

Chapter 2

Values and Attitudes: How Do They Affect Work-Related Outcomes?

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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 formats. 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 Chose 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 nine categories: SmartBook, connect application exercises, videos, self-assessments, online readings, discussion starters, mini-cases and full cases, experiential or follow-up activities, and group exercises. After describing the use of SmartBook and Connect application exercises, we discuss how you might use these teaching resources before, during, or after class.

Assigning SmartBook and Connect Application Exercises

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

- assign 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 deductions per hour/day/week/so forth) or create hard deadlines.

- show feedback on application 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 “Application 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. These recommendations pertain to the 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.

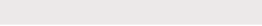
If your goal is mastery of content, Connect offers a host of additional pre-class assignments to choose from. They include case analyses, click and drags, video cases, Manager's Hot Seats, self-assessments, and quizzes and tests. Case analyses, click and drags, and video cases are optimal exercises to 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 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, where you can view general results of their performance. To ascertain students’ confidence in their competency, pull a metacognitive skills analysis report. Below are screenshots of both a general results report and a metacognitive skills analysis. In the sample report of student comprehension by topic, note the percent of questions answered correctly in the last column of the report.

Self-study work

Number of assigned items: 60

Chapter section	Average time spent (hh:mm:ss)	Average questions per student correct / total	Correctness	
			0%	100%
Values And Attitudes	0:04:51	48 / 60		80%
How Do They Affect Work-Related Outcomes?	0:00:00	0 / 0		0%
Personal Values	0:00:40	7 / 8		83%
Personal Attitudes and Their Impact on Behavior and Outcomes	0:00:58	9 / 11		86%
Key Workplace Attitudes	0:01:29	15 / 18		83%
The Causes of Job Satisfaction	0:00:39	6 / 9		70%
Major Correlates and Consequences of Job Satisfaction	0:01:03	11 / 14		77%

Sample Report of Student Comprehension by Topic shows you what topics students are struggling with.

In the sample metacognitive skills analysis, the percentages show how much students know, but didn’t realize they knew, as well as how much they *didn’t know*, but thought they did know. This allows instructors to make sure students are cognizant about what they know or don’t know, before expecting them to be competent in the concepts being taught. Such metacognitive analysis would have been unimaginable in the past because it would be difficult to find out which students had read and understood the material, let alone if they were aware or unaware of their inability to comprehend.

Sample report. Metacognitive skills

Student	Correct & aware	Correct & unaware	Incorrect & aware	Incorrect & unaware	E-mail
Student, 25	7%	53%	36%	4%	student25@mail.com
Student, 26	59%	29%	4%	8%	student26@mail.com
Student, 27	7%	68%	23%	2%	student27@mail.com
Student, 28	18%	41%	28%	13%	student28@mail.com
Student, 29	7%	66%	24%	3%	student29@mail.com
Student, 30	11%	64%	18%	7%	student30@mail.com
Student, 31	6%	60%	31%	3%	student31@mail.com
Student, 32	6%	53%	37%	5%	student32@mail.com
Student, 33	7%	68%	23%	3%	student33@mail.com
Student, 1	7%	72%	20%	1%	student1@mail.com
Student, 34	9%	79%	10%	1%	student34@mail.com
Student, 2	13%	52%	29%	6%	student2@mail.com
Student, 35	47%	30%	8%	15%	student35@mail.com

Sample Report of Metacognitive Skills Analysis shows you student consciousness or unconsciousness in regards to competency.

Additionally, Connect application exercises, such as case analyses, click and drags, and video cases, offer students a second exposure to important sections of the chapter after their completion of a SmartBook assignment.

Finally, you can use iSeelt 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 mini-cases and closing cases (PSAs) or legal/ethical challenge cases can be assigned so students can think critically and understand how what they are learning is actually practiced by successful professionals. The PSAs have multiple-choice questions that can be assigned in Connect to gauge student comprehension. You may want to have students complete the “Take-Away Applications” (TAAs) or “Self-Assessments” in order to personalize content to students’ personal and work lives. The TRM includes follow-up activities, and ideal open-ended question responses, for all the TAAs.

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, you can plan lectures and class activities 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 creates 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. These 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 discussions 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 example type box – Applying OB and OB in Action–TAA or PSA.

If your goal is to provide for additional application of material, the TRM provides solutions for the problem-solving application cases (PSACs) utilizing the three-step problem-solving approach, and Connect contains multiple choice questions that are more content focused. The TRM also provides ideal responses for the legal/ethical challenge, and 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 such activities as the Manager's Hot Seat videos, which contain additional follow-up activities in the TRM. You can also use self-assessment follow-up activities: 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 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 application exercises as homework to further reinforce the material covered in the textbook and lecture. You may also want to assign an iSeelt! animated video if you notice that students are struggling with a particular topic, even after class. After each unit (individual, group/team, and organizational) students can also be assigned the VW cumulative case, which includes assignable multiple-choice and essay-based questions, as well as an opportunity for students to apply the three-step problem-solving approach. 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.

