

THE INFLUENCE OF WORKPLACE REPUTATION ON STRESS, JOB SATISFACTION AND CAREER SUCCESS: A MULTIDIMENSIONAL STUDY

Robert Zinko¹, Zhan Z. Furner², Paul Turcotte³ and Wayne Ballentine

ABSTRACT

In an attempt to better understand how intentional efforts to control one's reputation affect workplace outcomes, a series of hypotheses are developed to explore the relationship between three types of reputation and workplace outcomes. Based on existing theory, these hypotheses explore how social reputation, task reputation, and integrity reputation affect career success, job satisfaction, and stress. The model is tested by applying a multisource assessment methodology including working adults, their supervisors and co-workers. Results indicate that social reputation leads to job satisfaction, task reputation to increased stress, and integrity reputation to career success. Implications of findings and directions for future research are discussed.

Keywords: Workplace Reputation, Career Success, Job Satisfaction, Stress.

Introduction

The study of personal reputation in the workplace is emerging. Several theoretical models of reputation have been developed, and a number of antecedents and outcomes of personal reputation have been studied. Recent models have employed a multidimensional view of reputation, in which an individual can have a positive reputation in one area but a negative reputation in another area, and these different dimensions of reputation have differential effects on social and professional outcomes. However, multidimensional reputation research is relatively limited, and many questions remain unanswered.

Further, mono-dimensional reputation research has evaluated antecedents of reputation development, such as desire for reputational motivation and desire for reputation (e.g. Zinko, Tuchtan, et al., 2017), however multidimensional reputation research has not. This paper aims to fill both of these gaps, by conducting a study of desire for three dimensions of reputation, and the effects of those three dimensions of reputation on career outcomes.

As research regarding personal reputation develops, positive outcomes of reputation are described at a variety of levels. For an organization, having employees with established reputations leads to a level of predictability regarding those individuals' behaviors (i.e., as those who have powerful reputations tend to work to maintain them, resulting in consistent behaviors). This allows the organization to apply those resources that would be used to oversee the individual to other organizational activities. Furthermore, if the reputation of the individual extends beyond the organization (i.e., the

individual is known within their field), then the acquisition of such talent by the organization signals to other entities within the industry that the company is one worthy of employing highly talented people (e.g., Simon & Young, 2005), and also allows the organization to bask in the reflected glory of the individual's reputation (e.g., King, 2008).

Positive, personal reputations have been shown to result in beneficial career outcomes. Likewise, as individuals gain reputation, others will desire to identify with them, resulting in power. This influence may come from more informal (i.e., referent) power, or may result in being given additional authority regarding workplace tasks (Pfeffer, 1992). Finally, a positive, personal reputation, typically, results in career success. As an individual increases their reputation, autonomy, and power, they can be given increased responsibility within the workplace. Such opportunities can result in higher recognition and promotion (Zinko et al., 2012).

Although the individual and organization outcomes of reputation that have been studied thus far are important, employees and managers often desire outcomes that influence quality of life. Indeed, there remains a lack of empirical evidence regarding how personal reputation may affect outcomes such as job satisfaction and stress reduction. As such, quality of life variables remain vital to the mental wellbeing of employees (Andresen et al., 2017), and it is imperative to understand how personal reputation may play such a role in their development.

Likewise, as we learn more about the positive outcomes of personal reputation, one must ask if having a simple desire for a positive reputation is enough to result in one? Indeed, a negative reputation can result in a myriad of detrimental outcomes, including career derailment (Zinko, Furner, Prati, et al., 2017). Can a positive, personal reputation simply be the result of desire?

