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The Relation between Attachment Style and Level of Experienced Work Satisfaction

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Abstract

The purpose of the present study was to analyze the relationship between attachment style and level of work satisfaction for employees ($n = 95$) within a wide variety of workplaces in Sweden. A survey method was used and the questionnaire that was distributed contained ASQ, QPS_{Nordic} as well as items measuring general work satisfaction. A positive correlation between secure attachment style and level of work satisfaction was found. Furthermore, attachment style predicted employees' sense of mastery at work, which in turn was found to partly explain the variance in work satisfaction. The relation between attachment style and work satisfaction could therefore be said to be affected by individuals' self-assessment of how well they master their work.

Keywords: Work Satisfaction, Attachment Style, Working Life, Organizations, Mastery of Work, Interpersonal Relationships, QPS_{Nordic}, ASQ

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The Relation between Attachment Style and Level of Work Satisfaction

Inseparable connections...exist amongst our attachment experiences, the resources of our communities, and the kinds of people we become. In turn, the kinds of people we become will determine the attachment experiences we are capable of giving to our children, our engagement with others in the public arenas of institutional life, and the kinds of societies we sustain...knowledge of the conditions for secure attachment should be at the heart of our institutional, cultural and political life. It should inform the ways that we parent, create social policy, shape the economy, and govern our domestic and international political relations.

– Marci Green (Green & Scholes, 2004, p. 2)

A Timely Merge between Two Fields

Attachment as a psychological phenomenon has its roots in the area of Developmental Psychology. As attachment theory became established in the fifties by its founding father, John Bowlby (1994), the bulk of research aimed at analyzing the importance of the crucial bond that develops between a child and his/her primary caretaker¹ in the first year of the child's life and how this comes to play a vital role in the child's development. As time and society progressed, Bowlby's successor Mary Ainsworth took the theory a step further in the seventies, acknowledging that a caregiver provides a child with a safe haven², which enables the child to explore its surrounding territory with the reassurance of a back-up of support and safety in the form of a coherent and reliable attachment figure. Moving on to the eighties, Mary Main extended the theory of attachment to give it relevance for adulthood by showing that the safe haven function provided by the attachment figure also is a key function in adults' close interpersonal relations (Broberg, R. Mothander, Granqvist, & Ivarsson, 2008).

Like the studies mentioned above, current research involving adult attachment also tend to occur within the field of Developmental Psychology. The objectives that many of these studies aim to grasp mainly concern research around how aspects of longstanding relationships, such as that between two lovers, siblings, or long-term friends, relate to attachment (Broberg, Granqvist, Ivarsson, & R. Mothander, 2007). This has to an extent

¹ The terms 'caretaker', 'attachment figure', and 'caregiver' are used interchangeably in the text

² For further explanation, see *Attachment Theory – An Overview* (p. 6)

resulted in omitting investigations regarding the attachment system's³ influence on other areas of life, apart from those concerning people's immediate family and close friends. For example, Industrial and Organizational Psychology is one field of psychology where there is still much room for analyzing the influence of attachment within the organizational setting (Mikulincer & Shaver, 2007). Working life includes many types of interpersonal relationships and the workplace is a sphere where longstanding relationships of vigorous importance take form (Richards & Schat, 2011). The workplace is also a major part of people's life where their self-confidence, self-esteem, as well as self-perception have large influence on how they feel, interact, and perform. Furthermore, underlying individual attachment styles can affect how people utilize the resources they have at hand, resources being their own competence and capacity but also external capital (Mikulincer & Shaver, 2007). Therefore, the present study attempts to distinguish what aspects of the attachment system that is relevant and legitimate to study in the field of Industrial and Organizational Psychology with reference to work satisfaction. This is made possible by, in part, using a broad measurement device, in this case *Attachment Style Questionnaire* (Feeney, Noller, & Hanrahan, 1994), that inquires into dimensions of attachment relationships between adults outside of romantic relationships.

By understanding how individuals are affected by their attachment style, both in terms of how they value themselves as well as how they relate to other people - in this case to colleagues and superiors at the workplace - new perspectives can be gained as to why people function the way they do at work. A study of this kind also reveals the intimate experience each employee carries within himself/herself as being part of an organization (Richards & Schat, 2011). As this study focuses on several aspects (items) of individuals' underlying attachment styles, we can advance our understanding of what aspects of attachment that are most significant in regards to work satisfaction. This is an insight necessary for people within a workplace to possess in order to understand each other fully; but also in order to model organizations and creating working atmospheres in a way that is optimal for the employees' individual needs and circumstances, both personally and professionally. Furthermore, the knowledge that this study aims to unfold will hopefully contribute to acknowledging what underlying factors are essential for employees to feel happy, competent, inspired and satisfied at their workplace. This in turn, will be conducive for organizations, companies, and institutions to become more humane, effective, and productive.

³ The terms "attachment system", "attachment style", "attachment stance", and "attachment profile" will be used interchangeably in the text.

Attachment Theory – An Overview

Attachment is essentially the strong affective bonds that are formed between an individual and his/her significant others (Green & Scholes, 2004). As briefly mentioned above, these bonds stem from and are highly influenced by the fundamental bond that a child forms with his/her first and primary caregiver (Broberg et al., 2008). John Bowlby (1994) appointed the view that mothers are the natural attachment figures. However, psychologist Pia R. Mothander puts Bowlby's (ibid.) work into a modern context by clarifying that it is today undisputed that the initial attachment relationship is formed with the parent or other adults in a child's near surroundings that is most present as well as most responsive to the child's expressed needs, regardless of gender. The initial attachment takes place within the first year of a child's life of which during the second half of this year, the child begins to develop a growing emotional attachment to the primary caretaker. As a result of this mounting need, the child attempts to remain physically near the caregiver; also psychologically close by openly showing the caregiver his/her immediate emotions and needs. This type of behavior has an evolutionary function of enhancing newborns' chances of survival and is sprung from children being biologically pre-programmed for developing and adapting social collaborative ways of being in regards to potential caregivers. If this innate set of behavior continues or not in a constructive way is to a large extent dependent on if the caregiver welcomes and gives a suitable response to the behavior; hence, reinforcing and confirming the child's needs (Mikulincer & Shaver, 2007). Successively, a child's innate behavior becomes cybernetically organized, meaning that a set of behaviors become activated and/or deactivated by certain external stimuli. Attachment behavior, behavior meant to enhance an attachment bond to form, usually is triggered when a child is frightened, or experiences pain or fatigue. For the attachment bond to grow, it is then vital that the attachment figure responds to the child's needs with the right intensity (Bowlby, 1994).

In order for a child to develop a willingness to explore his/her own surroundings, it is essential that the attachment figure provides the child with full attention as well as reassurance of giving help, support, comfort and safety if so needed, hence filling the safe haven function established by Mary Ainsworth mentioned above. During this on-going process of attachment, the caregiver sometimes fails to understand what need the child is expressing, thereby, providing an opportunity for the child to test his/her own emotional resources and capacity. The child must then learn, through trial-and-error, of how to clearer communicate his/her needs to the caregiver. Making mistakes when attempting to understand the child's needs and repairing them in a mutual interaction, challenges both the caretaker's

and the child's internal working models regarding relationships and strengthens the attachment bond (ibid.). Continuing, Bowlby (1986) underlines the weight of the caregiver's proximity to the child as being of great importance in early childhood, whereas as the child grows up and becomes more sovereign, the availability of the attachment figure becomes more central than the actual physical closeness.

