

### **3.1.1 Nature of Attitude**

Attitudes are understood as the beliefs, feelings and action tendencies of an individual or group of individuals towards objects, ideas and people. This simple meaning has important implications for managers.

- ✓ Attitudes are learned.
- ✓ Attitudes refer to feelings and beliefs of an individual or groups of people. These feelings and beliefs define one's predispositions towards given aspects of the world.
- ✓ Attitudes endure, unless something happens. For example, if X is transferred to day shift, his attitude may become positive.
- ✓ Attitudes can fall anywhere along a continuum from very favorable to very unfavorable.
- ✓ Such expressions as "This B-School is good", "This leader is corrupt and incompetent" are heard from people.
- ✓ Attitudes are organized and are core to an individual. All people, irrespective of their status or intelligence, hold attitudes.

### **Definition of Attitude**

An attitude is mental state of readiness, learned and organised through experience, exerting a specific influence on person's response to people, object and situations with which it is related.

"Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service or institutions."

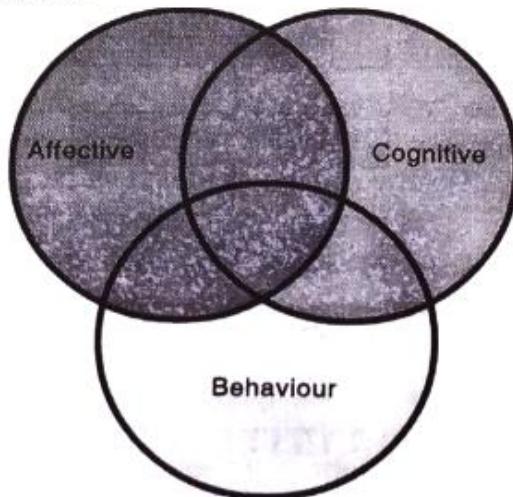
By attitudes, we mean the beliefs, feelings, and action tendencies of an individual or group of individuals towards objects, ideas, and people. Quite often, persons and objects or ideas become associated in the minds of individuals and as a result of attitudes become multidimensional and complex."

Are prejudices attitudes? The answer is in the affirmative. An attitude may involve a prejudice, in which we prejudge an issue without giving unbiased considerations to all the evidence. If we are prejudiced against a person, who is accused of a crime, we may regard him as guilty regardless of the evidence. We can also be prejudiced in favour of something.

How to overcome prejudices? The best way to overcome them is education: learning about people who are different in many ways. And the best way to learn about others is to have direct contact with them and learning to see them as people rather than as "outsiders or strangers".

Contact with the victim of prejudice may help change the attitude of the prejudiced person. Discussion is said to reduce prejudice when the prejudice is of a lower order, but to intensify it when it is of a higher order. When people with opposing prejudices work in an interdependent fashion to achieve a common objective, this can minimise prejudice on both sides.

### 3.1.2 Components of Attitude



#### 3 Components of Attitude

- ✓ An *affective* component the feelings, sentiments, moods and emotions about some idea, person, event or object;
- ✓ A *cognitive* element - the beliefs, opinion, knowledge, or information held by the individual; and
- ✓ A *behavioural* component- the predispositions to get on a favourable or unfavourable evaluation of something.

These three components do not exist or function separately. An attitude represents the interplay of a person's affective, cognitive and behavioural tendencies with regard to a person, group, an event or an issue. For example, suppose that an individual holds a strong, negative attitude about the use of nuclear power. During an employment interview with the representative of a large firm, he discovers that the company is a major supplier of nuclear power generation equipment. He might feel a sudden intense dislike for the company's interviewer (the affective component). He might form a negative opinion of the interviewer based on beliefs and opinions about the types of persons who would work for such a company (the cognitive component). An important element of cognition is the evaluative beliefs held by a person. He might be tempted to make an unkind remark to the interviewer or suddenly terminate the interview (the behavioural component).

#### The ABC Model

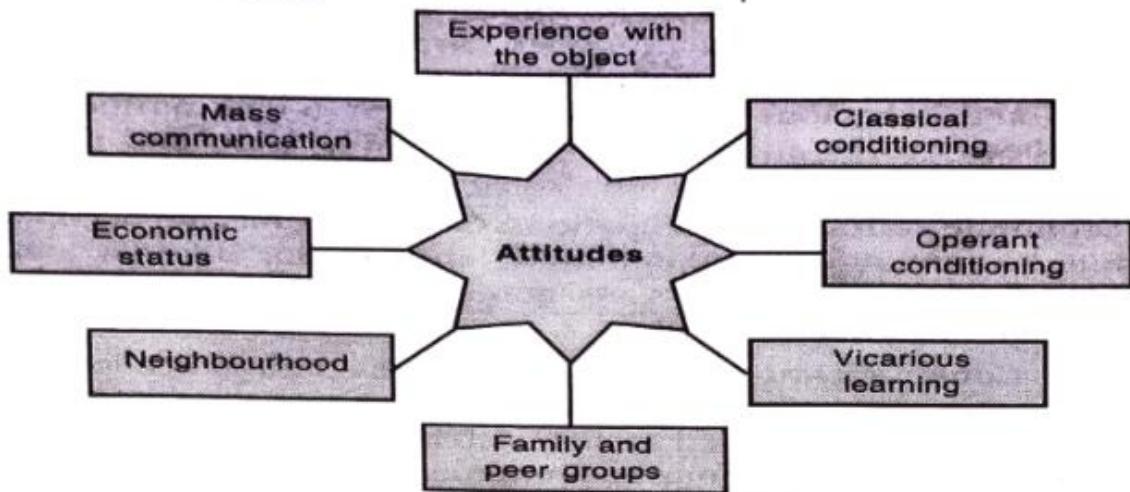
Illustration- Interrelated components of attitude; presents the three components of attitudes in terms of work environment factors. These stimuli trigger cognitive (thoughts), affective (emotional), and behavioural responses.



**Illustration- Interrelated components of attitude**

### 3.1.3 Formation of Attitude

Individuals acquire attitudes from several sources but the point to be stressed is that the attitudes are acquired but not inherited. The most important sources of acquiring attitudes are direct experience with the object, association, family, neighborhood, economic and social positions, and mass communication. (See Illustration - Formation of Attitudes).



**Illustration - Formation of Attitude**

**Direct Experience with the Object:** Attitudes can develop from a personally rewarding or punishing experience with an object. Employees form attitudes about jobs on their previous experiences. For example, if everyone who has held a job has been promoted within six months, Current job holders are likely to believe that they will also be promoted within six months. Attitudes formed on experience are difficult to change.

**Classical Conditioning and Attitudes:** One of the basic formations can be explained processes underlying attitude on the basis of learning principles. The same classical conditioning processes that made Pavlov's dogs salivate at the sound of a bell can explain how attitudes are acquired. People develop associations between various

objects and the emotional reactions that accompany them. For instance, many soldiers who were stationed in the Persian Gulf during the war with Iraq reported that they never wanted to sit on a sandy beach again. Put another way, the soldiers formed negative attitudes towards sand. Similarly, positive associations can develop through classical conditioning. We may come to hold positive attitude towards a particular perfume because a favorite model wears it.