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1. Ph.D., *Prairie View A&M University*
 2. Ph.D., *East Carolina University*
 3. *University of Houston*
 4. *Prairie View A&M University*

To date, the only outcomes that have been explored when considering personal reputation are based on an omni-dimensional scale (e.g., Hochwarter et al., 2007; Zinko et al., 2012). Although this scale provides a solid foundation for personal reputation research, it constrains nuanced reputation research which view reputation as multidimensional. When a person is known for working in a proficient manner, they may develop a positive reputation (i.e., task reputation). Alternatively, an individual could develop a positive reputation for being popular, which may also result in having a positive (social) reputation. Finally, should an individual be known for being honorable and/or honest, these qualities may also result in a positive (integrity) reputation. Although these dimensions have been theorized to affect outcomes differently; to date, empirical evidence is scant.

This study addresses these issues by first examining the relationship between desired reputation and achieved reputation. Next, outcomes including career success and quality of life (i.e., job satisfaction and reduced stress) are explored. Finally, this study operationalizes personal reputation not as a single construct, but as a multidimensional phenomenon. In doing so, further validates the nature of personal reputation and the various elements that are shown to impact it. This study also shows which facets of personal reputation an individual may wish to focus upon, to achieve a specific outcome.

The Desire for Reputation

Research on personal reputation in the workplace has grown substantially since 2004 (i.e., the publication year of Tsui's seminal work) and resulted in the emergence of an extensive paradigm describing the phenomena. Individual workplace reputation is distinct from organizational reputation or brand reputation (Zinko et al., 2010).

Workplace reputation is defined as a social construct that develops over a period of time, occurring when a person repeatedly deviates from organizational norms (Zinko, Furner, Hunt, et al., 2017). As individuals depart from their expected, prescribed role in the organization, others around them take note of these unexpected actions (Zinko & Rubin, 2015). Organizations attempt to understand how the new, unanticipated behavior complements what they already know about the individual (Weick, 1995). They will often discuss these behaviors with others around them (i.e., via gossip), forming a consensus regarding the meaning of the behavior (Baumeister et al., 2004).

Once an audience has determined how these new behaviors apply to that individual, they will reassess how the individual is viewed (i.e., to include the new information). If the behaviors are frequently repeated, audiences will assume this deviation is part

of 'who the person is in the workplace' (i.e., reputation); and others will apply the individual's reputation to anticipate future behaviors (Zinko et al., 2007).

The mechanisms which lead to the development of reputation are consistent with both agency theory (e.g., Eisenhardt, 1989) and celebrity CEO literature (e.g., Hayward et al., 2004), since they suggest persons responsible for hiring seek out individuals who have established reputations. This is done because such individuals are considered to be less likely to need extensive supervision, as their reputations reduce uncertainty concerning how they will perform (Ranft et al., 2006). As such, organizations seek to identify employees who demonstrate a level of performance predictability.

Research suggests that most individuals are motivated to develop a positive reputation (Dietl et al., 2017). At times, individuals may strive for either a negative reputation (e.g., Ferris et al., 2007), or no reputation at all (Insel et al., 1968). Determinants of what sort of a reputation a person may desire stem from both the individual and the requirements of the organization (e.g., Emler, 1984). Regardless of the *type* of reputation, individuals typically have a general idea of how their reputation is viewed by others. Specifically, when considering personal reputation, Hochwarter et al. (2007) reported a significant correlation of .63 between 'self' and 'other' reported reputation measures. This high correlation can be attributed to a number of factors, including the feedback that individuals received from audiences regarding their perceived reputations (Zinko et al., 2007).

Both Tsui (1984) and Ferris et al. (2003) discussed how reputations are a form of 'signaling' in which persons in an organization attempt to inform audiences of their intentions. Individuals will perform actions that 'stand out' (i.e., deviate from the norm), to communicate their purposes to others. Therefore, if one wants to develop a reputation for excelling at a specific job (i.e., task reputation), they may find it necessary to outperform everyone in their unit. By doing so, they deviate from the norms (i.e., unusual performance levels), signaling to others that they wish to be 'known' for this behavior. Therefore, because reputations are typically intentional (Ferris et al., 2003), and because audiences tend to give feedback regarding the level of success an individual in projecting reputation signals, the following is hypothesized:

Hypothesis 1: There will be a significant, positive relationship between a desire for reputation and reported reputation.