When the base provided by the caregiver is regarded as secure from the child's perspective, the child will develop in an optimum way, whilst if the adult only responds to the child's needs sporadically, the child develops an anxiety that interferes with his/her relationships and personal development. Furthermore, if the feedback from a potential attachment figure, or in worst case, figures, is non-existent or destructive, the child becomes reluctant to forming close ties with other people (Mikulincer & Shaver, 2007). From these different attachment behaviors, Mary Ainsworth discriminated four types of attachment styles, namely *secure attachment*, *avoidant attachment*, *ambivalent attachment*, and *disorganized attachment* (Broberg et al., 2007). These general styles describe the kind of attachment that every individual's unique experiences have given rise to. These experiences contribute to shape an individual's internal working models of attachment, representations that entail an individual's underlying view of and attitudes towards relationships as well as his/her sense of self (ibid.). Although several different attachment styles exist, they are not mutually exclusive (Bowlby, 1986). Furthermore, Bowlby (ibid.) stresses that even if an attachment style can change over time and with new experiences, once an attachment pattern is established it tends to remain quite static.

After the first year of life, children commonly exhibit attachment behavior in interaction with more people than simply the primary caregiver, hence successively forming more than one attachment relationship in the early years of his/her life. According to Bowlby (1994), a child discriminates his/her attachment relations into a hierarchy, usually assigning the primary caregiver most importance, a phenomenon Bowlby (ibid.) refers to as monotrophy. The child then mainly aims his/her attachment behavior towards the particular person who is assigned the most importance. Four factors that determine the organizing of the hierarchy are the quality of the interplay between the child and the caregiver, the amount of time the child has with this person, the surrounding social conditions, as well as the degree of engagement the adult invests in the relationship (ibid.).

Adult Attachment

As previously described, attachment styles come with a set of attachment behaviors

that are activated and deactivated during the interplay with other people and potential caregivers, as well as in response to external stimuli. Although attachment behavior is particularly overt in the beginning of childhood, this type of behavior is, according to Bowlby (1994), something that continues into adulthood and influences people's entire lives (Green & Scholes, 2004). Attachment behavior is not as easily activated for teenagers and adults (Bowlby, 1994) since experience and development result in people learning how to regulate their own emotions and responses to external stimuli in a balanced way, which is particularly true for people with secure attachment (Broberg et al., 2007). Even so, people's basic need for intimate relationships remains as they become adults. In order to gain a feeling of emotional stability, safety, and self-worth, adults continuously aim to form stable affective bonds where these emotions can be obtained (Sonneby-Borgström, 2008).

There are several relationships that, if they take place for a longer period of time, gain the characteristics of an attached relationship. Mary Ainsworth (as referred to in Broberg et al., 2007) argues that other people apart from primary caregivers, such as lovers and siblings, possibly can substitute the role and function of a once absent primary caregiver that initially caused an individual to form a certain type of insecure or ambivalent attachment style during childhood (ibid.). As mentioned earlier, the early behavioral patterns children attain from their interplay with their caregivers later on function as working models for how they perceive themselves and also shape how people behave in regards to others (Broberg et al., 2008). As a result, attachment style is essential in determining what types of relationships people form, how people experience the interaction with others and their sense of self. An adult's need for attachment, however, differs from that of a child's. An adult with a secure attachment style does not need to be around the caregiver that provides the attached relationship all of the time as they instead function independently as a result of being supported by his/her internal representations (ibid.). Again, availability becomes more essential in an attached relationship than proximity (Bowlby, 1994). Furthermore, Hazan and Shaver (1994) also argue that adults with secure attachment style expect the interplay within an attachment bond to be one that is mutual where both individuals give and receive emotions such as love and a sense of security in a balanced way (Sonneby-Borgström, 2008). In general, it takes more time for a friendship to develop into an attachment relationship, compared to that of two lovers (Broberg et al., 2007).

The Changing Working Life

Major changes have occurred in the sphere of working life over the past decades

(Näswall, Hellgren, & Sverke, 2008). The hierarchical structures that in the past characterized corporations and organizations have gradually been replaced as organizations have transformed into flexible and flat organizations (Sennett, 2000). Along with working conditions, people's demands have also altered, which has brought on new atmospheres, work cultures and work climates within organizations. In conjunction with the transformation of product industries to service industries, the demands placed on the individuals within these industries have changed from physical to mental demands (Hellgren, Sverke, & Näswall, 2008; Sennett, 2000). This in turn, has resulted in requiring people to change their lifestyles.

Furthermore, the changes following the last decades' globalization, new technology and alterations of the economy, have caused society to become individualized as the labor market has shifted more towards special project employments and temporary jobs. Alternating between jobs ever so often has now become routine (Sennett, 2000). As a means of adapting to these changing organizational settings, people seek constant stimulation in form of new jobs and tasks, trying to be as effective as possible (Ragneklint, 2004). In today's working life, it is up to each individual employee to make sure that the goals drawn up for his/her work are attained. This independence is a result of the transition to flatter organizations, with an addition of more work and tasks for each individual as they are handed more responsibilities (Sennett, 2000). While these challenges may be ideal for many people, some find such situations threatening (Näswall et al., 2008), especially if there are not enough resources to handle the independency (Sennett, 2000), hence creating a great deal of stress.

Another consequence of the individualized working life is that competition between people as well as between and within organizations has increased. This contributes to feelings of uncertainty as employees do not know how long they will be employed for within organizations since there is a risk of being replaced. People in today's organizational setting also have a large tendency to grow bored with their job and the tasks that it contains (Näswall et al., 2008). The high staff-turnover at many workplaces adds on to the feelings of uncertainty (Gonäs, 2005). Finally, further stressors are created by the decreased attachment between the individual and other members within the workplace caused by the expanding flexibility in working life previously described (Näswall et al., 2008).

The development in the sphere of working life has consequently changed different aspects of society (Cunningham, De La Rosa, & Jex, 2008; Sennett, 2000). Society and working life have both been marked by a strong emphasis on efficiency during the past decades (Ragneklint, 2004). Globalization has carried with it the requirement that people

should be available at all times for work related situations as well as private, blurring the limit between work and leisure, making it difficult to disconnect from the former. This creates conflicts between private- and family life in relation to work, pressuring people and giving them feelings of ambivalence when it comes to combining and balancing family life with work (Sennett, 2000). As a result, public health has deteriorated because individuals have a hard time meeting up to the demands and expectations from these different ends (Cunningham et al., 2008; Quick, Murphy, & Hurrell, 1992). People are also caught up in juggling numerous roles at work as well as at home, making it a further struggle to find a way to balance family life and work (Kinnunen & Mauno, 2008; Sennett, 2000).

Work Satisfaction in Today's Organizations

Health and well-being are concepts that have become exceedingly topical and relevant in today's society as working life has, as mentioned earlier, gone through major changes. Work satisfaction, defined by Locke (1976) as "... a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304), has been extensively studied within the area of Industrial and Organizational Psychology for a long period of time. However, the theory has rarely been put into practice as employees' work satisfaction has neither been valued very highly nor been included as a fundamental feature of organizational culture (Judge, Parker, Colbert, Heller, & Ilies, 2001). However, there is a growing awareness about the fact that the new challenge of working life is taking its toll on employees and that there has consequently been an increase in the numbers of people going on sick leave (Gonäs, 2005). Even organizations are starting to recognize the importance of investing in their employees' health since this otherwise leads to losses of expenses and competence. For this reason, it is vital to promote employees' health by focusing on what enhances and ensures their work satisfaction.

