# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 10: Lecture Guide Employee Satisfaction and Commitment

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of employee satisfaction and commitment, including how to measure and increase employee satisfaction, and reduce turnover in the workplace.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

10.01 Explain the importance of job satisfaction and organizational commitment.

10.02 Identify the individual differences in the predisposition to be satisfied.

10.03 Increase employee satisfaction and commitment.

10.04 Measure an employee’s job satisfaction level.

10.05 Reduce employee absenteeism.

10.06 Understand why employees quit their jobs and what can be done to reduce turnover.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 10.01 Explain the importance of job satisfaction and organizational commitment. | 4-6  Workbook  Workbook | Exercise 10.1  Focused Free Write –Satisfaction  Exercise 10.2  Stability of Job Satisfaction | 10 minutes  10 minutes |
| 10.02 Identify the individual differences in the predisposition to be satisfied. | 7-17  17  Workbook  Workbook | Activity: Discussion  Exercise 10.3  Core Self-Evaluation  Exercise 10.4  Your Level of Life Satisfaction | 5 minutes  10 minutes  10 minutes |
| 10.03 Increase employee satisfaction and commitment. | 18-25  25 | Activity: Discussion | 5 minutes |
| 10.04 Measure an employee’s job satisfaction level. | 26-29 |  |  |
| 10.05 Reduce employee absenteeism. | 30-36  Workbook | Exercise 10.6  Absenteeism | 10 minutes |
| 10.06 Understand why employees quit their jobs and what can be done to reduce turnover. | 37-44  39  Workbook | Activity: Discussion  Exercise 10.5  Case Study | 5 minutes  10 minutes |
| All Objectives | 2  45  46-47  48 | Icebreaker  Activity: Applied Case Study  Activity: Discussion  Activity: Self-Assessment | 10 minutes  10 minutes  10 minutes  10 minutes |

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## Key Terms

**Job satisfaction:** The attitude employees have toward their jobs.

**Organizational commitment:** The extent to which an employee identifies with and is involved with an organization.

**Affective commitment:** The extent to which an employee wants to remain with an organization and cares about the organization.

**Continuance commitment:** The extent to which employees believe they must remain with an organization due to the time, expense, and effort they have already put into the organization.

**Normative commitment:** The extent to which employees feel an obligation to remain with an organization.

**Internal locus of control:** The extent to which people believe that they are responsible for and in control of their success or failure in life.

**Social information processing theory:** States that employees model their levels of satisfaction and motivation from other employees.

**Social learning theory:** States that employees model their levels of satisfaction and motivation from other employees.

**Equity theory:** A theory of job satisfaction stating that employees will be satisfied if their ratio of effort to reward is similar to that of other employees.

**Organizational justice:** A theory that postulates that if employees perceive they are being treated fairly, they will be more likely to be satisfied with their jobs and motivated to do well.

**Distributive justice:** The perceived fairness of the decisions made in an organization.

**Procedural justice:** The perceived fairness of the methods used by an organization to make decisions.

**Interactional justice:** The perceived fairness of the interpersonal treatment that employees receive in an organization.

**Informational justice:** The extent to which a supervisor is open and transparent in sharing information.

**Interpersonal justice:** The extent to which a supervisor adequately treats an employee.

**Job rotation:** A system in which employees are given the opportunity to perform several different jobs in an organization.

**Job enlargement:** A system in which employees are given more tasks to perform at the same time.

**Job enrichment:** A system in which employees are given more responsibility over the tasks and decisions related to their job.

**Job characteristics theory:** The theory proposed by Hackman and Oldham that suggests that certain characteristics of a job will make the job more or less satisfying, depending on the particular needs of the worker.

**Job Diagnostic Survey (JDS):** A measure of the extent to which a job provides opportunities for growth, autonomy, and meaning.

**Self-directed teams:** *See Quality circles*.

**Quality circles:** Employee groups that meet to propose changes that will improve productivity and the quality of work life.

**Faces Scale:** A measure of job satisfaction in which raters place a mark under a facial expression that is most similar to the way they feel about their jobs.

**Job Descriptive Index (JDI):** A measure of job satisfaction that yields scores on five dimensions.

**Minnesota Satisfaction Questionnaire (MSQ):** A measure of job satisfaction that yields scores on 20 dimensions.

**Job in General (JIG) Scale:** A measure of the overall level of job satisfaction.

**Well pay:** A method of absenteeism control in which employees are paid for their unused sick leave.

**Financial bonus:** A method of absenteeism control in which employees who meet an attendance standard are given a cash reward.

**Games:** An absenteeism control method in which games such as poker and bingo are used to reward employee attendance.

**Paid time off program (PTO):** An attendance policy in which all paid vacations, sick days, holidays, and so forth are combined.

**Person/organization fit:** The extent to which an employee’s personality, values, attitudes, philosophy, and skills match those of the organization.

**Embeddedness:** The extent to which employees have links to their jobs and community, the importance of these links, and the ease with which they can be broken and replaced at another job.

**Organizational citizenship behaviors (OCBs):** Behaviors that are not part of an employee’s job but that make the organization a better place to work (e.g., helping others, staying late).

