CHAPTER 2

Values and Attitudes:

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Teaching Resource Manual: A Guide to Implementation

The purpose of the Teaching Resource Manual (TRM) is to support you in the delivery of your chosen curriculum in either a face-to-face or online classroom format. It also was created to help you address some of the **following challenges in higher education:**

- Addressing the inability to measure student comprehension prior to major assignments such as a midterm or project.

- Overcoming the inability to tailor your lecture to the topics that students find difficult.

- Increasing student engagement by providing opportunities for them to apply the knowledge gained in the classroom to real-world scenarios.

- Providing students with opportunities for self-reflection outside of classroom activities.

- Increasing students' critical-thinking and problem-solving skills.

You will learn that we created many different teaching resources you can use either before, during, or after class. Because of the quantity of options, the goal of this implementation guide is to provide an overview of how you might select the many teaching resources at your disposal.

So What Assets Can I Choose From?

Generally, a typical class session for any course comprises three "touch points:" before, during, and after class. For a face-to-face course, your class session would normally be the day you lecture to students. For an online course, the class session would be when you recorded the lecture or when the live lecture is streamed on the Web.

Our teaching resources fall into 16 categories: SmartBook 2.0, Click and Drag Exercises, iSeeIt! Animated Videos, Self-Assessments, Case Analyses, Video Cases, Problem Solving and OB in Action boxes, Group Exercises, TRM discussion starters, TRM follow-up exercises, Tesla Continuing Case, quizzes and tests, Problem Solving Application Cases, Manager's Hot Seat Videos, and Application-Based Activities (mini-sims). After describing the use of SmartBook 2.0 and Connect® exercises, we discuss how you might use these teaching resources before, during, or after class.

Assigning SmartBook 2.0 and Connect® Exercises

SmartBook 2.0. (In Connect®, click on Performance / Reports / Assignment Results. Here you can choose SmartBook and choose the assignment for you wish to view reports.) The following reports are available through SmartBook 2.0:

Instructor Dashboard. Click on one of the tiles from Assignment Completion, Time on Task, Metacognition, Most Challenging Learning Objectives, and Individual Learners.

Assignment Completion. Shows the total percentage of all learners in the class who have completed the assignments at this point in time.
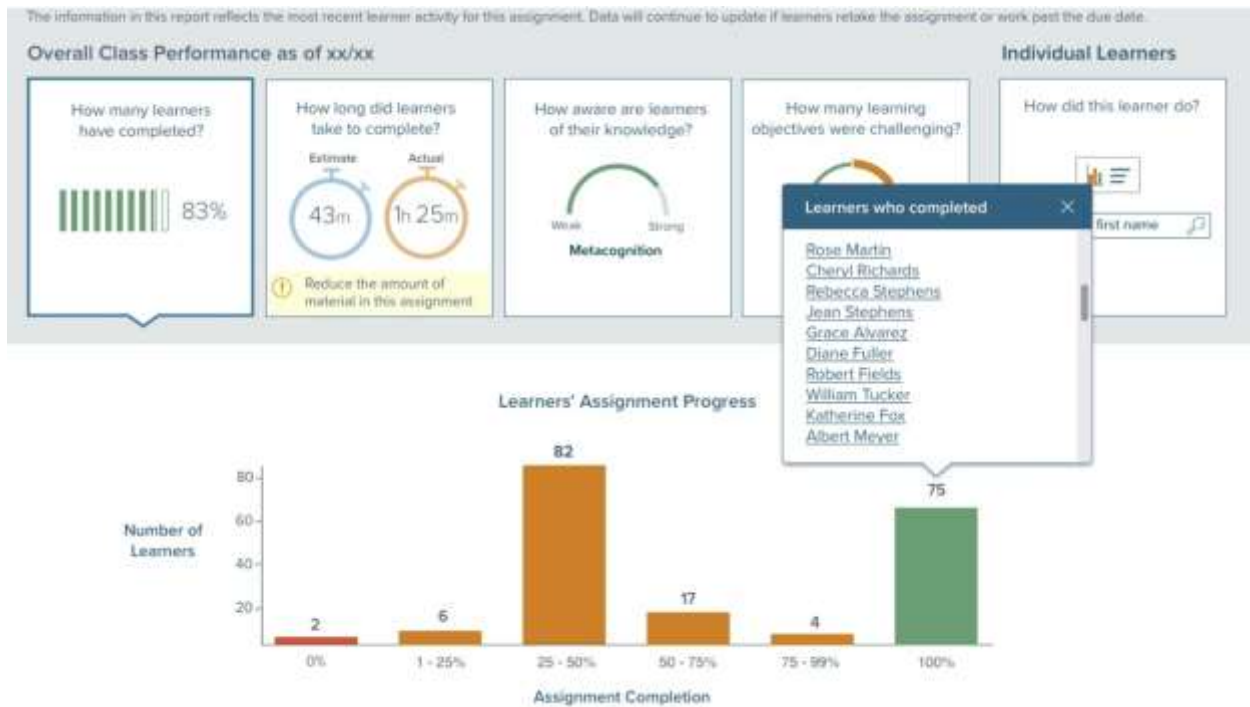
Time on Task. Provides the user with a class-level view of the estimated time in comparison to the actual average time to completion across the entire class.

Metacognition. Shows how aware the learners are of their knowledge, on average across the entire class.

Most Challenging Learning Objectives. Shows the number of challenging Learning Objectives across the class, in comparison to the total number of Learning Objectives in the assignment.

Individual Learner Report. System provides all the assignment data available for that specific student at that point in time, showing a breakdown of all questions answered in each of the following categories:

- Correct with high confidence

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- Incorrect with high confidence

- Correct with low confidence

- Incorrect with low confidence

- Correct with medium confidence

- Incorrect with medium confidence

With Connect®, you can build your own course, make changes to the course throughout the semester, and use auto-grading. Connect® integrates with other Learning Management Systems, including Blackboard®, Canvas, and D2L. Students can study anytime with the free ReadAnywhere app, create personalized study plans; and the Connect® Calendar and Report tools will help keep them on track.

Connect® gives you a wide array of flexibility in making assignments and creating grading policies. You may choose to:

- Issue as many assignments as appropriate.

- Determine point values for each question/application exercise individually.

- Make available multiple attempts per assignment with options of accepting the highest score or averaging all the scores together.

- Deduct points for late submissions of assignments (percentage deduction per hour/day/week/so forth) or create hard deadlines.

- Show feedback on exercises/questions immediately or at your preference.

- Provide for study-attempts to allow for completion of the assignment after the due date without assigning a point value.

Some recommendations include:

- Before selecting the option for one attempt only, select unlimited or multiple attempts on the first few assignments to allow students a chance to learn and navigate the system.

- Provide a low point value for each question because multiple questions are usually assigned for each chapter. A good rule of thumb would be to make "Quiz Questions" worth 1 point each and "Connect® Exercises" worth 5 to 10 points each because these require more time and thought.

- Select feedback to be displayed after the assignment due date in order to limit students from giving the correct answers to other students while the application exercise is still available.

So When Do I Assign Each Type of Teaching Resource?

Wouldn't it be wonderful if you could transition from simply assigning readings, lecturing, and testing to actually adapting your teaching to student needs? By utilizing the teaching resources outlined below during the three touch points, you can significantly impact students' learning and create a learning environment that is more engaging, involving, and rewarding. In other words, you can now tailor your classrooms to pinpoint and address critical challenges, thereby creating the greatest impact and assisting students in developing higher order thinking skills.

The following recommendations pertain to these mentioned touch points, with an additional matrix that follows.

Before Class

The learning goals we have for students determines our assignments before, during and after class. For example, you may want to focus on mastering content, applying content, or using content to solve problems. Alternatively, you may want to achieve all three goals.

Connect® offers a host of additional pre-class assignments to choose from if your goal is mastery of content. They include SmartBook 2.0, Click and Drag Exercises, iSeeIt! Animated Videos, Self-Assessments, Case Analyses, Video Cases, Problem Solving and OB in Action Boxes, Problem-Solving Application Cases, Legal/Ethical Challenge Cases, Tesla Continuing Case, and Manager's Hot Seat Videos. Case Analyses, Click and Drag Exercises, and Video Cases are optimal exercises to be utilized prior to class, as they provide students the opportunity to practice and apply key course concepts.

A reading assignment—typically a chapter from the product in use—is a student's initial exposure to course content. Requiring students to complete a SmartBook 2.0 module either prior to class or an online lecture allows you to gauge their comprehension of the material. Having a better sense *before* class of which concepts your students are "getting" and which ones they are not, allows you to more effectively and efficiently plan your time with them *during* class. To ascertain student competency, use the reporting function of SmartBook 2.0, where you can view general results of their performance.

Additionally, Connect® exercises, such as Case Analyses, Click and Drag Exercises, and video cases offer students a second exposure to important sections of the chapter after their completion of a SmartBook 2.0 assignment.

Finally, you can use iSeeIt! Animated Videos to emphasize content we have found difficult for students to understand. These animated videos were developed to further unpack in brief, yet effective, fashion the course topics that most commonly challenge students. Each animated video is accompanied by auto-graded multiple-choice questions that can be assigned to confirm student comprehension.

If your learning objectives include fostering application and integrating the concepts discussed with real world practice, then Problem Solving Application cases or legal/ethical challenge cases contained in the textbook can be assigned so students can think critically and practice applying what they learned in the readings to actual cases.