Resources across Teaching Touch Points Matrix

Type of Asset	Before-Class/Lecture	During-Class/Lecture	After-Class/Lecture
Smart Book			
Connect Application Exercises			
Connect Application Exercise TRM Follow-up Activities			
iSeelt! Animated Videos			
Self-Assessments			
TRM Self-Assessment Follow-up Activities			
Quizzes/Tests			
Legal/Ethical Challenges			
Manager's Hot Seats			
Cumulative Case			
TRM Box Additional Activities (i.e. PSA and Take-Away Applications)			
Problem-Solving Application Cases			
Group Exercises			
TRM Discussion Starters			
TRM Online Readings			

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 fourth week of the semester and you are covering Chapter 2 on Values and Attitudes, 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 “Employee Engagement” 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 the values and attitudes 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, “Southwest Pilots Stage an Informational Picket. What Should Management Do?” and facilitate an in-class case discussion. There is also an additional in-class activity in the TRM that involves viewing an online video on Southwest and then utilizing the provided discussion questions to spur conversation.*

After Class (after Wednesday)

- *You can assign a Connect video case, such as “Patagonia,” to reinforce student comprehension of the material and to also test the application of concepts.*
- *You can assign an online quiz or test on the material. For example, Chapter 2 includes 20 available quiz questions and 96 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, “Employee Attitudes and Turnover Are Issues at Yahoo!” 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

After studying this chapter, students should be able to answer the following questions:

- 2.1** What role do values play in influencing my behavior?
- 2.2** How do personal attitudes affect workplace behavior and work-related outcomes?
- 2.3** Why should management pay attention to workplace attitudes?
- 2.4** How can changes in the workplace improve job satisfaction?
- 2.5** What work-related outcomes are associated with job satisfaction?

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)
	What Are My Core Values? Self-Assessment Activity	Self-Assessment
	Bringing Purpose into your Work Supplemental Activity	Web Video (2 minutes)
	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	<i>Harvard Business Review</i> article*
	How Do Employees Really Feel About Their Companies? Supplemental Activity	Online Article

	<u>Southwest Airlines Pilots File Suit against City of Chicago</u> <u>Supplemental Activity</u>	Web Video (2 minutes)
	<u>Sleepy College Kids Still Feel Like Ace Drivers</u> <u>Supplemental Activity</u>	Online Article
2.3: Key Workplace Attitudes		
	<u>2016 Employee Job Satisfaction and Engagement: Revitalizing a Changing Workforce</u> <u>Supplemental Activity</u>	Online Report
	To What Extent Am I Engaged in My Studies? <u>Self-Assessment Activity</u>	Self-Assessment
	<u>How Duke Energy Is Passing the Torch to Young Employees</u> <u>Supplemental Activity</u>	Online Article
	<u>Employee Engagement: Factors and Outcomes</u>	Connect Click and Drag
2.4: The Causes of Job Satisfaction		
	<u>5 Jobs That Make Workers Unusually Happy</u> <u>Supplemental Activity</u>	Online Article
	How Satisfied Are You with Your Present Job? <u>Self-Assessment Activity</u>	Self-Assessment

	<u>Dreaming of Working from Home? 5 Traits You'll Need</u> <u>Supplemental Activity</u>	Online Article
	<u>When the Workplace Is Your Own Home</u> <u>Supplemental Activity</u>	Web Video (8 minutes)
	<u>Causes of Job Satisfaction</u>	Connect Click and Drag
	<u>Starbucks to Raise Wages for U.S. Workers in October</u> <u>Supplemental Activity</u>	Online Article with Video (2 minutes)
	<u>Company Values and Job Satisfaction at Patagonia</u>	Connect Video Case
2.5: Major Correlates and Consequences of Job Satisfaction		
	<u>Job Satisfaction Hits a 10-Year High</u> <u>Supplemental Activity</u>	Online Article with Podcast (6 minutes)
	<u>What HR Can Do About Cyberbullying in the Workplace</u> <u>Supplemental Activity</u>	Online Article
	<u>Workplace Bullying: A Silent Epidemic</u> <u>Supplemental Activity</u>	Online Article
	<u>Signs of Workplace Bullying & Ways to Prevent It</u> <u>Supplemental Activity</u>	Web Video (6 minutes)

	<u>The Outcomes Associated with Job Satisfaction</u>	Connect Click and Drag
	<u>Wal-Mart Is Just in the First Inning</u> <u>Supplemental Activity</u>	Web Video (5 out of 9 minutes)
	<u>Former Football Player Turns to Farming</u> <u>Supplemental Activity</u>	Web Video (3 minutes)
Comprehensive Materials		
	<u>Employee Attitudes and Turnover Are Issues at Yahoo!</u>	Problem-Solving Application Case
	<u>What Should Management Do About an Abusive Supervisor?</u>	Legal/Ethical Challenge
	<u>Bullying in the Workplace</u>	Manager's Hot Seat
	<u>Cell Phones for Soldiers</u>	Publisher Video

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OVERVIEW OF THE CHAPTER

2.1 Personal Values

Values are abstract ideals that guide one's thinking and behavior across all situations. Values are relatively stable across time and situations and can vary across generations. Figure 2.2 profiles 10 core values that guide behavior, as proposed by Schwartz. The bi-polar dimensions of Schwartz's model are self-transcendence versus self-enhancement and self-directed independence versus conformity. Managers can better supervise workers by using Schwartz's model to understand their values and motivation.

2.2 Personal Attitudes and Their Impact on Behavior and Outcomes

Attitudes represent our feelings or opinions about people, places, and objects, and range from positive to negative. Attitudes have **affective**, **cognitive**, and **behavioral** components. People experience **cognitive dissonance** when their attitudes or beliefs are incompatible with their behavior. Ajzen's theory of planned behavior is commonly used to explain the relationship between attitudes and behaviors. The strength of an intention is influenced by one's attitude toward the behavior, by subjective norms regarding exhibiting the behavior, and by perceived behavioral control.

2.3 Key Workplace Attitudes

Organizational commitment reflects the extent to which an individual identifies with an organization and is committed to its goals. Organizational commitment depends in part on the quality of an employee's **psychological contract**, an individual's perception about the terms and conditions of a reciprocal exchange between him- or herself and another party. **Employee engagement** is defined as 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. People are willing to work hard and commit to their organizations when they believe that the company truly cares about their best interests.