Recognizing that the new labor market causes employees increased stress and role overload as a result of numerous uncertainties regarding expectations and responsibilities, it is important to investigate how these stressors may be reduced as they are the sources of decreased work satisfaction (Hellgren et al., 2008) and increased sick leave (Gonäs, 2005). More so, the effects of role overload and role ambiguity in the interaction with colleagues and superiors is likely to lead to lower perceived work satisfaction (Landy & Conte, 2009). However, having a social support network has proven to be important in reducing the negative influences of such demands and conflicts (Kinnunen & Mauno, 2008). Hence having a good relation to superiors and co-workers is likely to contribute to employees' work satisfaction.

People of today find it particularly important that their values are incorporated in the organization they work for and that these values are internalized through their job. Employees want their jobs to instill them with a feeling of doing something of value (Sennett, 2000) and to feel that they evolve through the challenges of which their job provides them with. A priority for people today is also to enjoy work, to be satisfied with their working tasks and with their relationships to co-workers. In contrast, some decades ago, people focused on working to provide for their families, staying at the same job because it was convenient and suited this purpose (ibid.).

The new reality that now exists in the western world as a result of the big shift from a more collective to an individualized way of being, could possibly enhance the commitment, motivation, and engagement of individuals in the working setting, hence increasing their work satisfaction and well-being. However, for this to be possible, individuals need to be able to acclimatize to continuous changes as well as attaining the support this requires, both on a personal and on a professional level.

Attachment in Relation to the Workplace and Work Satisfaction

Different attachment styles hold a set of rules for peoples' reactions and responses to stress and challenges, guiding them through apposite coping strategies (Kobak & Sceery, 1988; Mikulincer, 1995). Therefore, a person's attachment style affects both the individual's way of building, maintaining and evaluating close relationships, as well as the person's ways of coping with difficult situations and difficult emotions.

Individuals with a secure attachment style have been found to be less prone to experience certain situations as extremely stressful (Simmons, Gooty, Nelson, & Little, 2009; Priel & Shamai, 1995) as they are inclined to reach out for help, assistance and support when they experience a potential overload, both in their private and professional life. People with a secure attachment style are more capable of forming healthy relations to work colleagues as they are able to work well alone as well as cooperate with a variety of different people. These relationships tend to be mutual and rewarding and this capability possessed by individuals with a secure attachment style allows them to build a social support system, at and outside of work. Employees' health is, because of this, kept stable and the risk of burnout is reduced (Simmons et al., 2009). Simmons and colleagues (2009) have found that individuals with a secure attachment style are more prone to trust their superior. As it follows, the individual's performance at work is improved and since the superior is then included in the social support system, the individual's work satisfaction should be enhanced. Individuals with a secure

attachment style are more apt to experience a higher level of work satisfaction compared to other people. They have a positive attitude towards their work, not letting it interfere with their health or relations. Moreover, secure individuals do not expect, nor are afraid of, rejections from co-workers and moreover, they have no problem finishing work related tasks on time (Hazan & Shaver, 1990). “Such findings suggest that adult attachment style may be readily extendable to the workplace domain as well, and serve as a possible determinant of key employee interrelating behaviors such as helping.” (Geller & Bamberger, 2009, p.1804). Hence, it is important to take each individual’s attachment style into account when considering people’s experience of work and their workplace. If we understand why people behave the way they do at work and how this can be utilized in a beneficial way, it could help improve, for example, the social aspects of organizations as well as the employees’ health and work motivation.

However, working with other people has been found to be a preference for individuals with an anxious attachment style as they are in need of approval to feel motivated and appreciated at their workplace. Nevertheless, they often feel like they are being misunderstood, have a fear of being rejected by others and that co-workers are not impressed with them nor their work (Hardy & Barkham, 1994). These individuals’ strive of fulfilling their attachment needs impedes on their performance at work, resulting in poorer overall performance (Hazan & Shaver, 1990). For individuals with an avoidant attachment style, work is an important means to evade the social scene (ibid.) and avoid depending on others (Hardy & Barkham, 1994). These individuals would rather work alone and can easily get nervous when they are not working with a specific task as they are unsure of how to interact with other people. This leads to productiveness at work but deteriorated well-being (Hazan & Shaver, 1990; Hardy & Barkham, 1994), contributing to an overall dissatisfaction with work and co-workers (Hardy & Barkham, 1994).

Cunningham and colleagues (2008) emphasize the significance of finding a good fit between individual and organization. A consideration of individuals’ attachment styles might suggest what kind of employment and workplace would be the most beneficial for individuals. This would not only enhance the employees’ work satisfaction and well-being, but at the same time benefit the organizations and corporations as it strengthens their position, economy and competence.

Purpose of study and hypotheses

To sum up, the purpose of the present study was to examine the relation between

individuals' attachment styles and to what extent they experience work satisfaction in a wide variety of organizations, companies, and institutions in Sweden. We ask further to shed light on the mechanism for such a relationship; whether aspects of attachment style influence the experience of work satisfaction directly or via influencing the individual's experience of some aspect of their workplace or their work, which in turn determines their level of work satisfaction.

The present study thereby posited the following hypotheses:

- *Hypothesis 1:* There is a positive correlation between degree of secure attachment style and level of experienced work satisfaction.
- *Hypothesis 2:* If a relationship between attachment style and work satisfaction is found, a third variable is affecting this relation.

Method

A quantitative method was chosen as it was the most suitable for the purpose of the study, making it possible to examine a large group of people and ensuring satisfactory power for the study's statistical analysis. The main purpose was to examine the relationship between attachment style and work satisfaction within the normal population found within different types of workplaces that are based in Sweden.

Participants

95 individuals (29 men, 66 women, mean age = 36 years, SD = 12.87 years) within 16 different organizations in Sweden participated in this study. The distribution of the participants' educational level was as following: compulsory school 2.1%, high school 11.6%, university 76.8%, and higher academic education 9.5%. Participants had worked at their workplace on average 4.72 years (SD = 5.58 years), and at their current position 4.81 years (SD = 6.62 years). 53.7% of the participants had a permanent job, while 46.3% were employed temporarily. Participants worked on average 37.56 hours per week (SD = 10.42 hours).

Materials

In order to obtain results that would be representative for diverse types of workplaces, a survey method was used for the study and the data was collected using a self-report

questionnaire. Two questionnaires, namely ASQ (Appendix 2) and QPS_{Nordic} (Appendix 3), were put together and distributed by e-mail. The first part of the self-report questionnaire contained questions concerning attachment style, while the other part referred to work satisfaction. This second part contained several sub-scales. Three questions about the participants' general work satisfaction, constructed by the authors (Appendix 4), were also included.

Measuring Attachment Style. In order to use a questionnaire suitable for Swedish organizational settings, a Swedish version of the *Attachment Style Questionnaire* (ASQ; Feeney et al., 1994), created by Alexander Håkansson and Anders Tengström (1996), was used. ASQ is a broader instrument used to elucidate the number of attachment styles required to define crucial individual differences, appropriate also for individuals with no or little experience with romantic relationships. Additionally, ASQ attends to the dimensions of attachment that constitute attachment styles, see Figure 1 (Feeney et al., 1994).

