found that extrinsic and intrinsic rewards both influence work outcomes such as job satisfaction (Morgan, Dill & Kalleberg, 2013) and performance (Cerasoli et al., 2014).

Secondly, the importance attached to rewards did not moderate the relationship between availability of rewards and work outcomes. Although this moderation effect was not present, the importance one attached to intrinsic rewards significantly predicted all work outcomes. In the case of performance, this significant effect was present even when availability of intrinsic rewards was present. Thus, it seems that the importance attached to intrinsic rewards is also a significant predictor of affective commitment, work engagement, job satisfaction and performance, however, actually *receiving* these rewards seems to be

more important. One possible reason for could be that as the intrinsic reward itself is important for an employee, it increases his or her wellbeing and satisfaction at work. This is because rewards are only powerful when one places importance on them (Lawler, 2003). However, the actual presence of these intrinsic rewards has a bigger influence on work outcomes since the motivation inducing component is actually present.

Thirdly, the results indicated that mastery goal orientation is an important predictor of importance attached to intrinsic rewards, however no significant effects were found for performance goal orientation and extrinsic rewards, unlike initially predicted. One possible explanation for this lack of effect is that participants generally rated themselves as low to moderate on performance goal orientation yet high on mastery goal orientation. Thus, it is possible that the population was not representing enough performance goal orientation. Regardless, the significant association between mastery goal orientation and importance attached to intrinsic rewards is to a certain degree in line with previous research in the educational settings (Harackiewicz, Barron, Tauer, Carter & Elliot, 2000). Harackiewicz and her colleagues assessed the effect of one's goal orientation on one's interest and grades in an introductory psychology course. The results showed that students with a mastery goal orientation were more likely to be interested and enrolled in additional psychology classes even three semesters later. Performance goal orientation on the other hand predicted higher grades however not interest in the courses. Thus, it seems that mastery goal orientation is associated with importance attached to intrinsic rewards as this induces intrinsic motivation (Daft, 2008). The relationship between performance goal orientation and importance attached extrinsic rewards needs more research to be able to draw definitive conclusions.

### **Study Limitations**

As with all research, the current one comes with limitations. Firstly, the nature of the current study is cross-sectional meaning that no causal relationships can be extracted from the results. Regardless, the results do provide theoretically supported associations which was also the main goal of the research. The main aim of the current research was to shed light into the relationships between the presence of certain rewards, the importance attached to these rewards, work outcomes, and goal orientations, and this was completed. In any case, the topic would benefit from further longitudinal research so that causal inferences can be made in the future.

A second limitation of the study is that all measures used in the current research were self-reports. This means that answers may be subject to certain biases such as answering in a

socially desirable way or assessing oneself higher on certain scales than one actually is. However, as can be seen from the results, participants on average rated themselves as moderate on all work outcomes. In case bias would greatly influence the results, it would be expected that participants would have rated themselves especially high on performance. However, as this was not the case, it is expected that these biases do not play a huge part in the results.

A third limitation concerns the type of the participants. As data collection was done via convenience and snowball sampling, most participants had a higher educational background (68.5% with university degree or higher). This means that the results of the current study may not be representative of the overall population but should be interpreted in the context of well earning white-collar employees for who receiving more extrinsic rewards may be less relevant than for example less earning blue-collar employees.

A fourth limitation is that due to time constraints, the study was conducted during a world-wide pandemic (Covid-19) during which the unemployment rate rose with a few percent (Eurostat, 2020). Hence although participants were asked to answer the questionnaire according to the situation before the pandemic, it is impossible to completely ignore the situation and this could have biased the results as most likely extrinsic rewards such as job security become more accentuated. However, looking at the results, as intrinsic rewards explained more variance in work outcomes compared to extrinsic rewards, it is likely that this bias does not have a major effect on the results.