2.4 The Causes of Job Satisfaction

Job satisfaction is an effective response toward various facets of one's job. Need fulfillment models propose that satisfaction is determined by the extent to which the characteristics of a job allow an individual to fulfill his or her **needs**. **Met expectations** represent the difference between what individuals expect to receive from a job and what they actually do receive. An individual will be satisfied when he or she attains outcomes above and beyond expectations. The idea underlying **value attainment** is that satisfaction results from the perception that a job allows for fulfillment of an individual's important work values. According to the **equity model**, satisfaction is a function of how "fairly" an individual is treated at work. The **dispositional/genetic perspective** contends that job satisfaction is partly a function of both personal traits and genetic factors.

2.5 Major Correlates and Consequences of Job Satisfaction

Four attitudinal outcomes of job satisfaction that are important to OB researchers are **motivation**, **job involvement**, **withdrawal cognitions**, and **perceived stress**. Job satisfaction is positively correlated to motivation and job involvement and negatively correlated with withdrawal cognitions and perceived stress. Key behavioral outcomes of job satisfaction are **job performance**, **organizational citizenship behavior**, **counterproductive work behavior**, and **turnover**. Job satisfaction has a positive association with job performance and organizational citizenship behavior and a negative relationship with counterproductive work behavior and turnover. Job satisfaction is positively associated with the organizational-level outcomes of accounting/financial performance and customer service/satisfaction.

CHAPTER OUTLINE

Winning at Work: Learning to Combat Bullying

Bullying occurs when an individual experiences a number of negative behaviors repeatedly over a period of time. Bullying includes physical aggression, verbal aggression, relational aggression, and cyber-aggression. Targets or victims of bullying tend to experience stress-related health problems. Bullied employees are less satisfied at work and are more likely to quit and exhibit counterproductive behaviors. Bullying targets should keep a record of the bullying; plan interactions to avoid being alone with the bully; confront the bully about the behavior; address the situation by informing their boss or someone in HR; and avoid retaliation by staying calm.

Possible Topics for Discussion:

- Assume you are being bullied by one of your coworkers, but only when others are not around so there are no witnesses to his actions. How would you handle the situation?
- Assume that one of your co-workers, whom you consider a good friend, is being bullied by another co-worker. You want to help your co-worker but you also don't want to be the bully's next target. How would you handle the situation?
- What factors do you think contribute to bullying in the workplace?

2.1 Personal Values

What role do values play in influencing my behavior?

PowerPoint Slides: 4–8; 34

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.



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.

Interactive Classroom Material:

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.

Interactive Classroom Material:

SEQUENCING: Schwartz's Value Theory

Summary of Activity:

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

Follow-Up Activity:

Examples of values can be discussed as to guide behaviors within students' respective industry/fields. Open up the floor for students to discuss values in the

workplace. Key takeaways should include abstract ideals that guide students' thinking and behavior across situations

- 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.
 - Managers can reduce the chances of employees experiencing conflict between their values and their work assignments.
 - 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.

Interactive Classroom Material:

TAKE-AWAY APPLICATION: [Aligning My Values and Goals](#)

This Take-Away Application encourages students to reflect on the extent to which their personal values are aligned with important goals they have set for themselves.

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

How do personal attitudes affect workplace behavior and work-related outcomes?

PowerPoint Slides: 9–12; 35

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.

Article Citation:

Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review*, 94(7), 52–60.

Product #: R1607C-PDF-ENG

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.

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).

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:
 - Attitude toward the behavior is the degree to which a person has a favorable or unfavorable evaluation of the behavior in question.
 - Subjective norm is a social factor representing the perceived social pressure for or against the behavior.
 - 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: [Southwest Pilots Stage an Informational Picket. What Should Management Do?](#)

This Problem-Solving Application outlines the first ever informational picket by Southwest Airlines pilots in 2012. Pilots believed there had been an erosion of Southwest's company culture of shared sacrifice and shared success. Southwest's record profits and a rejected pilots' contract might have influenced the pilots' attitudes and behavior when they decided to picket.

Interactive Classroom Material:

TAKE-AWAY APPLICATION: [Applying the Theory of Planned Behavior](#)

This Take-Away Application encourages students to consider how they could use the theory of planned behavior to improve their performance in the course and land a good job after graduation.

2.3 Key Workplace Attitudes

Why should management pay attention to workplace attitudes?

PowerPoint Slides: 13–21

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 "[2016 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.
- 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.
 - **Psychological contracts:** an individual's perception about the terms and conditions of a reciprocal exchange between him- or herself and another party.
 - 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:
 - Hire people whose personal values align with the values of the organization.
 - Make sure that management does not breach its psychological contracts.
 - 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.

Interactive Classroom Material:

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.

Follow-Up Activity:

Ask students to provide examples of factors/stressors they have experienced. Perceived organization support should be discussed and how factors can contribute to positive or negative employee engagement in the workplace.

SELF-ASSESSMENT 2.2

To What Extent Am I Engaged in My 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.

Interactive Classroom Material:

OB IN ACTION: [Companies Foster Employee Engagement in Different Ways](#)

This OB in Action profiles the ways three organizations, Red Bull, Booz Allen, and Duke Energy, foster employee engagement.

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.

- 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

How can changes in the workplace improve job satisfaction?

PowerPoint Slides: 22–24

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.

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:

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

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.

Interactive Classroom Material:

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.

Follow-Up Activity:

Instructor should discuss the causes of job satisfaction and how they can be met. Students should be engaged in discussing how this applies within their own roles, whether at work or at school. Active dialogue should explore how expectations can be met to enhance value.

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.

Interactive Classroom Material:

VIDEO CASE: Company Values and Job Satisfaction at Patagonia

Summary of Activity:

This video case involves Patagonia and highlights the importance of the company's values, as well as those of its employees, and describes how both influence employees' job satisfaction and attitudes. Students may respond to multiple choice questions after the video.

Follow-Up Activity:

Discuss how Patagonia has been successful in “walking the talk” when it comes to enhancing employee engagement and loyalty. What has the company done that sets it apart from other organizations? Can methods and tools utilized by Patagonia be attempted by other companies? Students should explain why or why not.