The Effects of Reputation

Individual reputation has been shown to influence a variety of individual, work group and organizational outcomes. Significantly, the current body of relevant literature suggests that reputation is multidimensional (e.g., Kholin et al., 2020; Laird et al., 2012). Individuals are often known for more than simply the tasks they perform, they can also be known for their social interactions (Ferris et al., 2003). While a number of typologies for reputation exist, personal reputation has been shown to consist of three dimensions: social, integrity and task (Zinko et al., 2016). This model predicts differential effects of each dimension of reputation on career outcomes. The following section details each dimension, as well as expected outcomes (as illustrated in *Figure 1*).

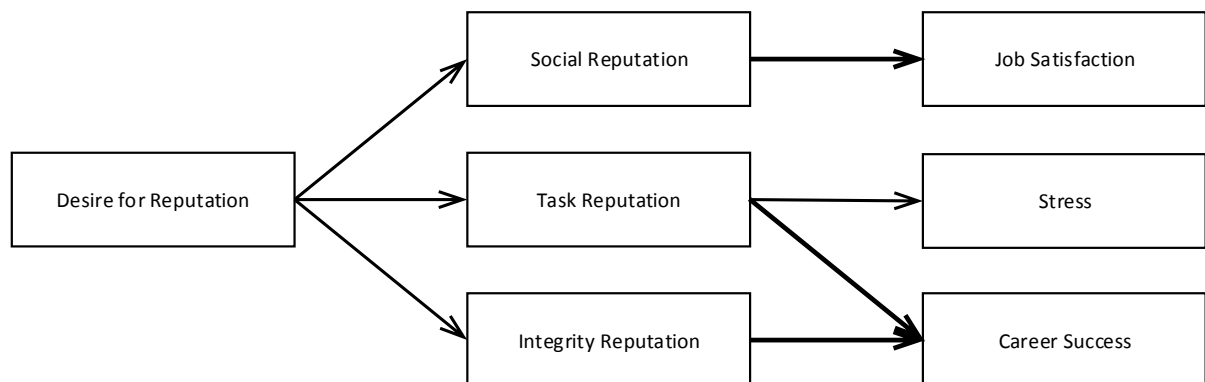


Figure 1: Reputational Outcomes

Social Reputation

Social reputation refers to how others perceive an individual (Zinko et al., 2011). These views can relate to aspects such as popularity and individuals' interactions with those around them (Ferris et al., 2003); not task performance, but rather shared social interactions within the organization. Since reputations are formed based on deviations from norms, individuals who develop strong, positive social reputations tend to stand out from their peers. Such behavior is one dimension of charismatic leadership (Klein & House, 1995). These leaders may not be known for their advanced understanding of how to perform specific workplace tasks, but rather their ability to inspire others (Kirkpatrick & Locke, 1996). Those who enjoy high social reputation are often seen as being well respected by others, and as such it can be theorized that they wield referent power (see Pfeffer, 1992 for an overview of referent power).

Social Reputation and Job Satisfaction

Defined as the extent to which workers feel positively or negatively about their job (Locke, 1976), job satisfaction has been linked to work ethic (e.g., Leong et al., 2013), environmental congruence (e.g., Meir et al., 1997), personality (e.g., Krug, 1995), performance (e.g., Judge et al., 2001) and a variety of other outcomes. This highly studied

construct continues to command the interest of researchers (e.g., Bowling et al., 2015).

Many factors affect job satisfaction. Tzeng (2002) showed that pay is related to how content one is with their workplace. Likewise, Judge et al. (2001) discussed how the task that is being performed plays a role. One significant factor which increases job satisfaction is an individual's relationship with co-workers (Yin & Yang, 2002). This has been studied using a variety of theoretical frameworks including person-environment fit (Pseekos et al., 2011), and organizational support (Duffy & Dik, 2009).

