

GRATITUDE IMPACT ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR, EMPLOYEE
WELL-BEING, AND THREE GENERATIONAL COHORTS: GENERATION X,
MILLENNIALS, GENERATION Z

by

Christie Wolfenbarger

Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

Liberty University

May 2023

APPROVED BY:

Name and degree, Committee Chair

Name and degree, Committee Member

ABSTRACT

Gratitude has been associated with religious traditions and studied among several scholars over time. It has gained recognition among organizations due to its associations with positive work outcomes. The purpose of this quantitative, correlational study was to see if gratitude had a positive relationship with employee well-being and organization citizenship behavior (OCB) and to look for differences in the constructs among three generational cohorts: Generation Z, millennials, and Generation X. Data collected through an online survey using self-reported measures (n=731) were analyzed using the Pearson's correlation and Kruskal-Wallis Tests. Completed surveys by cohort were Generation X (239), millennials (298), and Generation Z (194). The Pearson's correlation test did show a positive relationship between gratitude and OCB and gratitude and employee well-being. The Kruskal-Wallis Test showed differences among the generational cohorts for gratitude and OCB but did not show differences among the generational cohorts and employee well-being. Organizations can benefit from practical implications of this study such as awareness of gratitude intervention programs that may positively impact gratitude among employees.

Keywords: Gratitude, generational cohorts, organizational citizenship behavior, employee well-being

© by Christie Wolfenbarger, 2023

All rights reserved

Dedication

I dedicate this entire document to my Lord and Savior, Jesus Christ. From the moment of acceptance into the program, his hand has been upon me, pushing me through and equipping me with the knowledge I need. It was by his strength in my weakness that I was able to complete this dissertation. Tremendous testimony I have of opportunities that arose when timelines seemed impossible and he made a way. I want to express incredible gratitude for to him for this! I also want to dedicate this document to my husband Tim, and daughters, Chesni and Chase, who encouraged me so much along the way, even when they weren't trying too. They watched me write this paper and never gave up on my abilities to complete it. Thank you for believing in me.

I love you all so very much.

Acknowledgments

I want to express my gratitude to Dr. Lindsey for your continuous prayers, support, guidance, patience, and knowledge. I truly believe God handpicked you for me. You have no idea how comforting you were when your advice to me in tough times would be “let’s pray about it.” You were always there to offer feedback so quickly and were there for me through deadlines and transitions. I will forever be grateful for that. I want to thank Dr. Whinghter for your wonderful knowledge and inspiration in the I/O psychology field and your support through this process. You pushed me to think through my ideas and I have learned so much from that and am truly grateful. Thank you to Dr. Piferi for your encouraging words, support, and prayers along the way. This is an experience I will remember forever.

TABLE OF CONTENTS

ABSTRACT	iii
Dedication	v
Acknowledgments	vi
List of Tables	x
List of Figures	xi
 CHAPTER 1: INTRODUCTION TO THE STUDY	 1-16
Introduction	1-2
Background	2-5
Problem Statement	5-7
Purpose of the Study	7
Research Questions and Hypotheses	7-8
Assumptions and Limitations of the Study	8
Theoretical Foundations of the Study	8-13
Definition of Terms	14
Significance of the Study	14-15
Summary	15-16
 CHAPTER 2: LITERATURE REVIEW	 17-52
Overview	17-19
Description of Research Strategy	19
Review of Literature	19-46
Biblical Foundations of the Study	46-48

Summary	49-52
CHAPTER 3: RESEARCH METHOD	53-60
Overview	53
Research Questions and Hypotheses	54
Research Design	55
Participants	55-56
Study Procedures	56-57
Instrumentation and Measurement	57-58
Operationalization of Variables	58-59
Data Analysis	59
Delimitations, Assumptions, and Limitations	59-60
Summary	60
CHAPTER 4: RESULTS	61-77
Overview	61-62
Descriptive Results	62-67
Study Findings	67-76
Summary	76-77
CHAPTER 5: DISCUSSION	78-88
Overview	78
Summary of Findings	78-79
Discussion of Findings	79-82
Implications.....	82-85
Limitations	85-86

Recommendations for Future Research	86-87
Summary	87-88
REFERENCES	89-116
APPENDICES	117-121
Appendix A	117
Appendix B	118
Appendix C	119
Appendix D	120
Appendix E	121

List of Tables

Table 1. Descriptive Statistics: Gratitude	63
Table 2. Descriptive Statistics: Organizational Citizenship Behavior	64-65
Table 3. Descriptive Statistics: Employee Well-Being	66-67
Table 4. Pearson Correlation: Gratitude and Employee Well-Being	71
Table 5. Pearson Correlation: Gratitude and Organizational Citizenship Behavior	72
Table 6. Kruskal-Wallis Test Mean Ranks: Gratitude and Generational Cohorts.....	73
Table 7. Kruskal-Wallis Test Statistics: Gratitude and Gen Cohorts	73
Table 8. Kruskal-Wallis Test Mean Ranks: OCB and Generational Cohorts.....	74
Table 9. Kruskal-Wallis Test Statistics: OCB and Generational Cohorts	75
Table 10. Kruskal-Wallis Test Mean Ranks: Gratitude and Generational Cohorts.....	76
Table 11. Kruskal-Wallis Test Statistics: Employee Well-Being and Generational Cohorts	76

List of Figures

Figure 1. Scatterplot: Outliers Gratitude and Employee Well-Being	69
Figure 2. Scatterplot: Outliers Gratitude and OCB.....	70

CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

Gratitude impacts organizations and individuals in a beneficial way. Gratitude has shown to aid in reducing workplace stress and burnout (Lee et al., 2018). Gratitude is a catalyst for prosocial behavior (Kim & Qu, 2020). The positive psychology movement has also brought considerable interest in determining employees' well-being at work and the role emotions and feelings play (Seligman, 2002). More discoveries have unfolded the impacts of gratitude in organizations, such as increased employee well-being, more organizational commitment, increased organizational citizenship behavior, and more pro-social behavior (Kim & Oh, 2020). All of these impacts have been shown to create happier employees which increase productivity (Burton, 2020). Gratitude is a construct that is researched on its relationship with several positive topics. This research studied gratitude and the relationship between employee well-being and gratitude and the relationship between organizational citizenship behaviors (OCB) among three generations cohorts: Generation X, millennials, and Generation Z. This study found there is a positive relationship between gratitude and employee well-being and a positive relationship between gratitude and organizational citizenship behavior. This study also found there were differences among the generational cohorts for gratitude and OCB, but no differences for employee well-being among the cohorts. Increased technological cultures have changed the way the workforce views careers, communication, and expectations of organizations (Mahmound et al., 2020). Recognizing generational differences may lead to increased efficiency, increased job satisfaction, and increased organizational commitment. Organizations with high employee well-being also experience also have positive work environments and positive work outcomes (Badri et al., 2020). OCB within a workforce creates a more dynamic workforce and builds trust

throughout (Huang et al., 2016; Su & Swanson, 2019; Ulus et al., 2016). The discoveries of gratitude and the relationship to employee well-being and OCB could be the solution for increasing positive outcomes in organizations by implementing gratitude practices to promote an organizational culture of gratitude. Generational differences are an understudied topic related to gratitude, job-related affective well-being, and organizational citizenship behavior. By knowing how each generation is affected by gratitude, employee well-being, and OCB, organizations can implement programs specific to each cohort based on their employee base.

Background

Gratitude is expressing thankfulness, counting blessings, and acknowledging simple pleasures and things received (Kausar, 2018). Gratitude has been recognized as a beneficial experience for a good and happy life by moral philosophers and religious thinkers for centuries, but scientific researchers have recently begun to study gratitude as well (Peterson & Seligman, 2004). Giving thanks results in happiness, resiliency, stronger relationships, better health, and lower stress (Kausar, 2018). Sheldon and Lyubomirsky (2006b) looked at gratitude and mood and found in two experiments, that grateful thinking improved mood. This study supports the theory that gratitude is an affective trait for well-being. McCullough et al. (2002) found that dispositional gratitude was positively correlated with life satisfaction and pro-social behaviors. Watkins et al. (2003) found positive relationships between gratitude and employee well-being, positive affect, happiness, and intrinsic religiosity.

Chan (2013) looked at gratitude among students and found a positive relationship between gratitude and positive affect, life satisfaction, optimism, and social support. Happier employees tend to be more social, productive, and energetic at work (Lyubomirsky et al. 2005). Gratitude effects on life satisfaction and happiness discovered by research are confirmation of

why scripture talks about giving thanks and having a grateful heart. The call to give thanks is mentioned over seventy-one times in the Bible. It is clear God knows that gratitude is good for human well-being. He tells us in His word that we are to give thanks. In 1 Thessalonians 5:16-18, Christ tells us to, "Rejoice always, pray continually, and give thanks in all you do, for this is God's will for you in Christ Jesus" (*New King James Version*, 1978/2011). Gratitude is a form of worship and praise. Psalms is a biblical book with a higher focus on being thankful with specific commands and examples of giving thanks. Examples of thanksgiving occur 36 times in 24 different chapters in the book of Psalms.

Gratitude is found to be a predictor of organizational citizenship behavior (OCB) in the workplace (Spence et al., 2014). The benefits of gratitude have been universally recognized in the psychology domains, but organizational scholars have begun to realize the advantages gratitude can have in the workplace (Fehr et al., 2017). The organizationally-based studies have shown positive outcomes (Li et al., 2022). When employees notice task significance as a meaningfulness indicator, this could cause employees to have more energy at work (Fehr et al., 2017; Grant, 2008b; McCullough et al., 2002; Morgeson & Humphrey, 2006; Tett et al., 2021). Employees with trait gratitude have higher levels of psychological and physical health, therefore, these employees will have higher psychological availability (Hill et al., 2013; Kahn, 1990; May et al., 2004). Psychological availability is the physical, emotional, and cognition needed for work (Kahn, 1990; May et al., 2004). Organizational citizenship behaviors (OCBs) are non-task employee behaviors that are not forced or recognized by the formal system (Smith et al., 1983). A study by Li et al. (2022) showed empirical evidence for a positive relationship between trait gratitude and OCBs in organizations. This study also showed trait gratitude to be useful in organizations. Kim and Oh (2020) surveyed office workers and found that dispositional gratitude

is an individual trait positively affecting OCB. Emmons and McCullough (2003) experimented and showed daily records of gratitude produced more emotional support and practical help to others. Hebrews 6:10 tells us that God is not unjust; he will not forget your work and the love you have shown him as you have helped his people and continue to help them (*New King James Version*, 1978/2011). Galatians 6:2 says, carry each other's burdens, and in this way, the law of Christ will be fulfilled (*New King James Version*, 1978/2011). This scripture relates to OCB which is a demonstration of co-workers carrying the burden of other colleagues. God's word clearly defines this as a duty of Christians.

The technological and cultural changes of each generation have evolved over time. Generational differences recognized in organizations assist leaders in providing leadership styles that are well received by each generation cohort. Organizations will see more goals met by recognizing these differences and incorporating communications and engagement with each generational cohort (Mahmoud et al, 2020). Generational difference recognition creates better morale, more productivity, and stronger employee retention. Generational cohorts offer a diverse workforce bringing different viewpoints, expectations, desires, values, and ideas within organizations (Clark, 2017). Successful working relationships among different generational cohorts require an understanding of the characteristic differences that shape their attitudes and values (Mahmoud et al., 2020). Romans 12:4-5 says for as in one body we have many members, and the members do not all have the same function, so we, though many, are one body in Christ, and individually members of one another (*New King James Version*, 1978/2011). This verse is a reminder of how organizations are designed with the same purpose in mind but are made up of many different people whom God equipped to offer unique functions throughout.

Gratitude has shown to be positively related to employee well-being and OCB resulting in increased happiness, better work environments, increased trust, and more productivity (Badri et al., 2020). Generational differences shouldn't be overlooked in organizations because they can impact the workforce (Mahmoud et al., 2020). The current study will help create a bridge between the positive relationship between gratitude, employee well-being, and OCB and the possible generational differences that may exist.

Problem Statement

Enhanced life satisfaction, positive emotions, autonomy, competence, relationships, optimism, pro-social behavior, and personal growth are some of the indicators that researchers have found to be related to gratitude (Alkozei & Kilgore, 2018; Davis et al., 2016; Emmons & Mishra 2011; Unanue et al., 2019; Wood et al., 2010). Several scholars have identified mechanisms regarding the relationship between gratitude and overall well-being (Portocarrero et al., 2020). Donaldson (2019) showed how gratitude intervention positively affects job performance. When gratitude is practiced regularly, it is known to resist mental disorders and general stressors (Fredrickson, 2004; Fredrickson & Joiner, 2002). Gratitude brings an emotional connection, a sense of belonging, and a positive, happy environment to an organization (Beck, 2016). Spence et al. (2014) found that gratitude feelings are a predictor of organizational citizenship behavior.

Millennials can have less interest in OCB because of their socially conscious and politically engaged motives (Milkman, 2016). A study by Gong et al. (2017) showed less interest from millennials in OCB compared to other generational cohorts. There is a large portion of millennials who started out with disadvantages due to the great recession (Pearson, 2015). Many negative traits, such as loyalty, in millennials may be attributed to the prevailing economic

conditions. During the great recession, well-being was negatively affected as unemployment increased and income decreased (De Neve et al., 2015). This indicates millennials' trait gratitude could be different from other generational cohorts. Generation Z share similar traits as millennials, but Generation Z have higher economic well-being but also have lower mental health (Schroth, 2019). This is an indicator Generation Z may have lower gratitude disposition since gratitude is positively related to increased mental health. In a study by Gibson et al. (2009), Generation X showed a much higher value of inner harmony and pleasure. This could suggest the prediction for a higher disposition of gratitude when compared to the other generational cohort.

Organizations desire to have individuals working who are happy, efficient, and productive employees. In the field of I/O psychology, researchers are looking for ways to improve job satisfaction, turnover, organizational commitment, and other positive work efforts to determine what creates a happy, satisfied, and hard-working employee. Gratitude is a construct that has gained more research at the organizational level due to its effects on employee well-being and positive correlations to job satisfaction, organizational citizenship behaviors, and commitment (Burton, 2020). Unfortunately, there are many employees who are not satisfied and are seeking other jobs. This creates a lack of organizational commitment and causes the employee to be less efficient and productive. This research tested to see if a positive relationship exists between gratitude, employee well-being, and organizational citizenship behavior, which was supported. Furthermore, this study also tested for differences among three generational cohorts: Generation X, millennials, and Generation Z. There were differences among generational cohorts for gratitude and OCB but no differences among generational cohorts for employee well-being. There is not a lot of research around generational cohorts and these

constructs in this study, so this study sought to fill a gap in the research on generational differences and these constructs. Much of the generational research is focused on the technological differences and the different purposes each cohort desires.

Organizational citizenship behaviors are pro-social behaviors that are promoted by job satisfaction (Kim & Oh, 2020). While there were some studies on the relationship between gratitude and OCB, there had been little research on the different generations. This research examined the relationship between gratitude and organizational citizenship behaviors in three generational cohorts.

Purpose of the Study

The purpose of this quantitative survey study was to examine if gratitude was positively related to employee well-being and organizational citizenship behavior in Generation X cohorts, millennial cohorts, and Generation Z cohorts and to look at the differences by generational cohort.

Research Question(s) and Hypotheses

Research Questions

RQ1: Is there a statistically significant positive correlation between gratitude and employee well-being?

RQ 2: Is there a statistically significant positive correlation between gratitude and organizational citizenship behaviors?

RQ 3: Are there statistically significant differences in gratitude levels among generational cohorts?

RQ 4: Are there statistically significant differences in organizational citizenship behavior among generational cohorts?

RQ 4: Are there statistically significant differences in employee well-being among generational cohorts?

Hypotheses

Hypothesis 1: Gratitude disposition will have a statistically significant positive correlation to employee well-being.

Hypothesis 2: Gratitude disposition will have a statistically significant positive correlation to organizational citizenship behaviors.

Hypothesis 3: There will be statistically significant differences between gratitude disposition and Generation X, millennials, and Generation Z cohorts.

Hypothesis 4: There will be statistically significant differences between organizational citizenship behaviors and Generation X, millennials, and Generation Z cohorts.

Hypothesis 5: There will be statistically significant differences between employee well-being and Generation X, millennials, and Generation Z cohorts.

Assumptions and Limitations of the Study

There were assumptions and limitations expected in this study. It was assumed that each participant would receive the data needed to complete the request and have the knowledge to answer. It was assumed that each person would answer honestly and not feel there is anything they should hold back when completing the assessment. One limitation of the study was that the study would be a cross-sectional study in nature. Another limitation was the self-reporting, which can lead to common source bias (Karpen, 2018).

Theoretical Foundations of the Study

Gratitude has been long associated with religious traditions, and Maslow (1970) said the sense of wonder and appreciation was a core characteristic of self-actualizing individuals. The

self-actualizers appreciate the basic goods of life repeatedly, freshly, and naively with awe, pleasure, wonder, and ecstasy, (Maslow, 1970, p.136). Maslow regarded the experience and expression of gratitude as essential for emotional health and lamented the paucity of research on the noble and vital topic (Lowry, 1982). Maslow (1970) believed by counting blessings as self-actualizing people, life could be vastly improved. Maslow was convinced after surveying the human condition that taking things for granted was the cause of misery and suffering. Chesterton (1924) believed the most joyful moments known to man were derived from gratitude.

Heider (1958) took a commonsense view about gratitude by saying when a person feels grateful, it is from the action of another person. Heider provided the Heiderian perspective, which gave a sharper focus on the perceived intentionality of the sender which is a critical part of shaping the recipient's sense of gratitude. Heider believed that in order to have gratitude there had to be two elements present. The first element is interpersonal emotion, which precludes it from directing it towards oneself. The second element is implicit in the experience, which infers that another's well-meaning intention, like gratitude, could make a person feel more loved and cared for by others (Shelton, 1990). This perspective makes gratitude a fundamentally moral affect with empathy at the foundation since the recipient of the gratitude interprets gratitude as freely offered (Emmons & Shelton, 2002). This understanding goes in line with Klein (1957) and the belief that gratitude is seen as a major derivative of the capacity of love and that gratitude is underlying in the appreciation of goodness in others and self.

Gratitude in emotion theory has been a topic that began as non-existent and overlooked according to Lazarus (1991) who remarked "I have ignored gratitude-through with some misgiving, because in some instances it may be a strong emotional state" (p. 265). de Rivera (1977) neglected gratitude but then later included gratitude as one of 80 common emotion terms

(de Rivera, 1984). Oatley (1992), another emotion theorist, omits gratitude from his scholarly treatise, but later gratitude is grouped with social emotions (Oatley & Jenkins, 1996). Kemper (1978) paired gratitude in his social-interactional theory of the emotions with status and power. He believed status and power were the two basic influential dimensions of social life. The grounding of this theory derived from reinforcement theory. Gratitude is included in the framework from appraisal theorists. Weiner's (1985) attribution model event appraisals are main determinants of emotional responses. Happiness and un-happiness are affective reactions that are outcome dependent whereas, gratitude is considered a secondary emotional reaction and follow patterns of casual attribution. Casual modeling techniques from other researchers have given support to Weiner's attribution model (Overwalle et al., 1995).

Lazarus and Lazarus (1994) place gratitude with empathic emotions, because it depends on the capacity to empathize with others. They refer to a core relational theme, which suggests that emotions are associated with distinctive dramatic plots which defines what is happening to the person and the significance to their employee well-being. This is related to the giving and receiving of gifts and its relation to empathy. Pro-social behavior is a factor with giving and receiving (Lazarus & Lazarus, 1994). Under the cognitive-motivational theory, the components of gratitude were identified as: (1) motivating for the person, (2) motivationally relevant to the outcome, and (3) creditable to the efforts of another. This suggests that gratitude rewards the others pro-social behavior.

Gratitude is viewed as a high valued virtue among Hebrew, Christian and Graco-Roman writings (Emmons & Shelton, 2002). Virtues are good habits that develop excellence in personal character. Virtues are character traits needed to flourish or to live well (Hursthouse, 1991) Gratitude is recognition of the receipt of someone else's generosity and is an attitude toward the

gift, a determination to use it well, to employ it imaginatively and inventively in accordance with the giver's intention (Harned, 1997). Gratitude expression is the authentic repayment for someone who has offered a sacrificial gift. Roberts (1991) says that no amount or form of repayment can compensate sacrificial gifts so the only appropriate repayment for these are through gratitude which satisfies repayment. This connects with the sacrificial gift Jesus provided when he died on the cross and aligns with why the bible pairs gratitude with prayer. There is no repayment for the sacrificial gift Jesus gave to us, but by expressing gratitude, it satisfies the idea of repayment. God doesn't want repayment for sending Jesus to save us, but he does know the joy that gratitude brings when you are thankful for not only the Savior but all the blessings he gives.

Social exchange theory is among the most influential concepts for understanding workplace behavior (Cropanzano & Mitchell, 2005). This theory has long, well known roots back to Homans and Blau who developed the theory (Blau, 1964; Homans, 1961). The basic concept of the theory is that relationships evolve over time as trusting, loyal commitments, but in order to do so, there are rules of exchange that apply, such as reciprocity, negotiation, and exchange (Cropanzano & Mitchell, 2005). Social exchange theory suggests positive reciprocation when employees are treated with respect and concern (Ma & Qu, 2011). This could be because positive relationships at work may arouse gratitude or obligation. Literature in social psychology states emotions influence social exchange (Barlett & DeSteno, 2006). Social exchange theory suggests positive social exchanges at work could increase positive emotions such as gratitude and pleasure (Cropanzano & Mitchell, 2005). Social exchange theory is grounding foundational literature for gratitude and OCB

God's word is a guide designed to navigate through life here on earth and is often times deemed as complicated and overwhelming keeping people from reading it. There is beauty in the simplicity of the Bible and how God presents to us the call to give thanksgiving and gratitude. Many places in the bible express to give thanks and gratitude which is a command from His word. God speaks of gratitude in his word because he knows the psychological benefits gratitude offers. Just as science has proven gratitude brings joy and happiness, it also confirms when gratitude is not part of our lives, it can bring suffering and unhappiness. Klein (1957) speaks of gratitude as a derivative of love. When a person does something, love is felt, and gratitude is an expression of the love felt. Gratitude expression can be a form of showing love to others.