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.
- 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.

Interactive Classroom Material:

TAKE-AWAY APPLICATION: [Increasing My Job Satisfaction?](#)

This Take-Away Application encourages students to consider how they could change their level of job satisfaction.

2.5 Major Correlates and Consequences of Job Satisfaction

What work-related outcomes are associated with job satisfaction?

PowerPoint Slides: 25–31

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.

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 2.5 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 satisfaction 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 about Bullying](#)

In this Problem-Solving Application, students apply the 3-Step Problem-Solving Approach to a situation of workplace bullying.

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: [Suggestions for Reducing Employee Turnover](#)

This Applying OB highlights five suggestions for reducing employee turnover.

Interactive Classroom Material:

TAKE-AWAY APPLICATION: [Improving My Workplace Attitudes](#)

This Take-Away Application encourages students to consider what they want from future job opportunities and what would they do if their needs were not being met.

Organizational Level Outcomes of Job Satisfaction

- Accounting/Financial Performance
 - 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.
 - This is because there are many other factors besides job satisfaction that impact accounting/financial performance.
- Customer Service
 - The spillover effect occurs when attitudes in one part of our lives spill over to another.
 - This spillover effect can result in satisfied employees providing higher-quality service to customers.
 - Research supports a positive association between job satisfaction and customer satisfaction.

Interactive Classroom Material:

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.

Follow-Up Activity:

Provide students with a mock counterproductive work behavior and inquire how to address the situation. What tools must be present to safeguard against negative attitudes and behaviors? Are organizations today properly equipped to train management to tackle the issue of job satisfaction?

CHALLENGE: MAJOR QUESTIONS

2.1 What role do values play in influencing my behavior?

Values are abstract ideals that guide your thinking and behavior across all situations. Your values are relatively stable and can influence your behavior outside of your awareness. Values encompass concepts, principles, or activities for which you would be willing to work hard. Your motivation would be greatest when your work environment is consistent with your values. For example, if you place a high priority on the stimulation value from the Schwartz model, it is unlikely that you would experience high levels of employee engagement working in a job that requires you to perform the same tasks day after day, month after month. You would likely look for another job to avoid this cognitive dissonance. In contrast, if there was a compatible fit between your values and your work environment, your employer would likely enjoy lower turnover and better customer satisfaction, while you would display more employee engagement. Thus, your values play a key role in influencing outcomes that are important to you and to your employer.

2.2 How do personal attitudes affect workplace behavior and work-related outcomes?

Attitudes represent your feelings or opinions about people, places, and objects, and range from positive to negative. According to Ajzen's theory of planned behavior, your behaviors are influenced by attitudes via intentions. The strength of your intentions is determined by your attitude toward the behavior, your subjective norms, and your perceived behavioral control. Your personal attitudes can impact your workplace behaviors such as citizenship behavior, counterproductive behavior, and turnover. For example, if you have negative attitudes about autocratic leadership styles and that is the approach that your supervisor uses, you would be unlikely to do anything "extra" in the name of the organization, you may display counterproductive behaviors such as gossiping, and you may quit the firm. These behaviors could impact work-related outcomes such as performance and customer satisfaction.

2.3 Why should management pay attention to workplace attitudes?

Savvy managers will track the workplace attitudes of organizational commitment, employee engagement, perceived organizational support, and job satisfaction. These represent important outcomes that managers may be working to enhance directly. They link to other significant outcomes that managers will want to improve where possible. Managers can increase employees' commitment by hiring people whose personal values align with the organization's, by not breaching psychological contracts, and by treating employees fairly and fostering trust between managers and employees. Savvy managers will understand the person

factors (i.e., personality, positive psychological capital, and human and social capital) and environmental characteristics (i.e., job characteristics, leadership, organizational climate and stressors) that contribute to employee engagement. Finally, savvy managers understand the importance of fostering positive perceived organizational support (POS). When employees feel like their organization values their contributions and genuinely cares about their well-being, they are willing to work hard and commit to their organization. Positive POS will increase employee engagement, organizational commitment, job satisfaction, organizational citizenship behavior, foster greater trust and innovation, and lower the tendency to quit. Savvy 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 How can changes in the workplace improve job satisfaction?

Job satisfaction is a function of need fulfillment, met expectations, value attainment, equity, and dispositional/genetic components. If managers were to better understand and meet employees' needs, this would boost job satisfaction. By meeting expectations of employees about what they will receive from the job, job satisfaction would be improved. By structuring the job and its rewards to match employee values, managers could improve job satisfaction. Because employees' perceptions of fairness can impact job satisfaction, managers should monitor these perceptions and interact with employees so they feel fairly treated. In the hiring process, managers may want to consider hiring employees with an appropriate disposition, so long as the hiring practices do not discriminate against any protected class.

2.5 What work-related outcomes are associated with job satisfaction?

Job satisfaction has been correlated with many different attitudes, behaviors, and organization-level outcomes. Four attitudinal outcomes of job satisfaction that are important to OB researchers are motivation, job involvement, withdrawal cognitions, and perceived stress. Employee motivation positively correlates to job satisfaction. Job involvement is moderately related to job satisfaction. Job satisfaction is believed to be one of the most significant contributors to withdrawal cognitions. Perceived stress has a strong, negative relationship with job satisfaction. Key behavioral outcomes of job satisfaction are job performance, organizational citizenship behavior (OCB), counterproductive work behavior (CWB), and turnover. Research has shown that job satisfaction and performance are moderately related. OCBs have a moderately positive correlation with job satisfaction. CWB has a strong, negative relationship with job satisfaction. Job satisfaction has a moderately strong, negative relationship with turnover. Job satisfaction is positively associated with the organizational-level outcomes of accounting/financial performance and customer service/satisfaction.