Although Blickle et al. (2011) showed a general reputation measure to be related to career

satisfaction, they did not consider which aspect of personal reputation may increase contentment with one's occupation. Alternatively, Baruch-Feldman et al. (2002) showed that social support by co-workers increases job satisfaction. Likewise, Winstead et al. (1995) explored how friendship also results in similar increased job satisfaction. Essentially, if individuals are popular and well-liked by their co-workers, they tend to have a more positive experience in the workplace.

This relationship between job satisfaction and popularity has been recognized for quite some time (e.g., Zelst, 1951). To aid in clarifying construct validity, Zinko et al. (2016) compared their new scale to an existing popularity scale, finding a correlation of .85. This is not surprising, because both factors are indicative of how well individuals are known and liked by others. As such, social reputation reflects constructs such as popularity and being liked by co-workers. Based upon these linkages, theory suggests that social reputation will positively affect job satisfaction. Therefore, the following is hypothesized:

Hypothesis 2: Social reputation will increase job satisfaction.

Integrity Reputation

Those who are seen as having “a more principled ideology...involving a greater personal commitment to ethical beliefs, standards, and self-schemas that facilitate positive social activities and help resist the temptation of illicit activities” (Schlenker et al., 2008, p. 323) are likely to develop a reputation of having high integrity. Gardner (2003) showed integrity to be an essential component of leader reputation. The role of integrity in reputation development has been established by other reputation studies (e.g., Emelo, 2012; Ferris et al., 2003; Pesut, 2015). Ferris et al. (2014) referred to this aspect of reputation as a “...prosocial or citizenship behavior, as well as behaviors that reflect an ‘other orientation’” (p. 42).

Since reputations are used as a basis to anticipate the future actions of individuals (Ranft et al., 2006), an evaluation of one’s integrity provides audiences with an opportunity to make inferences about the motivations of others. Integrity reputation may be more generalizable than other dimensions of reputation. When considering task reputation, excelling at a specific assignment does not necessarily suggest that an individual would also surpass expectations at other tasks; however, when contemplating integrity, an audience is reflecting upon the individual’s motivation, which is more likely to remain constant, and should influence future actions, even in other contexts. Because of this, individuals who are seen as having high integrity are often given more autonomy and trust than their position might warrant (Gagné & Deci, 2005).

Integrity reputation and career success.

More so than task or social reputation, integrity reputation may catalyze the halo effect. When an audience reflects on one’s actions, intent is generally a consideration (Weick, 1995). In the case of integrity reputation, even failures in the workplace may be looked upon favorably, if the intention of the person performing the action is seen as ‘pure’ in motivation (Kelley & Michela, 1980).

Integrity has been associated with both successful leaders and perceived professionalism. As such, it is considered a determinant of career success (Lee et al., 2012). When considering the promotability of individuals, higher levels of integrity are expected from those who are elevated to senior positions (Hall & Mirvis, 1995). This can be seen when examining ethical leaders (Kirkpatrick & Locke, 1991; Posner & Schmidt, 1992). Career success has been tied to the ability to manage and lead others in the workplace, and ethical leaders have higher follower satisfaction, motivation, organizational commitment and lower follower counterproductive behavior (Brown & Treviño, 2006). Likewise, employees who are seen as ethical are also seen as more productive (e.g., Bruce, 1994). Therefore, the following is proposed:

Hypothesis 3: Integrity reputation will increase career success.

Task Reputation

Task reputation is similar to expert power because individuals become known for their ability to perform in the workplace such that good performance builds their reputation (Tsui, 1984). Current theory suggests that one of the primary areas in which a person can develop a workplace reputation is by excelling at a specific task (e.g., Bromley, 1993; Ferris et al., 2003; Ferris et al., 2014). Emler (1984) took this notion one step further through considering the entirety of reputation as the skill or expertise for which an individual wishes to be known.