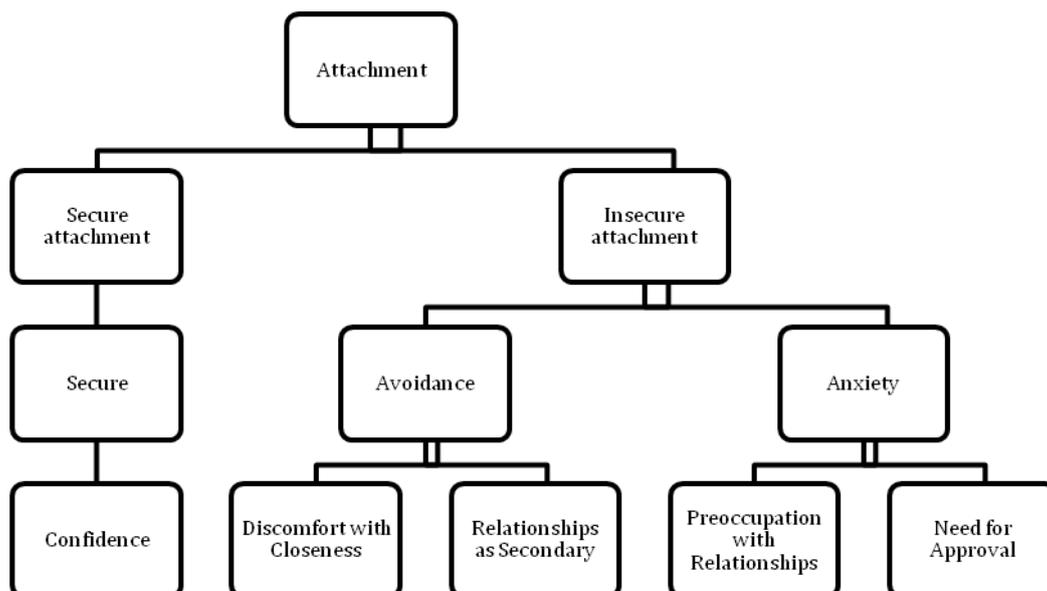


Figure 1. Model of the different levels of attachment used in ASQ.

ASQ contains 40 statements with six response alternatives, ranging from 1 = “totally disagree” to 6 = “totally agree”. ASQ measures attachment by five dimensions, namely “*The Five-Factor Solution*”; one secure: *Confidence* (8 items) and four insecure: *Discomfort with Closeness* (10 items) and *Relationships as Secondary* (7 items) which both are of avoidant nature and assess the individual’s attitude towards other people. The other two insecure dimensions: *Need for Approval* (7 items) and *Preoccupation with Relationships* (8 items),

assess people's attitudes to the self and are of an anxious character (Feeney et al., 1994). These five dimensions are combined to attain an individualized attachment profile. Thus, the scales are not mutually exclusive. The measurement is in its form adapted to be useful in a variety of situations, the five dimensions give a broader and fuller view of the individual and complement each other with different aspects, and the scales included in ASQ also have high levels of internal consistency (Feeney et al., 1994). Sub-scale internal consistencies for the current study will be presented in *Results* (Table 1).

Measuring Level of Work Satisfaction. A General Nordic Questionnaire for Psychological and Social Factors at Work (QPS_{Nordic}) was used to measure work satisfaction. The questionnaire was developed by the Nordic Council of Ministers and assesses psychological, social, and organizational working conditions while attending to work-related individual attitudes (Dallner, Lindstöm, Elo, Skogstad, Gamberale, Hottinen, et al., 2000). QPS_{Nordic} can be used as a research method, as a base for organizational development and interventions, or as part of evaluating such interventions.

The following fourteen factors are included in the questionnaire: *Job Demands, Control at Work, Role Expectations, Predictability at Work and at an Individual Level, Mastery of Work, Social Interaction, Leadership, Group Work, Organizational Culture and Climate, Work Centrality, Commitment to the Organization, Work Motives, Preference for Challenge, and Interaction between Work and Private Life*. Each factor contains several items, capturing different sub-scales to give the researcher a complete picture. The items contain multiple choice questions ranging from 1 = "very seldom or never" to 5 = "very often or always", or 1 = "very little or not at all" to 5 = "very much". Furthermore, the different factors measured by the questionnaire can be classified into three levels, specifically *the task level, the social and organizational level and the individual level* (Dallner et al., 2000).

Since QPS_{Nordic} is a relatively new instrument, it considers the changes that the working life has faced during the past decades, taking into account that organizations now are flat and flexible and also focusing on the individual's perspective. Furthermore, the questionnaire reflects the nature of constantly and rapidly changing organizations, as well as considering equality in the workplace (Dallner et al., 2000). This gives QPS_{Nordic} an important advantage over other measurement instruments, such as taking the altering labor market into consideration, being adjusted to the service industry and the new working conditions in addition to balancing work and family life, giving that it is developed so recently. The fact that QPS_{Nordic} considers the three levels of *task, organization and individual* simultaneously

show that it is a measurement instrument applicable to the highest degree in today's society. These levels provide the questionnaire with the advantage of having the ability to be completely customized to specific purposes as it allows the different scales to be put together and exclude scales irrelevant for the specific aim.

The following scales and sub-scales from QPS were used in the current study: *Mastery of Work*, *Social Interaction*, *Leadership*, *Organizational Culture and Climate*, *Work Centrality*, *Commitment to the Organization*, and *Work Motives*, entailing a total of 57 questions. These scales were chosen as they focus mostly on the relational aspects of working life. Item 70 "Do you get information about the quality of the work you do?", belonging to *Mastery of Work*, was removed from the study to attain a higher level of internal consistency within the scale. In a few cases, the sub-scales achieved higher levels of internal consistency than did the scales. In order to reach reliable and valid results, these sub-scales were used in the statistical analysis instead of the scale. As a result, instead of *Social Interaction*, its sub-scales *Support from Superior*, *Support from Coworkers*, and *Support from Friends and Relatives* were used. Sub-scale *Mobbing and Harassments* was eliminated because of low internal consistency. *Work Motives* also reached too low levels of internal consistency; consequently its sub-scales *Intrinsic Motivation to Work* and *Extrinsic Motivation to Work* were used in the analysis. All measures of internal consistency are reported in *Results* (Table 1).

Procedure

An inquiry about participating in the study was sent to human resource managers and/or executives of the organizations of interests. In order to make sure the study included a dynamic and realistic selection of participants to represent the population of people at workplaces in Sweden, a large variety of organizations, institutions, associations, and firms were included in the sample (e.g. congregations, schools, elderly homes, hospitals, non-governmental organizations, PR-bureaus, pharmaceutical companies, scouting associations, a Swedish University, project leading companies, etc.). As a total, the inquiry was sent out to 40 organizations whereas 16 organizations answered in favor, resulting in a response frequency of 40% at the organizational level. We encouraged as many people as possible from each workplace to participate in the study.