PROBLEM-SOLVING APPLICATION CASE (PSAC): Employee Attitudes and Turnover Are Issues at Yahoo!

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.

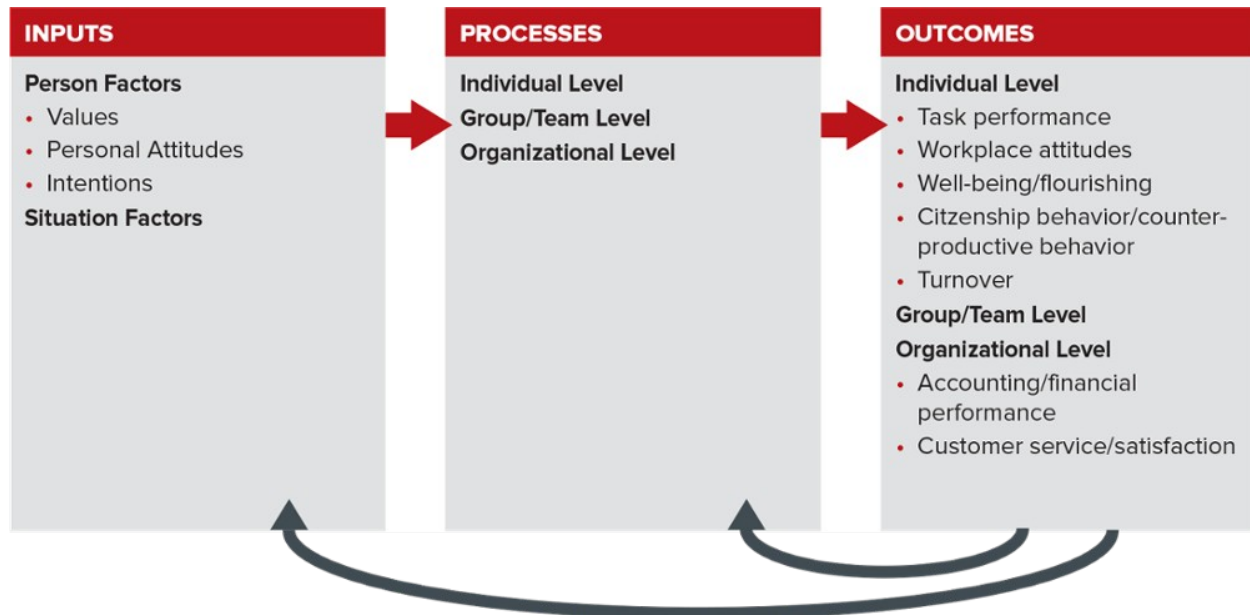
Frivolous lawsuits should be fought, but if the lawsuit has merit there is no reason to waste money and time fighting it in court. You may also be forced to pay a lot more out to Ruppert if you lose. It would be best to settle this type of matter and end the pain and expense for all parties involved, 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



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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. You could also have the students watch the *Sunday Morning* segment “[When the Workplace Is Your Own Home](#).” This 8-minute segment profiles several employees who are able to telecommute and discusses why not all employers embrace telecommuting. 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?



APPLYING OB: Suggestions for Reducing 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 Wal-Mart’s decision to increase employee wages. Note that only the first five minutes of this video address the Wal-Mart situation. Consider using the following discussion questions:

Using the Organizing Framework, describe how increasing employee wages impacted processes and outcomes at Wal-Mart.

How can Wal-Mart prove that higher wages are what is increasing its



performance? What are the challenges in showing the relationship between wages and sales?

In addition to increasing wages, what other recommendation would you provide to Wal-Mart on how to reduce employee turnover?

OB IN ACTIONS

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?

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.

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:

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

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.

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

OB IN ACTION: Companies Foster Employee Engagement in Different Ways

This OB in Action profiles the ways three organizations, Red Bull, Booz Allen, and Duke Energy, foster employee engagement.

YOUR THOUGHTS?

What do you think about these approaches to engagement?

Student responses will vary. Red Bull focuses on changing employees' work environment and providing entertainment. At Booz Allen, mentoring and development programs are there to provide employees with new skills. Lastly, at Duke Energy the CEO provides listening sessions to enhance employee engagement and provide them with an opportunity to "grade" him.

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:

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

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.

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.

TAKE-AWAY APPLICATIONS

TAKE-AWAY APPLICATION: Aligning My Values and Goals

This Take-Away Application encourages students to reflect on the extent to which their personal values are aligned with important goals they have set for themselves.

Questions:

Identify the three most important goals in your life.

Responses will vary.

Now consider the extent to which your personal goals are aligned with the top five values identified in the Self-Assessment. Are your goals and values aligned?

Students may experience cognitive dissonance if they realize some of their values are inconsistent with their goals. For instance, students may realize that their desire for authority and prestige (i.e., power) may conflict with their goal of working in an environment with good, cohesive co-worker relationships.

If any values are inconsistent with your goals, theory suggests you should either change your values or change your goals. Because values don't easily change, it is usually wiser to change your goals. Identify what you might do to align your goals more closely with your values.

Students may need to reframe their goals or question the importance of their goals to resolve the cognitive dissonance since values are not easily changed.

Additional Activities:

One way to build on this Take-Away Application is to have students watch the *Fox Business* video "[Bringing Purpose into your Work.](#)" In this 2-minute video, Shannon Schuyler, Chief Purpose Officer at PricewaterhouseCooper, discusses what it means to have purpose in your work. Consider using the following discussion questions:

Describe what you believe the duties of a "Chief Purpose Officer" would be at your current or most recent employer.

How could you create a greater sense of purpose in your current or most recent position?

Locate the stated core values of your employer or an organization for which you



would like to work after graduation. Are the company's core values something that you would support? Are the values something that you would enjoy spending time working toward? Based on your answers to these questions, do you consider the company's values to truly be aligned with your personal values?