Like other forms of reputation, an individual must show an exceptional proficiency to elicit sufficient interest to develop a reputation. Like other forms of reputation, task reputation is built on deviation from accepted norms. Typically, this involves excelling in the performance of a task beyond the ability of others, but negative task reputations may likewise be developed, should one’s repeated inability to perform tasks at the same level of others.

Task reputation and career success.

Human capital theory argues that individuals decide where to invest their time and energy. Often training or education will aid them in the development of expertise, since individuals are motivated to obtain organizational rewards (Becker, 2009). Framing their findings in terms of human capital, Wayne et al. (1999) showed how being known for a specific skill (i.e., task reputation) can lead to career success. Likewise, De Vos et al. (2011) discussed how being known for a specific type of expertise leads to employability, which in turn, aids in career advancement. Furthermore, those who are known for being experts are often granted higher autonomy (Zinko et al., 2012). This autonomy allows individuals to showcase their skills, by providing opportunities for proactive behaviors. Such actions have been shown to lead to career advancement (Seibert et al., 1999). Therefore, the following is hypothesized:

Hypothesis 4: Task reputation will increase career success.

Task reputation and stress.

Stress is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of a situation or event (Furner & Grubb). When one maintains a reputation that requires excelling beyond the abilities of others on a task that can be objectively measured, an individual may put excessive demands on themselves. These demands will drive the individual to always stay above others,

but often with the same level of resources as everyone else (see Bakker & Demerouti, 2007 for an overview of the job demands-resources model). This discrepancy between resources and demands is a frequent source of job stress (Perrewé et al., 2005).

Likewise, those who maintain a positive reputation are likely to continue over extend themselves in the future (Ranft et al., 2006). Reputations are highly valued by those who possess them, and as such individuals are motivated to maintain them. This may impose restrictions on the individual's behavior (Ferris et al., 2003). As one's actions are objectively assessed by others, the desire to maintain a reputation over time may cause a conflict between what the role requires and what maintenance of the reputation requires. Such restrictions on behaviors may sometimes cause individuals to act in ways that might not be in their own best interest, or in the best interest of an organization, as maintenance of the reputation takes priority. This conflict, in turn, may become a stressor to the individual. Therefore, the following is hypothesized:

Hypothesis 5: Task reputation will increase stress.

Methods

To test our model, a multisource assessment methodology was administered to working adults in multiple U.S. organizations. The raters included the employee's supervisor, two additional coworkers as well as individual self-rating.

Participants

The sample was gained by asking MBA students to find "working adults" to serve as subjects for the study. All participants were required to fill out an online survey. The working adults were asked to complete a survey about themselves, and then have two co-workers and also a supervisor complete surveys about them. The use of a working adults sample is common in the organizational sciences (Downen et al., 2019; Furner et al., 2009; Paul et al., 2021). The average age of each participant was 32.1 years old, and 45% of the sample was female. 252 subjects participated. They were full time employees, ranging from entry level workers to middle management.

Measures

Desire for reputation was measured using a seven-item scale developed by De Cremer and Tyler (2005). Items include "I wish to have a good reputation" and "I find it hard if others paint an incorrect image of me."

Reputation was measured using the three-dimensional scale of Zinko et al. (2016). This scale measures the dimensions of task, social and integrity reputation. Items include "This person is interested in everyone having a good time" (social), "This person is known to be an expert in his/her area" (task), and "This individual is seen as a person of high integrity" (integrity).

Career success was measured using performance evaluation, which is common organizational science research (e.g., Campbell et al., 1970; London & Stumpf, 1983; Markham et al., 1987). The seven-item Williams and Anderson (1991) scale was used. Items include "adequately completes assigned duties" and "engages in activities that will directly affect his or her performance evaluation."

Stress was measured using the House and Rizzo (1972) six-item scale. Items include "my job tends to directly affect my health," and "I work under a great deal of tension."

Job satisfaction was measured using the Brayfield and Rothe (1951) scale. The five items included statements such as "I find real enjoyment in my work," and "I consider my job rather unpleasant" (reverse scored).