Advertisers make use of the principles of classical conditioning of attitudes by attempting to link a product they want consumers to buy with a positive feeling or event. For example, many ads feature young, attractive, healthy men and women using a product even if it is one ass uninteresting as toothpaste. The idea behind creating such ads is to create a classically conditioned response to the product, so that just glimpsing a tube of toothpaste evokes a positive feeling.

**Operant Conditioning and Attitude Acquisition:** Another learning process, operant Conditioning, also underlies attitude acquisition. Attitudes that are reinforced, either verbally or non-verbally, tend to be maintained. Conversely, a person who states an attitude that elicits mockery from others may modify or abandon the attitude.

**Vicarious Learning:** This refers to formation of attitudes by observing behavior of others and consequences of that behavior. It is through vicarious learning processes that children pick up the prejudices of their parents. For example, even if they have never met a blind person, children whose parents say that "blind people are incompetent" may adopt such attitudes themselves.

We also learn attitudes vicariously through television, films, and other media. For instance, movies that glorify violence reinforce positive attitudes regarding aggression and portrayals of Women as subservient to men shape and bolster sexist attitudes.

**Family and Peer Groups:** A person may learn attitudes through imitation of parents. If parents have a positive attitude towards an object and the child admires his parents, he is likely to adopt a similar attitude, even without being told about the object, and even without having direct experience. Attitudes towards the opposite sex, religion, tolerance or prejudice, education, occupations, political parties, and almost all other areas where attitudes are capable of expression are the result of our accepting or rejecting the attitudes held by members of our family. Similarly, attitudes are acquired from peer groups in colleges and organizations

**Neighborhood:** The neighborhood we live in has a certain structure in terms of its having cultural facilities, religious groupings, and possibly ethnic differences. Further, it has people who are neighbors'. The neighbors' adults or children – tolerate, condone or deny attitudes and behavior and as a result we are either northerners or southerners. Further accept these moves and conform, or we deny them and possibly rebel. The conformity or rebellion in some respects is the evidence of the attitudes we hold..

**Economic Status and Occupations:** Our economic and occupational positions also contribution to attitudes formation. They determine, in part, our attitudes towards unions and management and our belief that certain laws are "good" or "bad". Our socio-economic background influences our present and future attitudes.

**Mass Communications:** All varieties of mass communications-television, radio, newspapers ,and magazines feed their audiences large quantities of information. The presentation of news or information is constructed so as to cater to the attitude of the audience. In turn, the audience selects the specific form of mass communication that

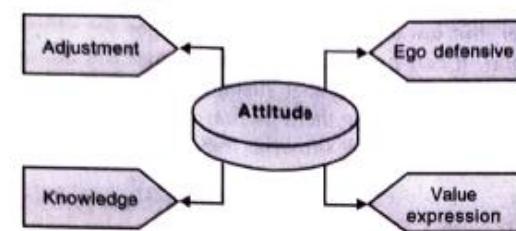
best reflects its attitudes on various subjects. The items of interest include sex and teenagers, crime, divorce, politics, religion, pornographic literature, and the like. The material we select helps us either to substantiate our opinions or to establish new ones. Once formed, attitudes play an important role in one's life. It applies to every sphere of life, including one's personal and professional life. An executive cannot be good executive without a positive attitude. A student cannot be a good student without a positive attitude. A parent, teacher, salesperson, employer and employee cannot be good without positive attitudes.

What an individual needs is positive attitude. When all employees in an organization have positive attitudes, benefits will be many. For example, positive attitude –

1. Increases productivity
2. Fosters teamwork
3. Solves problems
4. Improves quality
5. Makes for congenial atmosphere
6. Breeds loyalty
7. Increases profits
8. Fosters better relationships with employees, employers and customers
9. Reduces stress
10. Makes for a pleasing personality

### 3.1.4 Function of Attitude

People hold attitudes because they serve important functions. In general, attitudes perform four important functions: (i) Adjustment, (ii) Defense, (iii) Value expressive, and (iv) Knowledge. (See Illustration - Function of Attitude).



#### Functions of Attitude

**Adjustment Function:** Attitudes often help people adjust to their work environment. When employees are well treated, they are likely to develop a positive attitude and the towards management organization. When employees are berated and paid poorly, they are likely to develop a negative attitude towards the firm and its owners. These attitudes help employees adjust to their environment and are a basis for future behavior. For example, if employees who are well treated are asked about management or the organization, they are likely to say good things. Just the reverse may be true for those berated and are poorly paid.

**Ego Defence Function:** People often form and maintain certain attitudes to protect their own self-images. For example, workers may feel threatened by the employment or of minority or female workers in their advancement organization. These threatened

workers may develop prejudices against the new workers. They may develop an attitude that such newcomers are less qualified, and they might mistreat these workers. Such an ego defensive attitude is formed and used to cope with a feeling of guilt or threat. Unless this feeling is removed, this kind of attitude will remain unchanged.

Ego defensive attitudes may be aroused by internal and external threats, by frustrating experiences, by the build-up of pressures previously repressed, and by suggestions or directives from an authoritarian source. Ego defensive attitudes are difficult to change because of the misdirected nature of the impulses associated with them. For example, an employee encounters a frustrating experience at work and feels aggressive as a consequence of the hurt to his or her ego. However, the employee displaces this aggression by directing it at a completely different target such as a member of the family. Though ego defensive attitudes are difficult to change, it is possible to remove the threats to the attitudes through therapeutic means in a supportive environment by giving individuals insight into the dysfunctional parts of their defense mechanism.

**Expressive Function:** This attitudinal function contains three main aspects:

1. It helps express the individual's central values and self-identity. Consumers express their values in the products they buy, the shops they patronize, and the lifestyle they exhibit.
2. The expressive function also helps individuals define their self-concept, and facilitates the adoption of subculture values considered important. For example, teenagers may dress and behave in a certain way in order to foster their status in a group.
3. The expressive function helps individuals adopt and internalize the values of a group they have recently joined and as a consequence, they are better able to relate to the group. An individual who has joined an ecology group may now express values manifest in the purchase and use of a bicycle and the recycling of bottles.

**Knowledge Function:** People need to maintain a stable, organized, and meaningful structure of their world in order to prevent chaos. Attitudes provide the standards or frames of reference by which an individual judges objectives or events, and attitudes that provide consistency in our thinking are particularly relevant. The knowledge function of attitudes is observed more in consumer behavior.

Attitudes predispose purchasers to prefer a particular brand of car, and they do not have to reexamine their values, habits, and lifestyle prior to the decision to buy. However, if existing attitudes are inadequate in resolving a particular issue, then the acquisition of new knowledge could bring about a changed attitude. Buyers are generally information-seekers; they have a need to know and this drives them to gain information that gives meaning to their social world. But sometimes, individuals take the easy option and rely on stereotypes to simplify reality.

Why do managers need to know about these attitude functions? Such knowledge can serve two purposes. First, it helps us understand and predict how a certain person is likely to behave.

For example, if a person is "prejudiced" against another, he is less likely to be fair in judging the other person. Moreover, this knowledge helps the manager see why the person has developed Such an attitude. Second, it can help the manager change the

attitude of another person. He can do this by changing the conditions that sustain the attitude. For example, he can change people with low self-images by helping them increase their ability to solve their problems, or by providing them with positive feedback on what they accomplish.