The organizational citizenship behavior concept (OCB) was developed from the concept of the willingness to cooperate (Barnard, 1938). The concept was also developed from the distinction between role performance and innovative and spontaneous behaviors (Katz, 1964; Katz & Kahn, 1966, 1978). Schwab (1980) focused on organizational citizenship behavior (OCB) as being substantive validity rather than a construct validity and that literature focused more on the relationship of OCB and other constructs instead of the nature of citizenship behavior. Early research efforts on employee characteristics by Smith et al. (1983) focused on two main causes of OCB. The first cause was morale, which was defined by Organ and Ryan (1995) as employee satisfaction, organizational commitment, fairness perception, and perception of leader support. The second cause is related to dispositional factors such as agreeableness, conscientiousness, positive affect, and negative affect (Organ & Ryan, 1995). Predisposed orientations in people could increase the likelihood of receiving treatment that is satisfying, supportive, fair, and worthy of commitment. These can be seen as indirect causes of OCB.

Organ's (1988) original definition of OCB suggested that over time, OCB would enhance organizational effectiveness. The assumption was untested and was based more on conceptual plausibility instead of direct empirical evidence (Borman & Motowidlo, 1993; Organ & Konovsky, 1989; Podsakoff & MacKenzie, 1994).

Conceptually there are several reasons OCB would influence organizational effectiveness. (George & Bettenhausen, 1991; Karambayya, 1990; MacKenzie et al., 1991, 1993; Organ, 1988, 1990; Podsakoff et al., 1997; Podsakoff & MacKenzie, 1994, 1997). These contributions to organizational success are (1) Enhancing productivity among co-workers and managers, (2) Freeing up resources used for productive purposes, (3) Reducing needs for scarce resources, (4) Coordination of activities among work groups, (5) Strengthening the ability to attract and retain the best employees, (6) Increasing the stability of the organization, (7) Enabling the organization for adaptation to effective environmental changes. The first study exploring if OCB was related to organizational effectiveness was by Karambayya (1990), who found that employees in high-performing work units had higher OCB than employees in low-performing work units. These results were promising but not conclusive because of the measurement was subjective instead of objective. There were later studies (Podsakoff & MacKenzie, 1994; Podsakoff et al., 1997; MacKenzie et al., 1996; Walz & Niehoff, 1996) that addressed the limitations of Karambayya's research, using all objective measures and did find that there was support in the hypothesis that OCB was related to organizational effectiveness.

Definition of Terms

The following is a list of definitions of terms that are used in this study.

Gratitude – Gratitude originates from the Latin term *gratia*, meaning grace, graciousness, or thankfulness (Emmons & Shelton, 2002). Gratitude is an empathic emotion (Lazarus, 1991). Gratitude is an orientation for recognizing and appreciating positives in life (Wood et al., 2010).

Trait Gratitude – A persistent gratitude disposition that recognizes and responds with grateful emotions to other people's benevolences in positive experiences and outcomes (McCullough et al., 2002).

Organizational citizenship behavior (OCB) –Organizational citizenship behaviors (OCB) are defined as individual behaviors not directly enforceable requirements of the role or job description, but instead efforts of going above and beyond the job requirements (Organ, 1988).

Well-being –Well-being represents the indicators of psychological adjustment including life satisfaction happiness, or positive affect, and the absence of indicators of psychological maladjustment like negative affect, depression, or stress (Houben et al., 2015)

Employee well-being –Employee well-being is when employees experience a greater balance of positive emotional symptoms over negative emotional symptoms related to work

Significance of the Study

Gratitude is a construct that has been studied for years and has shown life benefits. As research has progressed, the life benefits and employee well-being of gratitude have shown to have a positive relationship with organizations. This creates a strong desire to further develop the research between gratitude and organizations. Organizations are made up of people; therefore, the positive outcomes of gratitude related to life satisfaction naturally affect organizations. This research explored the positive relationship between gratitude, employee well-being, and OCB

while studying the potential differences between three generational cohorts. Organizational citizenship behavior (OCB) has been shown to enhance organizational outcomes and productivity. There are benefits to a productive and positive organization including better morale, less turnover, and improved job satisfaction. Typically, organizations desire these positive outcomes because they drive a stronger financial outlook. A positive relationship between gratitude and OCB could indicate the need to increase a gratitude culture in efforts to increase OCB within organizations.

Generational cohorts have been studied primarily in relation to their work behaviors and desired workplace culture. This research takes a more specific approach to generational cohorts and the relationship between gratitude, employee well-being, and OCB. The results could help employers understand workplace behaviors in these generational cohorts which could help employers implement programs based on the generational response to gratitude, OCB and employee well-being. Since this topic has little literature, the findings of this study could be used in further studies and close the existing literature gap on this topic.

Summary

Organizational health is becoming more important over time. Turnover and toxic environments are simply not tolerated as much, resulting in an increased effort to keep organizations running smoothly and focusing more on employees' well-being. Gratitude can play an active role in organizations shifting to a more positive work environment. It reaches far back to even ancient religious leaders recognizing the benefits. In scripture, gratitude is mentioned, offering advice to practice gratitude. More grateful employees experience greater employee well-being, which could help them contribute to organizations by increasing OCBs and creating a more productive environment. Generational cohorts have unique and different mindsets, goals,

ambitions, and work expectations. Researchers have studied these workplace differences to help organizations work effectively with each generation by understanding each cohort's uniqueness. By understanding each generational cohort's effect on the relationship between gratitude, employee well-being, and OCB, organizations can determine if gratitude enhancement could be addressed in the workplace to have a happier and more productive organization.

CHAPTER 2: LITERATURE REVIEW

Overview

Gratitude is a highly valued trait essential to people and their emotional well-being (Gallup, 1998). In a recent study of 800 descriptive trait words, gratitude rated in the top four percent for its likability (Dumas et al., 2002). There is a growing interest in gratitude and other positive psychological constructs that impact organizations' success, organizational commitment behaviors, subjective well-being, and other positive outcomes. The scientific definition of positive psychology is the study of strengths that enable people and institutions to thrive (Burton, 2020). Gratitude improves health and increases happiness and well-being individually and organizationally. Subjective well-being (SWB) is the balance between frequent positive effects, infrequent adverse effects, and higher levels of satisfaction (Diener & Emmons, 1984).

Emmons and McCullough (2003) looked at the effects of gratitude on psychological and physical well-being. They found that happier people give thanks. The benefits that come from practicing gratitude are being recognized. Korb (2015) believes a strengthened gratitude circuit in the brain will increase physical and mental health, improving sleep quality. A study from the American Psychological Association found a reduction of inflammatory biomarkers in cardiac patients who wrote in their gratitude journals for eight weeks (Mills et al., 2015). Another study showed that Vietnam War veterans found that people with higher levels of gratitude had lower rates of posttraumatic stress disorder (Kashdan et al., 2006). People who keep gratitude journals report fewer health complaints, increased exercise, and less physical illness (Wood, 2008).

Employee well-being is the assessment of employee experience based on life-work perceptions and is positively related to job satisfaction, organizational commitment, and task performance (Cooper et al., 2019; Huang et al., 2016; Su & Swanson, 2019; Ulus et al., 2016).

Human resource management plays a vital role in developing well-being in the workplace because many of its practices include training, development, recruiting, motivation, performance-based compensation, and appraisal (He et al., 2019). Well-being is something that people have pursued for centuries, but with the development of the positive psychology phenomenon, well-being has become a primary topic for human resource management. Responsible leadership impacts employees' well-being in the workplace with day-to-day communications, support, coaching, and encouragement employees (Gordon et al., 2019; He et al., 2019; Kim & Beehr, 2018)

Gratitude in the workplace can have positive benefits for organizations. Organizational citizenship behavior (OCB) is an area that has been studied alongside gratitude, with a positive relationship found between them (Kim & Oh, 2020). The study performed by Kim and Oh (2020) determined that boosting gratitude disposition would positively affect job attitude and organizational effectiveness. OCB is an essential piece of job performance because employee behaviors reflect the support and enhance psychological contexts surrounding task performance (Organ, 1997). Because gratitude generates a helpful action, it is unique to the study of OCB (Spence et al., 2014). There has been limited focus on how gratitude affects OCB and if those effects can lead employees to offer assistance (Grant & Gino, 2010). By extending this line of research and examining how gratitude and OCB relate to generational differences, this research will offer insight to how different generations respond to gratitude in the workplace. This could help employers to identify different ways to increase OCB based on each generation.

Generations are cohorts who share knowledge and experiences that affect their thoughts, attitudes, values, behaviors, and beliefs (Clark, 2017). There are challenges managers face in the workforce today with the ever-changing diverse generation of employees. Understanding the

generational mix and their working relationships requires understanding the differences in their generational characteristics. Fundamental values and characteristic differences among generations shape their attitudes in the workplace (Mahmoud et al., 2020).

Description of Search Strategy

The research search strategy was to use the databases available through the Liberty University library and Google scholar. The database searches had several topics and keywords to ensure the most updated available research would show up in the searches. The topics in this research were gratitude and well-being, gratitude and generational differences, gratitude, and organizational citizenship behaviors. For the search for gratitude and well-being, the first search was gratitude, thankfulness, and appreciation in the workplace. A search of words like organizations and companies or employees and gratitude was included in the search. Other searches for gratitude and well-being in the workplace, organization, and companies were performed. For the topic of generational differences, the search included generational differences, workplace, companies, or organizations, and breaking out each one such as Generation X, Y, Millennial, and Generation Z when searching for the generation topics. Paired searches used gratitude and organizational citizenship behavior—keywords with gratitude and in the workplace keywords for the organizational citizenship behavior topics to enhance the search.

Review of Literature

Gratitude

Gratitude is an emotion, and in psychology, there have been many definitions of gratitude. Solomon (1977) defined gratitude as an estimation of gain based on the judgment of other people's responsibilities for gain. Emmons and Crumpler (2000) related gratitude as an emotional response to a gift. Tsang (2006) proposed that gratitude was a positive emotional

response to a beneficial receipt with the perception of good intentions from the other person.

McCullough et al. (2001) defined gratitude as a moral emotion linked to the interest or welfare of either society or an individual other than the person receiving it (Haidt, 2003). These definitions justify gratitude as a positive emotional response after receiving or recognizing a benefit or something good.

Gratitude as a trait or disposition is defined as the general tendency to respond and recognize a grateful emotion in positive experiences (McCullough et al., 2002). It is the individual difference in the frequency and intensity of experiencing the emotion of gratitude (Portocarrero et al., 2020). Wood et al. (2010) suggest that dispositional gratitude is linked with the tendency to notice and appreciate the positive in the world. A grateful disposition is associated with experiencing the grateful emotion, appreciation of others, recognition, and focus on the present moment. Appreciating things and engaging in favorable social comparisons create positive life satisfaction. Dispositional gratitude is an ability to direct a grateful emotion to recognize and appreciate positivity in situations, people, and experiences (Alder & Fagley, 2005; Wood et al., 2008).

Gratitude and Generations

Generations and gratitude, together, is a topic that has not been extensively studied. There are generational differences that affect the way each generation performs work, which could create intergenerational challenges that affect future generations' outcomes. This creates the need for organizations to recognize the differences each generation brings (Barnett et al., 2019). Since gratitude is similar to pro-social behavior, this could help with previous generation perceptions and pro-social attitudes toward future generations.

Studies suggest there could be age differences in gratitude based on the Socioemotional Selectivity Theory (Carstensen et al., 1999). The Socioemotional Selective Theory suggests dispositional tendencies ease the maintenance of close relationships, enhancing well-being later in life (Chopik et al., 2017). This theory is the idea that as people age, they gain more awareness of the time limitations, suggesting they invest in social relationships more and pay more attention to positivity. This results in a more grateful disposition (Chopik et al., 2019). Algoe (2012) and Kashdan et al. (2017) suggest there may be differences between older and younger adults and the effects of gratitude and their well-being. However, the differences among older and younger adults have not been clear in predicting the effects of gratitude and health (Hill et al., 2013). However, there have also been links that gratitude and well-being are invariant across life spans (Hill & Allemand, 2011).

Millennials are the newest and fastest growing generational cohort in the workforce (Calk & Patrick, 2017). There are many differences in the millennial workforce, and understanding how they prefer appreciation may support increased job engagement and productivity. It is essential to employers today because happiness in the workplace is an extreme component of workplace morale among millennials (McGini & Ng, 2016; Ng et al., 2010). Compared to earlier generations, millennials look for different work experiences but are considered highly confident and focused on achievement (Menon & Alamelu, 2018). Research suggests that millennials gain psychological benefits by having more control and autonomy over their work (Badri, 2020). Millennials' retention and value come from their emotional experience and intrinsic aspect when evaluating their overall satisfaction (He et al., 2019; Garcia et al., 2019). Gratitude is a moral, positive emotion and is a vital personal resource for individuals (Emmons, 2003; Snyder et al., 2014; Shelton, 2000). Gratitude is a cushion for burnout and stress (Lee et al., 2018).

Organizations can benefit by focusing on the well-being of their workforce because happy employees contribute more to the organization (Wright & Cropanzano, 2004).

Affective well-being (AWB) is frequent experiences of positive affect and moods like joy and contentment, as well as less frequent experiences of negative affect with unpleasant moods like anger and afraid (Diener et al., 2010; Pavol, 2008; Prizmic-Larsen et al., 2020). Wright and Cropanzano (2004) believe millennial employees who experience AWB are resilient, creative, and sociable. This creates more pleasure in their work and keeps them committed to the organization and their job (Amin & Akbar, 2013; Yuniasanti et al., 2019).

Dispositional gratitude offers benefits like positive affect, energy, fewer illnesses, improved sleep, decreased feeling of loneliness, and increased connections (Emmons & McCullough 2003). Feelings of gratitude influence AWB and is an excellent resource to reduce stress and cope with life (Chen et al., 2012; Toussaint & Friedman, 2009). Higher levels of gratitude will frame a more positive outlook on situations and experiences (Wood ,2008). Millennial employees may positively view negative experiences if they show more dispositional gratitude (Chen et al., 2012; Wood et al., 2007). A study by Badri et al. (2020) looked at millennials and the relationship between AWB and gratitude, predicting gratitude to be positively related to their AWB (Badri et al., 2020). The cross-sectional study surveyed 272 working millennials from a corporate service industry. The study did support a positive relationship between gratitude and AWB that supported previous research. This suggested gratitude confers positive cognitive and physical experiences for millennial employees and AWB bringing benefits such as decreased stress, increased ability to cope with challenging issues at work, increased awareness, and enjoyment of work-related tasks. Millennials desire social

relationships and work-life balance (Abdi et al., 2018). Millennials are motivated by challenging tasks and striving for work that will meet their high expectations (Aleksic et al., 2017).

A study by Kern et al. (2014) examined the frequency of the word grateful in Facebook statuses and found that older adults tend to use the term grateful more than younger adults. A study by Allemand and Hill (2016) tested the correlation between age and dispositional gratitude with multiple measures and found that age effects on gratitude occur for subjective age instead of chronological age in a future time perspective. Chronological age effects are more domain-specific, being more likely to occur for gratitude in the instrumental domain such as health, job, and financial as opposed to the interpersonal domain referring to relationships such as romantic, friends, and family (Allemand & Hill, 2016). Few studies link age and dispositional gratitude, and some suggest no age difference between age and gratitude. However, these have also been too limited in age and gratitude (Allemand & Hill, 2016). In a study by Chopik et al. (2019), they looked to see if the presence and benefits of gratitude remained from young adulthood to old age and if well-being remained constant. The study found that the experience of gratitude was higher in the older adults and least in the middle and young adults (Chopik et al., 2019).

Gratitude and Health

Different definitions of gratitude have developed over the years, including one from McCraty and Childre (2002) who describe gratitude as a sense of wonder, thankfulness, and appreciation for life. When people find themselves in a great emotional state, they feel greater connectedness and deep fulfillment, as well as finding new perspectives. This state creates positive emotions, which help achieve optimal functioning, improve health, increase cognitive flexibility and creativity, facilitate broad-minded coping, and promote helpfulness, generosity, and cooperation (McCraty & Childre, 2002). Previously, people studied the impacts of positive

emotional improvements on health and performance, including the heart and brain. One theory is that emotions are mental expressions coming from the brain, but this has been proven untrue because emotions are part of the entire body (McCarty & Childre, 2002). The heart is a sensory organ and can learn, remember, and make decisions independently of the brain. During different emotional states, the heart's rhythm changes. During increased frustration times, the heart's rhythms will show a more erratic and disordered response as opposed to when people are expressing love, gratitude, and other positive emotions when the heart rhythms are more in order and stable.

The heart and rhythms can create a sense of emotion as it works with the brain. One study found that when patients had a sudden onset of arrhythmias, they met criteria for panic disorder in more than two-thirds of patients (Lessmeir et al., 1997). Once the arrhythmia received treatment, the panic disorder disappeared. This study is why techniques center the focus on the chest and breathing. When people use positive emotion-focused techniques to create self-induced feelings of gratitude, the heart rhythm coherence significantly increases (McCraty & Childre, 2004). Not only does heart rhythm cohere in positive emotions but also in task performance, attention, and reaction time.

Physiological coherence can occur naturally but is usually not sustained. Gratitude demonstrates a more sustained positive emotion; therefore, by establishing emotional management in everyday life, there is a higher degree of synchronization, efficiency, and harmony, increased cognitive performance, emotional stability, and quality of life. One study reported that maintaining this dynamic mode reduced mental dialogue and increased feelings of peace, self-security, and sustaining positive emotions for weeks (McCraty, et al., 1998, McCraty, et al., 1999; Tiller et al., 1996,).

Showing love for others, treating others with respect and kindness, and showing appreciation for things in life are part of a healthy culture. Emotion management can play a role in helping others achieve this behavior in people (McCraty & Childre, 2004). Experiencing positive emotions creates a peaceful and stable mindset and requires effort to sustain. People rely on external events that create this emotional outburst to shift instead of knowing that internally there is some control and solutions that, if practiced frequently, are a natural way bodies respond to emotion. Two techniques by McCraty and Childre (2004) are the freeze-frame and heart-lock techniques. The freeze-frame technique involves five steps:

- Take a time-out to step back away from the stressful thoughts.
- Shift the focus of attention to the heart, focusing on breathing and expanding on deeper breaths feeling each one.
- Give a sincere effort to create a positive feeling of gratitude for someone or thing.
- Ask how having a practical attitude or action could de-stress or balance out the negative thoughts.
- Quietly change perceptions and feelings for as long as possible.

The heart lock has five similar steps:

- Gently shift attention around the heart area.
- Shift breathing, breathing in through the solar plexus.
- Activate genuine feelings of appreciation for something in life.
- Sincere effort to sustain feelings of gratitude, expressing it inwardly and for others.
- When the mind wanders, take the focus back to breathing and reconnect with feelings of gratitude.

When emotions have the energy drained, a technique that can restore the energy or keep the energy from draining can be beneficial in the workplace and everyday life. Studies have shown favorable changes in hormone balance with regular practice of heart lock over 30 days (McCraty, 1998). Organizational outcomes have had positive outcomes with practicing these techniques, including increased productivity, goal clarity, job satisfaction, and communication effectiveness (Barrios-Choplin, 1999; Barrops-Choplin, 1997; McCraty, 2001).

New research in neuroscience showing the brain activity of what gratitude looks like is promising with neuroplasticity, the brain's ability to form new neural connections (Burton, 2020). Magnetic resonance imaging (MRI) allows researchers to see brain activity when people are experiencing gratitude. Several regions of the brain are activated, including moral reasoning, fairness, empathy, economic decision-making, looking at the perspective of others, and psychological well-being. This research shows that shifting the brain's focus through practicing gratitude can create and strengthen neural connections, making a person more hopeful and resilient (Burton, 2020). The workplace is a social system, so when a person feels disrespected or unvalued, it activates the pain region of the brain (Burton, 2020). These feelings can be as powerful as a physical hit to the head and can be super effective long term. Additional stress and overwhelming situations can lead to a hostile environment which can harm an employee's health and organizational health. When gratitude expression happens, three good neurochemicals are released--dopamine, serotonin and oxytocin. Dopamine is a feel-good chemical that releases positivity, optimism, and camaraderie. Serotonin is mood-enhancing and increases willpower and motivation. Oxytocin works with trends like pro-social behaviors and regulates the stress hormone.

Gratitude and Employee well-being

Well-being is an important life goal for many, so psychologists are eager to find ways to improve well-being. Scientific evidence has shown a relationship between gratitude and well-being (Cunha et al., 2019; Wood et al., 2010). Several studies investigated the influence of gratitude and well-being (Davis et al., 2016). Researchers have found gratitude is relatable to several well-being indicators like higher life satisfaction, positive emotions, autonomy, competence, relationships, optimism, pro-social behavior, and personal growth anger (Alkozei & Kilgore, 2018; Davis et al., 2016; Emmons, 2011; Unanue et al., 2019; Wood et al., 2010).

The Latin word *gratia* is the origin of the word gratitude which means grace, graciousness, or thankfulness (Emmons & Shelton, 2002). Words that derive from this Latin word all point back to kindness, generosity, and the beauty of receiving something for nothing (Pruysier, 1976). Weiner (1985) said gratitude results from two stages of the cognitive process. The first stage is recognizing a positive result that makes them happy, and the second stage is that people attribute happiness to external sources creating a link between gratitude and happiness (Weiner, 1985). Ortony et al. (1988) defined gratitude as when one experiences admiration and joy from accepting a gift from a benefactor. Lazarus (1991) defined gratitude only when recognizing and appreciating what another person has done for you. McCullough et al. (2002) defined gratitude as a disposition and a generalized tendency to recognize and respond with grateful emotion. Watkins et al. (2003) evolved three dimensions of gratitude:

- Abundance, where grateful people only feel their life is abundant in their own life;
- Simple appreciation, where grateful people will appreciate simple pleasures; and
- Appreciation of others where grateful people appreciate contributions by others that affect their well-being.

Adler and Fagley (2005) discovered eight dimensions of gratitude:

- Interpersonal appreciation of others evaluated.
- Personal assets-material and non-material focus.
- Present moment-concentrating on the here and now.
- Rituals of gratitude reminders to be grateful.
- Astonishment-remaining enchanted.
- Social comparison-positive feelings of comparison to others.
- Appreciation of life in general-on infinite awareness.
- Expression of gratitude-when people show their gratitude to others.