During Class

The TRM offers a host of additional materials and experiential activities you can use to bring chapter content to life.

If your goal is content mastery and you are utilizing SmartBook 2.0, you can plan class activities and lecture based on results from the general results report and the metacognitive skills report. This allows for a more tailored class period that enhances student engagement and more opportunities to resolve gaps in knowledge. We also provide links to online readings that you can use to supplement the content covered in the textbook. They are useful if you desire to provide additional material beyond that covered in the text.

If your goal is to create an engaging learning environment filled with student discussion and interactions, we provide multiple resources. First, each major heading in a chapter contains suggested discussion starter questions. These open-ended questions are likely to foster student discussion and engagement. We also provide additional activities (i.e., experiential exercises) for every box.

If your goal is to provide for additional application of material, the TRM breaks down the textbook Problem Solving Application cases and legal/ethical challenges by providing questions and ideal responses. Connect® also has multiple-choice questions that can be assigned for the Problem Solving Application cases. Finally, the TRM has a selection of group exercises that allows instructors to focus on team learning methods.

If your goal is to jointly engage your students while applying content from the text, you can select a Self-Assessment follow-up activity (all follow-up activities are found in the TRM). These assets are especially useful if you are "flipping" your classroom, wherein the class session is used for application and analysis of key concepts rather than lecture. The [Suggested Resources across Teaching Touch Points Matrix](#) provides a quick reference for activities that can be utilized during class.

After Class

After the face-to-face class session, or online lecture, you can assign Connect® exercises as homework to further reinforce the material covered in the textbook and lecture. You may also want to assign an iSeeIt! Animated Video if you notice that students are struggling with a particular topic, even after class. Students can also be assigned the continuing case for each chapter, which includes assignable multiple-choice and essay-based questions.

To further gauge student comprehension, you can also assign a quiz or exam. The quiz banks in Connect® focus more on defining and explaining material, and the test banks focus more on application and analysis. Moreover, the test banks now include more higher-level Bloom's questions.

Finally, if you are looking to have students think critically to solve real-world problems, then you may want to utilize an Application-Based Activity after class. Application-Based Activities are mini-simulations that allow students to make decisions and see their impact immediately. There are both theory-based questions that have right and wrong answers, and there are also branching questions that allow students to make ideal, sub-ideal, and incorrect decisions based on the theory they've learned. A student's particular path in the activity will depend on the decisions made on the branching questions. Application-Based Activities should be utilized after a student has had at least one pass at the chapter content as they do not introduce new material. Rather, they encourage students to apply, analyze, and evaluate material they already understand.

SUGGESTED RESOURCES ACROSS TEACHING TOUCH POINTS MATRIX			
Type of Asset	**Before-Class/Lecture**	**During-Class/Lecture**	**After-Class/Lecture**
SmartBook 2.0	🎓		
Click and Drag Exercises	🎓		🎓
iSeeIt! Animated Videos	🎓	🎓	🎓
Self-Assessments	🎓		🎓
Case Analyses	🎓		🎓
Video Cases	🎓	🎓	🎓
Problem Solving and OB in Action Boxes	🎓	🎓	🎓
Group Exercises		🎓	
TRM Discussion Starters[M]		🎓	
Quizzes/Tests	🎓		🎓
Tesla Continuing Case	🎓		🎓
TRM Box Additional Activities		🎓	
Problem-Solving Application Cases	🎓	🎓	🎓
Manager's Hot Seat Videos	🎓	🎓	🎓
Application-Based Activities		🎓	🎓

M = Manual grading required.

A Week at a Glance

When creating a syllabus and schedule for students, you can utilize the above-mentioned matrix as a guide. Let's use the following example: You teach a **face-to-face** Organizational Behavior, and the course meets once a week on Wednesday afternoons. If this is the second week of the semester and you are covering Chapter 2, the following format can be utilized:

Before Class (before Wednesday)

- *Assign Chapter 2 in SmartBook, making it due Tuesday evening so reporting can be reviewed prior to the lecture on Wednesday. The lecture can be customized based on what concepts in the chapter students are struggling with the most, as can be seen in the reporting function of SmartBook by going to "Reporting" then clicking the "LearnSmart" tab.*
- *A Click and Drag, such as one on "Attitudes Affect Behavior via Intentions" can be assigned. This can also be due on Wednesday so students are able to practice prior to class, and you can also review results prior to lecturing.*
- *A case analysis, such as "Herman Miller's Sustainable Vision" can also be included so that students can learn about applying the concepts from the reading to a real-life scenario, therefore, further engaging them prior to the class session. If desired, you can then introduce a follow-up activity, found in the TRM, during class on Wednesday.*
- *A self-assessment can be assigned, such as "What Are My Core Values," in order to follow-up on content covered in the reading, and to provide students with an opportunity to self-reflect and become engaged with the content by seeing how it affects their personal lives. This can set up a class activity to follow on Wednesday. Follow-up activities can be found in the TRM.*

During Class (on Wednesday)

- *You can deliver a short, yet effective, lecture and focus on areas that students are really struggling with. This can be done by reviewing the reporting from SmartBook and any assigned Connect application exercises, such as the recommended click and drag and case analysis. If students are struggling with a particular learning objective, you can then tailor the lecture and/or class activities to address those challenging concepts.*
- *If you are flipping the class and utilizing the in-person session for activities, you can utilize the follow-up activities from previously assigned Connect® application exercises in the TRM.*
- *You can assign a self-assessment earlier in the week, for example "To What Extent Am I Engaged in My Studies," and have students complete a follow-up activity during the class session based on the self-assessment results. Remember, follow-up activities for each Connect® application exercise can be found in the TRM.*
- *Manager's Hot Seats can be utilized to open up class discussion. Many of these Hot Seats cover frequent, yet controversial topics, and they ask students to describe what their decision-making process would be in those situations. Many times, students will recommend conflicting approaches to solving the issues in the videos; therefore, there is more class engagement. For this chapter, one recommended Manager's Hot Seat is "Bullying in the Workplace." Follow-up activities for this, and every other Hot Seat, can be found in the TRM.*

- *If time allows, and you would like to focus on enhancing students' critical-thinking and problem-solving skills, you can have students review the problem-solving application mini-Case titled, "McDonald's Workers Protest Sexual Harassment: What Should Management Do?" and facilitate an in-class case discussion. There is also a follow-up in-class activity in the TRM.*

After Class (after Wednesday)

- *You can assign an online quiz or test on the material. For example, Chapter 2 includes approximately 100 test questions.*
- *If you would like students to have one final application-based, critical-thinking exercise, you can ask them to review the problem-solving application case titled, "What to Do, or Not to Do, about Sexual Harassment." After reading the case, students can utilize the three-step problem-solving approach, and/or they can complete multiple-choice questions on Connect®.*

If you are teaching a **completely online course asynchronously**, then the in-person class above can be substituted for a recorded online lecture that is customized based on SmartBook reporting. Students can be instructed to complete pre-class activities prior to watching the lecture and post-class activities after the online lecture. A gap can be included between pre-class activities and the recording of the lecture so that reporting can be reviewed.

This example is simply a week out of many that will provide for rigorous learning and student impact! You can utilize this format when creating a syllabus and extrapolate the rest of the weeks.

LEARNING OBJECTIVES

LO 2.1   **Describe the role values play in influencing your behavior.**

LO 2.2   **Explain how personal attitudes affect workplace behavior and work-related outcomes.**

LO 2.3   **Discuss the importance of four key workplace attitudes.**

LO 2.4   **Discuss the five causes of job satisfaction.**

LO 2.5   **Describe work-related outcomes associated with job satisfaction.**

LO 2.6   **Describe the implications of values and attitudes for you and managers.**

TEACHING RESOURCES

Section	Title	Resource Type	
2.1: Personal Values			
	[REI CEO on why Company is Closing Stores on Black Friday](#) [Supplemental Activity](#)	Web Video (4 minutes)	ONLINE VIDEO
	What Are My Core Values? [Self-Assessment Activity](#)	Self-Assessment	
	[Schwartz's Value Theory](#)	Connect® Sequencing	
	[Herman Miller's Sustainable Vision](#)	Connect® Case Analysis	
2.2: Personal Attitudes and Their Impact on Behavior and Outcomes			
	Why Diversity Programs Fail [Supplemental Activity](#)	*Harvard Business Review* article*	ONLINE ARTICLE
	[How Do Employees Really Feel About Their Companies?](#) [Supplemental Activity](#)	Online Article	ONLINE ARTICLE
	[Southwest Airlines Pilots File Suit against City of Chicago](#) [Supplemental Activity](#)	Web Video (2 minutes)	ONLINE VIDEO

2.3: Key Workplace Attitudes		
	2017 Employee Job Satisfaction and Engagement: Revitalizing a Changing Workforce Supplemental Activity	Online Report
	To What Extent Am I Engaged in My Studies? Self-Assessment Activity	Self-Assessment
	How Duke Energy Is Passing the Torch to Young Employees Supplemental Activity	Online Article
	Employee Engagement: Factors and Outcomes	Connect® Click and Drag
2.4: The Causes of Job Satisfaction		
	5 Jobs That Make Workers Unusually Happy Supplemental Activity	Online Article
	How Satisfied Are You with Your Present Job? Self-Assessment Activity	Self-Assessment
	Dreaming of Working from Home? 5 Traits You'll Need Supplemental Activity	Online Article
	Causes of Job Satisfaction	Connect® Click and Drag

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2.5: Major Correlates and Consequences of Job Satisfaction		
	Job Satisfaction Hits a 10-Year High Supplemental Activity	Online Article with Podcast (6 minutes)
	Signs of Workplace Bullying & Ways to Prevent It Supplemental Activity	Web Video (6 minutes)
	The Outcomes Associated with Job Satisfaction	Connect® Click and Drag
	Wal-Mart Is Just in the First Inning Supplemental Activity	Web Video (5 out of 9 minutes)
Comprehensive Materials		
	Walmart's Values Come under Scrutiny	Problem-Solving Application Case
	What Should Management Do About an Abusive Supervisor?	Legal/Ethical Challenge
	Company Values	Application-Based Activity

ONLINE ARTICLE

ONLINE VIDEO

ONLINE VIDEO

***Harvard Business Review* articles are subscription based or accessible via hbsp.harvard.edu as examination copy.

CHAPTER OVERVIEW

2.1 Personal Values

You may already have a good understanding of your personal values and the role they play in your life. In an organization, personal values contribute to workplace attitudes and behavior. So it's important to understand how the full range of potential human values affects our attitudes and behavior at work. Then you can use this knowledge to influence outcomes in the Organizing Framework for Understanding and Applying OB.