### **Practical Implications**

Regardless of the limitations mentioned above, the current study has some practical implications. The findings suggest that both types of rewards should be considered when aiming to increase work outcomes. However, as intrinsic rewards explain more variance, organizations could benefit from investing in creating jobs that produce intrinsic motivators for employees such as providing employees the possibility to grow, develop and challenge themselves within the company or for supporting employees in job crafting. Furthermore, organizations should aim at attracting and hiring especially employees who are intrinsically motivated, find the job challenging and fulfilling, and who companies can offer growing opportunities for. These practical implications are also in line with research in school settings that show that gifted students get easily bored and unsatisfied in environments where they are not facing a challenge (Gallager, Harradine, & Coleman, 1997) and this boredom results into lower performance (Pekrun, Goetz, Daniels, Stupnisky, & Perry, 2010).

### **Theoretical Implications and Future Research**

Theoretically, the current paper shows that both extrinsic and intrinsic rewards are important when researching different work outcomes. Furthermore, the study indicates the significance of researching the role of importance attached to certain rewards. Regardless of no moderation effects were found, the study did indicate that the importance attached to rewards was in many cases correlated with different work outcomes. The research field could benefit especially of longitudinal research so that causality and long-term effects of rewards and importance attached to them can be studied.

Moreover, the current study shows the importance of including goal orientations in future research on why or how people place valence on certain rewards. Even though a significant effect was not found for both goal orientations, more research on these concepts might add important insights on the role of goal orientations in reward preferences. Research could especially benefit from using a study population where participants are equally distributed between the two goal orientations. Examining and gaining more insights on how goal orientations relate to the importance attached to rewards, and how importance attached to rewards are related to the work outcomes can help understand the way rewards work better.

### **Conclusions**

The aim of the current research was to understand the relationship between rewards, importance attached to them, and different work outcomes. Additionally, the aim was to understand whether goal orientations can help in explaining why one places more importance on certain rewards. The results clearly showed that in nearly all cases, both extrinsic and intrinsic rewards were associated with different work outcomes. Only the relationship between extrinsic rewards and performance was not found. The results also showed that despite of the importance attached to rewards not being a moderator, it does have a significant influence on multiple work outcomes. Furthermore, mastery goal orientation was shown to significantly correlate with importance attached to rewards. Thus, overall, more research is needed to understand these relationships better and to gain more valuable insights on what role importance attached to rewards and goal orientations in rewards.



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## Appendix

### Questionnaire used in current study

What is your gender?

- Male (1)
- Female (2)
- Other (3)
- 

Age What is your age?

\_\_\_\_\_

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Working hours What are your average working hours per week in your main job (or paid internship)?

- below 12 hours (1)
- 12-34 hours (2)
- above 35 hours (3)

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Degree What is the highest degree or level of school you have completed?

- High School degree or equivalent (1)
- Intermediate vocational education (2)
- Higher vocational education (3)
- University Bachelor (4)
- University Master (5)
- Doctorate (6)
- Other (7)

Work experience How long have you worked in your current job field?

- below 1 year (1)
- 1-5 years (2)
- 6-10 years (3)
- 11-15 years (4)
- above 15 years (5)

Cooperation others Does your work involve tasks where you have to cooperate with others?

- Yes (1)
- No (2)

Altruism The following statements are about your general behavior. Please rate to what extent you agree with the following statements.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
People should be willing to help others who are less fortunate. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those in need have to learn to take care of themselves and not depend on others. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally assisting people in trouble is very important to me. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These days people need to look after themselves and not overly worry about others. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## REWARDS AT WORK AND THE IMPORTANCE ATTACHED TO THEM

Goal orientation The following statements are about your behavior at work. Please rate to what extent you agree with the following statements.	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I am willing to select a challenging work assignment that I can learn a lot from. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often look for opportunities to develop new skills and knowledge. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy challenging and difficult tasks at work where I'll learn new skills. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, development of my work ability is important enough to take risks. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to work in situations that require a high level of ability and talent. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm concerned with showing that I can perform better than my coworkers. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to figure out what it takes to prove my ability to others at work. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy it when others at work are aware of how well I am doing. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to work on projects where I can prove my ability to others. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoiding a show of low ability is more important to me than learning a new skill. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## REWARDS AT WORK AND THE IMPORTANCE ATTACHED TO THEM