A study by Froh et al. (2009) discovered a strong relationship between gratitude, positive affect, and life satisfaction. Gratitude is associated with well-being (Toussaint & Friedman, 2009) and predicts psychological well-being above the Big Five personality traits (Wood et al., 2009). Gratitude is considered a resource that requires enhancement to promote well-being (Di Fabio & Saklofske, 2014; Di Fabio & Kenny, 2016).

Gratitude is important to organizational well-being because there is a direct effect on improving organizational cultures and the well-being of employees (Emmons, 2003). Gratitude positively affects employee efficiency, success, productivity, and loyalty (Emmons, 2003; Grant & Wrzesniewski, 2010). Gratitude is an antidote against toxic emotions in organizations (Emmons, 2003). Jealousy and injustice are two particularly toxic emotions gratitude can combat, which is beneficial to the organization because those emotions can have a negative impact. Grateful individuals feel better and have better well-being which helps see colleagues in a more positive light and increases organizational citizenship behaviors (Dik et al., 2014). There is a relationship between gratitude and organizational citizenship behaviors (McCullough et al.,

2001; Spence et al., 2014). This association between gratitude and organizational citizenship behaviors comes from the social exchange theory and looks at it from a moral incentive (McCullough et al., 2001; Spence et al., 2014). Studies suggest gratitude intervention programs benefits organizations, such as optimal performance and organizational well-being (Emmons & Shelton, 2002; Fehr et al., 2017). Gratitude can be an important dimension to be integrated into leadership and management training programs.

Gratitude is a universal virtue making people's lives happier (Emmons, 2003). Gratitude is life satisfaction's most relevant and essential variable (Park et al., 2006). Donaldson & Lee (2019) showed how gratitude intervention positively affects job performance. Jung and Choi (2017) showed that gratitude management produced better business performance in the culture of an IT-components company. Gratitude is worth looking at in business organizations because it can promote OCB, a pro-social behavior (Kim & Oh, 2020). The Moral Affect Theory of Gratitude (McCullough & Emmons, 2002), which says that gratitude brings out people's intention for pro-social behavior, gives enough reason to test gratitude and well-being empirically. Prior studies show that behaviors outside the scope of everyday work boundaries and employees' incredible work influence job performance (He et al., 2019). Because gratitude is known for improving life satisfaction and well-being (McCullough & Emmons, 2002), gratitude, from a job-related perspective, has the potential to improve the effects on job satisfaction (Kim & Oh, 2020).

Gratitude is the positive feeling of thankfulness and has characteristics of affective trait and moral effect (McCullough et al., 2001). Gratitude as a trait is the idea that gratitude comes easily as a disposition (Watkins et al., 2003). The higher the gratitude disposition, which is the responding with thankfulness to positive experiences and other outputs, the higher level,

intensity, frequency, span, and density of gratitude (News SLS, 2019). When the disposition is a trait, it shows stability (Rosenburg, 1998), but gratitude disposition enhances through intervention programs such as gratitude practice (Eum et al., 2010; Froth et al., 2008; Wood et al., 2010). When a person feels they have gained pro-social benefit, this is where gratitude arises, leading to other pro-social and virtuous behaviors. Identification of several mechanisms by scholars regarding the relationship between gratitude and well-being showed that grateful individuals have higher well-being allowing them to experience practical actions from others (Wood et al., 2008). Grateful dispositions help cope with stress-reducing toxic emotions from social comparison (Emmons & Mishra, 2011).

When gratitude becomes a habitual experience, it resists mental disorders and general stressors (Fredrickson, 2004; Fredrickson & Joiner, 2002). Other mechanisms include self-esteem improvement, greater spirituality and mindfulness, better goal attainment, improved physical health, and increased social resources (Emmons & Mishra, 2011; Wood et al., 2010). Grateful individuals tend to have a happier endurance and are more likely to engage in positive self-cognitions, which lead to well-being (Wood et al., 2008). In a study by Portocarrero et al. (2020), researchers found dispositional gratitude to be moderately related to all aspects of subjective and psychological well-being, such as happiness, life satisfaction, and self-focused well-being.

Alongside all the positive research on well-being and gratitude, gratitude positively affects organizational wellness (Burton, 2020). Gratitude as the prime mover for greater productivity and a large contributor for a thriving organization (Burton, 2017). One study highlighted the positive impacts of gratitude on organizational wellness (Burke & Fiksenbaum, 2009). This study showed gratitude to be a consistent predictor of higher ratings of health and

safety climates, higher job satisfaction, fewer absences, and less exhaustion and cynicism.

Gratitude is life appreciation in a positive light (Emmons & Shelton, 2002; Wood et al., 2010). Gratitude and well-being are positively related (Emmons & Shelton, 2002; Wood et al., 2010). Gratitude is related to lowering negative emotions, depression, anxiety, and anger (Alkozei & Kilgore, 2018; Davis et al., 2016; Emmons & Mishra, 2011; Wood et al., 2010; Unanue et al., 2019). In a recent study by Lin (2017), a higher order of gratitude, for example, thanking others, thanking God, cherishing blessings and moments, and appreciating hardships, showed a significant contribution to mental well-being like depression, self-esteem, and psychological well-being.

A study by Kaplan et al., (2014) looked to see if individuals could actively increase their well-being at work. In this study, one of the self-guided workplace interventions was a gratitude intervention program. Sixty-seven university employees participated in this intervention for two weeks. Self-reporting happened before the intervention, immediately after, and one-month post-intervention (Kaplan et al., 2014). Gratitude intervention significantly increased positive affect well-being but did not impact negative affect well-being. Implications of this study demonstrate that self-guided, positive psychology intervention, in particular, gratitude has excellent potential to enhance employee well-being. Gratitude interventions have shown improvements in well-being similar to an effect size used in clinical therapy. Increased gratitude happens through intentional practice with a lasting reduction in worry (Geraghty et al., 2010) and increased life satisfaction and happiness (Emmons & McCullough, 2003; Seligman et al., 2005).

Kaplan et al. (2014) tested positive and negative affective well-being in the study. The study predicted that positive affective well-being (PAWB) would be higher after gratitude intervention and negative affective well-being (NAWB) would be lower after the gratitude

intervention. Kaplan et al. (2014) also measured gratitude predicting self-reported gratitude to be higher after the gratitude intervention. In the Kaplan et al. (2014) study, researchers measured people in non-academic departments in a university. They sent out emails with initial measures for self-reporting their gratitude, and then people were assigned to the gratitude intervention, where they were led to a secure website and responded to a prompt. A three-item gratitude adjective checklist was developed by McCullough et al. (2002). In this study, the gratitude intervention was with PAWB and increased self-reported gratitude (Kaplan et al., 2014). The positive psychology movement created more interest in learning what emotions are feelings help determine employees' affective well-being (AWB) (Seligman, 2002).

Gratitude is a positive emotion that typically has a positive effect on daily lives and negative emotions (Mao et al., 2021). Gratitude is a positive emotional experience and core content of positive psychology (Zhang et al., 2018). Studies have shown that gratitude does remove negative emotions (Wood et al., 2008). Positive psychology focuses on positive qualities and self-worth (Seligman, 2002). Gratitude is a positive emotion that comes from positive experiences Bono and Froh, (2009); Froh et al., (2011) and has numerous positive effects like happiness (McCullough et al., 2002; Wood et al., 2010) and improves physical and mental health (Zhang et al., 2018). People with higher gratitude tend to focus on positive aspects of life (Watkins et al., 2003). A study looking at gratitude and envy showed that gratitude inhibits envy, and there is a negative relationship between gratitude and envy (Mao et al., 2021). Gratitude is a fundamental resource for a positive psychology (Emmons & Shelton, 2002; Seligman & Csikszentmihalyi, 2000; Seligman, 2002; Snyder et al., 2014). Scholars have demonstrated dispositional gratitude as a facilitator of well-being because it decreases essential phenomena; stress, anxiety, and negative relationships (Porocarrero et al., 2020).

Gratitude and the Workplace

Gratitude is a great force with many desirable outcomes that can be very beneficial for organizations. Opportunities for organizations to develop employee gratitude exist and can benefit the organization (Fehr et al., 2017). People fall into irritation, anxiety, and worry instead of consciously engaging, building, and sustaining positive perceptions and emotions. Employees are the most valuable asset, so it is important to ensure they are successful and satisfied (Beck, 2016). Interest in gratitude has increased over the years because organizations are seeing a positive impact on the people and the organization when gratitude is expressed and encouraged. Organizational gratitude is a natural individual attitude (Gibbs, 2009). Gratitude is an organizational virtue and has lasting positive outcomes. HR managers must know how to implement programs to increase and decrease negative outcomes.

There have been positive effects of gratitude found with depression and coping strategies (Wood, 2007). The benefits of gratitude in the workplace include an emotional connection to the organization, a sense of belonging, a more positive and happier environment, and a strengthened workforce (Beck, 2016). Some organizations understand the importance of gratitude and have begun understanding it more and what it looks like in the organization (Beck, 2016). There are many organizations who do not understand the importance or just do not have the knowledge of the power of gratitude among organizations. Some organizations have implemented gratitude programs to develop a gratitude culture for the positive benefits and organizational health. Gratitude is best received when it is sincere. Most employees like gratitude shown for their efforts, but not everyone receives gratitude in the same way. Organizations looking at the consequences of emotions and gratitude can benefit from how the workplace outcomes are influenced (Kilpatrick et al., 2001).

Fehr et al. (2017) identified three levels of gratitude. The first, episodic emotion at the event level deals with feelings of gratitude after an experience. For example, if a co-worker helps with a large project and sacrifices time, this can give feelings of episodic gratitude (Fehr et al., 2017). This research also makes episodic gratitude viewed as a perception because the feelings of gratitude result from a perception that they sacrificed something (McCullough et al., 2001). Endless gratitude focuses on schemas which are mental structures that function as heuristics regulating action (Fehr et al., 2017). If gratitude is part of the culture, then endless gratitude would emerge when employees experience episodic gratitude. Collective gratitude goes beyond episodic and persistent gratitude at the organizational level; endless gratitude is shared in the organization. Frijda (1988) has a law of habituation, where people become more accustomed to their situations and have decreased intense emotional reactions when they constantly receive benefits.

Gratitude initiatives come as a benefit when employees have feelings of gratitude. Attentiveness to alternatives is another way for gratitude to increase because a person is attentive to the alternative of what they have, making them grateful for what they have (Buck & Miller, 1994). A two-week study found that employees loved the opportunity to help others as an important source of daily gratitude (Cheng et al., 2015). Developmental feedback can increase gratitude because people often like ways to improve and learn, so they have opportunities for advancement. Developmental feedback not only increases gratitude but also increases trust and respect (Zhou, 2003). Gratitude is conceptualized in many ways: an emotion, a moral effect, a character strength, and a trait disposition (Ryan & Deci, 2017). People who have a higher gratitude disposition have a higher appreciation for daily life (Unanue et al., 2021). Grateful people have more intense gratitude tendencies and are grateful for things that most would take

for granted, like being able to move, see or breathe (Ryan & Deci, 2017). Scholars have noted that the positive effect of workplace gratitude is because the construct is an antidote against toxic emotions at the workplace (Emmons, 2003). This idea results in more grateful employees seeing their co-workers positively, which increases organizational citizenship behaviors (OCB), reciprocity, altruism, and high connections while preventing jealousy and envy (Di Fabio et al., 2017). In an organizational context, gratitude is a promising individual strength (Fehr et al., 2017).

Gratitude is crucial for employees' efficiency, success, productivity, and well-being (Di Fabio et al., 2017). Gratitude is crucial because it directly affects improvements to the organizational climate, enhancement of employee well-being, and reductions of negative emotions (Emmons, 2003). When implementing gratitude intervention programs, participation is required among employees. Some programs may have employees think outside the box until the program becomes part of daily life. Japanese workers used two types of intervention exercises in a study. The first was a gratitude list where they wrote lists of several things they were thankful for (Komase et al. 2019). The second exercise was expressions of behavior, and the employees were to handwrite a letter and read it to the beneficiary. In 2018, there were four random trials of gratitude intervention that used gratitude lists, and out of the four, three reported significant improvements in well-being, life satisfaction, and perceived stress (Cheng et al., 2015, Neumeier et al., 2017).

The purpose of the study by Komase was to develop a new intervention that included behavioral expression of gratitude and see the relationship between work engagements. In this study, the gratitude intervention's effects on self-efficacy, psychological distress, and job performance were evaluated. They did not see a relationship with work engagement (Komase, et

al., 2019). Cortini studied Italian public administrators and wanted to see how gratitude affected job satisfaction. In this research, the volunteers participated in a gratitude diary for ten days and reported daily along with a daily questionnaire so the researcher could better perceive their feelings (Cortini, et al., 2019). In past studies, gratitude lists were used, and participants reported an increase in well-being. Cortini's research reported that the most frequently received gratitude was that of psychological support, and the most frequent participants gave it to co-workers.

Gratitude is essential for creating positive relationships and healthy organizations (Blustein, 2006, 2011; Di Fabio, 2016; Di Fabio & Kenny, 2016a; Di Fabio et al., 2016). Workplace gratitude levels vary among employees because of different attitudes. Fehr et al. (2017) believe workplace gratitude is not on experience but on interpretation (Fehr et al., 2017). Workplace gratitude is important because it improves work-related outcomes and well-being (Emmons, 2003; Di Fabio, 2016). Increased workplace gratitude is positive for the organization and the employee (Komase, 2020).

Organizational Citizenship Behaviors and Generations

Millennials have been a growing part of the workforce and are significant contributors to organizations (Gong et al., 2017). The millennial cohort is the largest in the workforce which brings focus on what motivates millennials. Research suggests that millennials are ego-centric and entitled, which may result in little interest in OCB behaviors (Twenge, 2006). However, because millennials are socially conscious and politically engaged this could show they may look at OCBs as a socially responsible act (Milkman, 2016). Because millennials may have seen their parents experience layoffs, they have a work-to-live mindset (Johnson & Johnson, 2010). Since OCB is not part of job descriptions, they are optional and non-essential (Gong et al., 2017). Social responsibility plays a significant role in OCB, especially among millennials.

Social responsibility satisfies higher-level needs (Herzberg, 1966; Maslow, 1970), and economic difficulties may activate lower-level needs, muting the higher-level ones (Gong et al., 2017). Younger millennials may desire to serve the world but is put on hold because they need to make ends meet (Gong et al., 2017). Millennials have a higher degree of psychological entitlement resulting with an emphasis on their work and quality of life which could reduce OCB (Gong et al., 2017). In a study by Gong et al. (2017), researchers look at how millennials will respond to unrewarded behaviors and how they can motivate millennials to perform OCBs without formal training on how this is done. The study looks at millennials' career concerns and the relationship with OCB compared to older generations (Gong et al., 2017). The study found that millennials were less interested in OCB than other generational cohorts. A study by Gong et al. (2018) found that the millennial generation was not as interested compared to earlier generations in the workplace. However, they also found that certain career development factors, like resource-related job crafting or career anchoring on service, showed positively correlated dimensions between millennials and OCB.

Organizational Citizenship Behaviors and Gratitude

The relationship between gratitude and organizational citizenship behaviors (OCB) exists because of moral incentives; gratitude leads people to have altruistic behavior which naturally encourages individuals to carry organizational citizenship behaviors out of an obligation of repaying favorable treatment from leaders and the organization as a whole (McCullough et al., 2001; Spence et al., 2014). Spence et al. (2014) found in an independent study that gratitude feelings are a predictor of OCB and that state gratitude is a positive predictor of daily OCB. These results came after four independent samples using daily diary studies and measures of state gratitude. Gratitude in organizations promotes psychological safety (Edmondson, 2002).

Psychological safety is where people feel safe in their working environments to express themselves, ask for help, and take interpersonal risks without a negative impression of themselves (Edmondson, 2002). Gratitude and the relationship with OCB come from an obligation to repay favorable treatment to the organizations (Di Fabio et al., 2017).

Organizations that thrive on high levels of performance and organizational well-being should explore how gratitude can cultivate among the culture and employees. McCullough et al. (2001) present gratitude in a moral mode explaining gratitude's causes and consequences (Spence et al., 2014). This research indicates that gratitude has pro-social characteristics and believes that gratitude can create a desire for someone receiving a benefit to acting in a manner that promotes helping and caring about the well-being of others. This explains OCB because this function of gratitude as a moral motive complements the social exchange theory. Social exchange theory, the most widely accepted theoretical account of OCB (Zellars & Tepper, 2003), occurs because of reciprocity to others when they have feelings of gratitude from someone performing an OCB (Blau, 1964; Gouldner, 1960). People should help others who have helped them. As a result of social exchange theory, OCB is there because individuals want to alleviate social debts to others (Spence et al., 2014). Gratitude compliments OCB since OCB can be motivated by positive feelings toward the benefactor (Spence et al., 2014).

Organizational Citizenship Behaviors and the Workplace

The early interest in Organizational Citizenship Behaviors (OCBs) developed when researchers were looking at the relationship between the effects between job satisfaction and perceived fairness on the individual OCB level with an assumption that the organization would be affected as a whole from the total volume of OCB in the workforce (Organ, 2017).

Organizational citizenship behavior (OCB) is discretionary individual behavior by employees benefiting the organization without receiving rewards for these behaviors (Ogan et al., 2006). OCB is vital to organizations because, in the ever-changing world, formal reward systems are outdated, making it more challenging to pinpoint what drives performance (Gong et al., 2017).

Organizations depend on OCBs to fill the gaps between role behaviors based on job descriptions which makes it critical to know the key characteristics of the organizations to motivate people to perform these different behaviors. It is essential to have employees fill the gaps between role behaviors based on job descriptions. The concept of OCB is that positive work behaviors toward the organization come from within without rewards. Podsakoff et al. (2000) reviewed the literature and named OCB five-dimensional. Altruism highlights pro-social behaviors that help people get work done. Altruism can also indicate a willingness to improve the work environment by the employee (Norris-Watts & Levy, 2004). Conscientiousness reflects when employees will go beyond the scope of their job requirements. This idea can indicate a reasonable employee from a normal one (Wang et al., 2013). Courtesy is respect among employees to inform of changes, issues, and resources. This idea can prevent dysfunction and maintain social order. Civic virtue is active participation in governing corporate activities. Sportsmanship is positively tolerating inconveniences.

A study by So-Hee and Eun-Duck (2017) found that organizational citizenship behaviors were positively associated with grateful disposition in a group of 147 nurses. So-Hee and Eun-Duck (2017) also found a grateful disposition to predict organizational citizenship behavior. They suggested that educational programs and support systems should be in place to increase grateful dispositions. A study by Kim and Oh (2020) found that an employee's gratitude

disposition positively affects organizational citizenship behavior and that gratitude disposition is an individual trait. In the study by Kim and Oh (2020), they surveyed office workers from various industries and got 380 responses they could use to analyze. OCB is a pro-social behavior driven by the motive to improve the organization since employees go beyond the scope of work when practicing OCB (Grant & Mayer, 2009). Gratitude is pro-social behavior, and when an individual has a high level of gratitude, more pro-social behavior is shown (News SLS, 2019). An experimental group showed that daily gratitude records produced more emotional support and practical help to others (Emmons & McCullough, 2003). There is not much research on employee gratitude disposition's effect on OCB, but the studies in a service industry positively affected OCB with psychological well-being as a mediator (Cho & Kang, 2016). A study similar to that of nurses showed a positive relationship between gratitude disposition and OCB (Lim & Choi, 2017).

Generation X

Generation X cohorts born between 1965 and 1980 are named gen X and are also called gen Xers (Clark, 2017). The Generation X generation is named the lost generation. They were exposed to less parental supervision and more daycare and divorce. Most Generation X cohorts come from Baby Boomers who demonstrated workaholic behavior resulting in broken families and absent parents. As a result, Generation X cohorts want to maintain a work-life balance and prefer a flexible, more autonomous workplace. They are the middle child between the famous baby boomer and millennial generations (Jones et al., 2019). They are known for creating work/life balance, so they are very independent, value freedom, and dislike micro-management in the workplace. Generation X cohorts are self-reliable, and excel when multitasking and working independently (Clark, 2017). They prefer setting their limits and completing work

without supervision but finds informal policies like dress code fun. Generation X cohorts embrace change, are technologically savvy and thrive in casual, friendly work environments. This generation is still an integral part of the workforce today, bringing expertise and leadership. Many successful business founders were in the Generation X generation and have been a part of many breakthroughs in science and business (Jones et al., 2019).

Millennials

Millennial cohorts are born between 1981 and 2000 (Clark, 2017). Millennials are known as the largest generational cohort. They are technologically savvy and have a solid connection to the Internet because they grew up with computers, smartphones, tablets, and other electronic devices. The parents of millennials were more protective and cautious of things like kidnapping, school violence, and drugs resulting in the term “helicopter parent.” As a result, millennial cohorts are less independent and more community-driven, seeking a greater purpose. The millennial cohort usually has a shorter attention span and requires instant gratification. They share the same desire as the Generation X cohort for a work-life balance. Millennials’ strong desire to have a sense of purpose motivates them to experiment and discover new approaches when solving problems. They have a sense of belonging and validation, creating a desire for praise, feedback, and employer support. Goals, structure, and mentors are important for Millennials. Calk and Patrick (2017) investigated motivation in millennials using the Work Motivation Inventory (WMI) and looked at five perceptions of motivational needs: basic, safety, belonging, ego-status, and actualization. Safety was in the lowest range, predicting millennials to choose jobs based on stability, predictable salaries, and benefits. Basic needs and ego-status both showed a narrow range, consistent with the prediction that millennials are willing to take career-related risks as long as basic needs are met. Belonging did show the second-highest mean, but

the range was the widest, predicting an extensive variety in being motivated by belonging to something.

Generation Z

Generation Z cohorts are born after 2000 and are known as Gen Z (Clark, 2017). This upcoming generation has just entered the workforce in the past five years, so characteristics are still emerging. Generation Z cohorts work while getting an education indicating they like to get ahead in life (Cameron & Pagnattaro, 2017). This is the first generation that was never without the Internet (Chillakuri, 2020). The Generation Z cohorts are entrepreneurial and outcome-driven (Christensen et al., 2018; Lanier, 2017). Generation Z cohorts are beginning to get more attention from business leaders and entrepreneurs by seeing how they work and understanding their work habits (Chillakuri, 2020). This will help them be successful in the workplace. A study by Chillakuri (2020) showed that Generation Z cohorts care mostly about performing meaningful work. Generation Z cohorts want to clearly understand an organization's values and vision since they value ethics and social impacts and will often choose organizations based on values and ethics as opposed to innovative products or services they offer. Performance management was the second importance in the study by Chillakuri (2020) showing Generation Z cohorts prefer job security, but purposeful work is the more important.