TAKE-AWAY APPLICATION: Applying the Theory of Planned Behavior

This Take-Away Application encourages students to consider how they could use the theory of planned behavior to improve their performance in the course and land a good job after graduation.

Questions:

Based on the theory of planned behavior, how might you improve your attitude about studying for this course?

In order for students to improve their attitude about studying for the course, the theory of planned behavior contends that their attitudes would be influenced by subjective norms and perceived behavioral control. Students would need to believe that there was social pressure to have a more favorable evaluation of the desire to perform well in the class. The students would also need to believe that they have the ability to perform the behavior. Past experience and anticipated obstacles influence one's perceived behavioral control. Therefore, students who have had previous success in changing their performance level in classes and those who do not face any anticipated obstacles, such as peak season at their workplaces, would have greater perceived behavioral control.

How can you influence the social norms about studying for classes?

According to the theory of planned behavior, social norms for studying for classes would be influenced by attitudes via intentions. Students must intend to change their studying behavior for that behavior to actually change. The model also contends that the strength of those intentions would be influenced by students' attitudes toward the behavior, their subjective norms, and their perceived behavioral control. Student attitudes about studying for class would be influenced by how they feel about studying (i.e., the affective component), what they believe about studying (i.e., the cognitive component), and how they intend to act about studying (i.e., the behavioral component). Thus, a student who wanted to influence the social norms for studying for class would need to change how others feel about studying, what they believe about studying, and how they intend to behave about studying.

Assume you want to get a good job upon graduation. What does the theory of planned behavior suggest that you should start or continue doing?

The theory of planned behavior argues that behavior is determined by intentions,

and the strength of intentions is determined by attitudes toward the behavior, subjective norms, and perceived behavioral control. Students looking to get good jobs after graduation would need to have favorable evaluations about getting good jobs, would need to have social pressure supporting getting good jobs, and would need to believe that they have the ability to perform the behavior necessary for getting a good job.

Additional Activities:

One way to build on this TAA is to have the students read the *MedPage Today* article "[Sleepy College Kids Still Feel Like Ace Drivers](#)." This article profiles the results of a study that applied Ajzen's theory of planned behavior to the problem of drowsy driving, a behavior that can be just as dangerous as impaired driving. Consider using the following discussion questions:

Given that the majority of college students don't have values that encourage them to hurt themselves or others, why would they engage in drowsy driving? How can OB concepts explain this behavior?

Based on the results of the research study, how could governments or academic institutions convince college students not to drive while drowsy?

Assume that you have decided that you want to exercise for at least 30 minutes, three times a week, for the next three months. Discuss how the theory of planned behavior would explain if you will be able to achieve this goal.

TAKE-AWAY APPLICATION: Increasing My Job Satisfaction?

This Take-Away Application encourages students to consider how they could change their level of job satisfaction.

Questions:

Which causes of job satisfaction are impacting your level of satisfaction?

Responses will vary. When critiquing students' responses, look for an understanding of the predominant models of job satisfaction (i.e., need fulfillment, met expectations, value attainment, equity, and dispositional/genetic components).

Describe two things you might do to improve your job satisfaction.

Responses will vary, but look for an understanding of what workers can do to change the factors that drive job satisfaction. For example, a student might be able to engage in job crafting, as described in Chapter 5, to change the scope of his job responsibilities, allowing for greater need fulfillment or met expectations. Since values are resistant to change, students may need to change their jobs if their current position does not foster value attainment. According to the principles of

equity theory, as described in Chapter 5, people can change their inputs (e.g., work less), seek to change their outputs (e.g., ask for a pay raise), change their comparison other (e.g., use a different co-worker) or change their psychological processes to foster greater feelings of equity. Students may also note that dispositional and genetic components are an important factor in predicting job satisfaction, but these are factors that are difficult to change.

If you could ask your boss or employer to change one thing to improve your job satisfaction, what would you suggest?

Managers can improve job satisfaction by: understanding and meeting employees' needs; meeting the expectations of employees about what they will receive from the job; structuring jobs and rewards to match employee values; and monitoring employees' perceptions of fairness, and interacting with them so they feel fairly treated. Suggestions as to which one(s) to focus on would be unique to each student.

Additional Activities:

One way to build on this Take-Away Application is to have the students read the *Yahoo! Finance* article "[Starbucks to Raise Wages for U.S. Workers in October](#)." This article and its corresponding two-minute video discuss actions taken by Starbucks to try to increase employee job satisfaction. Consider using the following discussion questions:

Discuss some of the actions that Starbucks has taken or will take to foster higher job satisfaction of its employees.

Describe, using examples, how the five predominant models of job satisfaction could impact the job satisfaction of Starbucks employees.

Discuss reasons why it might be difficult for employers to foster job satisfaction.



TAKE-AWAY APPLICATION: Improving My Workplace Attitudes

This Take-Away Application encourages students to consider what they want from future job opportunities and what would they do if their needs were not being met.

Questions:

What are the three most important things you want from a job and its associated working conditions?

Students' views about what they want from a job will differ, but flexibility will likely be a common theme. Encourage students to think back to their scores on Self-Assessment 2.1 and reflect on if their core values match what they listed as important things they want from a job.

How can you determine if a future job opportunity offers these things?

Students should emphasize their social networks to determine if their future job opportunities will offer the things they value. Websites such as Glassdoor.com would provide valuable insights into the workplace environment of a potential employer. Students should know to use their LinkedIn connections to obtain valuable information about potential employers.

Assume that you are in a job that is not meeting your needs and that you cannot quit. How would you improve your workplace attitudes in this situation?