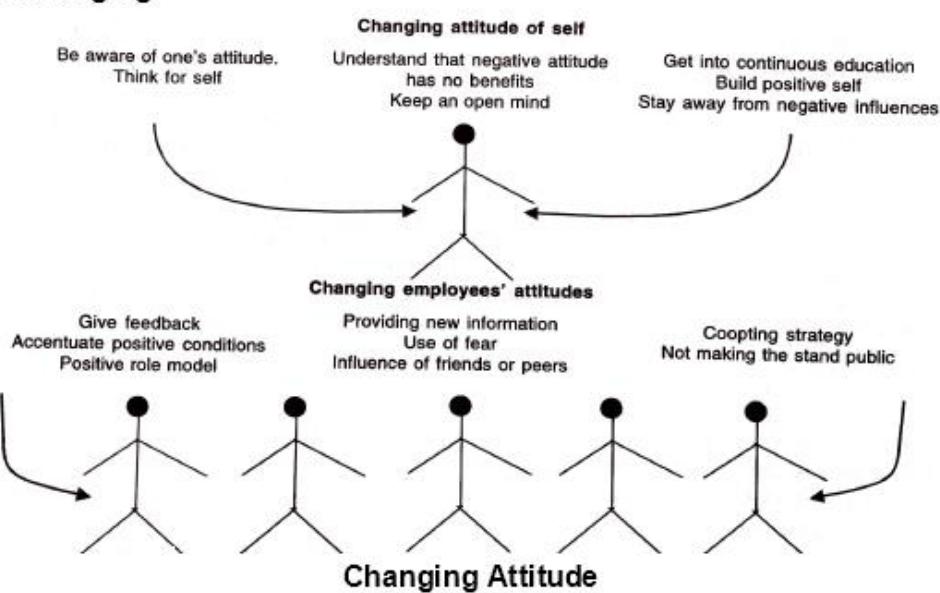
### 3.1.5 Changing Attitude

Employee attitudes need to be changed, particularly when they are unfavourable. It is in the best interest of the organisation to change attitudes. But changing attitudes is a difficult task as attitudes generally endure. Difficulty is reinforced because of the escalation of commitment, cognitive dissonance, and insufficient information. Escalation of commitment refers to the prior commitment of people to a particular cause and their unwillingness to change.

The second obstacle to change attitude is cognitive dissonance. Cognitive dissonance is a term popularized by psychologist Leon Festinger to describe a state of inconsistency between an individual's attitude and behavior. The comfort experienced by dissonance leads to efforts to reduce the tension by: (i) changing the attitudes, and (ii) changing the behavior (iii) rationalizing the inconsistency. People rather resort to the third course of the action than changing their attitudes or altering their behaviors.

The third barrier results from insufficient information. Sometimes people see no reason why they would change their attitudes. The boss may not like a subordinate's negative attitudes, but the latter may be quite pleased with his behavior. Unless the boss can show the individual why a negative attitude is detrimental to career progress or salary increases or some other personal objective, the subordinate may continue to have a negative attitude.

### Ways of Changing



Attitudes need to be changed at two fronts: changing one's own attitudes and changing the employee's attitudes (See Illustration – Changing Attitude)

**Changing Attitudes of Self:** The attitude: following hints can help the individual change his or her

1. Be aware of one's attitudes. People who are optimistic have higher levels of job satisfaction. The individual needs to maintain positive attitudes consciously.
2. Think for self. The individual should develop his or her own attitude based on other's input.
3. Realize that there are few, if any, benefits from harboring negative attitudes.
4. Keep an open mind. The individuals should listen to other people's input and use it to develop positive attitudes.
5. Get into continuous education programme.
6. Build a positive self-esteem.
7. Stay away from negative influences, such as smoking, drugs, alcohol, pornography, negative movies and television programmes.

**Changing Attitudes of Employees:** The following hints can help a manager change attitudes of his or her employees:

1. Give feedback: Employees to be told about their negative attitudes, if any, and their harmful consequences. The manager needs to offer alternative attitudes.
2. Accentuated positive conditions: Employees tend to develop positive attitudes towards the work they do well. Manager should make sure that the working conditions are pleasant and also that the employees have all the resources and training to do a good job.
3. Positive role model: If the manager has a positive attitude, employees may also have similar attitudes.
4. Providing new information: New information will help change attitudes. Negative attitudes are mainly formed owing to lack of or insufficient information. Workers generally become pro-union because of the ignorance about the good intentions of the management. Once they come to know how the management cares for the welfare of the workers, they change their attitude and might turn pro-management.
5. Use of fear: Fear can change attitude. However, the change depends on the degree of fear. For example, if low levels of fear arousal are used, people often ignore them. The warnings are not strong enough to warrant attention. If moderate levels of fear arousal are used, people often become aware of the situation and will change their attitudes. However, if high degrees of fear arousal are used, people often reject the message, because it is too threatening and thus not believable. On the contrary, high degree of may prove counter productive. On being threatened too far, people tend to become stubborn in their attitudes and may refuse to change.
6. Influence of friends or press: Change of attitude can come about through persuasion of friends or peers. Credibility of the others, specially peers, is important to effect change. Peers with high credibility shall exercise significant influence on change. The same is not true with peers who have low credibility

7. The coopting approach: Coopting is another way of changing attitude. This means taking people who are dissatisfied with a situation and getting them involved in improving things.
8. Group membership: Group membership is likely to result in a change of attitude, despite there being individual differences.
9. Others: Research has shown that an individual is more likely to change a privately held attitude than one he has stated publicly. It is, therefore, necessary that a situation is avoided where the individual makes his attitude public prior to the change attempt.

The individual from a culturally deprived environment who holds an array of hostile attitudes, may change when he is given opportunities for education. A person from a privileged subculture, who has always held to a democratic attitude, may become negative towards some group because of one unfortunate experience. Again, through continued association with others holding similar attitudes, one can be influenced in a positive or negative direction. Here, the attitudes of both the reference group and the social climate are important.

### **3.1.6 Work Related Attitude**

Three work-related attitude are job satisfaction, organizational commitment and prejudice, is useful to describe the three:

**Job Satisfaction:** Job satisfaction refers to the general attitude of employees towards their jobs. Job satisfaction probably is the most widely studied variable in OB. When the attitude of an employee towards his or her job is positive, there exists job satisfaction. Dissatisfaction exists when the attitude is negative.

Job satisfaction often is a collection of attitudes about specific factors of the job. Employees can be satisfied with some elements of the job while simultaneously dissatisfied with others. For example, a lecturer may be dissatisfied with the management of the institution but may derive satisfaction while handling a course on OB in the class. Different types of satisfaction will lead to different intentions and behavior. An employee might complain to the supervisor when dissatisfied with low pay but not with co-worker satisfaction.

Job satisfaction is important for management as it has impact on turnover, productivity, absenteeism and other job-related aspects.

**Theories on Job Satisfaction:** What makes some people like their jobs? Others dislike them? An explanation to these is provided by various theories on job satisfaction. Three such theories are Herzberg's two-factor theory, Locke's value theory and social information processing model.