2.2 Personal Attitudes and Their Impact on Behavior and Outcomes

Closely related to values are personal attitudes, which also operate as an input in the Organizing Framework for Understanding and Applying OB. (In contrast, *workplace* attitudes are defined as outcomes in the framework.) Personal attitudes have three components—affective, cognitive, and behavioral. Knowing these components helps us understand how and when personal attitudes affect behavior. Have you ever been stopped short by something that didn't seem to make sense? When personal attitudes collide with reality, the result is cognitive dissonance. From an OB perspective, your personal attitudes affect your behavior via your intentions.

2.3 Key Workplace Attitudes

Of the many workplace attitudes we might see as outcomes in the Organizing Framework for Understanding and Applying OB, researchers have identified a small number that are especially potent. These *key* attitudes allow you to track a limited number of workplace attitudes to gauge how the organization is doing. When you try to make sense of the workplace on either side of a manager's desk, these are the important attitudes to follow.

2.4 The Causes of Job Satisfaction

Job satisfaction is the most frequently studied outcome in the Organizing Framework. To help you understand it better, this section provides you with the five major models of job satisfaction. These models can help you manage others and yourself, leading to an increased sense of satisfaction at work or school for you and others.

2.5 Major Correlates and Consequences of Job Satisfaction

The documented relationship between job satisfaction and other positive organizational outcomes is good news. It means that employers have economic reasons for fostering job satisfaction to improve results. You're about to learn four key attitudinal and behavioral outcomes and two organizational-level outcomes associated with this relationship.

2.6 Making the Connection: How Do Values and Attitudes Affect Work-Related Outcomes?

Personal values, attitudes, and intentions play a significant role in affecting individual and organizational outcomes at work. Here are some key points to consider.

CLASSROOM OUTLINE

Winning at Work: Creating Your Own Sense of Engagement

Managers have a number of tools at their disposal to help foster engagement at work, like maintaining supportive relationships with employees and reducing factors that can create stress and frustration. The good news for those starting out in their careers, however, is that whether your manager uses these tools or not, you can foster your own sense of engagement no matter what kind of work you do. This Winning at Work provides 10 ways to be sure you are bringing your best and most deeply engaged self to the job each day

Possible Topics for Discussion:

- Have you had a job that really got you engaged? What job was it and why? If nobody in class has held a job, you can ask about a university activity that may have gotten them engaged.

- Is there a particular step from the box that resonates with you? Which and why?

2.1 Personal Values

POWERPOINT SLIDES:

Slide # 3 Your Personal Values Are . . .
Slide #4 Figure 2.2 Schwartz's Value Theory
Slide #5 Implications of Schwartz's Value Theory
Slide #6 What Do We Know About Values?

Section 2.1 introduces students to how values affect workplace attitudes and behaviors. The two bi-polar dimensions and the 10 values from Schwartz's value theory are described.

One way to begin your coverage of these topics is to have the students watch the *CBS This Morning* video "REI CEO on why Company is Closing Stores on Black Friday." In this 4-minute video, the CEO of the outdoor retailer REI, Jerry Stritzke, discusses why the company will have its doors locked and its website blocked on one of the biggest shopping days of the year. For a supplemental activity, have the students analyze the advantages and disadvantages of this plan and critique if the action will be compatible with the core values of REI employees.

ONLINE VIDEO

Possible Topics for Discussion:

- Assume that you are a manager and two of your employees have nearly opposite values under the Schwartz framework. What can you do to minimize conflict between your employees?

- Assume you will be looking for a new job after graduation. What actions can you take to ensure that your values will be compatible with your new employer?

- Why is it important for managers to consider their employees' values?

Section 2.1 Key Concepts:

VALUES

- **Values:** abstract ideals that guide one's thinking and behavior across all situations.

- Values stem from our parents' values, our experiences in childhood and throughout life, and our religious or spiritual beliefs.

- Values are relatively stable and can influence behavior outside our awareness.

- Understanding values can help you to self-manage and help you be more effective at influencing others' attitudes and behaviors.

Connect® Activity

CASE ANALYSIS: Herman Miller's Sustainable Vision

Summary of Activity:

This case analysis describes the vision of major office furniture, equipment, and home furnishings manufacturer Herman Miller. Students are able to respond to multiple choice questions after the analysis.

Follow-Up Activity:

Instructor should divide students into small groups. Groups should discuss and develop safeguards to foster a diverse range of personal and company values. Examples and concepts may be drawn from the Herman Miller case study. Key terms should be utilized with fundamental concepts and linkages. Group discussions should be shared with the class.

SCHWARTZ'S VALUE THEORY

- Shalom Schwartz categorized values into two opposing or bipolar dimensions, as outlined in Table 2.1.

  o The first dimension ranges from concern for the welfare of others (i.e., self-transcendence) to pursuit of one's own interests (i.e., self-enhancement).

  o The second dimension ranges from self-directed independence (i.e., openness to change) to conformity (i.e., conservation).

- Schwartz stressed that it is the relative importance we give to these two dimensions of opposing values that drives our behavior.
- As indicated in Figure 2.2, Schwartz proposed that 10 broad values guide behavior including:
  - o Power: social status and prestige, control or dominance over people and resources.
  - o Achievement: personal success through demonstrating competence according to social standards.
  - o Hedonism: pleasure and sensuous gratification for oneself.
  - o Stimulation: excitement, novelty, and challenge in life.
  - o Self-direction: independent thought and action choosing, creating, exploring.
  - o Universalism: understanding, appreciation, tolerance, and protection of the welfare of all people and of nature.
  - o Benevolence: preservation and enhancement of the welfare of people with whom one is in frequent personal contact.
  - o Tradition: respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provides the self.
  - o Conformity: restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.
  - o Security: safety, harmony, and stability of society, of relationships, and of self.

Connect® Activity

SEQUENCING: Schwartz's Value Theory

Summary of Activity:

This sequencing activity allows the students to match employee motives with appropriate values.

- Figure 2.2 organizes values by showing their compatibility: adjacent values are compatible, whereas values that are further apart are less compatible.
- Managers can better supervise workers by using Schwartz's model to understand their values and motivation.
  - o Managers can reduce the chances of employees experiencing conflict between their values and their work assignments.

- o Managers can reduce employee turnover by trying to reduce the gap between an employee's values and the values that support the organization's culture.
- Schwartz's model can also help you determine whether your values are consistent with your goals and whether you are spending your time in a meaningful way.

SELF-ASSESSMENT 2.1

What Are My Core Values?

This 20-question self-assessment assesses students' values that are important as guiding principles in their lives. Questions on power, equality, and spirituality are presented.

Click here for activity.

THE DYNAMICS OF VALUES

- Values are relatively stable across time and situations.
- Positive employee attitudes and motivation are greatest when the work environment is consistent with employee values.
- Values tend to vary across generations because they are influenced by events occurring during childhood (e.g., Vietnam War versus September 11).

2.2 Personal Attitudes and Their Impact on Behavior and Outcomes

POWERPOINT SLIDES:

Slide # 8 Personal Attitudes
Slide #9 When Attitudes and Reality Collide
Slide #10 Our Personal Attitudes Affect Behavior via Our Intentions

Section 2.2 describes personal attitudes and examines the connection between personal attitudes and behavior. Attitudes have affective, cognitive, and behavioral components and affect behavior through intentions.

One way to begin your coverage of these topics is to have the students read the *Harvard Business Review* article "Why Diversity Programs Fail." This article describes why some of the traditional techniques used to foster diversity at companies often fail and recommends other tactics which might be more successful in changing attitudes about diversity. For a supplemental activity, have the students discuss why traditional approaches to diversity often fail and have them provide specific recommendations on how to improve diversity initiatives.

ONLINE ARTICLE

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Possible Topics for Discussion:

- Discuss why attitudes are an important element in the Organizing Framework.

- Assume one of the employees who you manage is frequently late for work. How could you use the principles of Ajzen's theory of planned behavior to get the employee to arrive on time to work?

- Of the three components of attitudes, that is affective, cognitive, and behavioral, which do you think is the most difficult to change? Defend your point of view.

Section 2.2 Key Concepts:

PERSONAL ATTITUDES

- Personal values represent global beliefs that influence behavior across all situations, while personal attitudes relate only to behavior directed toward specific objects, persons, or situations.