After receiving an initial reply, an e-mail (Appendix 1) was sent out to the contact persons at the organizations answering in favor. This e-mail entailed a text that presented the purpose of the study. The following information was also included about the study: the

estimated time for completing the questionnaire, the details regarding informed consent clarifying that the study was completely voluntarily to participate in, that the participants could interrupt the participation at any time if they wished to do so, and finally, that their participation remained anonymous and their answers would be kept confidential during and after the completion of the study. The e-mail specified that the results were to be presented on group level and that the names of the participating organizations would not be included. Furthermore, the letter provided the participants with instructions for how to answer the questionnaire, as well as where the results of the study later would be published. Additionally, the e-mail enclosed a link to the questionnaire. The questionnaire was constructed using *Google-docs* and the answers were directly saved in spreadsheet in order to later analyze the responses in the statistical program *SPSS*.

Ethical considerations

The ethical principles of The Swedish Research Council concerning Humanities and Social Science research with reference to informed consent, confidentiality, and use was taken into consideration (Vetenskapsrådet, 2002). As mentioned above, the participants received written information about the aim of the study, their task and the conditions of the inquiry in the e-mail that was sent out to the participants. This information was once more stated in the questionnaire itself, hence the participants were well aware that the partaking was anonymous, confidential, and voluntarily. To further ensure anonymity, the participants did not report which organizations they worked for, neither their professional title. This is also why the specific names of the organizations used in this study were not published. In the QPS_{Nordic} Manual, Dallner and colleagues (2000) stated that the most important ethical considerations related to using the questionnaire QPS_{Nordic} was giving accurate and detailed information to the participants about the process as well as guaranteeing their confidentiality. Both of these considerations were, as mentioned previously, complied within the current study.

Results

Below are the attained results that are relevant for answering the hypotheses that form the basis for the study. Descriptive statistics are presented initially, followed by relevant statistical values corresponding to each hypothesis.

Table 1

Summary of descriptive statistics for scales and sub-scales

Scale	Items	Cronbach's alpha	M	SD
	<i>ASQ</i>			
Confidence	8	0,77	4,64	12,87
Discomfort with Closeness	10	0,83	2,93	0,82
Relationships as Secondary	7	0,67		
Need for Approval	7	0,74	3,23	0,83
Preoccupation with relationships	8	0,75	3,23	0,84
	<i>QPSNordic</i>			
Mastery of Work	5	0,79	4,05	0,55
Social Interactions				
<i>Support from friends and relatives</i>	3	0,76	3,32	0,82
<i>Support from coworkers</i>	2	0,74	4,15	0,85
<i>Support from superior</i>	3	0,88	3,40	1,17
Leadership	8	0,89	3,43	0,91
Organizational Culture & Climate	11	0,85	3,63	0,62
Work Centrality	3	0,75	3,68	0,97
Commitment to the Organization	3	0,82	3,51	0,96
Work Motives				
<i>Intrinsic Motivation to Work</i>	3	0,57		
<i>Extrinsic Motivation to Work</i>	3	0,74	3,61	0,74
	<i>General Work Satisfaction</i>			
Work Satisfaction	3	0,88	5,05	1,32

Since the internal consistency (as measured by Chronbach's alpha) was too low for the attachment style dimension of *Relationships as Secondary* and the items making up the sub-scale *Intrinsic Motivation to Work* (Table 1), any results concerning these scales/sub-scales should be treated with caution.

Hypothesis 1

The relationship between work satisfaction (as measured by the three items constructed by the authors) and attachment style (as measured by ASQ sub-scales) was investigated by using Pearson Product-Moment Correlation Coefficient. A positive correlation between work satisfaction and the attachment dimension *Confidence* was found, $r = .26$, $p < .05$, with high levels of confidence associated with higher levels of work satisfaction. *Preoccupation with Relationships*, however, correlated negatively with work satisfaction ($r = -.26$, $p < .01$). This indicates that individuals with an attachment style dominated by confidence, hence representing larger degrees of secure attachment, are more inclined to like and experience their work in a positive way.

Pearson Product-Moment Correlation Coefficient analysis was also performed to investigate the relationship between work satisfaction and the scales/sub-scales of QPS_{Nordic}. Positive correlations were found between work satisfaction and the following scales/sub-scales of QPS_{Nordic}; *Mastery of Work* ($r = .26$, $p < .01$), *Support from Friends and Relatives* ($r = .35$, $p < .01$), *Support from Superior* ($r = .58$, $p < .01$), *Leadership* ($r = .55$, $p < .01$), *Organizational Culture and Climate* ($r = .66$, $p < .01$), *Work Centrality* ($r = .32$, $p < .01$), and *Commitment to the Organization* ($r = .68$, $p < .01$). These correlations indicate that all of these variables increase individuals' experience of work satisfaction.

Hypothesis 2

To investigate specifically which variables that were the best predictors of work satisfaction, a multiple regression analysis was conducted, with work satisfaction as an dependent variable, and all the ASQ and QPS_{Nordic} variables that correlated significantly with work satisfaction (see above) as independent variables, using "Enter" as a calculation method. Together, these 8 variables captured 58% of variance in work satisfaction (adjusted $R^2 = .54$, $F_{(8, 86)} = 14.74$, $p < .0001$). Given the sample size of this study, the power of this statistical calculation is nearly 1. However, when examining the residuals, it can be noticed that many of the dependent variables in this model are not significant predictors (Table 2), which suggests that there may be a lot of redundancy in the model. A next round of regression analysis was thus carried out to examine which of the possible predictors contributed to explaining the variance in the dependent variable.

Table 2

Summary of Regression Analysis for Work Satisfaction in Relation to ASQ and QPS_{Nordic}

Scale	B	SE B	b
Confidence	0.02	0.28	0.01
Mastery of Work	0.28	0.21	0.12
Support from superior	0.19	0.16	0.17
Support from coworkers	0.16	0.14	0.10
Leadership	0.05	0.21	0.03
Organizational Culture and Climate	0.29	0.29	0.14
Work Centrality	0.12	0.10	0.09
Commitment to the Organization	0.56	0.15	0.41**

Note. **p<.001

In the new regression model the independent variables from the previous model were allowed to compete via a stepwise method of calculation, in order to attain the most economical model possible. The method selected three variables (Table 3) which together explained 55% of the variance in work satisfaction (adjusted $R^2 = .54$) in a highly significant model $F_{(3, 91)} = 37.13$, $p < .0001$. This indicates *Commitment to Organization* to be the most significant factor for determining work satisfaction, followed by *Support from Superior* and *Mastery of Work*. All three variables positively predict work satisfaction.

Table 3

Compilation of the Scales That Together Explain Most of the Variance in Work Satisfaction

Scale	B	SE B	b	R ² change
Commitment to the Organization	0.72	0.11	0.52***	0.46
Support from Superior	0.31	0.09	0.28**	0.07
Mastery of Work	0.35	0.18	0.15*	0.02

Note. *p<.05, **p<.001, ***p<.0001

The relationship between the dimensions of attachment style and (a) *Commitment to the Organization*, (b) *Support from Superior* and (c) *Mastery of Work* was also explored utilizing Pearson correlation analysis. *Commitment to the Organization* was not associated with any dimension of attachment style as measured by ASQ. *Support from Superior* correlated positively with *Confidence* ($r = .28$, $p < .01$) and negatively with *Preoccupation*

with *Relationships* ($r = -.28, p < .01$). *Mastery of Work* correlated with all but one of the attachment style dimensions, with *Confidence* as the only variable correlated positively with *Mastery of Work* ($r = .57, p < .01$), indicating that high levels of confidence increase individuals' sense of mastery. For the insecure attachment styles, the correlations with *Mastery of Work* were all negative; *Relationships as Secondary* ($r = -.26, p < .05$), *Need for Approval* ($r = -.59, p < .01$) and *Preoccupation with Relationships* ($r = -.30, p < .01$), implying the total opposite, that individuals more prone to these attachment styles are more likely to have a low sense of mastery.