Herzberg's two-factor theory, Locke's value theory and social information processing model. Two-factor Theory: Herzberg and his associates discovered, through their extensive research, that the factors that contributed to job satisfaction and job dissatisfaction were different. In particular, dissatisfaction was associated with conditions surrounding the jobs (e.g., working conditions, pay, security, quality of supervision, interpersonal relations) rather than the work itself. Because these factors

prevent negative reactions, the researchers referred to them as hygiene (or maintenance) factors. By contrast, satisfaction was associated with factors related to work itself or to outcomes directly derived from it such as the nature of job, achievements, advancement, and recognition. Because such factors were associated with high levels of job satisfaction, Herzberg called them as motivators. Herzberg's distinction between motivators and hygiene factors is referred to as the two-factor theory of job satisfaction.

The two-factor theory has been carped because of the distinction it seeks to maintain between the hygiene factors and motivators. In practice, it is believed, both the categories of elements exert influence both on satisfaction as well as dissatisfaction. Working conditions, for example, can be a maintenance factor for some employees but motivators for others. However, the theory is useful for describing the conditions that people find satisfaction and dissatisfaction on the job. The theory also has been useful in emphasizing the importance of factors such as recognition, advancement, and responsibility.

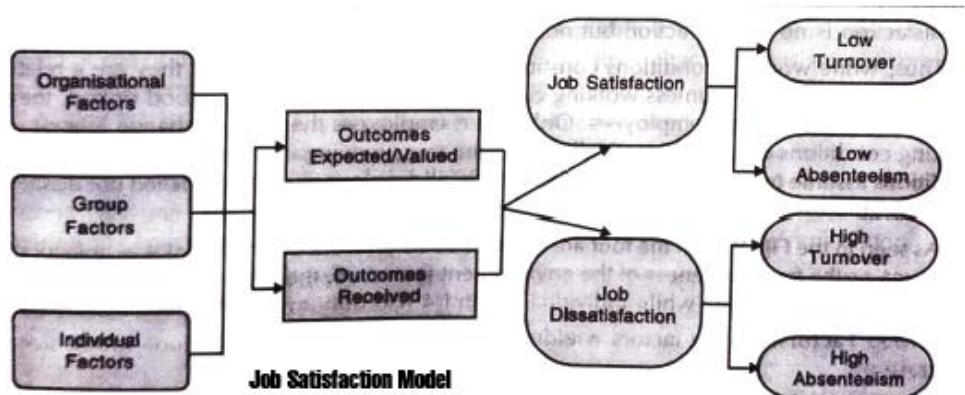
**Locke's Value Theory:** This theory posits that job satisfaction is the relationship between job outcomes realized as compared to those desired. In other words, satisfaction is high when an employee receives outcomes which he or she values high. Satisfaction is less when the outcomes received are valued less by the employee. Locke's approach focuses on any outcomes that people value, regardless of what they are and not necessarily lower order needs (lower order needs are explained in chapter on Motivation). The key to satisfaction, according to the is the discrepancy between those aspects of the job one has and those one wants; the greater the discrepancy, lesser the satisfaction.

Locke's theory calls attention to those aspects of the job that need to be attended for job satisfaction to result. Specifically, the theory suggests that these aspects might not be the same for all people, but any valued aspects of the job about which people perceive serious discrepancies. By emphasizing values, Locke's theory suggests that job satisfaction may be derived from many sources.

**Social Information Processing Model:** A new hire in the organization finds the job, surroundings, peers and the boss highly exciting and enjoyable. Over a period, all these tend to sink and there is dissatisfaction in his or her mind. Not because the job is dissatisfying but the negative things about the surroundings told by the peers. Attitude of the employee towards the job becomes negative because of the information provided by the co-workers. Negative information provided by the co-workers is the essence of the social information processing model.

#### **Model of Job Satisfaction:**

Illustration of job satisfaction model shows the causes and consequences of job satisfaction. Causes for job satisfaction comprise organizational factors, group elements and individual needs. All these factors contribute to satisfaction or dissatisfaction. Between the causes and consequences of job satisfaction, there are two variables, namely outcomes valued/expected and outcomes received.



### Causes of Job Satisfaction

**Organizational Factors:** There are five major organizational factors which contribute to an employee's attitude towards his or her job: pay, opportunities for promotion, the nature of work, policies of the organization and working conditions.

**Wages:** Wages play a significant role in influencing job satisfaction. This is because of two reasons. First, money is an important instrument in fulfilling one's needs; and two, employees often see pay as a reflection of management's concern for them.

Employees want a pay system which is simple, fair, and in line with their expectation. When pay is seen as fair, based on job demands, individual skill level, and community pay standards, satisfaction is likely to result. What needs emphasis is that it is not the absolute amount paid that matters, rather it is one's perception of fairness.

**Promotions:** Promotional opportunities affect job satisfaction considerably. The desire for promotion is generally strong among employees as it involves change in job content, pay responsibility, independence, status and the like. An average employee in a typical government organization can hope to get two or three promotions in his entire service, though chances of promotion are better in the private sector. It is no surprise that the employee takes promotion as the ultimate achievement in his career and when it is realized, he feels extremely satisfied.

**Nature of Work:** Most employees crave intellectual challenges on jobs. They tend to prefer being given opportunities to use their skills and abilities and being offered a variety of tasks, freedom, and feedback on how well they are doing. These characteristics make jobs mentally challenging. Jobs that have too little challenge create boredom. But too much challenge creates frustration and a feeling of failure. Under conditions of moderate challenge, employees experience pleasure and satisfaction.

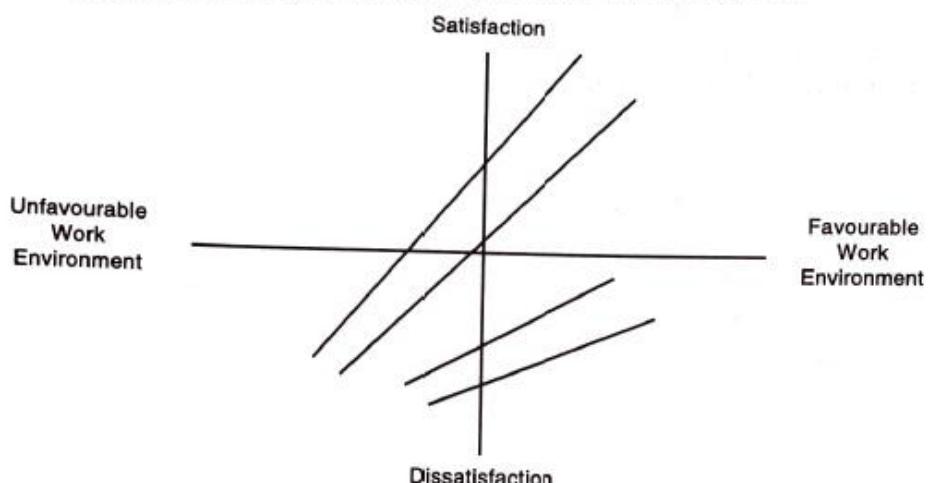
**Organizational Policies and Procedures:** Organizational policies include the basis for effecting promotions (seniority versus merit), transfer of people, foreign assignments, lay-off and retrenchment, appraisal and reward systems, motivational methods, skill-based versus job-based pay, and the like.