Analysis & Results

The model was evaluated using structural equation modeling. It was necessary to drop three items from the desire for reputation scale, due to reverse coding. This is not unusual in the organizational sciences, as such coding often causes inconsistency in reporting (e.g., Parasuraman, 2000). *Table 1* reports the means, standard deviations, and interclass correlations (ICCs) of the resulting variables. Likewise, the error terms between the three types of reputation were allowed to correlate. The theoretical justification for this choice is strong because there is ample research to suggest that different forms of reputation may relate to each other (Ferris et al., 2003; Ferris et al., 2014; Tsui, 1984), and as such should be correlated. In this case, there is a strong argument for a halo effect between the different dimensions of reputation, in that if one holds a strong integrity reputation, both one's work and social standing, would be looked upon more favorably than otherwise. As such, the error terms need to be correlated, as they would represent this overlap (Cole et al., 2007). ICCs for the reputations were as follows: social reputation .87, task reputation .85 and integrity reputation .91.

		<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1	Desire for Rep.	5.18	0.59	.88						
2	Social Rep.	4.25	0.94	.42**	.89					
3	Integrity Rep.	5.36	1.08	.25*	.24**	.82				
4	Task Rep.	4.85	0.78	.41**	.32**	.43**	.89			
5	Job Satisfaction	4.25	1.12	.22*	.28**	.12	.17*	.82		
6	Stress	3.90	1.46	-.04	-.05	.30**	.03	-.05	.90	
7	Career Success	4.38	0.70	.03	-.019	.30*	.44**	.08	.07	.85

** significant at the 0.01 level; * significant at the 0.05 level
Reliabilities are on the diagonal. Correlations are in lower half.
N=206

Although *Table 1* shows there to be a significant correlation between integrity and task reputation, as seen in *Figure 2*, the path between the two was not significant.

When considering career objectives, different strategies are shown to achieve specific goals (Amundson, 1994). This study builds on existing work explaining how reputations are built, through

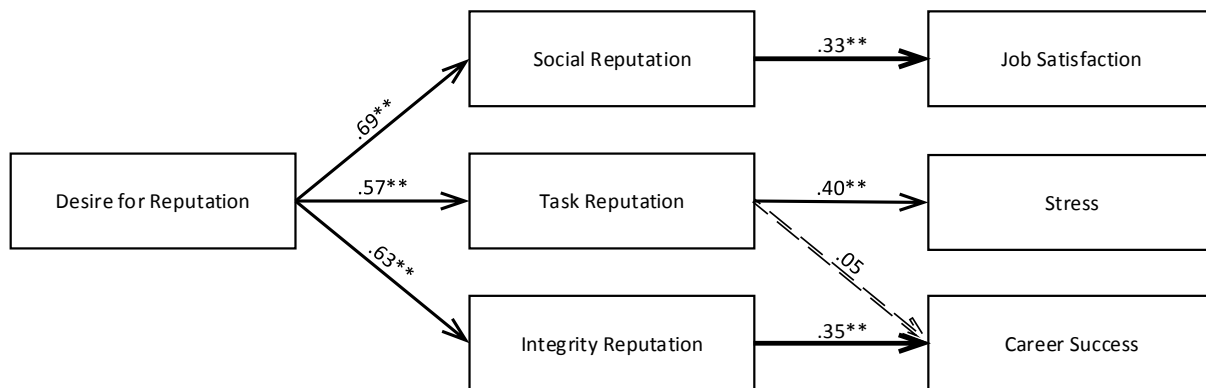


Figure 2: Results of Path Analysis

To test the hypothesis, the alternative models approach was employed, whereby several other potential models were evaluated (Baron & Kenny, 1986). The theorized model (1) was compared to a null model (2), a model with a path from job satisfaction to career success (since existing theory suggests such a path) (3) and finally a model wherein the nonsignificant path between task reputation and career success was removed (4). Results in *Table 2* show that the fourth model, with the nonsignificant path removed was the best fit.

exploring the relationship between different reputations and common workplace outcomes. In doing so, different types of reputations yielded unique job outcomes. Such results provide tools for individuals looking to advance their career, since it suggests that a focus on specific reputation-building activities allows employees to reach their desired outcomes. Indeed, those who are more interested in quality-of-life aspects, would focus on building different types of reputations from those who are more interested in career success.