If a person is unable to quit to escape a job he does not like, he should focus on changing those elements of job satisfaction that are under his control. The person could change what he needs, lower his expectations about what he will get from his employer, change his values, or change his perceptions about inputs and outcomes in equity considerations. Job crafting, discussed in Chapter 5, further elaborates on how employees can engage in behavioral and cognition changes to increase their job satisfaction. If a person is unable to make these changes, he will likely experience lower organizational commitment, lower employee engagement, lower motivation, less job involvement, greater withdraw cognitions, and greater perceived stress. Behavioral outcomes of the situation would include lower job performance, fewer organizational citizenship behaviors, and more counterproductive work behaviors.

Additional Activities:

One way to build on this Take-Away Application is to have the students watch the *Sunday Morning* segment “[Former Football Player Turns to Farming](#).” This 3-minute video profiles the decision of Jason Brown, who walked away from a lucrative career with the NFL to pursue farming. Consider using the following discussion questions:

Assume you earn a lot of money working a job you find meaningless. What would you do?

If you were Jason Brown, would you have made the same career choice? Discuss why or why not.

Discuss actions you should take now to try to determine if the career path you are considering will meet your needs and foster job satisfaction.



PROBLEM-SOLVING APPLICATIONS

PROBLEM-SOLVING APPLICATION: Southwest Pilots Stage an Informational Picket. What Should Management Do?

This Problem-Solving Application outlines the first ever informational picket by Southwest Airlines pilots in 2012. Pilots believe there has been an erosion of Southwest's company culture of shared sacrifice and shared success. Southwest's record profits and a rejected pilots' contract might have influenced the pilots' attitudes and behavior when they decided to picket.

Your Call:

Step 1: What is the problem in this example?

The key problem in the case is that pilots are dissatisfied with their jobs and are picketing.

Step 2: What are the causes of the problem?

There are multiple causes to this problem. Most importantly, the pilots do not believe the culture of shared sacrifice and shared success is present at Southwest anymore. This means that they currently see record profits for the company, but what they believe is a poor offering for compensation. Students may be able to offer other causes, but they should be tied to inputs and processes in the Organizing Framework.

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

Student responses will differ, but should focus on resolving the contract issue with the pilots and listening to their needs as well. 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 the students watch the video "[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:

Discuss your values toward the collective bargaining process and how companies



and unions deal with bargaining disputes.

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

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?

PROBLEM-SOLVING APPLICATION: What to do about Bullying

In this Problem-Solving Application, students apply the 3-Step Problem-Solving Approach to a situation of workplace bullying.

Your Call:

Step 1: What is the problem in this case?

The problem in this case is that the group dynamics and the organizational climate faced by Stuart are negatively impacting his workplace attitudes. He is experiencing unprofessional behaviors by his colleagues that will negatively impact his job satisfaction.

Step 2: What OB concepts or theories help explain Stuart's situation and reaction?

When reflecting on Stuart's situation, students may comment on the factors that are contributing to the bullying by his colleagues. It may be that low levels of job satisfaction are contributing to the counterproductive work behavior exhibited by his colleagues. If the needs, expectations, and values of his colleagues are not being met, this may be part of the reason why they are treating Stuart inappropriately. There may also be issues with equity or dispositional factors contributing to their actions. From Stuart's perspective, he is probably experiencing low levels of organizational commitment, little employee engagement, and low levels of perceived organizational support. His needs, expectations and values are likely not being met. This will negatively impact his motivation and job involvement, while increasing his withdrawal cognitions and perceived stress. This will likely negatively impact his job performance and organizational citizenship behavior, while increasing his counterproductive work behavior. Even though Stuart denied being bullied, the likely end result of his treatment would eventually be turnover from the firm.

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

Students' responses about how Stuart or the manager should approach the situation will vary. Look for an understanding of the causes of job satisfaction (i.e.,

need fulfillment, met expectations, value attainment, equity, and dispositional/genetic components). Further, look for an understanding of the attitudinal and behavioral reactions to low levels of job satisfaction. Students should reflect on how Stuart likely has low levels of perceived organizational support (POS), and the likely end result of this treatment will be turnover. Rather than strike back against his abusers, Stuart may be better served to seek social support from friends and family.

Additional Activities:

One way to build on this Problem-Solving Application is to have the students read the *SHRM* online article “[What HR Can Do About Cyberbullying in the Workplace](#)” and the *HRMagazine* article “[Workplace Bullying: A Silent Epidemic](#).” You could also have the students watch the 6-minute *WGN* video “[Signs of Workplace Bullying & Ways to Prevent It](#).” These resources highlight how bullying is an issue that managers should not ignore. Consider using the following discussion questions:

- Discuss the concerns with attempting to legislate workplace bullying.
- Discuss how you as a manager could make the business case that preventing bullying is something that your company should prioritize.
- Describe best practices of bullying prevention that companies should implement.



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:

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

Responses will vary based on students' scores.

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.

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:

1. 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.

2. Each group discuss how the value at hand may impact their preferred jobs, leadership style and approach to teamwork.
 - a. Were they particularly successful in what they do based on their value dimensions?
 - b. Are there value dimensions that they need to work on, and how?
3. The instructor can then reveal the groups' value dimensions and spur class discussion.
 - a. The class can discuss particular examples of how these values impact the workplace.
 - b. Students should discuss how being particularly strong in a value can also be problematic.

SELF-ASSESSMENT 2.2

To What Extent Am I Engaged in My 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:

Is your level of engagement what you expected?

Responses will vary.

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.

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:

1. The class should be split into small groups based on their engagement scores on the self-assessment.
2. The group should discuss examples of personal and organizational level factors that contribute to employee engagement.
3. Students can write examples on the board and the class can compare the examples with the groups' engagement scores.
4. Is there a relationship between the examples and the scores? What does the class think about pay as an organizational level factor?

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:

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

Responses will vary.

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

Responses will vary.