- Personal attitudes affect behavior via intentions.

- **Attitudes:** our feelings or opinions about people, places, and objects, and range from positive to negative.

- **Workplace attitudes:** an outcome of various OB-related processes, such as leadership.

- Managers conduct attitude surveys to monitor workplace attitudes like job satisfaction and employee engagement, and to determine the causes of employee turnover.

> **Interactive Classroom Material:**
>
> **OB IN ACTION: Hospitality Industry Uses Attitude Surveys to Target Causes of Turnover**
>
> This OB in Action profiles how the hospitality industry is using surveys to identify the causes of employee dissatisfaction and turnover and perhaps discover why there is a shortage of good cooks.
>
> Click here for activity.

COMPONENTS OF ATTITUDES

- **Affective component:** the feelings or emotions one has about a given object or situation (i.e., I feel).

- **Cognitive component:** the beliefs or ideas one has about an object or situation (i.e., I believe).

- **Behavioral component:** how one intends or expects to act toward someone or something (i.e., I intend).

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COGNITIVE DISSONANCE

- **Cognitive dissonance:** the psychological discomfort a person experiences when simultaneously holding two or more conflicting cognitions (ideas, beliefs, values, or emotions).

- People are motivated to maintain consistency among their attitudes and beliefs and will seek to reduce cognitive dissonance, or psychological tension, through:
  - o Changing their attitude or behavior, or both.
  - o Belittling the importance of the inconsistent behavior.
  - o Finding consonant elements that outweigh the dissonant ones.

ATTITUDES AFFECT BEHAVIOR VIA INTENTIONS

- Ajzen developed a model that focuses on intentions as the key link between attitudes and planned behavior.

- Figure 2.3 shows three separate but interacting determinants of one's intention to exhibit a specific behavior:
  - o Attitude toward the behavior is the degree to which a person has a favorable or unfavorable evaluation of the behavior in question.
  - o Subjective norm is a social factor representing the perceived social pressure for or against the behavior.
  - o Perceived behavioral control is the perceived ease or difficulty of performing the behavior.

- Managers may be able to influence behavioral change by doing or saying things that affect these determinants of employees' intentions to exhibit a specific behavior.

Interactive Classroom Material:

PROBLEM-SOLVING APPLICATION: McDonald's Workers Protest Sexual Harassment: What Should Management Do?

This Problem-Solving Application outlines sexual harassment issues at McDonald's, which have led to protests and lawsuits.

Click here for activity.

2.3 Key Workplace Attitudes

POWERPOINT SLIDES:

Slide # 12 Key Workplace Attitudes
Slides #13 and #14. Organizational Commitment
Slide #15 What Is Employee Engagement?
Slide #16 What Contributes to Employee Engagement?
Slide #17 Employee Engagement
Slides #18 and #19 Perceived Organizational Support

Section 2.3 introduces students to the work-related attitudes of organizational commitment, employee engagement, and perceived organizational support (POS). Organizational commitment is the extent to which an individual identifies with an organization and commits to its goals. Employee engagement is the harnessing of organization members' selves to their work roles. Perceived organizational support (POS) is the extent to which employees believe their organization values their contributions and genuinely cares about their well-being.

One way to begin your discussion of these topics is to present content from the research report "2017 Employee Job Satisfaction and Engagement: Revitalizing a Changing Workforce" published by the Society for Human Resource Management. The study assesses 43 aspects of employee job satisfaction and 37 aspects of employee engagement. These aspects are categorized into the following eight areas: career development, relationships with management, compensation and benefits, work environment, engagement opinions, engagement behaviors, and conditions for engagement. For a supplemental activity, you could have the students evaluate the extent they would agree with the top five employee engagement opinions and behaviors from the SHRM report with respect to their current or most recent employment. Have the students discuss the implications if they don't strongly agree with the following statements:

1. I am confident I can meet my work goals.

2. I am determined to accomplish my work goals.

3. I have a clear understanding of my organization's vision/mission.

4. I am highly motivated by my work goals.

5. While at work, I'm almost always completely focused on my work projects.

Possible Topics for Discussion:

- Describe your view of your psychological contract with your academic institution. Do you feel this psychological contract is being met? Explain your point of view.

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- Thinking of your current or most recent position, are you or were you engaged with your work? If so, discuss what contributed to your employee engagement. If not, explain why you lacked engagement.

- Describe the perceived organizational support you feel about your academic institutions and what your school could do to foster perceived organizational support.

Section 2.3 Key Concepts:

ORGANIZATIONAL COMMITMENT

- **Organizational commitment**: the extent to which an individual identifies with an organization and commits to its goals.

- Committed individuals are likely to continue their employment with the organization and will have greater motivation toward pursuing organizational goals and decisions.

- Personal values, personality, leader behavior, organizational culture, meaningfulness, and organizational climate can drive organizational commitment.

- Commitment depends on the quality of an employee's psychological contracts.

  o **Psychological contracts:** an individual's perception about the terms and conditions of a reciprocal exchange between him- or herself and another party.

  o In a work environment, the psychological contract represents an employee's beliefs about what he or she is entitled to receive in return for what he or she provides to the organization.

- Best practices for how managers can increase employees' commitment are to:

  o Hire people whose personal values align with the values of the organization.

  o Make sure that management does not breach its psychological contracts.

  o Treat employees fairly and foster trust between managers and employees.

- **Flextime:** giving employees flexible work hours that allow people to come and go at different times, as long as they work a set number of hours.

EMPLOYEE ENGAGEMENT

- **Employee engagement:** the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance.

- The four feelings of employee engagement are urgency, focus, intensity, and enthusiasm.

- Personal factors that contribute to employee engagement include personality, positive psychological capital, and human and social capital.

- Environmental characteristics that contribute to employee engagement include job characteristics, leadership, organizational climate, and stressors.

- Organizations can increase engagement by measuring, tracking, and responding to surveys of employee engagement and by making sure the inputs in the Organizing Framework are positively oriented.

Connect® Activity

CLICK AND DRAG: Employee Engagement: Factors and Outcomes

Summary of Activity:

This sequencing activity allows the students to match employee engagement factors with appropriate personal or contextual factors.

SELF-ASSESSMENT 2.2

To What Extent Are You Engaged in Your Studies?

This nine-question self-assessment determines the extent to which students feel engaged in their studies. Questions on feeling like going to class, enthusiasm, and immersion in studies are presented.

Click here for activity.

Interactive Classroom Material:

OB IN ACTION: Companies Foster Employee Engagement in Different Ways

This OB in Action profiles the ways three organizations, Freese and Nichols, T-Mobile, and Levi Strauss, foster employee engagement.

Click here for activity.

PERCEIVED ORGANIZATIONAL SUPPORT

- **Perceived organizational support (POS):** the extent to which employees believe their organization values their contributions and genuinely cares about their well-being.

- Perceptions of support can either be positive or negative.

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- People are willing to work hard and commit to their organizations when they believe that the company truly cares about their best interests.

- We are motivated by the norm of reciprocity, which obliges us to return the favorable treatment when someone treats us well.

- The outcomes associated with POS include employee engagement, organizational commitment, job satisfaction, organizational citizenship behavior, greater trust, innovation, and lower tendency to quit.

- Managers can foster POS by treating employees fairly, avoiding political behavior, providing job security, empowering employees, reducing stressors in the work environment, eliminating abusive supervision, and fulfilling the psychological contract.

2.4 The Causes of Job Satisfaction

POWERPOINT SLIDES:

Slide #21 Job Satisfaction Is . . .
Slide #22 Models Job Satisfaction

Section 2.4 introduces students to five predominant models of job satisfaction. These models include need fulfillment, met expectations, value attainment, equity, and dispositional/genetic components.

One way to begin your discussion of job satisfaction is to have the students read the *Fortune* online article "5 Jobs That Make Workers Unusually Happy." This article profiles the results of research by CareerBliss that evaluates the key factors that affect an employee's work happiness. For a supplemental activity, you can have the students discuss how the models of job satisfaction can explain the level of happiness for these jobs.

ONLINE ARTICLE

Possible Topics for Discussion:

- Discuss why job satisfaction is the most frequently studied outcome in the Organizing Framework.

- Thinking about either your current position or a previous job, describe the factors that contributed most significantly to your job satisfaction or dissatisfaction.

- Describe a time when your job (either current or past) failed to meet your expectations. How did you address the situation?

Section 2.4 Key Concepts:

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JOB SATISFACTION

- Job satisfaction is the most frequently studied outcome in the Organizing Framework.

- **Job satisfaction:** an affective or emotional response toward various facets of one's job.

- Job satisfaction is not a monolithic concept, as a person can be relatively satisfied with one aspect of his or her job and dissatisfied with one or more other aspects.

SELF-ASSESSMENT 2.3

How Satisfied Are You with Your Present Job?

This nine-question self-assessment assesses students' satisfaction with their current or former jobs. Questions on recognition, pay, and relationships are presented.

Click here for activity.

- Managers and organizations measure job satisfaction either by using a single overall rating or by assessing satisfaction along a series of facets.

Connect® Activity

CLICK AND DRAG: Causes of Job Satisfaction

Summary of Activity:

This click and drag activity allows students to match associated aspects of job satisfaction to the appropriate areas of the model.

- Table 2.4 includes five models of job satisfaction.

NEED FULFILLMENT

- Need fulfillment model proposes that satisfaction is determined by the extent to which the characteristics of a job allow an individual to fulfill her or his needs.