Because of the strong positive correlations between *Mastery of Work* and most of the attachment related variables, a standard multiple regression analysis was conducted to assess the ability of the dimensions within the measure of attachment (ASQ) to predict *Mastery of Work* (Table 4). The dimensions included in the analysis were: *Confidence*, *Relationships as Secondary*, *Need for Approval* and *Preoccupation with Relationships*, and they all correlated significantly with *Mastery of Work*. Together, these variables captured about 45% of variance in *Mastery of Work* (adjusted $R^2 = .42$) in a significant model $F_{(4, 90)} = 17.95, p < .0001$.

Table 4
Summary of Regression Analysis for Mastery of Work in Relation to ASQ

Scale	B	SE B	b
Confidence	0.31	0.09	0.39**
Relationships as Secondary	-0.04	0.07	-0.05
Need for Approval	-0.31	0.07	-0.47***
Preoccupation with relationships	0.15	0.07	0.24*

Note. * $p < .05$, ** $p < .001$, *** $p < .0001$

In order to determine how well the different variables (Table 4) explain the variance in *Mastery of Work*, the multiple regression analysis was repeated aiming at the most economic model possible, thus using a stepwise method (Table 5). The stepwise method nominated three variables, which together explained 44.2% of the variance in *Mastery of Work* (adjusted $R^2 = .42$) in a highly significant model $F_{(3, 91)} = 23.99, p < .0001$. These results imply that *Need for Approval* is the best predictor of a decreased sense of mastery, whereas the more of the dimension *Confidence* an individual holds, the higher his/her sense of mastery. High levels of *Preoccupation with Relationships* are also associated with higher levels of mastery.

Table 5

Compilation of the Scales That Together Explain Most of the Variance in Mastery of Work

Scale	B	SE B	b	R ² change
Need for Approval	-0.31	0.07	-0.47***	0.35
Confidence	0.33	0.09	0.41***	0.06
Preoccupation with Relationships	0.15	0.07	0.24*	0.03

Note. *p<.05, ***p<.0001

As a final step in the analysis, and since *Mastery of Work* correlated positively with work satisfaction ($r = .26$, $p < .01$), partial correlation was used to explore the relationship between work satisfaction and *Mastery of Work* while controlling for scores on the *Confidence* scale. There was no significant partial correlation ($r = .15$, $p < .16$).

Discussion

The primary purpose of the study was to investigate the relation between attachment style and work satisfaction. A secondary aim was to explore which variables were the main predictors of high levels of work satisfaction. Our hypotheses were (1) *there is a positive correlation between degree of secure attachment style and the level of experienced work satisfaction* and (2) *if a relationship between attachment style and work satisfaction is found, a third variable is affecting this relation*. The study's findings suggest that work satisfaction is associated with the attachment-related dimension of confidence but is predicted mainly unrelated to the attachment style. However, some variance in work satisfaction was captured by *Mastery of Work*, which in turn is predicted by different aspects of attachment style, providing some support for the study's second hypothesis. It is thus possible to conclude that the relationship between work satisfaction and attachment style, and in particular of the secure dimension *Confidence*, is mediated by the individual's sense of *Mastery of Work*.

The results of the present study indicate that a number of the analyzed work factors (i.e. scales in QPS_{Nordic}) affect the experience of general work satisfaction. Of the seven work factors, three contributed significantly to the experience of work satisfaction. The variable *Commitment to the Organization* was discovered to be the main predictor of work satisfaction, demonstrating that, as investigated by the scale, it is vital for individuals to be inspired by their jobs and organizations and that the individuals' values are internalized by the organization. Furthermore, the variables *Support from Superior* and *Mastery of Work* were

additional significant predictors of work satisfaction, suggesting that a bond between individual and organization is vital and that work satisfaction is affected not only by individuals' values and inner drive, but also by the individuals' assessment of themselves as proficient in what they do. Satisfaction with these aspects of individuals' work and workplace seem to be essential for individuals to be able to handle the challenges that working life of today amounts to and a supportive network is, as mentioned by Kinnunen and Mauno (2008), a vital buffer against negative influences of such demands. Simmons and colleagues (2009) state, as supported by the results of the current study, that individuals with high levels of confidence are more prone to easily build a social support network and are more likely to trust their manager (i.e. supervisor). Since *Commitment to the Organization*, *Support from Superior*, and *Mastery of Work* have been found to have a strong impact on employees' work satisfaction, it is crucial for organizations to focus on these aspects in order to improve employees' commitment, motivation and well-being, particularly since such improvements would most likely enhance and strengthen organizations.

Despite the fact that none of the attachment dimensions were found to predict work satisfaction, the anxious dimension *Preoccupation with Relationships* proved to correlate negatively with work satisfaction, demonstrating that the more an individual's attachment profile is characterized by this dimension, the less work satisfaction is experienced. This finding, together with the discovery of the positive correlation between *Confidence* and work satisfaction, are in line with our first hypothesis; that attachment-related thinking is relevant for what work satisfaction individuals experience. Our findings are consistent with the discovery made by Hazan and Shaver (1990), that secure individuals have more of a positive approach to work and will not let it impede on their relations or health, hence experiencing a larger degree of work satisfaction. The high levels of work satisfaction experienced by individuals with a secure attachment style may also be due to the fact that these individuals, as argued by Priel and Shamai (1995) and Simmons and colleagues (2009), have a better tolerance for stressful situations, and more functional coping mechanisms, compared to individuals with insecure attachment styles.

Our study indicated clearly that, whilst central for the experience of work satisfaction, *Commitment to the Organization* did not correlate with any of the dimensions that constitute the adult attachment style. This suggests that work satisfaction – and work performance – is far from exclusively dependent on features of the individual that are encompassed in the adult attachment system and related to relational aspects of the workplace.

While *Support from Superior* did correlate with attachment style, *Mastery of Work* was found to be the only work factor that was predicted by it. Three of the attachment dimensions together explained nearly half of the variance in individuals' feelings of mastery at work, with *Need for Approval* as the strongest and negative predictor, followed by *Confidence* and *Preoccupation with Relationships* as positive predictors. This implies that individuals with low levels of *Need for Approval*, as well as individuals with high levels of *Confidence* and *Preoccupation with Relationships*, are more prone to feel that they master, have control over, and are content with their work. These results are consistent with Hardy and Barkham's (1994) conclusions that people characterized mostly by a need for approval do not feel confident about their work situation or their performance, probably as they hold a fear of being misunderstood and need continuous reassurance from other people in order to feel motivated. As a consequence, they are too dependent on people around them to feel that they have skills and competence enough to master their work autonomously. However, the other dimension of the anxious nature, *Preoccupation with Relationships*, proved to be a weak but significant positive predictor of *Mastery of Work*. This can be seen as an indication that some engagement and interest in human relationships is associated with a better capacity to focus on having a cooperative relationship with colleagues, which would most likely enhance these people's work achievement and sense of mastery. Furthermore, engagement and interest in human relationships are also likely to lead to agreeable relationships with superiors, which could result in more encouragement and positive feedback from them. The two dimensions characterizing the anxious stance have thus been shown to have both a functional and dysfunctional role regarding sense of mastery and the resulting work satisfaction. This suggests that the relationship between individual features related to attachment and individual experiences of the workplace may indeed be more complex than hypothesized.