A study by Fratricova and Kirchmayer (2018) looked at what motivates a Generation Z cohort and found that tedious work without a purpose hindered motivation. Jenkins (2019), Lanier (2018), and Chillakuri (2018) all found Generation Z cohorts preferred frequent and instant feedback. This feedback is important to Generation Z cohorts who prefer real-time conversations with management to understand priorities and direction (Chillakuri, 2020). Timely feedback is essential because they want to focus on learning and improve sooner rather than later

(Chillakuri, 2018). In a study by Chillakuri (2020), one participant said they wanted management to appreciate what they do and give feedback where improvement is needed throughout the year instead of waiting until year-end reviews. Generation Z cohorts are very ambitious and want to move to the next level quickly, frequently using technology and shortcuts to achieve goals. This makes feedback and knowing how to get to the next level essential to them (Chillakuri, 2020). Work-life balance was the third most important to Generation Z cohorts in a study by Chillakuri (2020) revealing Generation Z cohorts consider flexibility a requirement because they believe it increases productivity and efficiency. Because Generation Z cohorts prefer open discussions with management, this often builds trust creating a more comfortable setting to discuss flexible working arrangements.

Generation Z cohorts are career-focused and often feel guilt for taking off. This creates the desire to be independent and flexible so they can work during non-work hours or take time for a personal event during regular work hours. There was a study by Morahan (2019) that surveyed more than 1,000 Irish graduates and reported that 60% placed a higher value on work-life balance than on career progression. Generation Z cohorts have more ambition than other generations, not settling for the status quo (Bencsik et al., 2016; Chillakuri & Mahanandia, 2018). Generation Z cohorts are looking for challenging work because they are self-confident and self-learners (Bencsik et al., 2016; PeopleMatters, 2019). The Generation Z cohort is career-focused and puts great effort into work expectations (Chillakuri, 2020). This can cause anxiety among Generation Z's in the workplace. Generation Z cohorts have been exposed to digital communications their entire life, so they are highly connected, resulting in more electronic interaction, like texting someone right beside them (Clark, 2017). This high technological connection has made Generation Z cohorts more socially and environmentally aware than

previous cohorts. The IQ scores are typically higher in Generation Z cohorts, and they are the largest home-schooled generation. Generation Z cohorts require less direction and supervision because they have the digital tools to help them accomplish many things. Generation Z cohorts are socially connected digitally, making them more transparent and easier to work and adjust with. Generation Z cohorts have close parental relationships with their parents and consider them their best friends.

Generational Workplace Behavior

Generational differences often show up in workplace behaviors. A study of 8040 applicants at two organizations revealed that Generation X cohorts averaged 49 months as their longest time at a job, and millennials averaged 23 months as the longest time spent at a job (Clark, 2017). They both had high ratings for attendance and dress code compliance. A study by Clark (2017) researching work ethics among the generational cohorts found similarities overall. However, Generation X cohorts and millennials emphasized leisure activities, hard work, and future career plans. Generation X cohorts and millennials had lower job satisfaction when exhausted, which goes along with the importance of work-life balance that both cohorts desire. Generation X cohorts showed higher levels of work-family conflict, and millennials showed higher levels of commitment to the organization.

To achieve the organizational goals, employers must recognize and understand the generational differences and seek intergenerational cooperation (Mahmoud et al., 2020). Communication and engagement with each generational cohort are essential. Employers struggle to understand and adjust to different generations' working styles (Bennett et al., 2017). When employers recognize the importance of understanding generational differences and respond by

understanding the needs and perspectives of each generation, the result is a more productive environment, better morale, and more robust employee retention (Mahmoud et al., 2020).

Communication preferences are one area where differences among the generations occur. Generation X cohorts prefer email instead of texting to communicate as opposed to Generation Z cohorts, who would use text messages rather than email (Seemiller & Grace, 2019). Generation X cohorts are self-directed, looking for work-life balance, and are not impressed with authority and micromanagement (Walt et al., 2020). Millennials and Generation Z cohorts are familiar with the Internet and see technology as essential to life (Lebowitz, 2018). Millennials and Generation Z share a similar desire for flexible working hours and are more ethnically diverse (Mahmoud et al., 2020). The lack of understanding of the diversity among generations and the lack of implementation to bring them together can cause low engagement and conflict among employees and management.

Recruitment of millennials and Generation Z cohorts should have a structured, clear, and supportive environment that provides development and rewards (Baum, 2019). Millennials and Gen Z cohorts like to have a voice in work-related conversations and work-life balance. Each generational cohort brings different viewpoints, expectations, desires, values, and ideas about life and work. If embraced and viewed in that manner, organizations can have a diverse culture (Clark, 2017). The effect and different characteristics of different generational cohorts in the workplace have gained attention since the development of the generational theory by Strauss and Howe (1991). While similar experiences among the generational cohorts exist, the attitudes and values in the workplace may differ (Hendricks & Cope, 2013). Some stereotypes among generational differences remain to include a lack of technology among Generation X cohorts and

a lack of engagement in the workplace in millennials when compared to others (Weeks et al., 2017).

A study conducted by Stevanin et al. (2018) among a group of nurses revealed that Generation X cohorts had higher work engagement than other generations. Generational differences seem to exist, influencing work attitudes and how they receive appreciation, guidance, and leadership. Employers that recognize and respond to these differences will find better responses and results from their employees, positively impacting the organization. The study by Mahmoud et al. (2020) examined the generational differences in employees' motivation in the workplace among Generation X, millennials, and Generation Z and found that Generation Z is more sensitive to motivation than millennials and Generation X. They also found Generation X values extrinsic regulation-social as a form of motivation. Intrinsic motivation was found more in Generation Z than in millennials and Generation X.

Biblical Foundations of the Study

In Scripture, over 139 times there is reference to giving thanks in some form and 71 references for thankfulness or grateful. Many times in Scripture, there is mention of giving thanks to God. It is a good reminder of all the beautiful things we possess to show gratitude for. God seems to know the emotional and psychological benefits of gratitude, which is why He offers the advice to give thanks. The Bible is living and is here to help guide people through having the best life, which is having a blessed life. It can only be done by obeying Scripture and developing a relationship with Christ. Psalms 107:21-22 says, “Give thanks unto the Lord for his unfailing love and wonderful deeds for humanity. Let them sacrifice thank offerings and tell of his works with songs of joy” (*New King James Version*, 1978/2011). Telling others of the good works God had done is the same as giving God glory. This is a way to offer thanks and is

commanded in scripture. Psalms 118:1 says, “Give thanks to the Lord, for he is good; his love endures forever” (*New King James Version*, 1978/2011). Being thankful is a part of worship. Psalms 26:7 says “that I may proclaim with the voice of thanksgiving” (*New King James Version*, 1978/2011). In this Scripture, the psalmist is talking about enjoyment and participation in public worship. When the Creator is acknowledged as the one who has supplied all of our needs (Philippians 4:16), everything, including material things, the people, jobs, and business opportunities, are a gift from God. Acknowledging this is a way to offer thanks for the sacrifice that has been given on the cross.

Psalms 105:1 says, “Give thanks to the Lord, call upon His name; Make known His deeds among the peoples” (*New King James Version*, 1978/2011)! This verse gives a great challenge from King David to constantly proclaim the good deeds that God has done to everyone we meet. This is the expression of gratitude. Testimony is a way to help non-believers see the greatness and need for the Savior. This challenge is for believers and followers of Christ to share all the good things he has done.

Expression of gratitude for things we have makes the blessings more noticeable and changes the mindset of being content. The book of Psalms has worship songs mentioning giving thanks and many scriptures that mention praying while giving thanks. Thanksgiving and gratitude are essential for worship and praise. Unsurprisingly, a life full of gratitude is good for well-being and other positive things. Studies show that we tend to gravitate to the negative, and when we practice gratitude, it makes new neuropathways that lead to a cheerful disposition—being born as sinners can explain why this happens. Christ tells in his word how people are to give thanks because he knows if we continually do that, we will be healthier physically and mentally. It is one of those simple things in Scripture that is sometimes overlooked but can

significantly impact lives if recognized and obeyed. The Bible is a living tool to help live one's best life while here on earth.

The Scripture about reaping what is sown can be applied to the workplace and showing gratitude to employees. Whatever leaders decide to pour into their workforce, most likely, the same will be returned to them. Some people call this Karma, but Scripture tells us about reaping what is sown. Galatians 6:7 says, "for whatsoever a man sow, that shall he also reap" (*New King James Version*, 1978/2011). If leaders invest in their employees, then the employee may be more motivated to give more. When management shows gratitude to their employees, this can help them feel valued, which produces a more productive, happier employee typically. Employees are the organization; without them, the work would not get done. Therefore, being grateful to them seems essential. Employers thank God for giving organizations staff to run and operate a business. Showing an employee gratitude will help God bless organizations because it shows obedience, and when Christians are obedient, blessings happen. Blessings can be in the form of having higher OCB and happier employees, which can help the organization reap all the benefits of a healthy environment.

Gratitude in Scripture is something God expects us to have and practice daily. He instructs in Scripture to do that because He knows the benefits of being grateful and the blessings that result. In 1 Thessalonians 5:16-18, Scripture says, "always rejoice, pray continually, give thanks in all circumstances, for this is God's will for you in Christ Jesus" (*New King James Version*, 1978/2011). This Scripture compels people to always to give thanks, which helps even in dire circumstances to be joyful. It is such a powerful voice because it says this is God's will, so give thanks.

Summary

Gratitude

Gratitude has been researched for many years and is a highly valued trait (Gallup, 1998). One reason for the high value are the benefits being grateful brings. As the study of gratitude has evolved, scholars have developed the definition. As the positive psychology movement has developed, more interest in gratitude has expanded (Seligman, 2002). Gratitude and well-being have a resounding number of positive benefits, including higher life satisfaction, positive emotions, increased pro-social behavior, and overall better mental and psychological health. Along with gratitude benefiting the well-being of others, gratitude also has excellent health benefits, such as changing heart rhythm changes during emotional times and changing neuropathy to lean in a more positive direction (McCraty & Childre, 2002; Burton, 2020). Gratitude can lower stress levels and increase life satisfaction and self-esteem (Porocarrero et al., 2020). When gratitude is applied to the workforce, these positive benefits that have been described could impact employees and organizations. This has created interest in the I/O psychology field to look at the impacts of gratitude and the workforce. Several studies have revealed how gratitude practice can positively impact individuals making them better employees (Jung & Choi, 2017).

Generations

Generation X are people born between 1965 and 1980 and were the founders of the work/life balance movement but are also characterized as workaholics. Generation X likes to have autonomy and are somewhat technological savvy even though they have not completely grown up with it but have gone along as the technological movements have happened (Badri, 2020).

Generation millennials were born between 1981-and 2000 and currently have the largest cohort. This cohort grew up with phones and often had parents who tended to shelter them, making them less independent than other cohorts. Millennials strive for a sense of belonging and making a purpose in the workplace (Beck, 2016). Millennials usually have a shorter attention span and desire instant gratification.

Generation Z is very similar to the millennials but has not wholly entered the workforce. They are entrepreneurial-driven and will often choose organizations based on their ethical values and the purpose they are making in the world (Baum, 2019). Generation Z cohorts like real-time feedback and strive to learn and grow as employees. Motivation comes from having a purpose and job security preferences.

Generations in the workplace can have some similarities, such as Generation X and millennials' emphasis on leisure activities and hard work (Clark, 2017). Gratitude and generations can be linked with pro-social behavior and help with previous perceptions. It is important for organizations to understand the differences between these generations because they will need to be led differently and their contributions to the organization will look different.

Organization Citizenship Behaviors

OCB is a helpful trait in an organization, and gratitude can play a role because of the moral incentives. OCB is when an employee goes above and beyond without receiving the benefit but can increase with increased gratitude. Well-being is positively affected by OCB (Spencer et al., 2014). There are several factors that could play into OCB with social theory and the relation with gratitude. Another factor is the generational component. Each generation has different cultures that are instilled, creating work ethics and other organizational outcomes. The literature shows benefits to gratitude and positive outcomes regarding gratitude and well-being

and gratitude and OCB. This study will take the previous literature and expand the study by including the generational difference component. As the generations grow and time goes by adding younger generations to the workforce, it is important to understand how each individual responds to gratitude. This can be insightful for leaders when developing their workforce.

Research has shown gratitude's decisive impact on a person's individual and professional life (Gibbs, 2009). Since employees are the most valuable asset, organizations have become more aware of the need to implement positive psychology such as gratitude in the workplace. Gratitude can create a deeper emotional connection to the organization and increase employee pro-social behavior, helping with team building and collaboration (Kim & Oh, 2020). The positive aspects of gratitude can be life-changing for some people and organizations. The ability for gratitude to affect cardiovascular and cognitive has proven practical and life-changing. There are many joyous well-being areas gratitude can aid in with an increased disposition of gratitude. Gratitude practice performed on a regular basis may make a person feel higher levels of gratitude (Jung & Choi, 2017). Well-being has increased organizational citizenship behaviors and many other positive employee outcomes (Spence et al., 2014). Gratitude increases not only the well-being but OCB in organizations, creating a happier and more productive work environment. OCB is essential because it helps the workforce be efficient. After all, employees are willing to help and not receive benefits such as helping an employee get a project done or going above and beyond their day-to-day tasks. Gratitude can affect the OCB because of the natural effect of gratitude to help someone who has helped them.

OCB can be affected by generational differences as well as dispositional gratitude. Generational differences have become a more significant consideration for organizations because there have been different technological and cultural changes since the prevalent baby boomer

cohort. Each generation has developed specific characteristics they are known for and will react in organizational settings differently based on these characteristics. The study of the impacts of gratitude and all the positive aspects can be related to how the Bible shows us the good things we should do, such as give thanks. The Bible often encourages us to give thanks to the Lord and for the things we have. Thankfulness is in the Scripture because God wants us to live our best life, and he knows the way to do that is through obedience to his word and if we do those things, we can be blessed and have significant benefits, just as scientists have shown that gratitude can give.

CHAPTER 3: RESEARCH METHOD

Overview

For this study, a sample of participants from both private and public sectors were utilized to test using self-evaluation surveys to test the statistically significant relationship between gratitude and employee well-being and gratitude and organizational citizenship behavior. In the statistical analysis, the data collected was used to test the differences among three generational cohorts for gratitude, employee well-being, and OCB. Recruitment for the participants was at the organizational level and on social media platforms. The surveys were distributed via social media, email and text message. The measurement scales for each construct were the Job-Related Affective Well-Being Scale (JAWS) (Van Katwyk et al., 2000), the Organizational Citizenship Behavior-C scale (Fox and Spector, 2010), and the Gratitude Resentment and Appreciation Test (GRAT) (Watkins et al., 2003).

The data analysis software that was used was the SPSS Version 26. A Kruskal-Wallis Test was used for the comparison among generational cohorts and Pearson's correlation was used among the constructs: gratitude, organizational citizenship behavior, and employee well-being. Each participant was given instructions and assurance the surveys were private and no data could be individually traced back to a particular person to ensure honest assessments were given. Six particular sectors were specifically selected to be able to gather data from the public and private sectors. These were chosen to be able to gather enough data among the generational cohorts.

Research Questions and Hypotheses

Research Questions

RQ1: Is there a statistically significant positive correlation between gratitude and job-related well-being?

RQ 2: Is there a statistically significant positive correlation between gratitude and organizational citizenship behaviors?

RQ 3: Are there statistically significant differences in gratitude levels among generational cohorts?

RQ 4: Are there statistically significant differences in organizational citizenship behavior among generational cohorts?

RQ 4: Are there statistically significant differences in employee well-being among generational cohorts?

Hypotheses

Hypothesis 1: Gratitude disposition will have a statistically significant positive correlation to employee well-being.

Hypothesis 2: Gratitude disposition will have a statistically significant positive correlation to organizational citizenship behaviors.

Hypothesis 3: There will be statistically significant differences between gratitude disposition and Generation X, millennials, and Generation Z cohorts.

Hypothesis 4: There will be statistically significant differences between organizational citizenship behaviors and Generation X, millennials, and Generation Z cohorts.

Hypothesis 5: There will be statistically significant differences between employee well-being and Generation X, millennials, and Generation Z cohorts.

Research Design

A primary focus of this study was to see if there were differences among three generational cohorts and the constructs of gratitude, organizational citizenship behavior, and employee well-being. An evaluation of differences in gratitude, employee well-being, and organizational citizenship behavior across three generational cohorts was tested using Kruskal-Wallis Test. The Kruskal-Wallis Test compared the mean ranks of two or more independent groups to determine if there was a statistical difference (Illowsky & Dean, 2013). This was done with the three generational cohorts being the independent groups and each construct serving as the dependent variable. There were three total Kruskal-Wallis statistical tests completed: one for gratitude and the three generational cohorts, one for employee well-being and the three generational cohorts, and one for OCB and the three generational cohorts. A primary focus of this study was testing the construct of gratitude and employee well-being and gratitude and organizational citizenship behavior to determine if there was a statistically significant, positive relationship among them. A Pearson's correlation was used to see if there was a statistically significant positive relationship between gratitude and employee well-being and gratitude and organizational citizenship behaviors. The Pearson correlation was used because this correlation measures the strength of the linear relationship between two variables and is used to measure statistically significant relationships (Illowsky & Dean, 2013).

Participants

The participants consisted of both private and public sector participants. The public sector participants were part of local and statewide safety divisions with approximately 1500 employees and teachers at local schools. This provided a wide range of ages to satisfy the generational difference piece of the study. The private sector included individuals from the

banking and industrial industry and included approximately 380 employees. There were other sectors included who participated through social media. Each sector offered a variety of ages of participants. The authorization was given to recruit employees in each sector. The participants were recruited to participate in the study via email, text message, and social media platforms. There were email distributions from the HR departments, which included a welcome email, a survey email, and follow-up emails. Every participant had an option to be entered into a drawing for a chance to win a \$100 gift card. To provide justification for the sample size, a G-power analysis was used and based on .80 for power and .05 alpha. The G-power analysis is in Appendix E. An additional 20% was added to the G-power estimate to account for unusable data and incomplete surveys. The power analysis for the f-Test stated that 191 participants were needed. The correlations' power analysis stated 77 were needed. If additional participants were needed, the snowball sampling method was also used. It was marketed through LinkedIn, Facebook, and Instagram. A link was provided for the participants who met the age requirements and wanted to participate.

Study Procedures

The recruitment for each participant in all sectors happened through email, text message, and social media platforms. The software for the surveys used was Zoho survey. The social media platforms included a post with a link taking the participants to the survey. The first email was a welcome email explaining what was expected of them and contained the survey links posted within the email. The follow-up emails were emailed half way through the data collection as a reminder to anyone who had not completed the survey. The recruitment for the private sector primarily consisted of the email series. The first email was a welcome email explaining what would be expected of them and had the survey links posted within the email. The follow-up

emails only went to the participants as a reminder for any participant who had not completed the survey. This was an effort to increase participation percentage.

Instrumentation and Measurement

Job-Related Affective Well-Being

The Job-Related Affective Well-Being Scale (JAWS) (Van Katwyk et al., 2000) was used to measure the emotional reactions at work with this two-dimensional structured scale. A study conducted by Van Katwyk et al., (2000) demonstrated JAWS to have sufficient internal consistency, reliability, and nomological validity. All reliability for the scales were acceptable with coefficients for the five scales ranging between .80 and .95 (Van Katwyk et al., 2000). JAWS did find a correlation with job-relevant variables, such as job stressors and strains and is related with affective measures in earlier research. Even though JAWS was correlated with other measures of effect, the maximum variance accounted for 53% of job satisfaction with the overall effect. One benefit of JAWS is that it provides a pure measure of effect instead of the attitudinal nature of job satisfaction. JAWS measures broader spectrums than other measures such as the PANAS, creating a wider dimension of pleasure-displeasure and arousal. The correlation for the 55 job-related affective well-being on the degree of pleasure-displeasure and arousal was significant $r(5,477) = .48, p < .01$.

Organizational Citizenship Behavior-C

The Organizational Citizenship Behavior Checklists (OCB-C) Fox and Spector (2010) was used to measure the frequency of the OCB behaviors each participant has. A confirmatory factor analysis (CFA) was performed a Pearson correlation from 85 supervisors and 412 subordinates (Fox & Spector 2010). The cross-validation data supported convergent validity ($r = .69, p < .001$). This scale was developed to minimize overlap with the scale of counterproductive

work behavior. Items reflect both the organization and co-workers. The items were based on 2414 incidents by subject matter experts and were reviewed to eliminate redundancy (Fox & Spector, 2010).

Gratitude Resentment and Appreciation Test

The Gratitude Resentment and Appreciation Test (GRAT) developed by Watkins et al. (2003) was used to measure dispositional gratitude. GRAT has shown to have good internal consistency and temporal stability (Watkins et al., 2009). There are three areas the GRAT measures: sense of abundance, simple appreciation, and appreciation for others. Factor analysis supported the proposed structure of grateful persons. In both studies, a reliable and valid measure of dispositional gratitude was found (Coefficient alpha = .92). There was excellent internal consistency and temporal stability. The internal consistency revealed by the coefficient alpha were (Sense of Abundance (Ab=.88), Simple Appreciation (SA=.90), and Appreciation of Others (AO=.76)).

Operationalization of Variables

Variable One – The measurement of dispositional gratitude is operationally defined as scores from the Gratitude Resentment and Appreciation Tests (GRAT), which measures an individual's dispositional gratitude (Watkins et al., 2003). GRAT-Short Form is a 16-question survey where participants are asked to read each item and indicate if they agree or disagree based on a five-point Likert scale. Likert scale (1-strongly disagree; 5-strongly agree with the statement). The higher the total score, the more dispositional gratitude a person shows.

Variable Two - The measurement of job-related affective well-being is operationally defined by the Employee well-being Scale (JAWS) (Van Katwyk et al., 2000), which measures affective

well-being related to the participant's job. All items were rated with a five-point Likert scale ranging from 1-never until 5-extremely often.