- **Needs:** physiological or psychological deficiencies that arouse behavior.

- Research by the Society for Human Resource Management found that aspects of jobs that were very important to job satisfaction were respectful treatment of all employees, trust between employees and senior management, benefits, compensation, and job security.

- It is generally accepted that need fulfillment is correlated with job satisfaction.

MET EXPECTATIONS

- Met expectations model proposes that job satisfaction is fostered when employers meet the expectations of employees about what they will receive from the job.

- **Met expectations:** the difference between what an individual expects to receive from a job, such as good pay and promotional opportunities, and what she or he actually receives.

- When expectations are greater than what is received, a person will be dissatisfied, while an individual will be satisfied when he or she attains outcomes above and beyond expectations.

- Research supports the conclusion that met expectations are significantly related to job satisfaction.

VALUE ATTAINMENT

- Value attainment model proposes that job satisfaction is fostered when jobs and rewards are structured to match employee values.

- **Value attainment:** satisfaction results from the perception that a job allows for fulfillment of an individual's important values.

- Research consistently supports the prediction that value fulfillment relates positively to job satisfaction.

- Managers can thus enhance employee satisfaction by structuring the work environment and its associated rewards and recognition to reinforce employees' values.

EQUITY

- Equity model proposes that job satisfaction is a function of how "fairly" an individual is treated at work.

- Satisfaction results from one's perception that work outcomes, relative to inputs, compare favorably with a significant other's outcomes/inputs.

- Managers are encouraged to monitor employees' fairness perceptions and to interact with employees in such a way that they feel equitably treated.

DISPOSITIONAL/GENETIC COMPONENTS

- This model is based on the belief that job satisfaction is partly a function of both personal traits and genetic factors.

- Stable individual differences may be just as important in explaining job satisfaction as are characteristics of the work environment.

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- Researchers estimate that 30 percent of an individual's job satisfaction is associated with dispositional and genetic components.

TELECOMMUTING

- **Telecommuting:** employees are allowed to do all or some of their work from home, using advanced telecommunications technology and Internet tools to send work electronically from home to the office, and vice versa.

- Telecommuting allows people to balance their work and family lives.

- Studies confirm telecommuting enhances productivity and retention, and decreases absenteeism.

Interactive Classroom Material:

APPLYING OB: Best Practices for Implementing Telecommuting

In this Applying OB, five best practices for telecommunication are presented.

Click here for activity.

2.5 Major Correlates and Consequences of Job Satisfaction

POWERPOINT SLIDES:

Slide #24 Outcomes Linked with Job Satisfaction
Slide #25 Job Satisfaction and Job Performance
Slide #26 Job Satisfaction and Organizational Citizenship Behaviors
Slide #27 OCB's are linked to many benefits
Slide #28 Job Satisfaction and Counterproductive Behavior
Slide #29 Job Satisfaction and Turnover

Section 2.5 describes the major correlates and consequences of job satisfaction. This includes four attitudinal outcomes, four behavioral outcomes, and two organizational level outcomes.

One way to begin your discussion of job satisfaction is to have the students read the *Wall Street Journal article* "Job Satisfaction Hits a 10-Year High." This article and its corresponding six-minute podcast present the results of a new report that found that just under half of U.S. workers said they felt satisfied with their jobs last year. For a supplemental activity, have the students discuss what the research shows that organizations should be doing to increase employee job satisfaction.

ONLINE ARTICLE

Possible Topics for Discussion:

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- Remember a time when you no longer enjoyed your job and when you had low levels of job satisfaction. Discuss the attitudes (i.e., feelings and opinions about people, places, and objects) that you displayed.

- When you were experiencing this job dissatisfaction, how did your behaviors change as a result of this job dissatisfaction?

- Discuss examples of counterproductive work behavior that you have either engaged in or observed at the workplace.

Section 2.5 Key Concepts:

ATTITUDINAL OUTCOMES OF JOB SATISFACTION

- Motivation

  o Employee motivation represents a psychological process that arouses our interest in doing something, and it directs and guides our behavior.

  o Employee motivation positively correlates to job satisfaction.

  o Managers can potentially enhance employees' motivation through various approaches to increase job satisfaction.

- Job Involvement

  o **Job involvement:** the extent to which an individual is personally involved with his or her work role.

  o Job involvement is moderately related to job satisfaction.

- Withdrawal Cognitions

  o **Withdrawal cognitions:** an individual's overall thoughts and feelings about quitting.

  o Job dissatisfaction is believed to be one of the most significant contributors to thoughts of quitting.

  o Managers can indirectly help to reduce employee turnover by enhancing employee job satisfaction.

- Perceived Stress

  o Stress can have very negative effects on organizational behavior and an individual's health.

  o Stress is positively related to absenteeism, turnover, coronary heart disease, and viral infections.

o Perceived stress has a strong, negative relationship with job satisfaction.

Interactive Classroom Material:

PROBLEM-SOLVING APPLICATION: What to Do, or Not to Do, about Sexual Harassment

In this Problem-Solving Application, students apply the 3-Step Problem-Solving Approach to the issues facing Netflix due to its new sexual harassment policy.

Click here for activity.

BEHAVIORAL OUTCOMES OF JOB SATISFACTION

- Job Performance

    o Dominant beliefs are that either job satisfaction causes performance or performance causes job satisfaction.

    o The relationship between job satisfaction and performance is much more complex than originally thought, as both variables indirectly influence each other through a host of person factors and environmental characteristics.

    o Job satisfaction and performance are moderately related, and therefore managers should attempt to increase job satisfaction to increase employees' job performance.

- Organizational Citizenship Behavior (OCB)

    o **Organizational citizenship behavior (OCB):** individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization.

    o OCBs are voluntary and help work groups and the organization to effectively achieve goals.

    o OCBs have a moderately positive correlation with job satisfaction.

- Counterproductive Work Behavior (CWB)

    o **Counterproductive work behavior (CWB):** behavior that harms other employees, the organization as a whole, or organizational stakeholders such as customers and shareholders.

    o Examples of CWBs include bullying, theft, gossiping, backstabbing, drug and alcohol abuse, destroying organizational property, violence, purposely doing bad or incorrect work, surfing the Internet for personal use, excessive socializing, tardiness, sabotage, and sexual harassment.

- o CWB has a strong, negative relationship with job satisfaction.
- Turnover
    - o Turnover can be beneficial when it involves a low-performing employee, but losing a good employee is bad because the organization loses valuable knowledge and experience and it can be costly.
    - o Job satisfaction has a moderately strong, negative relationship with turnover.
    - o Managers can reduce voluntary turnover if they hire people who "fit" within the organization's culture, spend time fostering employee engagement, hire selectively, provide effective onboarding, and recognize and reward high performers.

Interactive Classroom Material:

APPLYING OB: Using Job Satisfaction to Reduce Employee Turnover

This Applying OB highlights five suggestions for reducing employee turnover.

Click for activity.

ORGANIZATIONAL LEVEL OUTCOMES OF JOB SATISFACTION

- Accounting/Financial Performance
    - o The aggregate level of employee job satisfaction is positively associated with a company's accounting/financial performance, but the association is lower than with job satisfaction and customer-oriented outcomes.
    - o This is because there are many other factors besides job satisfaction that impact accounting/financial performance.
- Customer Service
    - o The spillover effect occurs when attitudes in one part of our lives spill over to another.
    - o This spillover effect can result in satisfied employees providing higher-quality service to customers.
    - o Research supports a positive association between job satisfaction and customer satisfaction.

Connect® Activity

CLICK AND DRAG: The Outcomes Associated with Job Satisfaction

Summary of Activity:

This click and drag activity allows students to first match various outcomes associated with job satisfaction with particular attitudes and behaviors. Then students can read descriptions of employees and match them with the correct outcomes.

2.6 Making the Connection: How Do Values and Attitudes Affect Work-Related Outcomes?

POWERPOINT SLIDES:

Slide #31 Values and Attitudes: Putting It All in Context

Section 2.6 provides five key takeaways for students and five key takeaways for managers.

One way to begin your discussion of job satisfaction is to have the students read the *Balanced Careers* article "Top 10 Work Values Employers Look For." This article presents 10 work values that employers are looking for in job candidates. For a supplemental activity, have the students break into 10 groups and each further discuss the implications of each value discussed in the article. Groups can also be asked to present to the class.

ONLINE
ARTICLE

Possible Topics for Discussion:

- Remember a time when you no longer enjoyed your job and when you had low levels of job satisfaction. Discuss the attitudes (i.e., feelings and opinions about people, places, and objects) that you displayed.

- When you were experiencing this job dissatisfaction, how did your behaviors change as a result of this job dissatisfaction?

- Discuss examples of counterproductive work behavior that you have either engaged in or observed at the workplace.

Section 2.6 Key Concepts:

Students can turn this chapter's lessons into positive change in their personal and professional lives.

FIVE STUDENT TAKEAWAYS

1. Identify your core values.
2. Realize the power of your beliefs and intentions.
3. Engagement is partly a choice on your part, and it all starts with doing meaningful work.
4. If your manager or organization is not providing support, consider moving on.
5. Before quitting a job, consider doing a cost–benefit analysis.

FIVE MANAGER TAKEAWAYS

1. Hire people whose values match the values that underlie the organization's culture.
2. Influence employees' behavior by reinforcing appropriate beliefs.
3. Employee commitment is strongly associated with emotional connections at work.
4. Employees won't be engaged if you display negative emotions.
5. There is a trend for employees to quit less than one year on the job.