	χ^2/df	CFI	IFI	RMSEA
Model 1: Hypothesized model	1.76	.93	.94	.06
Model 2: Null model	7.00	.00	.00	.17
Model 3: Direct Path from Job Sat to Performance	1.79	.93	.94	.06
Model 4: Path from Task Rep to Performance Removed	1.65	.94	.94	.06

Discussion

The resulting analysis supported four of our five hypothesized relationships. Implications of each finding will be discussed in the next section while suggesting potential avenues for further exploration.

This finding advances several areas of inquiry: First, H1, which predicted a significant, positive correlation between the desire for reputation and all dimensions of reputation (i.e., social, task and integrity) was supported by the data. This outcome is

noteworthy because it establishes empirical evidence for an assumption that has been adopted by most reputation researchers (e.g., Emelo, 2012; Emler, 1994; Tsui, 1984). This arms individuals with findings that, although occasionally reputations occur on their own, they can be consciously built and maintained by individual effort. Furthermore, as this study examines the different dimensions of personal reputation, and because reputations can be developed, one can surmise that if an individual has a negative reputation in some area, it does not preclude them from developing a dissimilar reputation in a different area. An individual may have a negative social reputation, but still strive to develop a positive, integrity reputation. Therefore, new options for career advancement present themselves (i.e., aside from simply trying to repair a specific, focused reputation).

Next, it was shown that a reputation among one's peers may result in specific work outcomes. Although considerations must be given to personality type when deliberating the satisfaction, one may receive from being well known, the results of testing for H2 (i.e., social reputation will be positively correlated with job satisfaction) show that for those who wish to increase job satisfaction, development of a social reputation is suggested. These results do not suggest that social reputation is the only path to job satisfaction; but rather, represents one path toward the development of job satisfaction. Furthermore, social reputation is ideal for individuals to develop, because there are no organizational restraints on this type of reputation. Unlike task reputation, which requires an opportunity to perform, an individual may develop a social reputation 'on their own time' (i.e., by doing such things as inviting others out after work), and still receive workplace benefits. Additionally, development of such a reputation may be beneficial beyond simply job satisfaction. As stated above, there is ample research to suggest a halo effect among the different dimensions of reputation. For example, a further possibility that deserves consideration is how social reputations may positively affect one's networking. Research has shown the robust value of having a strong network, and social reputation may act as a precursor to developing such a group of associates. These associates may aid in promotion, new job prospects and other related, positive career outcomes (Heslin, 2003). Therefore, development of a social reputation may hold benefits beyond the immediate return.

H3 stated that integrity reputation will be positively correlated with career success. The data supported this hypothesis, showing how important being seen as one who is of high integrity is for career success. This reflects current research that sheds light on the significance of being perceived as high integrity. Indeed, those who are seen as more truthful and

reliable are often considered to be more suitable to promote than their peers (Lee et al., 2012).

The surprising finding of this study was the relationship between perceived success by one's supervisor and the other dimensions of personal reputation (i.e., social and task). Current research has shown general reputation to be related to career advancement, but this was only in relation to a specific task (e.g., Zinko et al., 2012). It was simply assumed that any type of reputation would aid in increased perceptions of performance by supervisors. Here, we show that integrity reputation is the most likely dimension to facilitate career advancement (i.e., as measured by perceived performance). The relevance of this finding cannot be overemphasized, as these findings show that being seen by one's supervisors and peers as an individual of integrity may be more important than being 'popular' (i.e., social reputation). Yes, popularity may be advantageous to one's career, but those who are introverts can be assured that developing a reputation for being a person of integrity has been shown to be more beneficial by the evidence presented.