**Working Conditions:** Working conditions that are compatible with an employee's physical comfort and that facilitate doing a good job contribute to job satisfaction. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the workplace, and adequate tools and equipment are the features which affect job satisfaction.

The assumption that working conditions and satisfaction are interrelated contradicts the two-factor theory of motivation. According to this theory, working conditions are a part of maintenance factors which, when provided, help remove dissatisfaction. And the opposite of dissatisfaction is no dissatisfaction but not satisfaction.

Thus, while working conditions constitute a source of job satisfaction, they are a relatively minor source. Generally, unless working conditions are either extremely good or bad, they are taken for granted by most employees. Only when employees themselves change jobs or when working conditions change dramatically over time (e.g., moving into new facilities) do working conditions assume more relevance. In other words, all employees are not satisfied nor dissatisfied by favorable or unfavorable work environment (See Illustration – Work Environment and Job Satisfaction: Some Possible Relationship)

#### **Work Environment and Job Satisfaction: Some Possible Relationship**



**Individual Factors:** In addition to organisational and group factors, there are certain personal variables that have a bearing on job satisfaction.

First, several personality variables have been linked to job satisfaction. Among these are self-esteem, TYPE A behaviour pattern and the ability to withstand job stress. Stronger an individual is on these traits, more satisfied he or she tends to be on his or her job.

Second, status tends to influence one's job satisfaction. Generally speaking, the higher the one's position in an organizational hierarchy, the more satisfied the individual tends to be. Put another way, a dissatisfied employee may not stay at one place to reach higher positions in organisational hierarchy.

Third, job satisfaction is related to the extent to which people perform jobs congruent with their interests. A recently graduated MBA is cut out to join a firm as a management trainee. Instead, if she or he takes up a teaching assignment, because other openings are not coming by, the individual tends to be dissatisfied with teaching.

Finally, job satisfaction has been found to be related to one's general life satisfaction. The more the people are satisfied with aspects of their lives unrelated to their jobs, the more they also tend to be satisfied with their jobs. This effect has been

explained in part, in terms of tendency for one type of satisfaction to "spill over" into other. For example, an individual experiencing happy family life tends to be satisfied in his or her job at workplace too.

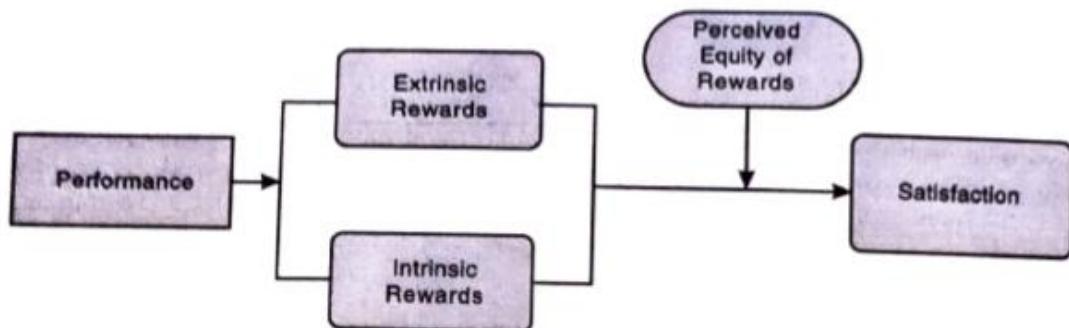
#### **Successful Manager – Much he can do for job satisfaction**

- Job satisfaction has impact on productivity, turnover, absenteeism and safety and health.
- Job satisfaction has two facets: positive and negative. Speaking about the positives, job satisfaction results in increased productivity, and reduced absenteeism and turnover. On the negative side, job satisfaction is not such a powerful variable impacting productivity, absenteeism and turnover. Its significance is overstretched and is a topic of discussion for researchers and academics. It is well known that in times of need an individual sticks to one's job, satisfaction or no satisfaction

#### **Consequences of Job Satisfaction**

High job satisfaction may lead to improved productivity, increased attendance, turnover, improved reduced accidents, less job stress, and lower unionization

#### **Lawler and Portler Model of performance and job satisfaction**



**Productivity:** The relationship between satisfaction and productivity is not definitely established. However, the long-run job satisfaction leads to increased productivity.

On the other hand, job performance leads to job satisfaction and not the other way round. Above illustration shows the similarity between performance and satisfaction. An employee who performs well in his or her job gets both intrinsic and extrinsic rewards which will lead to his or her satisfaction. A poor performer will feel worse about his or her incompetence and will receive fewer rewards. He or she will be less satisfied with his or her work experiences.

However, there are some conditions under which high productivity more clearly leads to job satisfaction. One condition is that the employees perceive that intrinsic and extrinsic rewards are contingent upon their productivity. The second condition is that the extrinsic rewards (pay, for example) be distributed equitably. Inequitable distribution fails to convince the employee about the close correlation between hard work and rewards.

However, the adage "a happy worker is a productive worker" is not always wrong. True, there may not be a relationship between job satisfaction and productivity, but performance may be affected indirectly by absenteeism or turnover which is related (negatively) to satisfaction.

**Job Satisfaction and Employee Turnover:** High employee turnover is of considerable concern for employers because it disrupts normal operations, causes morale problems for those who stick on, and increases the cost involved in selecting and training replacements. The employer does whatever possible to minimize turnover, making the employees feel satisfied on their jobs, being one such.

Unlike the relationship between satisfaction and productivity, the connection between Job satisfaction to Employee turnover is established beyond doubt. It has been demonstrated that workers who have relatively low levels of job satisfaction are the most likely to quit their jobs and that organizational units with the lowest average satisfaction levels tend to have the highest turnover rates.

However, the withdrawal behavior of employees is modified by certain factors. Loyalty to the organization is one such. Some employees cannot imagine themselves working elsewhere, however dissatisfied they are in their present jobs. Availability of other places of employment also influences turnover. If greener pastures are available, an employee does not mind going in search of them, notwithstanding the present level of job satisfaction he or she enjoys.

**Satisfaction and Absences:** Correlation of satisfaction to absenteeism is also proved conclusively. Workers who are dissatisfied are more likely to take "mental health" days, i.e., days off not due to illness or personal business. Simply stated, absenteeism is high when satisfaction is low. As in turnover, absenteeism is subject to modification by certain factors. The degree to which people feel that their jobs are important has a moderating influence on their absence. Employees who feel that their work is important tend to clock in. Besides, it is important to remember that while high job satisfaction will in low absenteeism, low satisfaction is likely to bring about high absenteeism.

**Satisfaction and Safety:** Poor safety practices are a negative consequence of low satisfaction level. When people are discouraged about their jobs, company, and supervisors, they are more liable to experience accidents. An underlying reason for such accidents is that discouragement may take one's attention away from the task at hand. Inattention leads directly to accidents. For example, many hand injuries from power tools can be attributed to the operator not paying careful attention.

**Satisfaction and Job Stress:** Job stress is the body's response to any job-related factor that threatens to disturb the person's equilibrium. In the process of experiencing stress, the employee's inner state changes. Prolonged stress can cause the employee serious ailments such as heart disease, ulcer, blurred vision, lower back pain, dermatitis, and muscle aches.