I'm concerned about taking on a task at work if my performance would reveal that I had low ability. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to avoid situations at work where I might perform poorly. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Performance The following statements are about your behavior at work. Please rate to what extent you agree with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I try to work as hard as possible. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intentionally expend a great deal of effort in carrying out my job. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often expend extra effort in carrying out my job. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually don't hesitate to put in extra effort when it is needed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of my work is usually high. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of my work is top-notch. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I deliver higher quality than what can be expected from someone with the type of job I have. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely complete a task before I know that the quality meets high standards. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others in my organisation look at my work as typical high quality work. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Authenticity The following statements are about your behavior at work. Please rate to what extent you feel like the statements describe you.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
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## REWARDS AT WORK AND THE IMPORTANCE ATTACHED TO THEM

I just speak my mind without taking care of others' feelings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually tell the truth without concerning how others will think of me. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always offend people by speaking frankly. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always hide my true thoughts for fear of others' disapproval. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not dare to tell others the truth due to caring for their feelings. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually try to cater to others. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would neither give up the real me nor make others hard to accept. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fully aware of when to insist on myself and when to compromise. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always find the ways to reconcile my need and other's requirements. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Affective Commitment

The following statements are about how you feel at work. Please rate to what extent you agree with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I would be very happy to spend the rest of my career with this organisation. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really feel as if this organisation's problems are my own. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like "part of the family" at my organisation. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel emotionally attached to this organisation. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## REWARDS AT WORK AND THE IMPORTANCE ATTACHED TO THEM

Job engagement The following statements are about how you feel at work. Please rate how often you feel this way about your job.

	Never (1)	A few times a year or less (2)	Once a month or less (3)	A few times a month (4)	Once a week (5)	A few times a week (6)	Every day (7)
At work I feel bursting with energy. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am enthusiastic about my job. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am immersed in my work. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job satisfaction The following statements are about how you feel about your job. Please rate to what extent you agree with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I consider my job rather unpleasant. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each day of work seems like it will never end. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel fairly satisfied with my present job. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most days I am enthusiastic about my work. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find real enjoyment in my work. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Available rewards The following questions are about the rewards you receive from your work. Please rate to what extent you **receive** the listed rewards from your work.

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
My job provides me with the benefits I need. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the assurance of job security. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## REWARDS AT WORK AND THE IMPORTANCE ATTACHED TO THEM

My job allows me to work in a comfortable physical setting. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job allows me to access the training needed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job allows me with a good salary. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job allows me to do work that I find interesting. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job allows me to do work that I find fulfilling. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job gives me opportunities to continuously learn. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is intellectually stimulating. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job allows me to work on tasks that challenge me. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Importance rewards Please rate how **important** each work value is to your decision to accept/remain in a job.

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)	Extremely important (5)
Having benefits that meet your personal needs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having the assurance of job security. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfortable working in the physical setting. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having access to the training needed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing work that affords you a good salary. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing work that you find interesting. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing work that you find personally fulfilling. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## REWARDS AT WORK AND THE IMPORTANCE ATTACHED TO THEM

Having the opportunity to continuously learn. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing work that is intellectually stimulating. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on tasks that challenge your abilities. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Group conflict The following questions are about conflict situations that you might experience at your work. Please rate to what extent you experience these situations at work.

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
How much friction is there among you and other members in your work unit? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much are personality conflicts evident in your work unit? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much tension is there among you and other members in your work unit? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much emotional conflict is there among you and other members in your work unit? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do people in your work unit disagree with you about opinions regarding the work being done? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How frequently are there conflicts about your ideas in your work unit? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much conflict about the work you do is there with other members of your work unit? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent are there differences of opinion between you and other members in your work unit? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Default Question Block