Variable Three – The measurement of organizational citizenship behaviors is operationally defined as scores from the Organizational Citizenship Behavior Checklist (Fox and Spector, 2010) which measures the frequency employees participate in organizational citizenship. All items are rated with a five-point Likert scale (1-never until 5-every day).

Variable Four – Generational cohort -Generation X, Millennials, and Generation Z - is a nominal variable that will be measured by the researcher-created demographic questionnaire asking participants to select the category they fall within.

Data Analysis

Data analysis was conducted using the software SPSS. A Pearson's correlation was used to measure the strength of the linear relationship between gratitude and employee well-being and gratitude and organizational citizenship behavior. A Kruskal-Wallis was used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups. This study performed three Kruskal-Wallis tests through the SPSS software. One was to determine statistically significant differences between gratitude and the generational cohorts. The second Kruskal-Wallis was conducted to determine statistically significant differences between organizational citizenship behavior and the generational cohorts. The third Kruskal-Wallis was to determine statistically significant differences in employee well-being and the generational cohorts.

Delimitations, Assumptions, and Limitations

A delimitation for this study was the focus only on job affective well-being and organizational citizenship behavior for the relationship with gratitude. Gratitude has been shown

to have a positive relationship with many constructs related to the positive psychology movement in organizations, but these were the two focused on in this study. Other delimitations for this study included the choice to test the differences among the generational cohorts. Research shows many differences among the different generations, which makes this study valuable. One limitation that could have affected the participation in the study was the use of packets. This was because it required more effort from the participant to complete the surveys and then return the packet as opposed to the email, which is simply clicking to submit. It was assumed that all participants were assured the survey responses were private, which would encourage each participant to answer in an honest way.

Summary

This study was designed to take participants from the public sector and two private sectors and assess the relationship between gratitude and job-related affective well-being and gratitude and organizational citizenship behavior among three generational cohorts. The study also sought to understand if there were differences among each generational cohort for gratitude, job-related affective well-being, and organizational citizenship behavior. The SPSS software was used to conduct the data analysis to determine the results of the testing.

The results not only confirmed prior studies conducted on this topic but added value to the topic by providing additional information among the generational cohorts in particular as well as applying these constructs to the organizational context. The results may help leaders in organizations.

CHAPTER 4: RESULTS

Overview

The purpose of this quantitative survey study was to examine if gratitude is positively related to employee well-being and organizational citizenship behavior and to examine if there were differences among Generation X cohorts, millennial cohorts, and Generation Z cohorts for gratitude, OCB, and employee well-being.

A sample of participants from both private and public sector were utilized using self-evaluation surveys which included three scales: the Gratitude Resentment and Appreciation Test (GRAT) (Watkins et al., 2003), the Job-Related Employee Well-Being (JAWS) (Van Katwyk et al., 2000), and the Organizational Citizenship Behavior-C scale (Fox & Spector, 2010). The data collected from the surveys were used to test the significance, if any, of the relationship between gratitude and employee well-being and gratitude and OCB. The data collected from the surveys were also used to test differences of gratitude, employee well-being, and OCB among the three generational cohorts: Generation X, millennials, and Generation Z. Recruitment for the participants was completed through social media and at the organizational level. The surveys were distributed to the potential participants on Facebook, Instagram, LinkedIn, and via email.

Research Questions

RQ1: Is there a statistically significant positive correlation between gratitude and employee well-being?

RQ 2: Is there a statistically significant positive correlation between gratitude and organizational citizenship behaviors?

RQ 3: Are there statistically significant differences in gratitude levels among generational cohorts?

RQ 4: Are there statistically significant differences in organizational citizenship behavior

among generational cohorts?

RQ 4: Are there statistically significant differences in employee well-being among generational cohorts?

Descriptive Results

The completed survey results included 731 participants. Within these participants, 54.3% (397) were male and 45.3% (331) were female. There were three participants who did not answer the sex demographic. A variety of work industries were among the data. Including 12.9% (94) participants from the business/banking industry, 15.3% (112) from the public service/government industry, 13.5% (99) from the medical industry, 46.1% (337) from the self-employed industry, 7% (51) from the restaurant industry, 4.5% (33) from other industries and .7% (5) participants who did not answer the work industry question.

A good balance of participants for each generational cohort was present. Generation Z had 194 participants, millennials had 298 participants, and Generation X had 239 participants. The one-way ANOVA parametric test was violated due to the unequal amount of participants for each generational cohort; therefore, the nonparametric test, the Kruskal-Wallis test was utilized and performed, which provides a mean rank for each generational cohort (Feir-Walsh & Toothaker, 1974). The variables of interest were gratitude, organizational citizenship behavior, and employee well-being. Gratitude was measured using the Gratitude Resentment and Appreciation Test (GRAT) (Watkins et al., 2003), employee well-being was measured using the Job-Related Employee Well-Being (JAWS) (Van Katwyk et al., 2000), and organizational citizenship behavior was measured using the Organizational Citizenship Behavior-C scale (Fox & Spector, 2010). Tables 1-3 show the descriptive statistics for the variables of interest (n=7

Table 1*Descriptive Statistics-Job Related Well-Being*

	N	Minimum	Maximum	Mean	Std. Deviation
My job made me feel angry.	731	1	5	2.63	.902
My job made me feel anxious.	731	1	5	2.72	.893
My job made me feel at ease.	731	1	5	3.28	.940
My job made me feel bored.	731	1	5	2.91	1.061
My job made me feel calm.	731	1	5	2.74	.960
My job made me feel content.	731	1	5	3.19	.903
My job made me feel depressed.	731	1	5	2.99	1.088
My job made me feel discouraged.	731	1	5	2.84	1.019
My job made me feel disgusted.	731	1	5	2.56	1.034
My job made me feel ecstatic.	731	1	5	3.14	1.012
My job made me feel energetic.	731	1	5	3.01	1.030
My job made me feel enthusiastic.	731	1	5	3.43	.944
My job made me feel excited.	731	1	5	3.28	.960
My job made me feel fatigued.	731	1	5	2.70	.994
My job made me feel frightened.	731	1	5	2.92	1.200
My job made me feel furious.	731	1	5	2.55	1.054
My job made me feel gloomy.	731	1	5	2.47	1.015
My job made me feel inspired.	731	1	5	3.39	.955
My job made me feel relaxed.	731	1	5	3.00	.970
My job made me feel satisfied.	731	1	5	3.03	1.140
Valid N (listwise)	731				

Table 2*Descriptive Statistics-Organizational Citizenship Behavior*

	N	Minimum	Maximum	Mean	Std. Deviation
Picked up meal for others at work.	731	1	5	2.85	.966
Took time to advise, coach, or mentor a co-worker.	731	1	5	2.96	1.049
Helped co-worker learn new skills or shared job knowledge.	731	1	5	3.19	.917
Helped new employees get oriented to the job.	731	1	5	3.26	.908
Lent a compassionate ear when someone had a work problem.	731	1	5	3.37	.955
Lent a compassionate ear when someone had a personal problem.	731	1	5	3.35	.984
Changed vacation schedule, work days, or shifts to accommodate co-worker's needs.	731	1	5	3.26	.936
Offered suggestions to improve how work is done.	731	1	5	3.09	.933
Offered suggestions for improving the work environment.	731	1	5	3.08	.937
Finished something for co-worker who had to leave early.	731	1	5	2.95	.949

Helped a less capable co-worker lift a heavy box or other object.	731	1	5	3.27	1.037
Helped a co-worker who had too much to do.	731	1	5	3.29	.884
Volunteered for extra work assignments.	731	1	5	3.16	.883
Took phone messages for absent or busy co-worker.	731	1	5	3.42	1.244
Said good things about your employer in front of others.	731	1	5	3.05	1.026
Gave up meal and other breaks to complete work.	731	1	5	3.17	.995
Volunteered to help a co-worker deal with a difficult customer, vendor, or co-worker.	731	1	5	3.02	1.011
Went out of the way to give co-worker encouragement or express appreciation.	731	1	5	3.21	.962
Decorated, straightened up, or otherwise beautified common work space.	731	1	5	3.15	.867
Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor.	731	1	5	3.17	1.051

Table 3*Descriptive Statistics-Gratitude*

	N	Minimum	Maximum	Mean	Std. Deviation
I couldn't have gotten where I am today without the help of many people.	731	1	5	3.34	.993
Life has been good to me.	731	1	5	3.33	.940
There never seems to be enough to go around and I never seem to get my share.	731	1	5	2.96	1.059
Oftentimes I have been overwhelmed at the beauty of nature.	731	1	5	3.15	1.132
Although I think it's important to feel good about your accomplishments, I think that it's also important to remember how others have contributed to my accomplishments.	731	1	5	3.63	.939
I really don't think that I've gotten all the good things that I deserve in life.	731	1	5	2.98	1.051
Every Fall I really enjoy watching the leaves change colors.	731	1	5	3.49	.932
Although I'm basically in control of my life, I can't help but think about all those who have supported me and helped me along the way.	731	1	5	3.56	.971
I think that it's important to "Stop and smell the roses."	731	1	5	3.38	.944
More bad things have happened to me in my life than I deserve.	731	1	5	3.01	1.055

Because of what I've gone through in life, I really feel like the world owes me something.	731	1	5	2.81	1.197
I think that it's important to pause often to "count my blessings"	731	1	5	3.67	1.003
I think it's important to enjoy the simple things in life.	731	1	5	3.42	1.120
I feel deeply appreciative for the things others have done for me in my life.	731	1	5	3.55	1.077
For some reason I don't seem to get the advantages that others get.	731	1	5	2.98	1.133
I think it's important to appreciate each day that you are alive.	731	1	5	3.54	1.111
Valid N (listwise)	731				

The gratitude, organizational citizenship behavior, and job-related well-being scales are all created as total scores. On the gratitude scale, questions 3, 6, 10, 11, and 15 were reverse scored. On the job-related well-being scale, questions 1, 2, 4, 7, 8, 9, 14, 15, 16, and 17 were reverse scored (n=731).

Study Findings

The data was collected and analyzed for completed surveys. This analysis was to determine if each participant completed all three surveys. There were 895 total responses to the survey, but 164 of those participants opted out before completing all three surveys. The partial surveys were removed leaving the sample size of 731. The data was analyzed in three steps. Reliability analysis was conducted for each scale and Cronbach's alpha for the scales were reported. In the second step, Pearson correlation was employed to assess the relationships among

the study variables. The third step was to evaluate the data testing to see if there were any differences of gratitude, employee well-being, and OCB among the three generational cohorts.

Reliability is a measure of the internal consistency of the constructs in the study (Hair et al., 2013). A construct is reliable if the alpha value is greater than .70 (Hair et al., 2013).

Construct reliability was assessed using Cronbach's alpha. The results revealed that the GRAT with 16 items ($\alpha=.790$), the Job-Related Employee Well-Being with 20 items ($\alpha=.788$), and the Organizational Citizenship Behavior with 20 items ($\alpha=.871$), were found reliable.

Testing Assumptions

Testing assumptions for the Pearson's correlation test were examined to make sure the following assumptions by Laerd Statistics (2017) were met for the analysis:

1. Both variables are continuous data level of measurement.
2. Two variables must be paired
3. Data must have no outliers.
4. Data is from a random or representative sample.
5. A linear relationship is expected between the two variables.

The first assumption was met because all of the scales collected data on continuous variables. Likert-style ratings are considered continuous data when they are totaled and have at least five points (Carifio & Perla, 2008). The second assumption is met because gratitude is paired with employee well-being and gratitude is paired with OCB. The third and fifth assumptions are analyzed through scatterplots in figures 1 & 2. The figures do show outliers may be present in the data and can be identified by looking at the dots in the figures that lie outside the other data (Laerd Statistics, 2017). All outliers were kept because of the power of the study. The fourth assumption is met since the data was a random sample.

Testing assumptions for the Kruskal-Wallis test were examined to make sure the following assumptions provided by Statistic Solutions (2023) were met for the analysis:

1. Samples are random samples, or allocation to treatment group is random.
2. The two samples are mutually independent.
3. The measurement scale is at least ordinal, and the variable is continuous.

The first assumption was met because the data was collected from a random sample. The second assumption is met because each variable is mutually independent. The third assumption is met because the variables are all ordinal data.

Figure 1

Scatterplot-Outliers Gratitude and Job Employee Well-Being

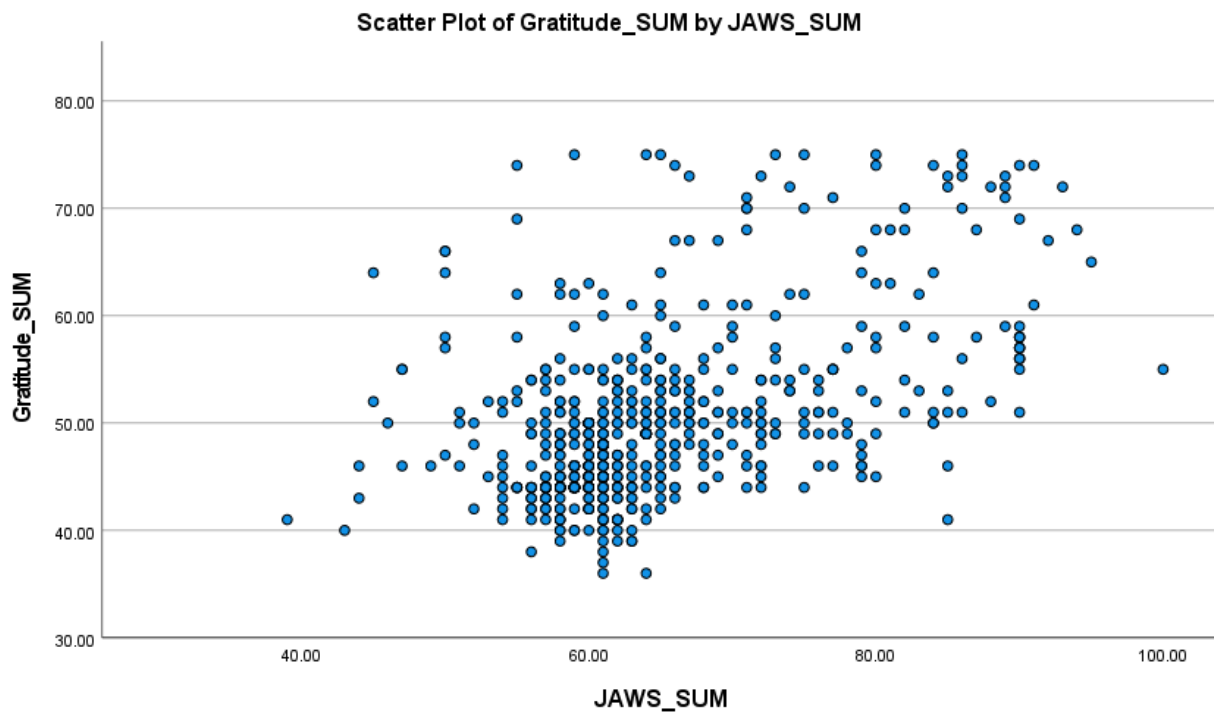
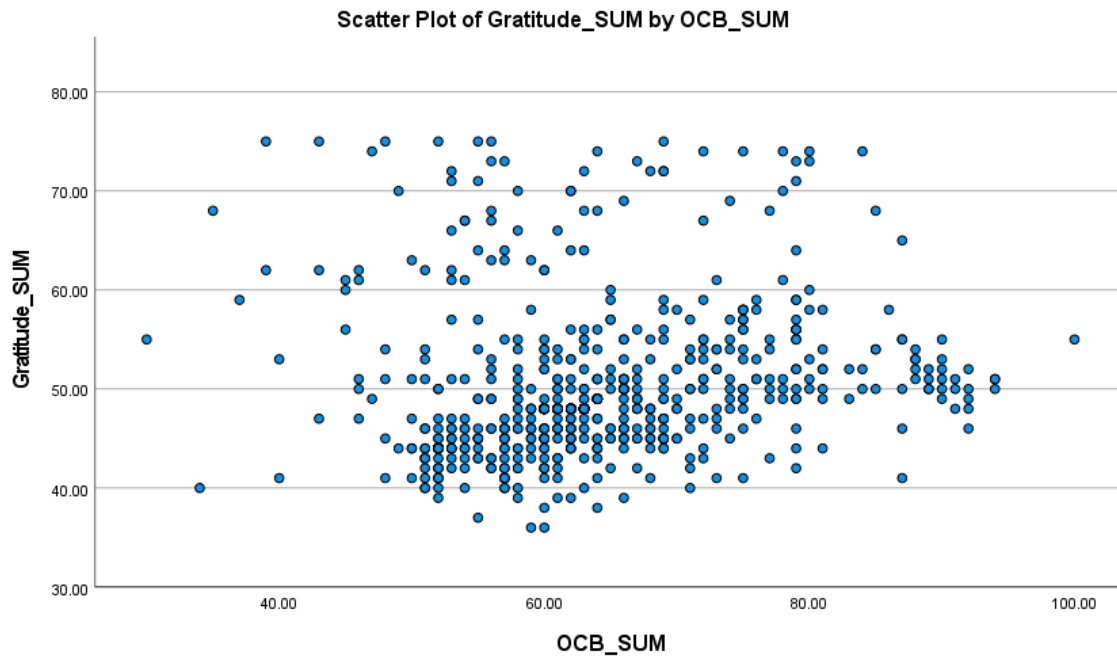


Figure 2

Scatterplot-Outliers Gratitude and Organizational Citizenship Behavior



Correlation: Gratitude and Employee Well-Being

It was hypothesized that gratitude would have a statistically significant positive relationship with employee well-being. Pearson correlation analysis was conducted to assess the relationships. An evaluation of gratitude and employee well-being was conducted using Pearson correlations in SPSS. The Pearson correlation indicated a statistically significant positive correlation between gratitude and employee well-being $r=.526$, $n=731$, $p<.001$. Table 4 shows the Pearson correlation between gratitude and job-related employee well-being.

Table 4

Pearson correlation between Gratitude and Job-Related Employee Well-Being

Correlations		Job-related employee well- being	Gratitude
Job-related employee Well-being	Pearson correlation	1	.526**
	Sig. (2-tailed)		<.001
	N	731	731
Gratitude	Pearson correlation	.526**	1
	Sig. (2-tailed)	<.001	
	N	731	731

Correlation: Gratitude and Organizational Citizenship Behavior?

It was hypothesized that gratitude would have a statistically significant positive relationship with organizational citizenship behavior. An evaluation of gratitude and organizational citizenship behavior was conducted using Pearson correlations in SPSS. The Pearson correlation indicated a statistically significant, positive correlation between gratitude and organizational citizenship behavior ($r=.185$, $n=731$, $p<.001$). Table 5 shows the Pearson correlation between gratitude and organizational citizenship behavior

Table 5*Pearson correlation between Gratitude and Organizational Citizenship Behavior*

Correlations		Gratitude	Organizational citizenship behavior
Gratitude	Pearson correlation	1	.185**
	Sig. (2-tailed)		<.001
	N	731	731
Organizational citizenship behavior	Pearson correlation	.185**	1
	Sig. (2-tailed)	<.001	
	N	731	731

Generational Differences: Gratitude

An evaluation of differences in gratitude across three generational cohorts was tested using Kruskal- Wallis Test. There was a statistically significant difference between gratitude among different generational cohorts ($H(2)=15.071, p=<.001$)), with a mean rank of 316.12 for Generation Z, 380.43 for Millennials, and 388.49 for Generation X. These mean ranks and test statistics are reflected in Tables 6 & 7.

Table 6

Kruskal-Wallis Test Mean Ranks for Gratitude among Generation Z, Millennials, and Generation X.

	Age	N	Mean rank
Gratitude	Generation Z	194	316.12
	Millennials	298	380.43
	Generation X	239	388.49
	Total	731	

Table 7

Kruskal-Wallis Test Statistics for Gratitude among Generation Z, Millennials, and Generation X

Gratitude	
Kruskal-wallis	15.071
df	2
Asymp. sig.	<.001

a. Kruskal Wallis Test

b. Grouping Variable: AGE

Generational Differences: Organizational Citizenship Behavior

An evaluation of differences in organizational citizenship behavior across three generational cohorts was tested using Kruskal-Wallis Test. There was a statistically significant difference between organizational citizenship behavior among different generational cohorts ($H(2)=23.564, p<.001$), with a mean rank of 317.39 for Generation Z, 408.72 for millennials, and 352.19 for Generation X. The mean ranks and test statistics are reflected in tables 8 & 9.

Table 8

Kruskal-Wallis Test Mean Ranks for Organizational Citizenship Behavior among Generation Z, Millennials, and Generation X.

	Age	N	Mean rank
Organizational citizenship behavior	Generation Z	194	317.39
	Millennials	298	408.72
	Generation X	239	352.19
	Total	731	

Table 9

Kruskal-Wallis Test Statistics for Organizational Citizenship Behavior among Generation Z, Millennials, and Generation X.

	Organizational citizenship behavior
Kruskal-wallis	23.564
df	2
Asymp. sig.	<.001

Generational Differences: Employee Well-Being

An evaluation of differences in job-related employee well-being across three generational cohorts was tested using Kruskal-Wallis Test. There was not a statistically significant difference between job-related employee well-being among different generational cohorts ($H(2)=2.894, p=.235$), with a mean rank of 353.95 for Generation Z, 381.85 for millennials, and 356.02 for Generation X. The mean ranks and test statistics are reflected in tables 10 & 11

Table 10

Kruskal-Wallis Test Mean Ranks for Job-Related Employee Well-Being among Generation Z, Millennials, and Generation X.

	Age	N	Mean rank
Job-related employee	Generation Z	194	353.95
Well-being	Millennials	298	381.85
	Generation X	239	356.02
	Total	731	

Table 11

Kruskal-Wallis Test Statistics for Job-Related Employee Well-Being among Generation Z, Millennials, and Generation X.

	Job-related employee well-being
Kruskal-wallis	2.894
df	2
Asymp. sig.	.235

Summary

The sample from the data collection was a total of 731 participants with 194 Generation X participants, 298 millennial participants, and 239 Generation X participants. There were three scales used in in the data analysis: Gratitude Resentment and Appreciation Test (GRAT)

(Watkins et al., 2003), Job-Related Employee Well-Being (JAWS) (Van Katwyk et al., 2000), and Organizational Citizenship Behavior-C scale (Fox and Spector, 2010). All three scales used in the study showed to be reliable using Cronbach's alpha.