**Chronic job dissatisfaction** is a powerful source of job stress. The employee may see no satisfactory short-term solution to escaping this type of stress. An employee trapped in a dissatisfying job may withdraw by such means as high absenteeism and tardiness; or the employee may quit.

Employees under prolonged stress stemming from job dissatisfaction often consume too much alcohol, tobacco and drugs. These employees are costly to the management in terms of time lost due to frequent absences and increased payments towards medical reimbursements.

**Unionization:** It is proved that job dissatisfaction is a major cause for unionization. Dissatisfaction with wages, job security, fringe benefits, chances for promotion and treatment by supervisors are reasons which make employees join unions. Another

dimension is that job dissatisfaction can have an impact on the tendency to take action within the union, such as filing grievances or striking.

**Other Effects of Job Satisfaction:** In addition to the above, it has been claimed that satisfied employees tend to have better mental and physical health and learn new job-related tasks more quickly.

All things considered, practicing managers and organizational behavior researchers would agree that job satisfaction is important to an organization. Critics however, point out that this is pure conjecture because there is so much we do not know about the positive effects of satisfaction. On the other hand, when job satisfaction is low, there tends to be negative effects on the organization. So, if only from the standpoint of viewing job satisfaction as a minimum requirement or point of departure, it is of value to the organization's overall health and effectiveness and is deserving of study and application in the field of organizational behavior.

### **Measuring Job Satisfaction**

Also called survey of morale, opinion, attitude, climate, or quality of work life, job satisfaction survey is conducted by management in order to get information for making sound decisions. A job satisfaction survey is a procedure by which employees report their feelings towards their job and work environment. The responses are then combined and analyzed. Various ways of measuring job satisfaction are available. Before discussing the ways, an explanation of the benefits of such survey is in order.

### **Benefits of Job Satisfaction Study**

1. One benefit of job satisfaction surveys is that they give management an indication of general levels of satisfaction in a company. Survey also indicates specific areas of satisfaction or dissatisfaction (as with employee service) and particular groups of employees (as in the tool department or among those over the age of forty). In other words, a survey tells how employees feel about their jobs, what parts of their jobs these feelings are focused on, which departments are particularly affected, and whose feelings are involved (for example, supervisors, employees, or staff specialists. The survey is a powerful diagnostic instrument for assessing employee problems.

2. Improved communication is another benefit of the surveys. Communication flows in all directions as people plan the survey, talk, and discuss its results. Particularly beneficial to the company is, the upward communication when employees are encouraged to comment about what they really have in their minds.

3. An unexpected benefit from a job satisfaction survey is improved attitudes. For some employees, the survey is a safety valve, an emotional release, a chance to get things off their chest. For others, the survey is a tangible expression of management's interest in employee welfare, which gives employees a reason to feel better towards management.

4. The job satisfaction survey can help discover the causes of indirect productivity problems, such as absenteeism, turnover and poor quality of work. As was discussed earlier, absenteeism and employee turnover are highly correlated with job satisfaction. It was also noted that these, in turn, affect productivity. If an organization is disturbed by a high rate of absenteeism or turnover, it might appropriately turn to job satisfaction surveys to diagnose the cause. The causes could be low pay, lack of promotional opportunities, unchallenging jobs, unjust treatment, and the like. Without proper surveys, there could be random guessing on the part of management. A job satisfaction

survey helps management both to get a better handle on why employees are lagging and to plan better solution to problems.

5. Another benefit of satisfaction surveys is that they help management assess training needs. Usually, employees are given an opportunity to report how they feel their Supervisor performs certain parts of the jobs, such as delegating work and giving adequate job instructions. Since employees experience these supervisory acts, their perceptions may provide useful data about the training of their supervisors.

6. A job satisfaction survey is an indicator of the effectiveness of organizational reward systems. As was discussed earlier, there is a positive relationship between performance and satisfaction. This relationship will be strong when rewards (intrinsic and extrinsic) are distributed equitably contingent upon performance. Now, job satisfaction surveys can provide some clues as to the effectiveness of organizational rewards system. They help managers judge whether the best performers are receiving the most reward and the most satisfaction from their jobs. The best performers are likely to quit if they are not suitably rewarded.

7. One of the best uses of job satisfaction surveys is in the evaluation of the impact of organizational changes on employee attitudes. For example, the management wants to know whether the job redesign programme recently implemented in the organization has resulted in increased satisfaction to the employees. By comparing pre-change data and post-change data, it is easy to determine what impact the redesigned work has on employee attitudes.

8. Finally, it is not that satisfaction surveys benefit only management. They are useful to unions too. Often, both management and union argue about what the employees want, but neither really knows. The job satisfaction surveys is one way to find out. It is for this reason that unions support surveys.

But the benefits discussed above would be realized subject to certain prerequisites. Following are the conditions:

1. Top management actively supports the survey.
2. Employees are fully involved in planning the survey
3. A clear objective exists for conducting the survey.
4. The study is designed and administered consistent with standards of sound research.
5. Management is capable and willing to take follow-up action.
6. Both the results and action plans are communicated to employees.

**Ways of Measuring Job Satisfaction:** There are a number of ways of measuring job satisfaction. This is not surprising since hundreds of studies have been conducted over the past three-and-a half decades, employing varied techniques. The most common ways of measurement include rating scales, critical incidents, interviews, and action tendencies.

**Rating Scales:** The most common approach for measuring job satisfaction is the use of rating scales. These scales fall into two general categories. One is called tailor-made scales, which are constructed for a particular setting of a project. The second set comprises standardized scales which, before their use, have been developed to establish group norms on the scales and to ensure reliability and validity of the measuring instruments. It is the tailor-made scales which are frequently used in practice.

One of the most popular standardized scales is the Job Descriptive Index (JDI) developed by Smith, Kendall, and Hulin. The JDI has separate scales for satisfaction with pay, promotion, Supervision, work and co-workers.

It has been used with a large-scale variety of employee samples, and norms are provided for according to their age, sex, education, income, and type of community. Requiring only 10-15 minutes to administer, JD has been widely used by behavior researchers over the years and provides a broad picture of employee attitudes towards the major component of jobs.

**Critical Incidents:** The critical incidents approach to the measurement of job satisfaction developed by Herzberg and associates in their research on the two-factor theory of job satisfaction. Employees are asked to describe incidents on their job when they were particularly satisfied or dissatisfied. These incidents were then closely related to positive and negative attitudes.

**Interviews:** Personal interviews are yet another method of measurement of satisfaction or dissatisfaction. Employees are interviewed individually and the responses reveal their satisfaction or dissatisfaction.

**Action Tendencies:** These represent the inclination people have to avoid or approach certain things. By gathering information about how they feel like acting with respect to their jobs, the job satisfaction can be measured.

#### **Example of Action Tendencies**

1. When you wake up in the morning, do you feel reluctant to go to work?
2. Do you ever feel reluctant to go home from work at night because of the enjoyment you are getting from the job?
3. Do you often feel like going to lunch at work sooner than you do?
4. Do you feel like taking coffee break more often than you should?
5. Do you ever wish you could work at your job on evenings or weekends?
6. Are you sometimes reluctant to leave your job to go on a vacation or
7. When you are on vacation, do you ever look forward to getting back to work?
8. Do you ever wake up at night with the urge to go to work right then and there?
9. Do you ever wish holidays or weekends would get over soon that you could go back to work?
10. If you were starting over in your working career, would you lean towards taking the same type of job you have now?
11. Would you be tempted to recommend your present job to a friend with the same interests and education as yours?