PROBLEM-SOLVING APPLICATION CASE (PSAC): Walmart's Values Come Under Scrutiny

Apply the 3-Step Problem-Solving Approach to OB

This problem-solving application case discusses the challenges Yahoo! and its CEO Marissa Mayer are facing. Yahoo! faces low employee job satisfaction and turnover issues stemming from some poor decision making at the highest levels of management. The case profiles CEO Marissa Mayer's attempts to improve the situation at Yahoo!, but also points out that the organization may need to move in a new direction.

Step 1: Define the problem.

Student answers may vary, but Yahoo!'s accounting/financial performance is surely an issue, as is its problem with employee turnover. The organization made some poor strategic acquisitions, and this has contributed to the need for layoffs. Moreover, many employees are leaving Yahoo! for competitors. In the Organizing Framework, problems will most likely lie in the outcomes category.

Step 2: Identify causes of the problem.

The causes of the issues at Yahoo! include leadership behavior, the organizational climate, and stressors. Students may think of other causes of the problems Yahoo! is facing, but should relate these to the Organizing Framework inputs and/or processes.

Step 3: Make recommendations for solving the problem.

Student responses will vary. The case indicates strategic changes are needed at the top levels of management, and that CEO Mayer will need to implement a thorough turnaround plan in order to keep the organization afloat.

LEGAL/ETHICAL CHALLENGE

What Should Management Do About an Abusive Supervisor?

This challenge involves the behavior of Bernadine Pearce. Pearce was the supervisor of Michelle Ruppert, a clerk in the Office of the Tax Collector in the Borough of Point Pleasant, N.J. Pearce worked at the local government for about 40 years.

Ruppert filed a lawsuit claiming that her boss and the office allowed a hostile work environment to exist. She had worked at the office for about three years at the time of the suit.

The hostility allegedly began on Ruppert's first day at work. Upon arriving, Pearce showed her the "Wall of Shame." Placed conspicuously in the main office, it contained a funeral urn with the "ashes of problem employees." Ruppert noted that it resembled "the way Adolf Hitler treated the disabled and the Jews during the Holocaust," with "various name plates of the employees who were 'exterminated'" or fired by Pearce.

The lawsuit alleges that Pearce stated that "all personnel of her office should be 'perfect humans,' as she believed she was."

Media reports about the situation allege that "Pearce threw papers at Ruppert and called her a 'waste of a human being,' encouraged Pearce's daughter and co-worker to give Ruppert the middle finger and referred to Ruppert as a 'mess up' who should just 'quit her job.'"

Ruppert ultimately experienced stress and anxiety and took sick leave for medical and psychiatric treatment. When she returned to work, Ruppert alleges that Pearce relocated her desk so that she had to look at the Wall of Shame, which now contained her name along with the others.

ADDRESSING THE CHALLENGE

What would you do if you were the manager responsible for the entire office?

1. Settle the lawsuit and allow Bernadine Pearce to retire. While Pearce's behavior is bad, she did give the city 40 years of her life.

   Pearce's behavior should be dealt with as the policy of the Borough of Point Pleasant dictates no matter how long she has provided service to the city. If her behavior warrants a notation to be placed in her file, or worse, termination, it should be dealt with as any employee would be dealt with. Deviating from this would cause a feeling of inequity among employees. The lawsuit should most likely be settled, especially if there is first-hand evidence of Pearce's behavior.

2. According to what we learned about counterproductive behavior, I would settle the lawsuit and fire Pearce. Assuming the allegations are accurate, Pearce's behavior deserves to be punished.

   Again, the appropriate punishment should stem from the policies and procedures of the organization so they can be objectively appropriated. If terminating Pearce is the best course of action, based on the policy and procedures, then that should happen. However, if the policies and procedures call for this sort of behavior to be worked out with warnings and development/coaching, then that should be implemented. The lawsuit should most likely be settled.

3. Settle the lawsuit and then retire because you allowed this abusive situation to exist.

   This all depends on the knowledge that you had. If you did not know this was happening, you should not be forced into retirement. However, it seems there was a "wall" that was quite hostile. If this is the case, you should also be dealt with according to policies and procedures because you saw something and did not address it. Your fate may also be the same as Pearce's!

4. Fight the lawsuit. If nothing else, this may help you reduce the payment that will be awarded to Ruppert.
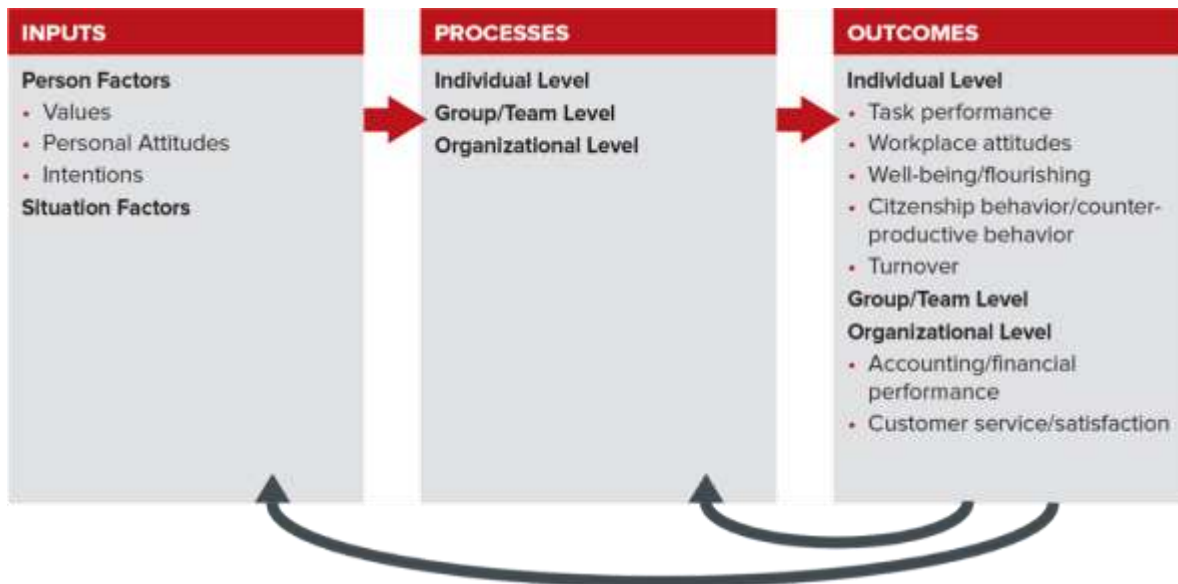
   Frivolous lawsuits should be fought, but if the lawsuit has merit there is no reason to waste money and time fighting it in court. You may also be forced to pay a lot more out to Ruppert if you lose. It would be best to settle this type of matter and end the pain and expense for all parties involved, especially the taxpayers of the city that may get stuck with the attorney bills.

5. Invent other options.

   Students may have other ideas, but they should be grounded in following policies and procedures and not basing their decisions on emotions and the heat of the moment.

REVISITING THE ORGANIZING FRAMEWORK: FIGURE 2.4

FIGURE 2.4 **Organizing Framework for Understanding and Applying OB**

INPUTS	PROCESSES	OUTCOMES
Person Factors	Individual Level	**Individual Level**
• Values	Group/Team Level	• Task performance
• Personal Attitudes	Organizational Level	• Workplace attitudes
• Intentions		• Well-being/flourishing
Situation Factors		• Citzenship behavior/counter-productive behavior
		• Turnover
		Group/Team Level
		Organizational Level
		• Accounting/financial performance
		• Customer service/satisfaction

This chapter focuses on how values and attitudes impact important outcomes in the Organizing Framework. To briefly review: these connections, values, and personal attitudes impact key factors on the individual-level and the organizational level of the Organizing Framework. Values are abstract ideals that guide one's thinking and behavior. The 10 broad values of Schwartz's value theory can have a profound impact on the type of tasks or jobs that a person prefers. Our values can thus impact our task performance and workplace attitudes. Personal attitudes represent our feelings or opinions about people, places, and objects. Our attitudes affect our behavior via intentions. Our attitudes toward a behavior, our subjective norms, and our perceived behavioral control influence our intentions, and thus our planned behavior. Individuals will experience cognitive dissonance if they have conflicting cognitions, ideas, beliefs, values, or emotions. Because people seek to avoid cognitive dissonance, it can cause people to change their attitudes or behavior or both.

Four critical workplace attitudes are organizational commitment, employee engagement, perceived organizational support, and job satisfaction. Individuals with higher levels of organizational commitment are less likely to quit the company and will display greater motivation for pursuing organizational goals. Individuals with higher levels of employee engagement will have better task performance and better well-being. Positive perceived organizational support is associated with more organizational citizenship behavior, greater task

performance, and lower turnover. Job satisfaction correlates with several attitudinal and behavioral outcomes. Specifically, job satisfaction is positively correlated with the attitudinal variables of motivation and job involvement and negatively correlated with withdrawal cognitions and perceived stress. It is also positively correlated with job performance and organizational citizenship behavior and negatively correlated with counterproductive work behavior and turnover.

There are five predominant models of job satisfaction. Managers can boost job satisfaction through need fulfillment and understanding and meeting employees' needs. Managers can meet the expectations of employees about what they will receive from the job. A third cause of job satisfaction is value attainment, which managers can foster by structuring a job and its rewards to match employee values. Managers should monitor employees' perceptions of fairness since perceptions of equity foster job satisfaction. Dispositional and genetic components can foster job satisfaction, and thus it is important to hire employees with an appropriate disposition, being mindful of any discriminatory results.