It was hypothesized that both gratitude and employee well-being and gratitude and OCB would have a positive correlation with each other. The Pearson correlation analysis did show a positive correlation between gratitude and employee well-being and gratitude and OCB. It was hypothesized there would be statistical differences of gratitude, OCB, and employee well-being among each of the generational cohorts: Generation X, millennials, and Generation Z. The results did not show statistical differences among all cohorts. The results did show statistical differences among the cohorts for gratitude and OCB, but did not show statistical differences of employee well-being among the three generational cohorts.

CHAPTER 5: DISCUSSION

Overview

The purpose of this quantitative survey study was to examine if gratitude was positively related to employee well-being and organizational citizenship behavior and to examine if there were differences among Generation X cohorts, millennial cohorts, and Generation Z cohorts, for gratitude, OCB, and employee well-being. It was found there were statistically significant positive relationships to both gratitude and employee well-being and gratitude and OCB. The differences were shown in the results for gratitude and OCB among the generational cohorts, but they did not show a difference among employee well-being and the generational cohorts. Gratitude can be a predictor of organizational citizenship behavior (OCB) in the workplace (Spence et al., 2014). Since a positive relationship between gratitude and OCB was shown in this study as well as differences among generational cohorts, there's further evidence of OCB simply based on generation. Organizations can benefit from data to help them understand differences among generations. Donaldson and Lee (2019) showed how gratitude intervention positively affects job performance. Jung and Choi (2017) showed that gratitude management produced better business performance in the culture of an IT-components company. Future research on gratitude intervention programs among organizations could provide opportunity for solutions that could potentially increase overall gratitude organizationally. Based on this study, if organizations were able to increase overall gratitude through gratitude intervention programs, employee well-being and OCB may also be positively impacted.

Summary of Findings

The Pearson correlation was performed to see if there was a statistically significant positive relationship between gratitude and employee well-being. It revealed a positive

correlation between gratitude and employee well-being. The Pearson correlation was also performed to see if there was a statistically significant positive relationship between gratitude and OCB; it revealed a positive correlation between gratitude and OCB. A Kruskal-Wallis test was performed to see if there was a significant difference between each generation cohort: Generation X, millennial, and Generation Z. It revealed a significant difference between gratitude and OCB among the generational cohorts. A significant difference was not found among the cohorts for employee well-being.

Discussion of Findings

Gratitude has been recognized as a beneficial experience in pursuit of a happy life by moral philosophers and religious thinkers for centuries, but scientists have now started to study gratitude and its relationship with positive topics including well-being (Emmons, 2003). The benefits of gratitude have been universally recognized in the psychology domain, but organizational scholars have noticed the benefits gratitude can bring to organizations. The positive psychology movement increased interest for determining what increased positive attributes in organizations like employee well-being and OCB (Seligman, 2002). Gratitude has been shown to positively affect job performance, such as bringing an emotional connection, a sense of belonging, and a positive, happy environment to organizations (Beck, 2016). Gratitude has been scientifically supported as positively related with well-being (Emmons, 2003). The current study expanded this well-supported research into the workplace by testing to see if gratitude not only was positively correlated to overall well-being but also employee well-being.

The current study found a statistically significant positive relationship between gratitude and employee well-being, which supports prior research by Emmons (2003) who claimed a direct effect of gratitude and improvement of employee well-being. When an individual has a

grateful disposition, they will have a higher level of employee well-being. While a disposition is usually something that doesn't change, there have been many studies that show when practicing gratitude frequently job performance is improved (Donaldson & Lee, 2019). This is hopeful for people who measure lower on the grateful scale.

The results found a statistically significant positive relationship between gratitude and OCB. This may indicate that people who have a higher gratitude disposition will be more likely to help other co-workers and step in to do tasks that are not required of them for no extra benefit. Studies by Li et al. (2022) showed evidence of a positive relationship between trait gratitude and OCB. A study by Kim and Oh (2020) showed a positive relationship between dispositional gratitude and OCB. Emmons and McCullough (2003) showed when daily gratitude was present, people gave more emotional support and practical help toward others. This study also found there were differences in the levels of gratitude and OCB among generational cohorts, which extend the literature on this topic to more specific groups of people.

It was hypothesized there would be differences among the generational cohorts for each construct: gratitude, OCB, and employee well-being. The results did find differences for gratitude and OCB, but did not find differences for employee well-being. Gratitude mean ranks were the lowest among Generation Z and increased with each cohort. Generation X had the highest mean rank for gratitude. The socioemotional selectivity theory (Carstensen, 1999) suggests that as people age, more awareness of time limitations exist, which increases investments in social relationships and more attention is given to positivity. This idea supports the results of this study. OCB mean ranks were the lowest with Generation Z and the highest among millennials. This was an interesting discovery that the millennial cohort scored the highest among OCB, considering a study by Gong et al. (2017) showed less interest from

millennials in OCB when compared to other generational cohorts. However, Gong et al. (2017) also found that certain career development factors like resource-related job crafting or career anchoring on service-oriented professions showed positively correlated dimensions between millennials and OCB. This supports the current study and indicates OCB could be higher among jobs with purpose for millennials and Generation Z. Chillakuri (2020) tell us jobs with purpose are important to Generation Z cohorts. Generation Z cohorts are motivated by work with purpose (Fratricova & Kirchmayer, 2018). Generation Z is a younger generation just entering the workforce, which could explain why the mean ranks were lower simply because many may not have jobs of purpose but are working toward those jobs while in college or entry level work. The lack of differences in the generational cohorts for employee well-being could seem promising for organizations because employee well-being is not something that organizations would have to customize for each generation in order to have happy employees. The positive relationship of gratitude and employee well-being could indicate that gratitude intervention programs may potentially increase overall employee well-being regardless of generation.

Gratitude is spoken of often in God's word. God seemed to know the great benefits gratitude would bring to our lives both physically and psychologically. This is why He tells us in His word to give thanks for all that we have and to Him. Psalms 107:21-22 says, "Give thanks unto the Lord for his unfailing love and wonderful deeds for humanity. Let them sacrifice thank offerings and tell of his works with songs of joy" (*New King James Version*, 1978/2011). Psalms 118:1 says, "Give thanks to the Lord, for He is good; His love endures forever" (*New King James Version*, 1978/2011). This study found gratitude to have a positive relationship with employee well-being and OCB, which supports why scripture compels us to give thanks. Having

a more grateful disposition provides positive well-being as an employee and allow the employee to positively contribute to the workforce through OCB.

Implications

Theoretical Implications

Theoretical framework is important as a starting point for where knowledge begins. Gratitude and OCB are grounded by social exchange theory, which is based on the idea that relationships are built-- but only by the rules of the theory such as reciprocity, negotiation, and exchange (Cropanzano & Mitchell, 2005). Social exchange theory encompasses the most widely accepted theoretical account of OCB (Zellars & Tepper, 2003). It suggests that reciprocity is ignited when a person has feelings of gratitude from someone performing an OCB (Blau, 1964; Gouldner, 1960). As a result of social exchange theory, OCB contributes to the alleviation of social debts to others (Spence et al., 2014). Kim & Qu (2020) suggested that a social exchange relationship with customers promoted prosocial behavior through gratitude and viewed social exchange theory to be a critical factor in arousing gratitude among the employee-customer exchanges. One theoretical foundation this study was based on was the affects gratitude has on well-being. Maslow regarded gratitude expression and experience essential for emotional health (Lowry, 1982). Maslow also believed self-actualization could be improved by counting out blessings and expressing gratitude (Maslow, 1970). Gratitude was overlooked as an emotional state, but later grouped with social emotions (Oatley & Jenkins, 1996). Kemper (1978) paired gratitude with the social-interactional theory of emotions with status and power. He believed status and power were the influential basic dimensions of social life. Lazarus and Lazarus (1994) coupled gratitude with empathic emotions. This can be significant to an employee's well-being. These foundational theories suggest the positive impact on emotional health and well-being. This

study looked at well-being from an organizational perspective through employee well-being and supported the positive relationship between gratitude and employee well-being. The support indicates pairing gratitude with social exchange theory empathic emotions is a good foundation when studying gratitude and employee well-being.

The theoretical concept of organizational citizenship behavior was developed by Barnard (1938) which was the willingness to cooperate. The concept was further developed by Katz (1964) and looked at the distinction of role performance and innovative and spontaneous behavior. Early research for OCB focused on two main causes. The first cause was morale, which was defined by Organ and Ryan (1995) as employee satisfaction, organizational commitment, fairness perception, and perception of leader support. The second cause is related to dispositional factors such as agreeableness, conscientiousness, positive affect, and negative affect (Organ & Ryan, 1995). Predisposed orientations in people could increase the likelihood of receiving treatment that is satisfying, supportive, fair, and worthy of commitment. These can be seen as indirect causes of OCB. In this study, there was a positive relationship between gratitude and organizational citizenship behavior which may indicate that gratitude could be an indirect cause for OCB.

Practical Implications

Organizations and employees can benefit from the practical implications of this study. The statistically significant relationship between gratitude and employee well-being and gratitude and organizational citizenship behavior may raise awareness in organizations to implement gratitude intervention programs to positively impact gratitude among employees. This may improve employee well-being and provide an increase in OCB, which would have positive organizational outcomes. Benefits of gratitude in the workplace include an emotional connection

to the organization, a sense of belonging, a more positive and happier environment, and a strengthened workforce (Beck, 2016). Addressing mental health in the workforce is a current trend in the I/O field (Stark, 2023). This study and future studies around the relationship of gratitude and employee well-being could contribute to current trends.

This study also analyzed differences among generational cohorts. The study showed differences for gratitude and OCB among the cohorts but no differences for employee well-being. Implications in this study may contribute to talent and retention by being mindful of the differences generations have on OCB, such as the importance of feeling a purpose in the job an employee is performing. This could also possibly bring awareness to organizations where improvements could be made based on the generational workforce, since current trends around work-life and family balance are a part of the I/O focus. This is especially important to millennials and Generation Z, and awareness for generational differences could help contribute to the research in the field.

Future Implications

Gratitude has been shown to have positive implications overall. The findings presented here do show positive relationships between gratitude and employee well-being and gratitude and OCB, which may be important to consider in the organizational context. Gratitude is a disposition, but other studies have shown an increase in gratitude with regular gratitude practice by creating new neural pathways (Burton, 2020). Burton (2020) found, through neuroplasticity, the brain is able to create new neural connections when experiencing gratitude. Many regions of the brain were activated when experiencing gratitude such as moral reasoning, fairness, empathy, economic decision-making, and psychological well-being (Burton, 2020). Shifting the brain's focus through regularly practicing gratitude can create and strengthen neural connections,

creating more hopefulness and resilience (Roszak, 2019). This research indicates the way a person thinks about gratitude can be changed. Implementation of gratitude intervention programs and developing a gratitude culture could produce many positive organizational outcomes (Jung & Choi, 2017). When a disposition is a trait, it shows stability (Rosenburg, 1998), but gratitude disposition could be enhanced through intervention programs such as gratitude practice (Eum et al., 2010; Froth et al., 2008; Wood et al., 2010).

The findings also showed there were differences among generations for gratitude and OCB. There were no differences for employee well-being among different generational cohorts. The latter is promising because there are many factors that organizations must deal with among a diverse workforce. It is encouraging to know that employee well-being was not driven by age in this research. This can be helpful to organizations when looking at the different generations among the workforce, since the current research study possibly indicated the need to focus on OCB and gratitude while employee well-being appears to be stable among cohorts. Because there were differences among the cohorts for gratitude and OCB, organizations wanting to increase OCB may have to do so by examining each cohort and how they respond to the organizational culture. Organizations can use this to better understand generations while customizing efforts to ensure they have the most productive workforce. The differences that were shown for gratitude and OCB for each generational cohort could create interest in additional research studies among the generational cohorts and how the differences may impact their work outcomes.

Limitations

One limitation that could have affected participation in this study was the distribution of the survey. The survey was distributed to the state and the private sector via their in-house

human resources (HR) department. While full disclosure and consent were expressed, there might have been a lack of participation if the HR departments did not clearly express an incentive for participating in the study. The distribution through the HR department also could have caused response bias if there were assumptions that the HR department had influence or management in the study. It was assumed that all participants knew the survey responses were private, which hopefully encouraged each participant to answer in an honest way. This limitation will not apply to the other forms of distribution via social media, email, or text message. A limitation that was discovered during the study was the completion of the full survey. There were surveys where participants would complete only partial amounts. The partial surveys were removed and not used in the study. This limitation did not affect the number needed to have a successful sample for the study. Another limitation was the self-report nature of the study. Self-reporting surveys are more at risk for common source bias (Karpen, 2018). This is a cross-sectional study, which can bring limitations due to the age differences of the participants and willingness to participate.

Recommendations for Future Research

Gratitude is a construct that has been shown to have great positive impact. An area this study did not explore was the effect that gratitude intervention programs has on the employee well-being and OCB. This would be a beneficial area of research and provide great insight if implementing a gratitude culture could have positive impacts on organizations. Gratitude is a disposition which typically does not change, but research does support positive results to gratitude intervention programs in organizations (Donaldson & Lee, 2017). This concept could be used in future research looking at the effects of gratitude intervention programs to employee well-being and OCB. It may expand solutions for organizations to gain positive outcomes by

implementing gratitude intervention programs. Exploring gratitude intervention programs among generational cohorts could be insightful since differences were present in the current study among gratitude and OCB.

Wood et al. (2010) suggested gratitude intervention programs are among the most successful of all positive psychology for promoting well-being. The focus has been on individual gratitude and whether it is dispositional or state-like (Wood et al., 2010). Prior research does indicate well-being could be influenced by the stable disposition toward gratitude and be heightened through gratitude intervention programs through state gratitude. Future research in organizations could be implementation of gratitude interventions among generational cohorts. These intervention programs could see if there is a change in state gratitude among generational cohorts. Gratitude intervention programs could be studied among other constructs that show to be positively correlated to gratitude such as organizational commitment and job satisfaction. Findings from this future research could provide indicators if gratitude interventions are successful for increasing state gratitude.

Summary

Gratitude is a highly researched topic from early on. It has been a topic of interest in the I/O psychology field due to the positive benefits that have been shown. Gratitude was researched in this study to see if there was a positive relationship with employee well-being and OCB. The findings for this research found there was a statistically significant positive relationship between gratitude and employee well-being and gratitude and OCB. In this study, it was also tested to see if there was a statistically significant difference among three generational cohorts: Generation X, millennials, and Generation Z and gratitude, OCB, and employee well-being. The study found there were statistically significant differences in gratitude and OCB among the generations. It

was also found there was not a statistically significant difference among the generations for employee well-being. Future correlational studies among generations could provide a deeper look at how these differences may affect organizations.

These findings indicate that if employees have a higher level of gratitude, they have more employee well-being and have higher OCB. These findings also indicate overall, within each generation, employee well-being showed no differences among each cohort, but gratitude and OCB do show differences among the cohorts. Implications from this study can be helpful for organizations because it shows a positive relationship between gratitude and positive organizational outcomes. This implication could drive future research with gratitude intervention programs that could help increase gratitude. A positive correlation would indicate if gratitude is increased, as well as employee well-being and OCB. Implications for the generational differences part of the study bring positive contributions to generational studies in organizations with the findings of no differences for employee well-being among the cohorts. The differences among the generations for gratitude and OCB could bring awareness to organizations with diverse workforce for future research in the I/O field. This study provides organizations with a clearer understanding of generational cohorts.

References

- Abdi, T.A., Peiro, J.M., Ayala, Y., & Zappalà, S. (2018). Four wellbeing patterns and their antecedents in millennials at work. *International Journal of Environmental Research and Public Health*, 16(1), 25. <https://doi.org/10.3390/ijerph16010025>.
- Adler, M. G., & Fagley, N. S. (2005). Appreciation: Individual differences in finding value and meaning as a unique predictor of subjective well-being. *Journal of Personality*, 73, 79-114. <https://doi.org/10.1111/j.1467-6494.2004.00305.x>.
- Akozei, A., Smith, R., & Killgore, W. D. S. (2018). Gratitude and subjective wellbeing: A proposal of two causal frameworks. *Journal of Happiness Studies*, 19(5), 1519-1542. <https://doi.org/10.1007/s10902-017-9870-1>.
- Aleksić, D., Mihelič, K. K., Èerne, M., & Škerlavaj, M. (2017). Interactive effects of perceived time pressure, satisfaction with work-family balance (SWFB), and leader-member exchange (LMX) on creativity. *Personnel Review*, 46(3), 662–679. <https://doi.org/10.1108/PR-04-2015-0085>.
- Algoe, S.B. (2012). Find, remind, and bind: The functions of gratitude in everyday relationships. *Social and Personality Psychology Compass*, 6(6), 455-469. <https://doi.org/10.1111/j.1751-9004.2012.00439.x>.
- Allemand, M. & Hill, P.L. (2016) Gratitude from early adulthood to old age. *Journal of Personality*, 84 (1). <https://doi.org/10.1111/jopy.12134>.
- Amin, Z. & Akbar, K.P. (2013). Analysis of psychological well-being and turnover intentions of hotel employees: An empirical study. *International Journal of Innovation and Applied Studies*, 3(3), 662-671.
- Badri, S. K. Z., Yap, W.M., & Ramos, H. M. (2020). Workplace affective well-being

- gratitude and friendship in helping millennials to thrive at work. *International Journal of Organizational Analysis*, 30(2), 479-498. <https://doi.org/10.1108/IJOA-04-2020-2148>.
- Barlett, M.Y. & DeSteno, D. (2006). Gratitude and prosocial behavior: Helping when it costs you. *Psychological Science*, 17(4), 319-325. <https://doi.org/10.1111/j.1467-9280.2006.0175.x>.
- Barnard, C. I. (1938). *The functions of the executive*. Harvard University Press.
- Barnett, M.D., Van Vleet, S.C., & Cantu, C. (2019). Gratitude mediates perceptions of previous generations' prosocial behaviors and prosocial attitudes toward future generations, *The Journal of Positive Psychology*. <https://doi.org/10.1080/17439760.2019.1676459>.
- Barrios-Choplin B., McCraty R., & Atkinson M. (1999). Impact of the heartmath self-management skills program on physiological and psychological stress in police officers.: *HeartMath*, 99.
- Beck, C.W. (2016), Perceptions of thanks in the workplace: use, effectiveness, and dark sides of managerial gratitude. *Corporate Communications: An International Journal*, 21(3), 333-351. <https://doi.org/10.1108/CCIJ-07-2014-0048>.
- Bencsik, A., Horvath-Csik_os, G., & Juhasz, T. (2016). Y and Z generations at workplaces. *Journal of Competitiveness*, 8(3), 90-106. <https://doi.org/10.7441/joc.2016.03.06>.
- Blau, P. M. (1964). *Exchange and power in social life*. Transaction Publishers.
- Blustein, D.L. (2006). *The psychology of working: A new perspective for career development, counseling, and public policy*. Erlbaum.