Limitations of Chosen Research Design

The way the questionnaire was designed may have brought some weaknesses in this study. Interlinking two different existing questionnaires resulted in one, quite long and extensive questionnaire, which explain the reason why many people chose not to participate in the study. As noticed among the responses, some became weary of answering the questionnaire and left parts of it unanswered. The authors also received some feedback from a couple of the participants, indicating that the questionnaire was too long. Partly because of this, finding participants for the study turned out to be more difficult than initially expected. As a result, the target group had to be expanded; switching focus from big corporations to a

wide variety of workplaces of different sizes and focus. This is perhaps in line with the hope for the study to be able to produce results with external validity, such that could be generalized over multiple organizations and individuals, but poses some questions of whether the concept of *Support from Superior* and *Commitment to the Organization* are comparable across respondents. However, as there was a skewed distribution of gender, the sample does not reflect the Swedish population in an equal way.

Since a questionnaire was the foundation of the study, the survey method used was based on the individuals' self-assessment, which according to Sonneby-Borgström (2008) only measures the internal representations of individuals at an explicit level. An individual's attachment style is in fact affected by the subconscious processes, which may not be expressed in the responses entailed in this study (ibid.). The validity of the present study is based on that the collected responses reflect the true individual.

Last but not least, although there is no evidence for this, it cannot be excluded that a few of the scales investigated might have been irrelevant for the purpose of the study, leaving the more significant scales behind.

Conclusions and Recommendations for Further Research

Earlier research combining the fields of Industrial and Organizational Psychology and Development Psychology is rather limited (Richards & Schat, 2011). However, researchers have suggested that attachment style may be extendable to the work place (Geller & Bamberger, 2009; Hardy & Barkham, 1994; Hazan & Shaver, 1990). The current study attempted to offer a broader view regarding the relation between attachment style and work satisfaction, and identify variables that possibly could have an effect on this relation.

The results for this study are drawn from individuals working within a range of workplaces with respect to size and focus. To gain more understanding of what lies behind employees' work satisfaction and well-being in specific types of organizations or professions, studies with a narrower sample could be conducted. With the results from the present study as a base, comparing work satisfaction of different workplaces and occupations would present us with valuable knowledge about how to provide employees with the best possible prerequisites for an improved work situation with increased work satisfaction as a result.

The results generated from the current study demonstrate *Commitment to the Organization* to be the most significant predictor of work satisfaction. This finding signifies the importance of consistency between values and norms of both the organization and the individual. With this as a base, further research should investigate if attachment style affects

the values of individuals and how this in turn influences work satisfaction. This variable was, however, not correlated to attachment style as the remaining predictors of work satisfaction were. The correlation between attachment style and work satisfaction was found to be significantly positive, implying that people with a secure attachment style are more prone to be content with their jobs. It was shown that this relationship is mediated by individuals' feelings of mastery at work, with more securely attached people experiencing a higher sense of mastery. The conclusion drawn from this study is that there exists a complex relationship between attachment style and work satisfaction as it is partly dependent of a third variable, namely *Mastery of Work*. *Mastery of Work* would thus be a motivated variable to study more thoroughly, both in relation to attachment style, but also as a significant variable for work satisfaction. Exploring how people's experience of mastery at work can be increased and what is the foundation of mastery, could produce knowledge that can be used within the organizational sphere for enhancing work satisfaction and well-being of employees.

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Appendix 1

E-mail that was sent out to participating organizations

Tack för att du är villig att medverka i vår studie!

Vi är två psykologistudenter som under april månad utför en studie om upplevd arbetstillfredsställelse och hur olika faktorer på en arbetsplats påverkar denna. Denna studie vänder sig till ett flertal olika typer av företag och organisationer i Sverige. Studien utgör en central del av sammanställandet av en kandidatuppsats inom ämnet arbets- och organisationspsykologi vid Lunds Universitet.

Vi ser gärna att Du deltar i vår studie genom att svara på enkäten som Du finner genom att klicka på länken nedan. Deltagandet sker genom ifyllandet av enkätens frågeformulär och genom att Du slutligen markerar *skicka* längst ned. Beräknad tidsåtgång är ca 15 minuter.

Dina svar kommer att kvarstå som anonyma genom hela studien och presenteras tillsammans med andra arbetsplatsers resultat. Detta innebär att svaren inte delas upp för respektive arbetsplats och därmed kommer samtliga svar och deltagande skyddas från att spåras. Vi kommer heller inte namnge de specifika företagen/organisationerna som ingår i studien utan mer övergripande beskriva i vilket område de verkar. Vidare är deltagandet helt frivilligt och kan när som helst avbrytas.

Den slutliga sammanställningen av studien kommer att presenteras i vår uppsats som Du kan få tillgång till efter augusti månad:

via Lunds Universitet: <http://www.lu.se/student/uppsats-exjobb-och-examensarbete/soek-uppsatser-och-examensarbeten>

samt via: <http://www.uppsatser.se/>

Har Du frågor eller kommentarer är Du varmt välkommen att kontakta oss.

Vänliga hälsningar,

Julia Linder

mail: xxxxxxxxxxxxxxxx@xxxxx.xxx

telefon: XXXX – XX XX XX

Linda Ossiannilsson

mail: xxxxx_xxxxxxxxxxxxxx@xxxxx.xxx

telefon: XXXX – XX XX XX

Appendix 3

General Nordic Questionnaire for Psychological and Social Factors at Work (QPSNordic)

Personuppgifter

Ålder: _____

Kön:

- Kvinna
- Man

Utbildning:

- Grundskola
- Gymnasieskola
- Universitet
- Högre akademisk utbildning

Hur länge har Du arbetat på Din arbetsplats? _____

Hur länge har Du haft Din nuvarande befattning? _____

Vilken typ av anställningsvillkor har Du?