To apply the 3-Step Problem-Solving Approach to the content of this chapter, the first step is to define the problem. Low levels of task performance, negative work attitudes, poor well-being, counterproductive work behavior, and high levels of turnover are all individual-level outcomes that indicate a problem. There can also be problems linked to financial performance or customer satisfaction. For Step 2, the chapter material provides great insights into the factors that can negatively impact these outcomes. For instance, if there is a poor fit between a person's values and the type of work that he performs, his workplace attitudes will be negatively impacted. Attitudes are an important factor to consider in Step 2 since they are predictors of likely behavior. If we want to change behavior, we need to consider intentions and how we might modify them by either changing attitudes toward the behavior, subjective norms, or perceived behavioral control. Step 3 is to generate effective recommendations based on OB concepts. The content in the chapter on what drives the key workplace attitudes of organizational commitment, employee engagement, perceived organizational support, and job satisfaction is particularly relevant. A key takeaway from this chapter is that these four workplace attitudes are linked to many important outcomes in the Organizing Framework, and managers must understand how they can be fostered.

APPLYING OB

APPLYING OB: Best Practices for Implementing Telecommuting

In this Applying OB, five best practices for telecommunication are presented.

Additional Activities:

One way to build on this Applying OB is to have the students read the *Business Journals* article "Dreaming of Working from Home? 5 Traits You'll Need." This article discusses what employees need to thrive in a remote work setting. Consider asking the following discussion questions:

Analyze the advantages and disadvantages of telecommuting, from the perspective of the employer and the employee.

How can managers determine if one of their workers would be a good candidate to telecommute? What traits or characteristics should managers consider when deciding who should telecommute?

Assuming you were able to telecommute for your position, what actions would you need to take to ensure that your productivity remains as high as if you worked in the office?

Click here to return.

APPLYING OB: Using Job Satisfaction to Reduce Employee Turnover

This Applying OB highlights five suggestions for reducing employee turnover.

Additional Activities:

One way that you could build on this Applying OB is to have the students watch the CNBC video "Wal-Mart Is Just in the First Inning." In the first segment of this 9-minute video, analyst Jim Cramer discusses the positive consequences of Walmart's decision to increase employee wages. Note that only the first five minutes of this video address the Walmart situation. Consider using the following discussion questions:

1. Using the Organizing Framework, describe how increasing employee wages impacted processes and outcomes at Walmart.

2. How can Walmart prove that higher wages are what is increasing its performance? What are the challenges in showing the relationship between wages and sales?

3. In addition to increasing wages, what other recommendation would you provide to Walmart on how to reduce employee turnover?

Click here to return.

OB IN ACTION

OB IN ACTION: Hospitality Industry Uses Attitude Surveys to Target Causes of Turnover

This OB in Action profiles how the hospitality industry is using surveys to identify the causes of employee dissatisfaction and turnover and perhaps discover why there is a shortage of good cooks.

YOUR THOUGHTS?

1. What are the pros and cons of using results from attitude surveys to create organizational changes?

Student responses will vary here. Attitude surveys can help predict likely behavior and are a good source of information. They also provide insight into employee job satisfaction and turnover. However, attitude surveys can also be misleading; so it is important to take their results with a grain of salt.

2. Do you think the changes described above will reduce employee turnover for cooks? Explain.

Being able to understand why cooks are not happy will allow for processes to be put in place that will address those negative issues and possibly reduce turnover. Overall, addressing the needs of cooks will surely be a positive.

Additional Activities:

One way to supplement the material in this OB in Action is to have the students read the *Wall Street Journal* article "How Do Employees Really Feel About Their Companies?" The article profiles how companies are turning to sentiment-analysis software to identify issues before employees leave. Sentiment-analysis software allows companies to interpret subjective information in employees' comments. Consider using the following discussion questions:

ONLINE ARTICLE

1. Discuss the advantages and disadvantages of using sentiment-analysis software to analyze comments on employee surveys.

2. Should companies be allowed to use sentiment-analysis software to analyze work-related employee e-mails to determine who is at risk of quitting? What about comments on an employee's social media accounts? Defend your point of view.

3. Discuss the advantages and disadvantages of using open-ended questions on employee surveys.

Click here to return.

OB IN ACTION: Companies Foster Employee Engagement in Different Ways

This OB in Action profiles the ways three organizations, Freese and Nichols, T-Mobile, and Levi Strauss, foster employee engagement.

YOUR THOUGHTS?

1. What do you think about these approaches to engagement?

Student responses will vary; however, they should include the focus of each organization listed in the box.

2. Which company approach would be most effective for you as an employee? Explain.

Student responses will vary based on personal opinions. Nevertheless, students should provide rationale on why they chose a particular method of engagement.

Additional Activities:

One way to supplement the material in this OB in Action is to have the students read the *Fortune* online article "How Duke Energy Is Passing the Torch to Young Employees." The article profiles actions taken by the firm to address the fact that 46 percent of its current nuclear energy employees would be eligible to retire within five years. Consider using the following discussion questions:

1. Discuss why Duke Energy's mentoring program is likely to foster positive workplace attitudes, using specific OB concepts to support your answer.

2. One of the least popular development activities at Duke Energy was the "being thrown into the fire" approach. Use specific OB concepts to explain why this approach likely is not effective.

3. Provide recommendations for how Duke Energy could use its knowledge-transfer program to make it more likely to foster positive workplace attitudes for both younger and older workers.

Click here to return.

ONLINE ARTICLE

PROBLEM-SOLVING APPLICATIONS

PROBLEM-SOLVING APPLICATION: McDonald's Workers Protest Sexual Harassment: What Should Management Do?

This Problem-Solving Application outlines sexual harassment issues at McDonald's, which have led to protests and lawsuits.

Your Call:

Step 1: What is the problem in this example?

Employees are protesting and filing lawsuits against McDonald's. The company's image is also being hurt.

Step 2: What are the causes of the problem?

Issues with workplace attitudes are the main problem.

Step 3: What would you do to correct this situation?

Student responses will differ, but should focus on changing the workplace attitudes at McDonald's. It is important to focus on the causes, which should be related to inputs and processes in the Organizing Framework.

Additional Activities:

One way to build on this Problem-Solving Application is to have students watch a video on Southwest Airlines, another organization facing legal trouble: "Southwest Airlines Pilots File Suit against City of Chicago." This 2-minute video from a local Fox channel profiles a controversial billboard that Southwest Airlines pilots displayed at the Midway airport in Chicago. Consider using the following discussion questions:

ONLINE VIDEO

1. Discuss your values toward the collective bargaining process and how companies and unions deal with bargaining disputes.

2. Given these values, what are your attitudes toward the controversial billboard?

3. Assume you are a pilot for Southwest airlines and you really love your job and helping customers get safely to their destinations. The union has just decided to strike. You genuinely believe you deserve a substantial pay raise but yet also don't want to negatively impact anyone else's travel plans. How would you deal with the cognitive dissonance you would feel about going out on strike?

Click here to return.

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PROBLEM-SOLVING APPLICATION: What to Do, or Not to Do, about Sexual Harassment

In this Problem-Solving Application, students apply the 3-Step Problem-Solving Approach to the issues facing Netflix due to its new sexual harassment policy.

Your Call:

Step 1: What is the problem in this case?

The problem in this case is a loss of job satisfaction in the workplace, caused by Netflix's sexual harassment policy.

Step 2: Identify the OB concepts or theories that help explain the situation Netflix faced and its reaction.

Student answers will vary, but should look at the three-step problem-solving approach and understand what inputs and processes may have been an issue. For example, Netflix's sexual harassment procedures are most likely a cause of the problem.

Step 3: What would you do if you were Stuart? What would you do as a manager of the restaurant?

Students' will vary, but should focus on changing the sexual harassment workplace policy.

Additional Activities:

Sexual harassment isn't the only problem in the workplace. There are also issues with workplace bullying. One way to build on this Problem-Solving Application is to have the students watch the 6-minute *WGN* video "Signs of Workplace Bullying & Ways to Prevent It." These video highlights how bullying is an issue that managers should not ignore. Consider using the following discussion questions:

ONLINE VIDEO

1. Discuss how you as a manager could make the business case that preventing bullying is something that your company should prioritize.

2. Describe best practices of bullying prevention that companies should implement.

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SELF-ASSESSMENTS

SELF-ASSESSMENT 2.1

What Are My Core Values?

This Self-Assessment encourages students to reflect on how they subscribe to each of Schwartz's 10 values.

Questions:

1. Rank the values from high to low; do you agree with the rank order?

Responses will vary based on students' scores.

2. What are your top five values? Which of these do you think has the greatest impact on your personal goals?

Responses will vary based on students' scores. Students may believe that their self-direction through independent thought and action may drive their personal goals. They may believe that their need for power impacts their goals given their need for social status. Students' needs for security may cause them to set and focus on more secure goals. Alternatively, students with high scores for benevolence may believe that their goals can only be achieved if others achieve their goals as well.

3. Do you think that you may want to focus more on any of the five lowest-rated values as you graduate from school and pursue a career? Explain.