**Likert Scale:** This method of survey was widely used even though it is not a standardized survey. It was developed by Likert in 1932 and is used today. In this, as stated earlier, an individual is asked to indicate agreement or disagreement with job factors. The individual is also required to state how strongly he or she agrees or disagrees with a statement. This is normally done on a 5-point scale, though it is possible to use a 7-point scale also. The normal practice is to incorporate the various statements in a questionnaire. The subject is asked to respond to these statements, indicating the extent of his or her agreement or disagreement.

A value may be given to each response category in order to produce a numerical score, and the different scores in each category may be added together to arrive at a

total score. A high overall score can be viewed as positive, whereas a low score indicates negative.

**Use of Existing Information:** Before conducting any formal satisfaction survey, managers do well to examine two other methods of assessing employee feelings - existing data. Managers are in contact with daily contacts and their employees through constant interaction and communication. This is a practical and timely method of determining job satisfaction. Besides, there are a number of indicators already available in the organization, and their collection in the form of reports will throw much light on the degree of employee satisfaction or dissatisfaction. Some of the available data relate to turnover, absenteeism, performance, suggestions, accidents, grievances, and the like.

**Satisfaction and Managerial Implications:** Job satisfaction has behavioral implications, particularly on such aspects as absenteeism, turnover, and unionization. A clear understanding of the causes and consequence of job satisfaction can help managers better diagnose and solve employee problems. In particular, manager must be clear that:

1. Employee dissatisfaction is often caused by what is perceived to be low pay and boring work;
2. Employees dissatisfaction is largely influenced by their feelings of inequity;
3. Individual satisfaction or dissatisfaction is more important than overall satisfaction or dissatisfaction of employees;
4. Job satisfaction has an impact on employee turnover, absenteeism, and unionization; and
5. If designed and administered effectively, satisfaction surveys can prove to be invaluable
6. Help to assess the degree of satisfaction or dissatisfaction of employees.

#### **Why commitment is significant?**

OB specialists spend considerable time on building organizational commitment among employees. Reasons justifying efforts are striking. First committed employees tend to contribute to the success of the organization. Second, committed workers are unlikely to quit their jobs. Third, committed employees tend to make sacrifices for the sake of the organization

#### **Prejudice**

The third work-related attitude is prejudice which is said to be an unfavorable opinion or feeling about people belonging to certain groups. Prejudices tend to be irrational and affect harmony. They occur in societies and in organizations. People in a society carry prejudices against minorities, disadvantaged sections and marginalized women. Organizational members too entertain ill-founded negative feelings towards bosses, peers and team members.

There are reasons why prejudice occurs in organizations.

First is stereotyping. Stereotyping is the tendency to assign attributes to someone solely on the basis of a category of people to which that person belongs. If one believes that individuals belonging to group X are not very bright and if she or he meets A who belong to group X, then the inference is that A is unintelligent.

Second reason for prejudice is age. It is too well known that elderly people are prejudiced against. Unfavorable attitude towards elders at home result in their not being attended to, not listen them when they desire to talk, not walking with them, and

not taking them to doctor for regular check-up. Youth are not spared either. They are disliked because of their lifestyle.

Third reason for prejudice is physical condition. Physically challenged people are sympathized but not respected and accepted. Women are prejudiced against in all societies and organizations. Prejudice against women manifests in sexual harassment, denial of overseas assignments, and not assigned to prestigious projects. Invisible barriers, called glass ceiling are created against to keep women from advancing as rapidly as men in certain fields.

Fourth, democracy in any country flourishes when citizens are open, tolerant and secular. Institutions like religion, education, media, polity and judiciary are pillars responsible for imbibing these qualities in people. Media, of all, have a bigger role. Citizens develop dislike towards others if these institutions play negative roles.

Fifth, religion is a major cause for disharmony, intolerance and conflicts in our country. People belonging to one religion are so intolerant that they indulge in killing others belonging to a different religion.

### **3.1.6 Values**

Values represent stable, long-lasting beliefs about what is important. They are evaluative standard that help us define what is right or wrong, good or bad, in the world. Some people value money while others consider morals as more important. Some value frugality while others value generosity.

Values differ from attitudes. Values are general beliefs about life, whereas attitudes are directed towards specific objects, events, or people. Of course, values influence our attitudes towards those objects. Further, a value stands in relation to some social or cultural standards or norms. While attitudes are mostly personal experiences.

There are similarities too between values and attitudes. Both are acquired essentially from the same sources. Both values and attitudes endure and are resistant to change.

There are two types of values: terminal and instrumental. Terminal values are desired states of existence that we think are worth striving for. A world of beauty, equality, wisdom, and a comfortable life are some of the terminal values that people might hold. Instrumental values, on the other hand, are desirable modes of behavior that help us reach the objectives of terminal values. Some instrumental values include being polite, courageous, logical, self controlled and ambitious.

Another way of categorizing values is as follows:

1. Theoretical: Values the discovery of truth and emphasizes critical and rational approach to problems.
2. Economic: Values utility and practicality and emphasizes standard of living
3. Aesthetic: Values form grace, and harmony and emphasizes the artistic aspects of life.
4. Social: Values love of people and altruism and emphasizes concern for others.
5. Political: Values power, position, and influence and emphasizes competition and winning.
6. Religious: Values unity and people's relationship to the universe and emphasizes high ideals and the search for the purpose of being on earth.

It may be stated that the values people emphasize vary with their occupations. For instance, priests value religious value, scientist and professors are theoretically inclined,

business people are strong on economic values, artists have high aesthetic values, psychologists and social workers talk about social values; and politicians have a high political value.

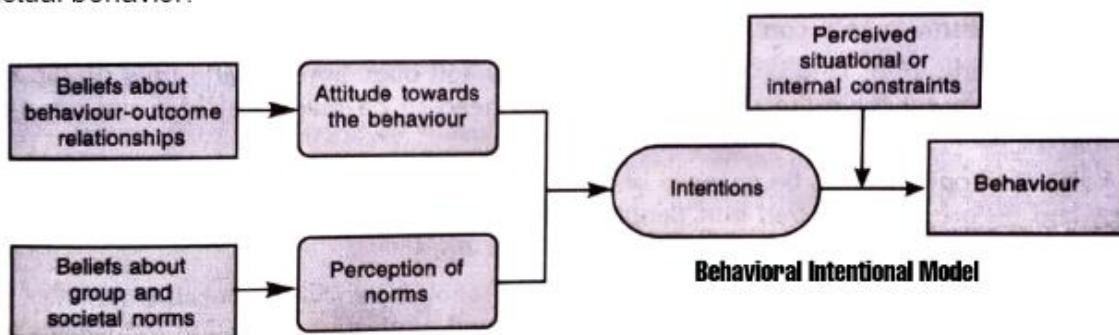
### Merging Personal Values and Organization values