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:

- 1) The class should be split into groups of five to six based on their satisfaction with their current or past jobs.
- 2) The group can come up with examples of each model of job satisfaction and put on the board under columns for each model.
 - a) Need fulfillment
 - b) Met expectations
 - c) Value attainment
 - d) Equity
 - e) Dispositional/genetic components
- 3) The class can then discuss as a group and identify differences between examples based on group job satisfaction.

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.

Discussion Questions

Learning Objective #1: To analyze approaches for handling a bully.

How effective was Sheppard in handling the meeting with Woodward?

Sheppard made the right choice to host a meeting with Woodward before talking to the boss. She conducted herself professionally most of the time and did not sink to Woodward's level. Bullies usually look for situations to become escalated, such as yelling or threatening, and they thrive on this type of environment. Sheppard was assertive, yet remained as calm as possible throughout the confrontation. She also refrained from showing weakness and tried to outline how Woodward's behavior was impacting the work environment.

Learning Objective #2: To recognize effective ways to deal with bullying.

Sheppard called a meeting with Woodward to discuss a current project and her bullying. What are others ways Sheppard might handle the bully situation?

Calling the meeting with Woodward to confront her as a bully is a good first step. Other effective ways that Sheppard can deal with the bully situation would be to:

- *Keep notes of the bullying behavior.*
- *Document all of the bully's actions (or in this case, inactions).*
- *Ask co-workers to observe and/or document the bullying situations.*
- *Check company policies related to employee conduct.*
- *Seek advice from someone in human resources.*
- *Tell the boss (though this situation is tricky given the relationship).*

Learning Objective #3: To understand why threats are ineffective when trying to persuade.

Throughout the meeting, Woodward constantly threatens Sheppard. Why are threats ineffective?

Threats are statements—either implicit or explicit—that suggest someone will be punished for doing (or not doing) something. In general, threats are ineffective for many reasons: 1) they don't produce permanent change, 2) they won't necessarily produce the desired action, 3) they make people abandon action, 4) they produce tension, 5) they provoke counter-aggression, and 6) people dislike and avoid anyone who threatens them.

PUBLISHER VIDEO

The following video is sponsored by McGraw-Hill Education and can be found on either the Principles of Management/Organizational Behavior DVD (Volume 1), or via instructor resources on Connect:

Cell Phones for Soldiers

Time: 10:06

Key people and companies

Robbie and Brittany Bergquist, founders of Cell Phones for Soldiers

Bob Bergquist, the father of the founders of Cell Phones for Soldiers

Sgt. Pallas Wahl

Jennifer Gendron, U.S. soldier

John Falorni, soldier

Overview

Despite the need for support for both soldiers overseas and their families, calling family and loved ones can be logistically challenging, as well as expensive, for soldiers who are stationed in remote parts of the world. Realizing this need, Robbie and Brittany Bergquist decided to start Cell Phones for Soldiers at the ages of 12 and 13 with the support of their parents. Today, this national, nonprofit organization organizes the recycling and distribution of free communication devices for use by soldiers around the world.

Cell Phones for Soldiers is a nonprofit organization, but just because an organization is nonprofit does not mean it cannot earn revenue, pay salaries, and incur expenses. However, Brittany and Robbie note that they decided early in the life of the organization that it would function as *pure* nonprofit, meaning they do not receive any money for running Cell Phones for Soldiers and do not have any paid employees (instead, they work with volunteers). Such decisions about the implementation about formal ethical standards are important to make early in the life of the organization as they serve as a guiding force for the organizations' policies and procedures.

It is noted that doing something that is legal is not necessarily ethical, as ethics are standards of moral behavior that are generally accepted by society as right or wrong. When trying to decide whether something is ethical, viewers are encouraged to ask three questions: 1) Is it legal?; 2) Would I want to be treated this way?; and 3) How will it make me feel about myself?

Many corporations are free to make money, but they have other responsibilities beyond making money. Such responsibilities are often initiated through programs focusing on *corporate social responsibility* (i.e., corporate philanthropy, corporate social responsibility initiatives, corporate policy, and corporate responsibility). In addition, corporations also have a responsibility to their employees, customers, investors, and to the society and environment.

At the end of the video, the long-term gains in well-being associated with choosing to help others is discussed, and viewers are encouraged to pursue work/a career that is intrinsically rewarding in this respect.

Preparing students before the video

Think of some nonprofit organizations you know of. What sorts of principles and values guide these organizations?

Major issues in the case

- Business Ethics
- Corporate Social Responsibility
- Intrinsic Organizational Rewards

Discussion questions and answers

1. *Is it possible for both for-profit and nonprofit organizations to imbue the same business ethics code?*

Although there are many different types of nonprofit organizations within the nonprofit sector, generally speaking, nonprofit organizations tend to be member-serving or community-serving, and focused on charitable giving. The social cause is deemed by the organization to be more important than generating revenue. In line with this view, surplus revenues are typically retained by the organization for self-preservation, expansion, or future plans. For-profit organizations may express concern for certain social causes and implement corporate social responsibility initiatives consistent with these causes, but by definition, their focus is on generating revenue for its owners, employees, and shareholders.

2. *What role do managers specifically play in ensuring compliance with a business' stated ethics code?*

When it comes to ethics, managers are primarily responsible for fully understanding and communicating the ethical code of conduct in order to ensure compliance among all organizational members—especially among those who are new to the organization, as well as outsiders who deal with the organization (e.g., customers). Perhaps most importantly, managers are the organizational members who enforce the ethics code among employees, rewarding those who behave in line with the code of ethics, and disciplining those who do not act consistently with the stated code.

3. *In this video, it is suggested that intrinsic rewards (e.g., deriving meaning from one's work) are more beneficial in the long-term. Which types of employee rewards—intrinsic or extrinsic (e.g., increased pay)—do you think most motivate employees to perform in the long-term?*

Answers will vary based on students' individual viewpoints; however, research generally suggests that intrinsic rewards are more motivating in the long-term.