Responses will vary. Students may believe that they will become more conservative as they graduate from school, pursue a career, get married, start a family, etc. In contrast, they may believe that they will place more emphasis on openness to change as they begin the exciting and varied life of a young professional. They may believe that they will place more emphasis on self-enhancement after graduation, with the ability to demonstrate personal success and competence in their professional field. Alternatively, they may believe they will place more emphasis on self-transcendence since their increased income may allow them to place less focus on their own needs.

Supplemental Activities:

The class should be split into four groups based on their value dimensions scores. Students with the highest value dimension scores should be placed in a group together.

Each group discuss how the value at hand may impact their preferred jobs, leadership style and approach to teamwork.

1. Were they particularly successful in what they do based on their value dimensions?

2. Are there value dimensions that they need to work on, and how?

The instructor can then reveal the groups' value dimensions and spur class discussion.

The class can discuss particular examples of how these values impact the workplace.

Students should discuss how being particularly strong in a value can also be problematic.

[Click here to return.](#)

Self-Assessment 2.2

To What Extent Are You Engaged in Your Studies?

This Self-Assessment encourages students to reflect on their level of engagement for their studies so they can improve their performance in the classroom.

Questions:

1. Is your level of engagement what you expected?

Responses will vary.

2. How might you increase your level of engagement?

Student engagement can be influenced by person factors, environmental characteristics or organizational-level factors. On the person level, students may comment on their need to increase their conscientiousness and/or strive for a more proactive personality. For environmental characteristics, students may comment that they prefer classes where they are able to use a variety of their skills and they receive effective feedback about their performance. Students may note that more charismatic professors or ones with whom they have developed better relationships may increase their engagement. Students may realize that the number of stressors they face in their personal and professional activities may be impacting their level of engagement.

3. To what extent do your professors influence your level of engagement? How might they foster more engagement from you?

A professor's approach to the class is an environmental characteristic that can influence student engagement. How the course is structured, the types of assignments used, and how performance is evaluated and rewarded can have a profound impact on student engagement. Students may comment on the need for varied assignments, engaging approaches for presenting the material, timely and accurate performance feedback, the "real world" applicability of the material they are learning, and other factors which may be student-specific.

Supplemental Activity:

The class should be split into small groups based on their engagement scores on the self-assessment.

The group should discuss examples of personal and organizational level factors that contribute to employee engagement.

Students can write examples on the board and the class can compare the examples with the groups' engagement scores.

Is there a relationship between the examples and the scores? What does the class think about pay as an organizational level factor?

[Click here to return]().

Self-Assessment 2.3

How Satisfied Are You with Your Present Job?

This Self-Assessment encourages students to reflect on their level of job satisfaction and ways to improve their current job situation.

Questions:

1. What is the relative satisfaction among the aspects of recognition, compensation, and supervision?

Responses will vary.

2. Which of these three aspects of satisfaction are most important to you? Explain.

Responses will vary.

3. What can you do to increase your level of satisfaction?

Students' action plans will vary. Students might focus on receiving more recognition by looking for recognition from places other than their supervisor. For instance, employees might seek out recognition from colleagues in other departments or from teammates. Students can focus on increasing satisfaction with pay by negotiating with their boss as to why their pay should be increased. As discussed later in the book, employees can seek to manage up and attempt to influence their supervisors' behavior. These tactics might help employees to increase their satisfaction with their supervisors.

Supplemental Activity:

The class should be split into groups of five to six based on their satisfaction with their current or past jobs.

The group can come up with examples of each model of job satisfaction and put on the board under columns for each model.

- Need fulfillment
- Met expectations
- Value attainment
- Equity

- Dispositional/genetic components

The class can then discuss as a group and identify differences between examples based on group job satisfaction.

[Click here to return](#).

GROUP EXERCISES

The Paper Airplane Contest

OBJECTIVES

1. To examine the role of attitudes in completing a group-based task.

2. To determine the impact of job satisfaction, job involvement, and engagement on task performance.

INTRODUCTION

In this chapter, we discussed the impact of an individual's values and attitudes on a variety of outcomes such as performance and turnover. We did not consider, however, that these same concepts apply in the context of working on a team project. The purpose of this exercise is to examine the role of abilities and attitudes in the completion of a team project to build a paper airplane. The quality of the team's work will be assessed by measuring three aspects of your team's plane: (1) how far it flies, (2) how far it flies with a payload, and (3) its design characteristics.

INSTRUCTIONS

Your instructor will divide the class into groups of three to six people and give each team one 8.5-by-11-inch sheet of blank paper and some adhesive tape. Each team should pick a team name and plan the type of plane to design and construct. Keep in mind the three criteria of quality noted above. Try not to make mistakes, because you will not be given more than one piece of paper to construct your plane. Before building it, decorate your plane as you see fit. Once all groups have completed their work, a contest will be held to choose the best overall plane in three rounds. In the first round, each team will launch its plane and the distance flown will be measured. The second round adds a payload—a paperclip—to the planes, which are flown again. Distance will be measured. The final round is a subjective evaluation by the entire class of the planes' designs. Each team's overall performance will be assessed and posted.

QUESTIONS FOR DISCUSSION

1. How did the group decide to design the plane?

   a. *Student responses will vary. Some teams may jump right into the design and testing stage by building a paper airplane based on their past experience and then see how it flies. Other teams may spend more time on the research phase and may attempt to*

discuss aerodynamic principles that will help planes perform better prior to building their first prototype plane. Other teams may place more emphasis on the design characteristics and will consider the aesthetics of how the plane will look.

2. Did the team consider each member's abilities when designing and flying the plane? Explain.

   a. Student responses will vary. Analytical reasoning and creative-thinking skills are likely linked to success on this exercise. Teams with individuals with effective time management and planning skills would likely perform better. The extent to which the teams considered their members' skills and abilities prior to beginning the task and distributing task responsibilities likely impacted each team's success.

3. Were all team members equally involved in the task and equally satisfied with the team's final product? Discuss why or why not.

   a. Student responses will vary. Individuals with a low need for achievement may not be motivated to perform well on the assignment, while those individuals with a high need for achievement might be disappointed if their plane is not deemed the winner. Similarly, those who value independence may not be motivated by a group project, but those who value harmony and group interactions may be motivated to perform.

4. What did you notice or infer about the attitudes of each group member based on how they approached the group exercise?

   a. Student responses will vary. Students may note that some of the team members displayed strong work ethics, positive attitudes, adaptability, and/or were motivated to learn. They may notice differences in the level of interest in collaboration and the extent to which their teammates were detail oriented.

5. How could the team have increased its members' job involvement, engagement, and task performance? Provide specific recommendations.

   a. Student responses will vary. Look for an understanding of the factors that foster positive workplace attitudes. Students should comment on the five predominate models of job satisfaction (i.e., need fulfillment, met expectations, value attainment, equity, and dispositional/genetic components) and how job satisfaction is correlated with specific attitudes and behaviors.

6. What values in the Schwartz model (discussed early in the chapter; see Figure 2.2) do you see as predicting successful participation in this group exercise?

   a. Student responses will vary. Students may believe that values linked to openness to change may foster creative thinking, which would contribute to successful

participation in the group exercise. Others may believe that an emphasis on self-enhancement and the need for achievement would be linked to successful participation. Others may argue that self-transcendence would be more important if they believed that a cohesive team was needed for effective task performance.

MANAGER'S HOT SEAT

Students may complete the "Bullying in the Workplace" Manager's Hot Seat exercises in Connect® for this chapter.

INTRODUCTION

This scenario explores the complexities of bullying in the workplace. Bullying is a serious form of workplace violence, though workplace bullies typically use words and actions on their victims. This case shows one example of bullying, while adding a second dimension of nepotism since the one bullying is the boss's sister.

LEARNING OBJECTIVES

1) To analyze approaches for handling a bully.
2) To recognize effective ways to deal with bullying.
3) To understand why threats are ineffective when trying to persuade.

SCENARIO DESCRIPTION

Overview

Susan Sheppard, Creative Design Manager at Word-of-Mouth Marketing Group, is consistently bullied by her colleague, Alexandra Woodward, the boss's sister. Alexandra has been working at the firm a little over a month, after quitting her job as a Rare Artifacts Curator at the Museum of Indigenous Culture. During her short time at Word-of-Mouth, she has shown a propensity for "self-governance" and defiance. Extra work has been heaped on Sheppard, and she has had to face sarcasm and a constant barrage of inappropriate comments from her newly appointed subordinate.

Profile

- **Susan Sheppard**, Creative Design Manager, Word-of-Mouth. Sheppard has been at Word-of-Mouth for four and a half years and was appointed manager of the Creative Design Department seven months ago.
- **Alexandra Woodward**, Creative Design, Word-of-Mouth. Woodward is the boss's sister and is the newest and least qualified recruit.

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APPLICATION-BASED ACTIVITY

Company Values

I. Introduction

Buckwell Financial Services is facing a dilemma. Students will play Buckwell's Vice-President of HR and guide the organization through its challenges utilizing their knowledge of values and attitudes.

II. Learning Objectives

- Evaluate an organization using Schwartz's Value Theory.
- Understand the importance of job satisfaction in the workplace.

III. Scoring Dimensions

The following theoretical concepts from the chapter are covered and scored in the simulation:

Theoretical Concepts	Percentage of Simulation
Schwartz's Value Theory	50%
Job Satisfaction	50%

IV. Follow-up Activity

Students should get into small groups and discuss their "student satisfaction" with their respective university. Does the university represent values that they agree with or do they feel like there is value conflict? Groups can then share their discussions with the class as a whole. Instructors should moderate the discussion and make sure it is not one sided for or against the university.