- Blustein, D.L. (2011). A relational theory of working. *Journal of Vocational Behavior*, 79, 1182.
<https://doi.org.10.1016/j.jvb.2010.10.004>.
- Borman, W. C., & Motowidlo, S. J. 1993. Expanding the criterion domain to include elements of contextual performance. In N. Schmitt, W. C. Borman, & Associates (Eds.), *Personnel selection in organizations*, 71–98. Jossey-Bass.
- Bono, G. & Froh, J. (2009). *Gratitude in school: Benefits to students and schools*. Handbook of Positive Psychology. Routledge/Taylor & Francis Group.
- Buck, M. L., & Miller, D. T. (1994). Reactions to incongruous negative life events. *Social Justice Research*, 7, 29– 46.
- Burke R, & Fiksenbaum L.N (2009). Virtues, work satisfactions and psychological wellbeing among nurses. *International Journal of Workplace Health Management*, 2, 202-219.
- Burton, R. L. (2017). The neuroscience of gratitude. *Wharton Healthcare Quarterly*.
- Burton, R. L. (2020). The neuroscience and positive impact of gratitude in the workplace. *American Association for Physician Leadership*.
- Calk, R. & Patrick, A. (2017). Millennials through the looking glass: Workplace motivating factors, *The Journal of Business Inquiry*, 16(2), 131-139.
- Cameron, A. & Pagnattaro, M. (2017). Beyond millennials: engaging Generation Z in business law classes. *Journal of Legal Studies Education*, 34(2), 317-324.
<https://doi.org/10.1111/jlse.12064>.
- Chan, D. W. (2013). Subjective employee well-being of Hong Kong Chinese teachers:

- The contribution of gratitude, forgiveness, and the orientations to happiness. *Teaching and Teacher Education*, 32, 22-30. <https://doi.org/10.1016/j.tate.2012.12.005>.
- Chen, L. H., Chen, M. Y., & Tsai, Y. M. (2012). Does gratitude always work? Ambivalence over emotional expression inhibits the beneficial effect of gratitude on well-being. *International Journal of Psychology*, 47(5), 381–392. <https://doi.org/10.1080/00207594.2011.632009>.
- Cheng, S. T., Tsui, P. K., & Lam, J. H. (2015). Improving mental health in health care practitioners: Randomized controlled trial of a gratitude intervention. *Journal of Consulting and Clinical Psychology*, 83, 177–186. <https://doi.org/10.1037/a0037895>.
- Chesterton, G. K. (1924). *St. Francis of Assisi*. George Doran.
- Childre D. (1998). *Freeze-Frame[®]: A Scientifically Proven Technique for Clear Decision Making and Improved Health*. Planetary Publications.
- Chopik, W.J., Newton, N.J., Ryan, L.H., Kashdan, T.B., & Jarden, A.J. (2017). Gratitude across the life span: Age differences and links to subjective well-being. *Journal of Positive Psychology*, 14(3), 292-302. <https://doi.org/10.1080.17439760.2017.1414296>.
- Chopik, W. J., Newton, N. J., Ryan, L. H., Kashdan, T. B., & Jarden, A. J. (2019). Gratitude across the life span: Age differences and links to subjective well-being. *The Journal of Positive Psychology*, 14(3), 292–302. <https://doi.org/10.1080/17439760.2017.1414296>.
- Clark, K.R. (2017). Managing multiple generations in the workplace. *Radiologic Technology*, 88(4). 379-396.
- Cortini, M., Converso, D., Galanti, T., Di Fiore, T., Di Domenico, A. & Fantinelli, S. (2019). Gratitude at work works! A mix-method study on different dimensions of gratitude, job

- satisfaction, and job performance. *Sustainability*, 11(14).
<https://doi.org/10.3390/su11143902>.
- De Rivera, J. H. (1977). *A structural theory of the emotions*. International Universities Press.
- De Rivera, J. H. (1984). The structure of emotional relationships. *Review of Personality & Social Psychology*, 5, 116-145.
- Diener, E. & Emmons, R.A.(1984). The independence of positive and negative affect. *Journal of Personality and Social Psychology*, 47(5), 1105-1117. <https://doi.org/10.1037/0022-3514.47.5.1105>.
- Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54(3), 165–181. <https://doi.org/10.1037/0003-066X.54.3.165>.
- Calk, R. & Patrick, A. (2017). Millennials through the looking glass: Workplace motivating factors. *The Journal of Business Inquiry*, 16(2), 131-139.
- Cameron, E.A. & Pagnattaro, M.A. (2017). Beyond millennials: Engaging generation Z in business law classes. *Journal of Legal Studies Education*, 34(2), 317-324.
<https://doi.org/10.1111/jlse.12064>.
- Chillakuri, B. (2018). Scrapping the bell curve: A practitioner’s review of reinvented performance management system. *South Asian Journal of Human Resources Management*, 5(2), 244-253. <https://doi.org/10.1177/2322093718795549>.
- Chillakuri, B. (2020). Fueling performance of millennials and Generation Z. *Strategic HR Review*, 19(1). 41-43. <https://doi.org/10.1108/SHR-02-2020-175>.
- Chillakuri, B. & Mahanandia, R. (2018), Generation Z entering the workforce: The need for

- sustainable strategies in maximizing their talent. *Human Resource Management International Digest*, 26 (4), 34-38. <https://doi.org/10.1108/HRMID-01-2018-0006>.
- Christensen, S.S., Wilson, B.L. & Edelman, L.S. (2018). Can I relate? A review and guide for nurse managers in leading generations. *Journal of Nursing Management*, 26(6), 689-695. <https://doi.org/10.1111/jonm.12601>.
- Cho, S. R. & Kang, M. J. (2016) Influence of service employees' grateful disposition on psychological well-being and prosocial behaviors : Focusing on the mediating role of psychological resources. *Korean Journal of Marketing*, 31(1), 57-83. <https://doi.org/10.1080/02642069.2018.1444755>.
- Clark, K. (2017). Managing multiple generations in the workplace. *Radtech*, 88(4), 379-396.
- Cooper, B., Wang, J., Bartram, T., Cooke, F.L. (2019). Well-being-oriented human resource management practices and employee performance in the Chinese banking sector: The role of the social climate and resilience. *Human Resource Management*, 58(1), 85-97. <https://doi.org/10.1002/hrm.21934>.
- Cropanzano, R. & Mitchell, M.S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874-900. <https://doi.org/10.1177/0149206305279602>.
- Crunch, B. (2015). How will gen Z disrupt the workforce? Available at: <http://fortune.com/2015/05/22/generation-z-in-the-workplace/> (accessed 22 February 2020).
- Cunha, L.F., Pellanda, L.C., & Reppoid, C.T. (2019). Positive psychology and gratitude interventions: A randomized clinical trial. *Frontiers of Psychology*, 10(584). <https://doi.org/10.3389/fpsyg.2019.00584>.

- Davis, D. E., Choe, E., Meyers, J., Wade, N., Varjas, K., Gifford, A., & Worthington, E. L., Jr. (2016). Thankful for the little things: A meta-analysis of gratitude interventions. *Journal of Counseling Psychology, 63*, 20–31. <https://doi.org/10.1037/cou0000107>.
- De Neve, J.E., Ward, G.W., De Keulenaer, F., Van Langehem, B., Kavetsos, G., & Norton, M.I. (2015). The asymmetric experience of positive and negative economic growth: Global evidence using subjective well-being data. *The Review of Economics and Statistics, 100* (2), 362-375. https://doi.org/10.1162/REST_a_00697.
- De Rivera, J. (1984). Development and the full range of emotional experience. In C. Z. Malatesta & C. E. Izard (Eds.), *Emotion in adult life* (pp. 45-63). Beverly Hills, CA: Sage.
- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D.-w., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research, 97*(2), 143–156. <https://doi.org/10.1007/s11205-009-9493-y>.
- Di Fabio, A. (2017). Positive healthy organizations: Promoting Employee well-being, meaningfulness, and sustainability in organizations. *Frontiers in Psychology, 8*, 1938. <https://doi.org/10.3389/fpsyg.2017.01938>.
- Di Fabio, A. & Kenny, M.E. (2016). Resources for enhancing employee and organizational well-being beyond personality traits: The promise of emotional intelligence and positive relational management. *Personality and Individual Differences, 151*. <https://doi.org/10.1016/j.paid.2019.02.022>.

- Di Fabio, A. & Saklofske, D.H. (2014). Comparing ability and self-report trait emotional intelligence, fluid intelligence, and personality traits in career decision. *Personality and Individual Differences*, 64, 174-178. <https://doi.org/10.1016/j.paid.2014.02.024>.
- Dik, B.J., Duffy, R.D., Allan, B.A., O'Donnell, M.B., Shim, Y. & Steger, M.F.(2014). Purpose and meaning in career development applications. *Counseling Psychology*, 43, 558-585. <https://doi.org/10.1177/0011000014546872>.
- Donaldson, S. I., & Lee, J. Y. (2019). Evaluating positive psychology interventions at work: A systematic review and meta-analysis. *International Journal of Applied Positive Psychology*, 4(3), 113-134. <https://doi.org/10.1007/s41042-019-00021-8>.
- Dumas, J.E., Johnson, M., & Lynch, A.M. (2002). Likableness, familiarity, and frequency of 844 person-description words. *Personality and Individual Differences*, 32, 523-531. [https://doi.org/10.1016/S0191-8869\(01\)00054-X](https://doi.org/10.1016/S0191-8869(01)00054-X).
- Edmondson, A. (2002). The local and variegated nature of learning in organizations: A group level perspective. *Organization Science*, 13(2), 128-146. <https://doi.org/10.1287/orsc.13.2.128.530>.
- Eldor, L., & Vigoda-Gadot, E. (2017). The nature of employee engagement: Rethinking the employee–organization relationship. *The International Journal of Human Resource Management*, 28(3), 526–552. <https://doi.org/10.1080/09585192.2016.1180312>.
- Emmons, R.A. (2003). Acts of gratitude in organizations. In *Positive Organizational Scholarship: Foundations of a New Discipline*. pp. 81-93. Berrett-Koehler Publishers.
- Emmons, R.A. & Crumpler, C.A. (2000). Gratitude as a human strength: Appraising the evidence. *Journal of Social and Clinical Psychology*, 19(1), 56-69. <https://doi.org/10.1521/jscp.2000.19.1.56>.

- Emmons, R. A., & Mishra, A. (2011). Why gratitude enhances Employee well-being: What we know, what we need to know. In K. M. Sheldon, T. B. Kashdan, & M. F. Steger (Eds.), *Designing positive psychology: Taking stock and moving forward*, 248–262. <https://doi.org/10.1093/acprof:oso/9780195373585.003.0016>.
- Emmons, R. A., McCullough, M. E., & Tsang, J.-A. (2003). The assessment of gratitude. In S. J. Lopez & C. R. Snyder (Eds.), *Positive psychological assessment: A handbook of models and measures*, 327–341. American Psychological Association. <https://doi.org/10.1037/10612-021>.
- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84(2), 377–389. <https://doi.org/10.1037/0022-3514.84.2.377>.
- Emmons, R. A., & Shelton, C. M. (2002). Gratitude and the science of positive psychology. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 459–471). Oxford University Press.
- Fehr, R., Fulmer, A., Awtrey, E., & Miller, J. (2017). The grateful workplace: A multilevel model of gratitude in organizations. *Academy of Management Review*, 42(2), 361–381. <https://doi.org/10.5465/amr.2014.0374>.
- Feir-Walsh, B. J., & Toothaker, L. E. (1974). An empirical comparison of the anova f-test, normal scores test, and kruskal-wallis test under violations of assumptions. *Educational and Psychological Measurement*, 34 (4). <https://doi.org/10.1177/001316447403400406>.
- Fratriëová, J. & Kirchmayer, Z. (2018). Barriers to work motivation of Generation Z.

- Journal of Human Resource Management*, 21(2), 28-39.
- Fredrickson, B.L. (2004). The broaden-and-build theory of positive emotions. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, 359(1449), 1367-1377.
- Fredrickson, B.L. & Joiner, T. (2002). Positive emotions trigger upward spirals toward emotional employee well-being. *Psychological Science*, 13(2), 172-175.
- Frijda, N. H. (1988). The laws of emotion. *American Psychologist*, 43, 349–358.
<https://doi.org/10.1037.0003-066x.43.5.349>.
- Froth, J.J., Yurkewicz, C., & Kashdan, T.B. (2009). Gratitude and subjective well-being in early adolescence: Examining gender differences. *Journal of Adolescence*, 1-18.
<https://doi.org/10.1016/j.adolescence.2008.06.006>.
- Froth, J.J., Emmons, R.A., Huebner, E.S., Fan, J., Bono, G., & Watkins, P. (2011). Measuring gratitude in youth: Assessing the psychometric properties of adult gratitude scales in children and adolescents. *Psychological Assessment*, 23(2), 311-324.
<https://doi.org/10.1037/a0021590>.
- Gallup, G. (1998). Gallup survey results on gratitude, adults, and teenagers. *Emerging Trends*, 20(4-5),9.
- García, G.A., Gonzales-Miranda, D.R., Gallo, O. & Roman-Calderon, J.P. (2019). Employee involvement and job satisfaction: A tale of the millennial generation. *Employee Relations*, 43(3), 374-388. <https://doi.org/10.1108/ER-04-2018-0100>.
- George, J. M., & Bettenhausen, K. (1991) Understanding prosocial behavior, sales performance, and turnover: A group-level analysis in a service context. *Journal of Applied Psychology*, 75, 698–709.

- Geraghty, A. W. A., Wood, A. M., & Hyland, M. E. (2010). Dissociating the facets of hope: Agency and pathways predict dropout from unguided self-help therapy in opposite directions. *Journal of Research in Personality*, 44(1), 155–158. <https://doi.org/10.1016/j.jrp.2009.12.003>.
- Gibbs, P. (2009). Gratitude in workplace research: A rossian approach. *Journal of Educaiton and Work*, 22(1), 55-66. <https://doi.org/10.1080/13639080802709638>.
- Gibson, J.W., Greenwood, R.A., & Murphy, E.F. Jr. (2009) Generational differences in the workplace: Personal values, behaviors, and popular beliefs. *Journal of Diversity Management*, 4(3). <https://doi.org/10.19030/jdm.v4i3.4959>.
- Gouldner, A.W.(1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, 25(2), 161-178. <https://doi.org/10.2307/2092623>.
- Gong, B., Greenwood, R. A., Hoyte, D., Ramkissoon, A., & He, X. (2017). Millennials and organizational citizenship behavior: The role of job crafting and career anchor on service. *Management Research Review*, 41(7), 774-788. <https://doi.org/10.1108/MRR-05-2016-0121>.
- Gordon, S.,Tang, C.-H.(H)., Day, J. & Adler, H. (2019), Supervisor support and turnover in hotels: Does subjective well-being mediate the relationship? *International Journal of Contemporary Hospitality Management*, 31(1), 496-512. <https://doi.org/10.1108/IJCHM-10-2016-0565>.
- Grant, A.M. (2008b). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. *Journal of Applied Psychology*, 93(1), 108-124. <https://doi.org/10.1037/0021-9010.93.1.108>.

- Grant, A.M. & Gino, F. (2010),. A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of Personality and Social Psychology*, 98(6), 946-955. <https://doi.org/10.1037/a0017935>.
- Grant, A. M., & Mayer, D. M. (2009). Good soldiers and good actors: Prosocial and impression management motives as interactive predictors of affiliative citizenship behaviors. *Journal of Applied Psychology*, 94(4), 900–912. <https://doi.org/10.1037/a0013770>.
- Grant, A.M. & Wrzesniewski, A. (2010). I won't let you down....or will I? Core self-evaluations, other-orientation, anticipated guild and gratitude, and job performance. *Journal of Applied Psychology*, 95(1), 108-121. <https://doi.org/10.1037/a0017974>.
- Haidt, J. (2003). *Elevation and the positive psychology of morality*. American Psychological Association.
- Harned, D. B. (1997). *Patience: How we wait upon the world*. Cowley.
- Hazelton, S. (2014). Positive emotions boost employee engagement: Making work fun brings individual and organizational success. *Human Resource Management International Digest*, 22(1), 34-37. <https://doi.org/10.1108/HRMID-01-2-14-0012>.
- He, J., Morrison, A.M. & Zhang, H. (2019). Improving millennial employee well-being and task performance in the hospitality industry. *Sustainability*, 11(16), 4410. <https://doi.org/10.3390/su11164410>.
- Heider, F. (1958). *The psychology of interpersonal relations*. Wiley.
- Hendricks, J. M., & Cope, V. C. (2013). Generational diversity: What nurse managers

- need to know. *Journal of Advanced Nursing*, 69(3), 717–725.
<https://doi.org/10.1111/j.1365-2648.2012.06079.x>.
- Hill, E. L., Kirby, A., Williams, N., & Thomas M. (2013). Self-reported mood, general health, wellbeing, and employment status in adults with suspected DCD. *Research in Developmental Disabilities*, 34 (4), 1357-1364.
<https://doi.org/10.1016/j.ridd.2013.01.003>.
- Hill, P.L. & Allemand, M. (2011). Gratitude, forgiveness, and well-being in adulthood: Tests of moderation and incremental prediction. *The Journal of Positive Psychology*, 6(5), 397-407. <https://doi.org/10.1080/17439760.2011.602099>.
- Homans, G. C. (1961). *Social behavior: Its elementary forms*. Harcourt Brace.
- Houben, M., Van Den Noortgate, W., & Kuppens, P. (2015). The relation between short-term emotion dynamics and psychological employee well-being: A meta-analysis. *Psychological Bulletin*, 141(4), 901-930. <https://doi.org/10.1037/a0038822>.
- Huang, L. C., Ahlstrom, D., Lee, A. Y. P., Chen, S. Y., & Hsieh, M. J. (2016). High performance work systems, employee well-being, and job involvement: An empirical study. *Personnel Review*, 45, 296-314
<https://doi.org/10.1108/PR-09-2014-0201>.
- Hursthouse, R. (1991). Virtue theory and abortion. *Philosophy and Public Affairs*, 20, 223-246.
- IBM Corp. (2007). SPSS for Windows, Version 26. Armonk, NY: IBM Corp. [Computer software].
- Illowsky, B., & Dean, S. (2013). Introductory Statistics. Open Stax.

- <https://openstax.org/books/introductory-statistics/pages/1-introduction>.
- Jena, L. K., & Pradhan, S. (2017). Research and recommendations for employee engagement: Revisiting the employee-organization linkage. *Development and Learning in Organizations*, 31(5), 17-19. <http://doi.org/10.1108/DLO-02-2017-0012>.
- Jenkins, R. (2019). How to deliver employee feedback most effectively. Available at: <https://www.inc.com/ryan-jenkins/how-to-deliver-employee-feedback-most-effectively.html> (accessed 29 January 2020).
- Jones, J. S., Murray, S.R., & Outlaw, T. (2019). The effect of generational differences on locus of control in the workplace. *Academy of Business Research*, 1, 7-21.
- Jung, J.W. & Choi, S.J. (2017). Pioneer of gratitude management: Case of nepes. *Logos Management Review*, 15(4), 161-180.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33, 692–724. <https://doi.org/10.2307/256287>.
- Kaplan, S., Bradley-Geist, J.C., Ahmad, A., Anderson, A., Hargrove, A.K., & Lindsey, A. (2014). A test of two positive psychology interventions to increase employee well-being. *Journal of Business Psychology*, 29, 367-380. <https://doi.org/10.1007/s10869-013-9319-4>.
- Karambayya, R. 1990. *Contexts for organizational citizenship behavior: Do high-performing and satisfying units have better 'citizens'*. York University working paper.
- Karpen S. C. (2018). The social psychology of biased self-assessment. *Am J Pharm Education*, 82(5) 6299. <https://doi.org/10.5688/ajpe6299>.

- Kashdan, T.B., Uswatte, G., & Julian, T. (2006). Gratitude and hedonic and eudaimonic well-being in vietnam war veterans. *Behavior Research and Theory*, 44(2), 177-199. <https://doi.org/10.1016/j.brat.2005.01.005>.
- Kashdan, T.B., Goodman, F., Disabato, D., & Kauffman, S.B, (2017). Measuring well-being: A comparison of subjective well-being and PERMA. *The Journal of Positive Psychology*, 1-12. <https://doi.org/10.1080/17439760.2017.1388434>.
- Katz, D. 1964. Motivational basis of organizational behavior. *Behavioral Science*, 9: 131–146.
- Katz, D., & Kahn, R. L. 1966, 1978. *The social psychology of organizations*. Wiley.
- Kausar, R. (2018). Relationship between gratitude and happiness in college students. *Indian Journal of Positive Psychology*, 9(1), 109-113. <https://doi.org/10.15614/ijpp.v9i01.11752>.
- Kemper, T. D. (1978). *A social-interactional theory of emotion*. Wiley.
- Kern, M., Waters, L, Adler, A., & White, M. (2014). Assessing employee wellbeing in schools using a multifaceted approach: Associations with physical health, life satisfaction, and professional thriving. *Scientific Research*, 5, 500-513. <https://doi.org/10.4236/psych.2014.56060>.
- Kim, M. & Beehr, T.A. (2018). Organization-based self-esteem and meaningful work mediate effects of empowering leadership on employee behaviors and well-being. *Journal of Leadership and Organizational Studies*, 25, 385–398. <https://doi.org/10.1177/1548051818762337>.

- Kim, H. & Qu, H. (2020). The mediating roles of gratitude and obligation to link employees' social-exchange relationships and prosocial behavior. *International Journal of Contemporary Hospitality Management*, 32(2). <https://doi.org/10.1108/IJCHM-04-2019-0373>.
- Klein, M. (1957) *Envy and gratitude: A study of unconscious sources*. Basic Books.
- Komase, Y., Watanabe, K., Imamura, K. & Kawakami, N. (2019). Effects of a newly developed gratitude intervention program on work engagement among Japanese workers: A pre- and posttest study. *Journal of Occupational and Environmental Medicine*, 61(9), 378-383. <https://doi.org/10.1097/jom.0000000000001661>.
- Korb, A. (2015). *The upward spiral: Using neuroscience to reverse the course of depression, one small change at a time*. New Harbinger Publications.
- Laerd Statistics. (2017). Pearson's product-moment correlation using SPSS Statistics. *Statistical tutorials and software guides*. Retrieved from <http://www.statistics.laerd.com>.
- Lanier, K. (2017). Five things HR professionals need to know about Generation Z: Thought leaders share their views on the HR profession and its direction for the future. *Strategic HR Review*, 16(6), 288-290. <https://doi.org/10.1108/SHR-08-2017-0051>.
- Lapoint, P. A., & Liprie-Spence, A. (2017). Employee engagement: Generational differences in the workforce. *Journal of Organizational Psychology*, 17(5).
- Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford University Press.
- Lazarus, R. S. & Lazarus, B. N. (1994). *Passion and reason: Making sense of our emotions*. Oxford University Press.

Lee, J.-Y., Kim, S.-Y., Bae, K.-Y., Kim, J.-M., Shin, I.-S., Yoon, J.-S., & Kim, S.-W.

(2018). The association of gratitude with perceived stress and burnout among male firefighters in Korea. *Personality and Individual Differences*, 123, 205–208. <https://doi.org/10.1016/j.paid.2017.11.010>.

Lessmeier, T.J., Gamperling, D., Johnson-Liddon, V., Fromm, B.S., Steinman, R.T., Meissner, M.D., & Lehmann, M.H., (1997). Unrecognized paroxysmal supraventricular tachycardia: Potential for misdiagnosis as panic disorder. *Arch Internal Medicine*, 157(5), 537-543. <https://doi.org/10.1001/archinte.1997.00440260085013>.

Li, Y., Xu, M., Waters, L., Yang, X., Wu, C., & Wu, Z. (2022). Significant task activates trait gratitude for organizational citizenship behaviors: The mediating role of psychological availability. *European Journal of Work and Organizational Psychology*. <https://doi.org/10.1080.1359432X.2022.2064745>.

Lim, S. H. & Choi, E. D. (2017). Effects of hope, grateful disposition, workplace spirituality on organizational citizenship behavior among nurses. *Journal of the Korea Academia-Industrial cooperation Society*, 18(2), 277-286, <https://doi.org/10.5762/KAIS.2017.18.2.277>.

Lowry, R. J. (Ed.). (1982). *The journals of Abraham Maslow*. Lewis Publishing Company.

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855. <https://doi.org/10.1037/0033-2909.131.6.803>.

- Ma, E., & Qu, H. (2011). Social exchanges as motivators of hotel employees' organizational citizenship behavior: The proposition and application of new three-dimensional framework. *International Journal of Hospitality Management*, 30(3), 680-688.
- MacKenzie, S. B., Podsakoff, P. M., & Fetter, R. 1991. Organizational citizenship behavior and objective productivity as determinants of managerial evaluations of salespersons' performance. *Organizational Behavior and Human Decision Processes*, 50 123–150. [https://doi.org/10.1016/0749-5978\(91\)90037-T](https://doi.org/10.1016/0749-5978(91)90037-T).
- MacKenzie, S. B., Podsakoff, P. M., & Fetter, R. 1993. The impact of organizational citizenship behavior on evaluations of sales performance. *Journal of Marketing*, 57, 70–80.
- MacKenzie, S. B., Podsakoff, P. M., & Ahearne, M. 1996. Unpublished data analysis. Indiana University School of Business: Bloomington, Indiana.
- Mahmoud, A. B., Fuxman, L., Mohr, I., Reisel, W. D., & Grigoriou, N. (2020). We aren't your reincarnation! Workplace motivation across x, y, and z generations. *Journal of Manpower*, 42(1). <https://doi.org/10.1108/IJM-09-2019-0448>.
- Măirean, C., Turliuc, M.N. & Arghire, D. (2019). The relationship between trait gratitude and psychological wellbeing in university students: The mediating role of affective state and the moderating role of state gratitude. *Journal of Happiness Studies*, 20, 1359–1377. <https://doi.org/10.1007/s10902-018-9998-7>.
- Mao, Y., Zhao, J., Xu, Y., & Xiang, Y. (2021). How gratitude inhibits envy: From the perspective of positive psychology. *PsyCh Journal*, 10(3), 384-392. <https://doi.org/10.1002/pchj.413>.
- Maslow, A. H. (1970). *Motivation and personality* (3rd ed.). Harper and Row.