As such, although *Table 1* shows a significant correlation between task reputation and career success (i.e., H4), the path analysis did not support this relationship. This suggests that the correlation in *Table 1* was a result of multicollinearity between task and integrity reputation. Therefore, the development of integrity reputation is best suited for career advancement. This does not mean that development of other dimensions of reputation will not lead to success, but rather that each dimension has its own, relatable, specific outcomes.

Research has suggested that individuals have a finite amount of time and resources to apply to the development of a reputation. As such, when career counselors advise clients on where best to focus their efforts, specific reputations have now been shown to be empirically related to outcomes. In doing so, workers are better able to focus their efforts on specific workplace outcomes, via reputation.

Finally, H5 was supported: Task reputation was positively correlated with stress. This suggests that the reputation that most strive for (i.e., being an expert at their job), may not only be less productive than other reputations, but also may hold negative consequences. Being an expert does not necessarily result in stress, but rather when one attempts to actively maintain a reputation of outperforming others stress may occur. Therefore, consideration needs to be given to which type of reputation an individual wishes to develop. When an individual is experiencing stress in the workplace (i.e., due to a drive to maintain a reputation as an expert), alternatives exist for career advancement. Indeed, such individuals may focus on developing another

form of reputation which may yield better career outcomes.

Theoretical Implications

Previous studies have identified numerous career level outcomes of personal reputation. However, since these studies operationalized reputation as a single dimensional construct, when in fact reputation appears to be a multidimensional construct, it is not possible to determine the specific drivers of the relationships found in previous studies. By operationalizing reputation using three dimensions, and demonstrating differential effects of these dimensions on well-established career outcomes, this study advances the personal reputation paradigm while overcoming specificity shortcomings of previous studies. Specifically, previous studies have found that reputations leads to higher job satisfaction, success and stress, however our findings clarify that not all dimensions of reputation lead to these outcomes: Social reputation increases job satisfaction, task reputation increases stress and integrity reputation increases career success.

Practical Implications

For employees, HR managers and career counselors interested in advancing career outcomes, our findings offer some specific guidance. First, all three dimensions of reputation can be managed, and can be developed if the employee has a desire to do so. When the employee's goal is to increase career success, they should endeavor to develop integrity reputation above all else, as doing so has a large impact on career success. If job satisfaction is the goal, the focus should be on the development of social reputation. Finally, task reputation does carry numerous benefits, however it is also associated with increased stress, so individuals who seek to develop task reputation should make an effort to preemptively manage stress.

Limitations

This study suffers from a number of limitations. Reputation is a complex and multifaceted phenomenon which does not exist in a vacuum. Organizational culture, social and psychological factors influence the development of reputation and the effects of reputation. While we made every effort to isolate the effect of reputation, we do not expect that it is possible to fully do so in an experiment such as this one. Further, reputation was measured using Zinko et al.'s (2016) three-dimensional topology. Subsequent studies may determine that reputation consists of additional dimensions, which could raise questions about the accuracy of our findings. Finally, while every effort was made to adhere to best practices in experimental design and sampling, the validity of the findings could be influenced by mono-method bias or sample generalization concerns.

Conclusion

This study identifies a series of questions to be addressed by future research: How strong is the halo effect between the different dimensions of reputation? What other outcomes impact a specific reputation? How might reputations vary across levels of an organization? These findings offer several productive implications for counselors: 1) a variety of reputation types exist. Individuals have several different types of reputation they can develop, targeting specific outcomes; 2) these reputations overlap, none is 100% unique. This suggest that positive benefits can be gained for a variety of goals, if only one reputation is focused upon. This is especially important because some clients may not have the ability or opportunity to develop a specific type of reputation. 3) Each reputation relates to specific results. Although the reputations overlap, if specific goals are intended, a client can focus on a specific type of reputation.

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