The discussion on values till now is focused on personal values. An individual enters an organization with a personal value system a relatively permanent framework of beliefs that influences the general nature of his or her behavior. Individuals enter the organization with their own value systems, which often clash and together may conflict with organizational value

What values a manager carries to the organization are called intended values. These are ideals that are personally important. However, to be successful in an organization, manage need to learn adopted values, a set of values that are part of the organization's culture. When personal values (intended) and organizational values (adopted) are congruent, these become highly pragmatic operative values. Thus, they provide a frame of reference for consistency making decisions and relationships with others. Organizations grow and prosper when operative Values are strong

### Attitudes, Values and Organization Behavior

A direct link between attitude and behavior does not exist. Why direct link does not exist between attitudes and behavior is explained by behavioral intentions model. The model suggests that focusing on a person's intention to behave in a certain way makes the relationship between the attitude and behavior more definite than if intention is not considered. (Illustration Behavior Intention Model) illustrates the model and shows that intentions depend on both norms and attitudes regarding the behavior. Norms are rules of behavior, or proper ways of acting, that members of a group or a society have accepted as appropriate. Norms thus impose social pressure to behave or not to behave in certain ways. If both attitudes and norms are positive with regard to a behavior, an individual's intention to behave in a certain way will be strong. If attitudes and norms conflict, their relative strength may determine an individual's intentions and actual behavior.



The behavioral intentions model indicates that an individual's beliefs regarding behaviors' affect both attitudes and norms. In the case of attitudes, beliefs concern the relationship between the behavior and its consequences (outcomes). Beliefs regarding norms reflect and individuals perceptions of how others expect that person to act. This model helps explain why the relationship between attitudes and behavior sometimes is strong and at other times it is weak.

The behavioral intentions model also explains another possible explanation of behavior. Real or perceived situational or internal obstacles may prevent a person from

behaving in an intended manner. For example, someone might fully intend to perform a task quickly and effectively but lack competency to do so. Moreover, the perception or beliefs that the individual lacks the necessary competencies might prevent him or her from performing the task.

**Attitudinal Influence on Perception:** Perceptual outcomes are derived from past experiences and perceptions, but they also influence the way we perceive stimuli. Such saying as "Beauty is altogether in the eye of the beholder" and "One person's trash is another person's treasure" emphasize the importance of attitudes in perceiving the world around us. If our attitudes are positive, things will look brighter to us than if they are negative.

**Job Satisfaction:** One of the tasks of managers is to provide satisfaction to employees from their respective jobs. The term job satisfaction refers to an individual's general attitude towards his job. A person with high job satisfaction holds a positive attitude towards his job, while a Person who is dissatisfied with his job holds a negative attitude about his job. When people speak of employee attitudes more often than not, they mean job satisfaction. In fact, the two terms are used interchangeably.

**Organizational Commitment:** If job involvement refers to one's identification with a particular job, organizational commitment means one's involvement with his employing organization. Being another name for organizational loyalty, organizational commitment results in a stable workforce. As with job involvement, attitude is an important variable in determining organizational commitment.

As stated earlier, an individual enters an organization with a value system. Often, the value system of the individual conflicts with the task assigned to the person. Take the example of an employee as a salesperson. As a salesperson, he or she needs to interact with a wide range of customers, some religious, some others politically conscious and others are highly conservative. This may mean that the salesperson must set aside, even deny, personal beliefs in the interest of maintaining good customer relationship. Should the person withhold or express views on political parties, alcoholism, temple construction or communism liberally?

Often, organizations land up in trouble financially and operationally, and only drastic and unilateral action can save the situation. Decisions need to be made quickly, and often on incomplete data.

Roles of people need to be changed or some even may be fired. The manager needs to be tough and be prepared to even hurt people so that organization can be saved. The manager cannot be rigid on being honest and kind in such situations.

1. Values are important to the study of organizational behavior because they lay the foundation for the understanding of attitudes and motivation as well as influencing our perceptions. Individuals enter an organization with preconceived notions of what "ought and what "ought not" to be. Of course, these notions are not value free. On the contrary, they contain interpretations of right and wrong. Further, they imply that certain behaviors' or outcomes are preferred over others. As a result, cloud objectivity and rationality.
2. Values generally influence attitude and behavior. Suppose an individual enters an organization with the view that allocating pay on the basis of performance is right, whereas allocating pay on the basis of seniority is wrong or inferior. He or she is likely to get disappointed if the organization rewards seniority and not merit,

disappointment is likely to lead to dissatisfaction and decline in performance. His or her attitude and behavior would be different if his or her values are aligned with the organisation's pay policies.

3. The challenge and re-examination of established work values constitute important cornerstones of the current management revolution all over the world. Hence, an understanding of values becomes a necessity. Values differ across cultures. What is permissible in the United States is not appreciated in our country and what we hold as dear to our hearts may be simply laughed off in Germany. Strangely, majority of the principles and concepts of OB have been developed by Americans using American subjects within domestic contexts. A study of more than 11,000 articles published in 24 management and organizational behavior journals over a ten-year period reveals that approximately 80 per cent of studies have been done in US and have been conducted by Americans. This implies that OB specialist should remember that no theories and principles are universally applicable to managing people around the world. They should take into consideration cultural values when trying to understand the behaviors' of people in different countries.
4. However, values are important as they lay the foundation for the understanding of attitudes and motivation as well as influencing our perceptions

### **Key Terms**

1. **Attitude:** Beliefs, feelings and action tendencies of an individual or group of individuals towards objects, ideas and people. Attitudes result in action tendencies. Attitudes generally endure.
2. **Escalation of Commitment:** Prior commitment of people to a particular cause and their unwillingness to change. Told differently, it refers to the tendency for people to continue to support previously unsuccessful course of action because they have committed to it. Escalation of commitment is a major barrier to changing attitudes.
3. **Cognitive Dissonance:** It was the social psychologist by name Leon Festinger (1957) who coined the expression-cognitive dissonance. Such a dissonance, according to him occurs, when there is inconsistency between attitude and behavior of an individual. The person experiencing dissonance seeks to reduce the conflict by changing his or her attitudes, changing the behavior or rationalizing the inconsistency,
4. **Job Satisfaction:** This refers to an individual's attitude towards his or her job. When the attitude is positive, there is job satisfaction. There shall be job dissatisfaction when the attitude is negative.
5. **Action Tendencies:** These represent the inclinations people have to avoid or approach certain things.
6. **Job Dissatisfaction:** Negative attitude towards job is job dissatisfaction.
7. **Organizational Commitment:** This refers to the strength of an employee's involvement in the organization and identification with it. Organizational commitment ensures that employees stay with their organization. Organizational commitment is independent of job satisfaction. An individual entertaining negative attitude towards his or her job may still stay with the company because the job is essential for the person.
8. **Prejudice:** Unfavorable opinion about others.

9. **Values:** Values are evaluative standards that help us define what is right or wrong, good or bad in the world. They reflect long-lasting beliefs about what is good and important.
10. **Behavioral Intentions Model:** This model suggests that focusing on a person's intention to behave in a certain way makes the relationship between the attitude and behavior more definite than if intention is not considered.
11. **Job Involvement:** This refers to the degree to which a person identifies psychologically with his or her job and considers his or her performance important to his or her self worth.