- May, D.R., Gilson, R.L., & Harter, L.M. (2004). The psychological conditions of meaningfulness safety, and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77(1), 11-37.
<https://doi.org/10.1348/09631794322915892>.
- McCraty, C.A., Weisz, J.R., Wanitromanee, K., Eastman, K.L., Suwanlert, S., Chaiyasit, W. & Band, E.B. (1999). Culture coping, and context: Primary and secondary control among Thai and American youth. *Journal of Child Psychiatry*, 40(5), 809-818.
- McCraty, R., Barrios-Choplin, B., Rozman, D., Atkinson, M., & Watkins, A.D. (1998). The impact of a new emotional self-management program on stress, emotions, heart rate variability, DHEA and cortisol. *Physiological and Behavior Science*, 33(2), 151-170.
- McCraty, R. & Childre, D. (2004). The grateful heart: The psychophysiology of appreciation. In R.A. Emmons & M.E. McCullough (Eds.), *The Psychology of Gratitude*, 230-255.
<https://doi.org/10.1093/acprof:oso/9780195150100.001.0001>.
- McCullough, M.E., Kilpatrick, S.D., Emmons, R.A., & Larson, D.B. (2001). Is gratitude a moral affect? *Psychological Bulletin*, 127 (2), 249-266. <https://doi.org/10.1037/0033-2909.127.2.249>.
- McCullough, M. E., Emmons, R. A., & Tsang, J. A. (2002). The grateful disposition: a conceptual and empirical topography. *Journal of Personality and Social. Psychology*, 82, 112–127. <https://doi.org/10.1037/0022-3514.82.1.112>.
- McGinnis Johnson, J., & Ng, E. S. (2016). Money talks or millennials walk: The effect of compensation on nonprofit millennial workers sector-switching intentions. *Review of Public Personnel Administration*, 36(3), 283–305. <https://doi.org/10.1177/0734371X15587980>.

- Menon, U.S. & Alamelu, C. (2018). Millennial learners – Is a new teaching strategy required? *Research Journal of English Language and Literature (RJELAL)*, 6 (1).
- Milkman, R. (2016). A new political generation: Millennials and the post-2008 wave of protest. *American Sociological Review*, 82(1), 1-31.
<https://doi.org/10.1177/0003122416681031>.
- Mills, P.J., Redwine, L., Wilson, K., Pung, M.A., Chinh, K., Greenberg, B.H., Lunde, O., Maisel, A., Raisinghani, A., Wood, A., & Chopra, D. (2015). The role of gratitude in spiritual well-being in asymptomatic heart failure patients. *Spirituality in Clinical Practice*, 2(1), 5-17. <https://doi.org/10.1037/scp0000050>.
- Morahan, G. (2019), “Gen Z graduates value work-life balance over career progression”, available at: <https://extra.ie/2019/11/25/business/irish/gen-z-graduates-work-life-balance> (accessed 29 January 2020).
- Morgeson, F.P. & Humphery, S.E. (2006). The work design questionnaire(WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321-1339. <https://doi.org/10.1037.0021-9010.91.6.1321>.
- Neumeier, L.M., Brook, L., Ditchburn, G. & Sckopke, P. (2017). Delivering your daily dose of well-being to the workplace: A randomized controlled trial of an online well-being programme for employees. *European Journal of Work Organizational Psychology*, 26, 555-573. <https://doi.org/10.1080/1359432x.2017.1320281>.
- Ng, E. S. W., Schweitzer, L., & Lyons, S. T. (2010). New generation, great expectations: A field study of the millennial generation. *Journal of Business and Psychology*, 25(2), 281–292. <https://doi.org/10.1007/s10869-010-9159-4>.

- Niebuhr, R. (2010). *Positive cognitive states and processes*. Oxford University Press.
- Norris-Watts, C. & Levy, P.E. (2004). The mediating role of affective commitment in the relation of the feedback environment to work outcome. *Journal of Vocational Behavior*, 65(3), 351-365. <https://doi.org/10.1016/j.jvb.2003.08.003>.
- Oatley, K. (1992). *Best laid schemes*. Cambridge University Press.
- Oatley, K. & Jenkins, J. M. (1996). *Understanding emotions*. Blackwell.
- Organ, D.W. (1997). Organizational citizenship behavior: It's construct cleanup time. *Human Performance*, 10, 85-97. https://doi.org/10.1207/s15327043hup1002_2.
- Organ, D. W. 1988. *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.
- Organ, D. W. (1990a) The motivational basis of organizational citizenship behavior. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior*, 12, 43–72. JAI Press.
- Organ, D. W., & Konovsky, M. 1989. Cognitive versus affective determinants of organizational citizenship behavior. *Journal of Applied Psychology*, 74, 157–164.
- Organ, D. W., & Ryan, K. 1995. A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48, 775–802. <https://doi.org/10.1111/j.1744-6570.1995.tb01781.x>.
- Overwalle, F. V., Mervielde, I., & De Schuyter, J. (1995). Structural modeling of the relationships between attributional dimensions, emotions, and performance of college freshman. *Cognition and Emotion*, 9, 59-85. <https://doi.org/10.1080/02699939508408965>.

Park, N., Peterson, C. & Seligman, M.E.P. (2006). Character strengths in fifty-four nations and the fifty US states. *The Journal of Positive Psychology*, 1(3), 118-129.

<https://doi.org/10.1080/17439760600619567>.

Pavot, W. (2008), *The assessment of subjective well-being: Successes and shortfalls*.

The Guilford Press.

Pearson, J. (2015). A new understanding of Millennials: Generational differences reexamined.

Deloitte Insights.

PeopleMatters (2019), “What Gen Z expects from the workplace”, available at:

<https://www.peplematters.in/article/life-at-work/what-gen-z-expects-from-the-workplace-23751> (accessed 20 January 2020).

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification* (Vol. 1). Oxford University Press.

Podsakoff, P. M., & MacKenzie, S. B. 1994. Organizational citizenship behaviors and sales unit effectiveness. *Journal of Marketing Research*, 3(1), 351–363.

Podsakoff, P. M., & MacKenzie, S. B. 1997. The impact of organizational citizenship behavior on organizational performance: A review and suggestions for future research. *Human Performance*, 10, 133–151.

Portocarrero, F., Gonzalez, K., & Ekema-Agbaw, M. (2020). A meta-analytic review of the relationship between dispositional gratitude and Employee well-being. *Personality and Individual Differences*, 164. <https://doi.org/10.1016/j.paid.2020.110101>.

Prizmić-Larsen, Z., Kaliterna-Lipovčan, L., & Larsen, R. (2020). The role of

- flourishing in relationship between positive and negative life events and affective well-being. *Applied Research Quality Life*, 15, 1413–1431 <https://doi.org/10.1007/s11482-019-09743-y>.
- Pruysier, P.W. (1976). *The minister as a diagnostician: Personal problems in a pastoral perspective*. Westminster Press.
- Roberts, R. C. (1991). Virtues and rules. *Philosophy and Phenomenological Research*, 51, 325-343.
- Rosenberg, E. (1998). Levels of analysis and the organization of affect. *Review of General Psychology*, 2, 247-270. <https://doi.org/10.1037/1089-2680.2.3.247>.
- Rothbard, N. P. (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*, 46, 655–684. <https://doi.org/10.2307/3094827>.
- Ryan, R.M. & Deci, E.L. (2017). *Self-determination theory. Basic psychological needs in motivation, development, and wellness*. The Guilford Press.
- Schroth, H. (2019). Are you ready for gen z in the workplace? *California Management Review*, 61(3), 5-18. <https://doi.org/10.1177.0008125619841006>.
- Schwab, D. P. 1980. Construct validity in organizational behavior. In L. L. Cummings & B. M. Staw (Eds.), *Research in Organizational Behavior*, 2, 3–43. Greenwich, CT: JAI Press.
- Seligman, M. E. P. (2002). *Positive psychology, positive prevention, and positive therapy*. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 3–9). Oxford University Press.

- Seligman, M.E. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychology*, 55(1), 5-14. <https://doi.org/10.1037//0003-066x.55.1.5>.
- Shelton, C. M. (1990). *Morality of the heart: A psychology for the Christian moral life*. New York: Crossroad.
- Shelton, C.S. (2000). *Achieving Moral Health*. Crossroad.
- Sheldon, K. M., & Lyubomirsky, S. (2006b). How to increase and sustain positive emotion: The effects of expressing gratitude and visualizing best possible selves. *Journal of Positive Psychology*, 1, 73-82. <https://doi.org/10.1080/17439760500510676>.
- Smith, C. A., Organ, D. W., & Near, J. P. (1983) Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68, 655–663.
- Snyder, C.R., Lopez, S. & Teramoto, J. (2010). *Positive psychology: The scientific and practical explorations of human strengths*, (Eds), London.
- Solomon, R.C. (1977). The rationality of emotions. *Southwestern Journal of Psychology*, 8(2), 105-114. <https://doi.org/10.5840/swjphil19778232>.
- Spence, J. R., Brown, D. J., Keeping, L. M., & Lian, H. (2014). Helpful today, but not tomorrow? Feeling grateful as a predictor of daily organizational citizenship behavior. *Personnel Psychology*, 67(3), 705-738. <https://doi.org/10.1111/peps.12051>.
- Stark, A. (2023, February 28). *Top ten work trends for 2023*. SIOP. <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/7396/Top-10-Work-Trends-for-2023>.
- Stevanin, S, Palese, A, Bressan, V, Vehviläinen-Julkunen, K., & Kvist, T. (2018). Workplace-related generational characteristics of nurses: A mixed-method systematic review. *Journal of Advanced Nursing*, 74, 1245– 1263. <https://doi.org/10.1111/jan.13538>.

Strauss, W., & Howe, N. (1991). *Generations: The history of America's future 1584–2069*.

William Morrow and Company.

Su, L., & Swanson, S. R. (2019). Perceived corporate social responsibility's impact on the well-being and supportive green behaviors of hotel employees: The mediating role of the employee-corporate relationship. *Tourism Management*, 72, 437–450.

<https://doi.org/10.1016/j.tourman.2019.01.009>.

Tett, R.P., Toich M.J., & Ozkum, S.B. (2021). Trait activation theory: A review of the literature and applications to five lines of personality dynamics research. *Annual Review of Organizational Psychology and Organizational Behavior*, 8(1), 199-233.

<https://doi.org/10.1146/annurev-orgpsych-012420-062228>.

Tiller W., McCraty R., & Atkinson M. (1996). Cardiac coherence: A new, noninvasive measure of autonomic nervous system order. *Alternative Therapies in Health and Medicine*, 2(1), 52-65.

Toussaint, L., & Friedman, P. (2009). Forgiveness, gratitude, and well-being: The mediating role of affect and beliefs. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being*, 10(6), 635–654. <https://doi.org/10.1007/s10902-008-9111-8>.

Tsang, J. (2006). Gratitude and prosocial behavior: An experimental test of gratitude. *Cognition and Emotion*, 20(1), 138-148. <https://doi.org/10.1080/02699930500172341>.

Twenge, J.M. (2006). *Generation me: Why today's young Americans are more confident, assertive, entitled, and more miserable than ever before*. Free Press.

Ulus M., & Hatipoglu B. (2016). Human aspect as a critical factor for organization

- sustainability in the tourism industry. *Sustainability*, 8(3), 232.
<https://doi.org/10.3390/su8030232>.
- Unanue, W., Gomez Mella, M. E., Cortez, D. A., Bravo, D., Araya-Veliz, C., Unanue, J., & Broeck, A. V. (2019). The reciprocal relationship between gratitude and life satisfaction: Evidence from two longitudinal field studies. *Frontier Psychology*, 8. <https://doi.org/10.3389/fpsyg.2019.02480>.
- Van Horn, J. E., Taris, T. W., Schaufeli, W. B., & Schreurs, P. J. G. (2004). The structure of occupational well-being: A study among Dutch teachers. *Journal of Occupational and Organizational Psychology*, 77(3), 365–375. <https://doi.org/10.1348/0963179041752718>.
- Van Katwyk, P. T., Fox, S., Spector, P. E., & Kelloway, E. K. (2000). Using the job-related affective well-being scale (JAWS) to investigate affective responses to work stressors. *Journal of Occupational Health Psychology*, 5(2), 219–230. <https://doi.org/10.1037/1076-8998.5.2.219>.
- Walz, S. M., & Niehoff, B. P. 1996. Organizational citizenship behaviors and their effect on organizational effectiveness in limited-menu restaurants. In J. B. Keys & L. N. Dosier (Eds.), *Academy of Management Best Papers Proceedings*, 307–311.
<https://doi.org/10.5465/ambpp.1996.4980770>.
- Wang, P., Rode, J.C., Shi, K., Luo, Z., Chen, W. (2013). A workgroup climate perspective on the relationships among transformational leadership, workgroup diversity, and employee creativity. *Group and Organization Management*, 38(3), 334-360.
<https://doi.org/10.1177.1059601113488163>.
- Warr, P. (1990). The measurement of well-being and other aspects of mental health.

- Journal of Occupational Psychology*, 63(3), 193–210. <https://doi.org/10.1111/j.2044-8325.1990.tb00521.x>.
- Watkins, P., Woodward, K., Stone, T., & Kolts, R. (2003). Gratitude and happiness: Development of a measure of gratitude and relationships with subjective wellbeing. *Social Behavior and Personality: An International Journal*, 31, 431–452. <https://doi.org/10.2224/sbp.2003.31.5.431>.
- Weeks, K. P., Weeks, M., & Long, N. (2017). Generational perceptions at work: In-group favoritism and out-group stereotypes. *Equality, Diversity and Inclusion*, 36, 1–21.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92, 548–573.
- Wood, A. M., Froh, J. J. & Geraghty, A. W. (2010). Gratitude and Employee well-being: A review and theoretical integration. *Clinical Psychology Review*, 30, 890–905. <https://doi.org/10.1016/j.cpr.2010.03.005>.
- Wood, A. M., Joseph, S., & Linley, P. A. (2007). Coping style as a psychological resource of grateful people. *Journal of Social and Clinical Psychology*, 26(9), 1076–1093. <https://doi.org/10.1521/jscp.2007.26.9.1076>.
- Wood, A.M., Maltby, J., Gillett, R., Linley, P.A., Joseph, S. (2008). The role of gratitude in the development of social support, stress, and depression: Two longitudinal studies. *Journal of Research in Personality*, 42(4), 854–871. <https://doi.org/10.1016/j.jrp.2007.11.003>.
- Wright, T. A., & Cropanzano, R. (2004). The role of psychological well-being in job performance: A fresh look at an sge-old quest. *Organizational Dynamics*, 33(4), 338–351. <https://doi.org/10.1016/j.orgdyn.2004.09.002>.

- Yuniasanti, R., Nurul Ain Hidayah, b. A., & Hamzah, H. (2019). Employee turnover intention among millennials: The role of psychological well-being and experienced workplace incivility. *Humanitas*, 16(2), 74-85.
<https://doi.org/10.26555/humanitas.v16i2.12544>.
- Zhang, X.M., Mou, L.N., Tong, K.K., Wu, M.S.A. (2018). Investigation of the effects of purpose in life, grit, gratitude, and school belonging on mental distress among chinese emerging adults. *International Journal of Environmental Research and Public Health*, 15, 2147.
<https://doi.org/10.3390/ijerph15102147>.
- Zhou, J. (2003). When the presence of creative coworkers is related to creativity: Role of supervisor close monitoring, developmental feedback, and creative personality. *Journal of Applied Psychology*, 88, 413–422. <https://doi.org/10.1037/0021-9010.88.3.413>.
- Zellars, K. L., & Tepper, B. J. (2003). Beyond social exchange: New directions for organizational citizenship behavior theory and research. *Research in Personnel and Human Resources Management*, 22, 395-424. [https://doi.org/10.1016/S0742-7301\(03\)22009-0](https://doi.org/10.1016/S0742-7301(03)22009-0).

APPENDIX A: Demographics

Name: _____

Age: _____ (must be between the ages of 18-57 to qualify for the study)

Gender: Male or Female

Work industry: _____

Job title: _____

APPENDIX B: Job-related Affective Well-being Scale (JAWS)

Job-related Affective Well-being Scale, JAWS

Copyright 1999 Paul T. Van Katwyk, Suzy Fox, Paul E. Spector, E. Kevin Kelloway

Below are a number of statements that describe different emotions that a job can make a person feel. Please indicate the amount to which any part of your job (e.g., the work, coworkers, supervisor, clients, pay) has made you feel that emotion in the past 30 days.

Please check one response for each item that best indicates how often you've experienced each emotion at work over the past 30 days.	Never	Rarely	Sometimes	Quite often	Extremely often
1. My job made me feel angry.					
2. My job made me feel anxious.					
3. My job made me feel at ease.					
4. My job made me feel bored.					
5. My job made me feel calm.					
6. My job made me feel content.					
7. My job made me feel depressed.					
8. My job made me feel discouraged.					
9. My job made me feel disgusted.					
10. My job made me feel ecstatic.					
11. My job made me feel energetic.					
12. My job made me feel enthusiastic.					
13. My job made me feel excited.					
14. My job made me feel fatigued.					
15. My job made me feel frightened.					
16. My job made me feel furious.					
17. My job made me feel gloomy.					
18. My job made me feel inspired.					
19. My job made me feel relaxed.					
20. My job made me feel satisfied.					

APPENDIX C: Gratitude Resentment and Appreciation Scale (GRAT)-Short Form

Gratitude Resentment and Appreciation Scale (GRAT) – Short Form

The GRAT-Short Form is a 16-item scale designed to measure an individual's dispositional gratitude.

Watkins, P. C., Woodward, K., Stone, T., & Kolts, R. L. (2003). Gratitude and happiness: Development of a measure of gratitude, and relationship with subjective well-being. *Social Behavior & Personality: An International Journal*, 31, 431-452.

Instructions: Please provide your honest feelings and beliefs about the following statements which relate to you. There are no right or wrong answers to these statements. We would like to know how much you feel these statements are true or not true of you. Please try to indicate your true feelings and beliefs, as opposed to what you would like to believe. Respond to the following statements by circling the number that best represents your real feelings. Please use the scale provided below, and please choose one number for each statement (i.e. don't circle the space between two numbers), and record your choice in the blank preceding each statement.

1	2	3	4	5	6	7	8	9
I strongly disagree		I disagree somewhat		I feel neutral about the statement		I mostly agree with the statement		I strongly agree with the statement

- _____ 1. I couldn't have gotten where I am today without the help of many people.
- _____ 2. Life has been good to me.
- _____ 3. There never seems to be enough to go around and I never seem to get my share.
- _____ 4. Oftentimes I have been overwhelmed at the beauty of nature.
- _____ 5. Although I think it's important to feel good about your accomplishments, I think that it's also important to remember how others have contributed to my accomplishments.
- _____ 6. I really don't think that I've gotten all the good things that I deserve in life.
- _____ 7. Every Fall I really enjoy watching the leaves change colors.
- _____ 8. Although I'm basically in control of my life, I can't help but think about all those who have supported me and helped me along the way.
- _____ 9. I think that it's important to "Stop and smell the roses."
- _____ 10. More bad things have happened to me in my life than I deserve.
- _____ 11. Because of what I've gone through in my life, I really feel like the world owes me something.
- _____ 12. I think that it's important to pause often to "count my blessings."
- _____ 13. I think it's important to enjoy the simple things in life.
- _____ 14. I feel deeply appreciative for the things others have done for me in my life.
- _____ 15. For some reason I don't seem to get the advantages that others get.
- _____ 16. I think it's important to appreciate each day that you are alive.

Scoring:

The following items should be reverse scored: 3, 6, 10, 11, 15.

APPENDIX D: Organizational Citizenship Behavior Checklist (OCB-C)

Organizational Citizenship Behavior Checklist (OCB-C)

Copyright 2011 Suzy Fox and Paul E Spector, All rights reserved.

How often have you done each of the following things on your present job?	Never	Once or twice	Once or twice per month	Once or twice per week	Every day
1. Picked up meal for others at work	1	2	3	4	5
2. Took time to advise, coach, or mentor a co-worker.	1	2	3	4	5
3. Helped co-worker learn new skills or shared job knowledge.	1	2	3	4	5
4. Helped new employees get oriented to the job.	1	2	3	4	5
5. Lent a compassionate ear when someone had a work problem.	1	2	3	4	5
6. Lent a compassionate ear when someone had a personal problem.	1	2	3	4	5
7. Changed vacation schedule, work days, or shifts to accommodate co-worker's needs.	1	2	3	4	5
8. Offered suggestions to improve how work is done.	1	2	3	4	5
9. Offered suggestions for improving the work environment.	1	2	3	4	5
10. Finished something for co-worker who had to leave early.	1	2	3	4	5
11. Helped a less capable co-worker lift a heavy box or other object.	1	2	3	4	5
12. Helped a co-worker who had too much to do.	1	2	3	4	5
13. Volunteered for extra work assignments.	1	2	3	4	5
14. Took phone messages for absent or busy co-worker.	1	2	3	4	5
15. Said good things about your employer in front of others.	1	2	3	4	5
16. Gave up meal and other breaks to complete work.	1	2	3	4	5
17. Volunteered to help a co-worker deal with a difficult customer, vendor, or co-worker.	1	2	3	4	5
18. Went out of the way to give co-worker encouragement or express appreciation.	1	2	3	4	5
19. Decorated, straightened up, or otherwise beautified common work space.	1	2	3	4	5
20. Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor.	1	2	3	4	5

Copyright 2011 Suzy Fox and Paul E Spector, All rights reserved.

Appendix E.

Power Analyses for Sample Size Calculation (Quantitative Only)