- Fast anställning
- Tillfällig anställning

Hur många timmar arbetar Du vanligtvis per vecka? _____

Item	Fråga	Väldigt sällan eller aldrig	Ganska sällan	Ibland	Ganska ofta	Väldigt ofta eller alltid
66	Är du nöjd med kvaliteten på det arbete du gör?	1	2	3	4	5
67	Är du nöjd med den mängd arbete du får gjord?	1	2	3	4	5
68	Är du nöjd med din förmåga att lösa problem i arbetet?	1	2	3	4	5
69	Är du nöjd med din förmåga att upprätthålla ett gott förhållande till dina arbetskamrater?	1	2	3	4	5
70	Får du information om kvaliteten på det arbete du utför?	1	2	3	4	5

71	Kan du själv direkt avgöra om du gör ett bra arbete?	1	2	3	4	5
<i>Social interaction</i> (Social interaction)		<i>Väldigt sällan eller aldrig</i>	<i>Ganska sällan</i>	<i>Ibland</i>	<i>Ganska ofta</i>	<i>Väldigt ofta eller alltid</i>
72	Om du behöver, får du då stöd och hjälp med ditt arbete från dina arbetskamrater?	1	2	3	4	5
73	Om du behöver, får du då stöd och hjälp med ditt arbete från din närmaste chef?	1	2	3	4	5
74	Om du behöver, är dina arbetskamrater då villiga att lyssna på problem som rör ditt arbetet?	1	2	3	4	5
75	Om du behöver, är din närmaste chef då villig att lyssna på problem som rör ditt arbete?	1	2	3	4	5
76	Om du behöver, kan du då tala med dina vänner om problem som rör ditt arbete?	1	2	3	4	5
77	Om du behöver, kan du då tala med din make/maka eller någon annan närstående person om problem som rör ditt arbete?	1	2	3	4	5
78	Får du uppskattning för dina arbetsprestationer från din närmaste chef?	1	2	3	4	5
79	Har du lagt märke till störande konflikter mellan arbetskamrater?	1	2	3	4	5
		<i>Mycket lite eller inte alls</i>	<i>Ganska lite</i>	<i>Något</i>	<i>Ganska mycket</i>	<i>Väldigt mycket</i>
80	Känner du att du kan få stöd från dina vänner/din familj när det är besvärligt på arbetet?	1	2	3	4	5

81	Har du lagt märke till om någon blivit utsatt för mobbing/trakasserier vid din arbetsplats under de senaste sex månaderna?		Nej		Ja	
82	Hur många personer har du sett blivit mobbade/trakasserade under de senaste sex månaderna?					
83	Har du själv blivit utsatt för mobbing/trakasserier på arbetsplatsen under de senaste sex månaderna?		Nej		Ja	
<i>Ledarskap (Leadership)</i>		<i>Väldigt sällan eller aldrig</i>	<i>Ganska sällan</i>	<i>Ibland</i>	<i>Ganska ofta</i>	<i>Väldigt ofta eller alltid</i>
84	Uppmuntrar din närmaste chef dig att delta i viktiga beslut?	1	2	3	4	5
85	Uppmuntrar din närmaste chef dig att säga ifrån när du har en annan åsikt?	1	2	3	4	5
86	Hjälper din närmaste chef dig att utveckla dina färdigheter?	1	2	3	4	5
87	Tar din närmaste chef itu med problem så snart de uppkommer?	1	2	3	4	5
		<i>Mycket lite eller inte alls</i>	<i>Ganska lite</i>	<i>Något</i>	<i>Ganska mycket</i>	<i>Väldigt mycket</i>
88	Litar du på ledningens förmåga att klara framtiden för arbetsplatsen/organisationen?	1	2	3	4	5
		<i>Väldigt sällan eller aldrig</i>	<i>Ganska sällan</i>	<i>Ibland</i>	<i>Ganska ofta</i>	<i>Väldigt ofta eller alltid</i>

89	Fördelar din närmaste chef arbetet på ett opartiskt och rättvist sätt?	1	2	3	4	5
90	Behandlar din närmaste chef de anställda på ett rättvist och jämlikt sätt?	1	2	3	4	5
91	Är förhållandet mellan dig och din närmaste chef en orsak till stress?	1	2	3	4	5
Organizationsklimat (Organizational culture)	Hurdant är klimatet på din arbetsenhet?	Mycket lite eller inte alls	Ganska lite	Något	Ganska mycket	Väldigt mycket
92	Konkurrensinriktat	1	2	3	4	5
93	Uppmuntrande och stödjande	1	2	3	4	5
94	Misstroget och misstänksamt	1	2	3	4	5
95	Avslappnat och trivsamt	1	2	3	4	5
96	Stelt och regelstyrt	1	2	3	4	5
		Väldigt sällan eller aldrig	Ganska sällan	Ibland	Ganska ofta	Väldigt ofta eller alltid
97	Tar de anställda på din arbetsplats egna initiativ?	1	2	3	4	5
98	Uppmuntras de anställda på din arbetsplats att göra förbättringar?	1	2	3	4	5
99	Är det tillräckligt med kommunikation på din avdelning?	1	2	3	4	5
		Mycket lite eller inte alls	Ganska lite	Något	Ganska mycket	Väldigt mycket
102	Belönas man för ett väl utfört arbete på din arbetsplats (pengar, uppmuntran)?	1	2	3	4	5
103	Tas de anställda väl omhand på din arbetsplats?	1	2	3	4	5
104	I vilken utsträckning intresserar sig ledningen för personalens hälsa	1	2	3	4	5

och välbefinnande?								
Arbetets centralitet (Work centrality)								
107	Fördela 100 poäng genom att ange hur betydelsefulla följande områden är i ditt liv för närvarande							
A	Fritid (t ex hobbies, sport, rekreation, umgänge med vänner)							
B	Samhälle (t ex frivilliga organisationer, fackföreningar, politiska organisationer)							
C	Arbete							
D	Religion							
E	Familj							
		<i>Instämmer inte alls</i>						<i>Instämmer fullständigt</i>
108a	De flesta av mina mål i livet rör mitt arbete.	1	2	3	4	5	6	7
		<i>En av de minst viktiga sakerna i mitt liv</i>						<i>En av de mest viktiga sakerna i mitt liv</i>
108b	Hur viktigt är arbetet i ditt liv?	1	2	3	4	5	6	7
Engagemang I organizationen (Commitment to the organization)		<i>Tar totalt avstånd från</i>	<i>Tar i viss mån avstånd från</i>	<i>Neutral</i>	<i>Instämmer I viss mån</i>	<i>Instämmer totalt</i>		
109	För mina vänner berättar jag att organisationen är ett mycket bra ställe att arbeta på	1	2	3	4	5		
110	Mina egna värderingar är mycket lika organisationens	1	2	3	4	5		
111	Organisationen inspirerar mig verkligen att göra mitt bästa	1	2	3	4	5		

<i>Arbetsmotiv (Work motives)</i>	<i>Hur viktigt är följande i Din uppfattning om ett idealarbete?</i>	<i>Helt oviktigt</i>	<i>Inte så viktigt</i>	<i>Ganska viktigt</i>	<i>Mycket viktigt</i>	<i>Helt nödvändigt</i>
117	Att arbetet bidrar till att utveckla min personlighet	1	2	3	4	5
118	Att jag får hög lön och andra materiella förmåner	1	2	3	4	5
119	Att arbetet är lugnt, tryggt och välordnat	1	2	3	4	5
120	Att arbetet ger mig en känsla av att ha utfört något värdefullt	1	2	3	4	5
121	Att jag har ett tryggt arbete med regelbunden inkomst	1	2	3	4	5
122	Att den fysiska arbetsmiljön är säker och hälsosam	1	2	3	4	5
123	Att jag får använda min fantasi och kreativitet i arbetet	1	2	3	4	5

Appendix 4

Questions included in the questionnaire that were constructed by the authors.

1. Hur pass nöjd är Du totalt sett med Din arbetsplats?

Inte nöjd alls 1 2 3 4 5 6 7 Mycket nöjd

2. Hur pass nöjd är Du totalt sett med Din arbetsituation?

Inte nöjd alls 1 2 3 4 5 6 7 Mycket nöjd

3. Hur pass nöjd är Du totalt sett med Dina arbetsrelationer?

Inte nöjd alls 1 2 3 4 5 6 7 Mycket nöjd