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* Updated research on the relationship between genetics and satisfaction
* Updated cultural differences in satisfaction
* New discussion on informational justice and interpersonal justice
* Updated cultural differences in absenteeism
* Updated the reasons for absenteeism
* Updated survey information on wellness programs offered by employers
* New discussion of the Affordable Care Act
* Updated Table 10.1 meta-analysis summary

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 10. (PPT Slide 3).*

1. Student engagement prior to class
   1. Have your students complete the free-write in Exercise 10.1 to get them thinking about job satisfaction in their lives.
      1. Have your class discuss their free writes.
2. Explaining the importance of job satisfaction and organizational commitment (10.01, PPT Slide 4)
   1. Why worry about employee attitudes? (PPT Slide 5)
   2. Individual differences in employee satisfaction (PPT Slide 6)
      1. Consistency of satisfaction varies across jobs and time
3. Identifying the individual differences in the predisposition to be satisfied (10.02, PPT Slide 7)
   1. Types of organizational commitment (PPT Slide 8)
      1. Affective commitment
      2. Continuance commitment
      3. Normative commitment
   2. Individual differences that affect job satisfaction (PPT Slide 9)
      1. Individual difference theory
      2. Genetic predispositions
      3. Core self-evaluations
      4. Culture
      5. Intelligence
   3. Judge and Bono meta-analysis (PPT Slide 10)
   4. Personality meta-analysis (PPT Slide 11)
   5. Other aspect of employee lives (PPT Slide 12)
      1. Personal life, including marriage, hobbies, friends, etc.
   6. International differences in employee satisfaction (PPT Slide 13)
   7. **Workbook Exercise 10.2**: Stability of Job Satisfaction (PPT Slide 14)
   8. **Workbook Exercise 10.3**: Core Self-Evaluation (PPT Slide 15)
   9. **Workbook Exercise 10.4**: Your Level of Life Satisfaction (PPT Slide 16)
   10. **Activity**: Discussion (PPT Slide 17, 5 minutes)
4. Increasing employee satisfaction and commitment (10.03, PPT Slide 18)
   1. Discrepancy theories
      1. Realistic job previews
      2. Is the employee a good fit?
      3. Employee needs, values, and wants
         1. Maslow’s Needs Hierarchy
         2. ERG Theory
         3. Two-Factor Theory
   2. Person-organization fit meta-analysis (PPT Slide 19)
   3. Job facets (PPT Slide 20)
      1. Are tasks enjoyable?
      2. Employee supervisors and coworkers
      3. Coworkers’ happiness
   4. Are rewards and resources given equitably? (PPT Slide 21)
      1. Equity Theory
      2. Components
      3. Possible situations
   5. Organizational justice (PPT Slide 22)
      1. Distributive justice
      2. Procedural justice
      3. Interactional justice
         1. Informational justice
         2. Interpersonal justice
   6. Correlations with perceptions of justice (PPT Slide 23)
   7. Is there a chance for growth and challenge? (PPT Slide 24)
      1. Enriched jobs
      2. Methods
   8. **Activity**: Discussion (PPT Slide 25, 5 minutes)
5. Measuring an employee’s job satisfaction level (10.04, PPT Slides 26, 27)
   1. Faces Scale
   2. Job Descriptive Index
   3. Minnesota Satisfaction Questionnaire
   4. Job in General Scale
   5. Nagy Satisfaction Scale
   6. Customed designed inventories
   7. Measuring commitment (PPT Slide 28)
      1. Allen and Myer Survey
      2. Organizational Commitment Questionnaire
      3. Organizational Commitment Scale
   8. **Workbook Exercise 10.5**: Case Study (PPT Slide 29)
6. Reducing employee absenteeism (10.05, PPT Slide 30)
   1. U.S. workers missed 3% of work (PPT Slide 31)
   2. International differences in absenteeism (PPT Slide 32)
   3. Humor break: actual employee excuses for missing work (PPT Slide 33)
   4. How to increase attendance (PPT Slide 34)
      1. Rewards for attending
         1. Financial incentives
         2. Paid time-off programs
         3. Recognition programs
      2. Discipline for not attending
      3. Clear policy and record keeping
   5. Reducing employee stress (PPT Slide 35)
      1. Reducing illness
      2. Not hiring “absence-prone employees”
      3. Uncontrollable absenteeism
   6. **Workbook Exercise 10.6**: Absenteeism (PPT Slide 36)
7. Understanding why employees quit their jobs and what can be done to reduce turnover (10.06, PPT Slide 37)
   1. Unavoidable reasons
   2. Advancement
   3. Unmet needs
   4. Escape from: (PPT Slide 38)
      1. People
      2. Working conditions
      3. Stress
   5. Unmet expectations
   6. **Activity**: Discussion (PPT Slide 39, 5 minutes)
   7. Selection issues (PPT Slide 40)
      1. Conduct realistic job previews
      2. Look for person-organization fit
      3. Study predictors of people who leave
   8. Compensation issues (PPT Slide 41)
      1. Match the market
      2. Job evaluation
      3. Retention bonuses
   9. Situations in which increasing salary and benefits will work (PPT Slide 42)
   10. Counterproductive behaviors (PPT Slide 43)
   11. Organizational citizenship behaviors (PPT Slide 44)
   12. **Discussion**: Applied case study (PPT Slide 45, 10 minutes)
   13. **Activity**: Discussion (PPT Slides 46-47, 10 minutes)
   14. **Activity**: Self-assessment (PPT Slide 48, 10 minutes)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: International differences in satisfaction levels (PPT Slide 17, 5 minutes)
   1. Are you surprised by the differences between satisfaction levels of the countries in the study?
   2. Which country would you have expected to be the most satisfied or least satisfied that you did not see in the list?
2. Discussion: Methods for growth and challenge (PPT Slide 25, 5 minutes)
   1. If you have experienced job rotation, job enlargement, or job enrichment on a job before, did you feel more challenged or that you were given an opportunity for growth?
   2. Would you look forward to the implementation of these methods in your future careers?
3. Discussion: Turnover (PPT Slide 39, 5 minutes)
   1. Have you left a job because of any of the previous reasons mentioned?
4. Discussion: Organizational commitment (PPT Slide 46, 10 minutes)
   1. Students will discuss questions listed concerning organizational commitment.
5. Applied Case Study: Reducing Turnover at Bubba Gump Shrimp (PPT Slide 45, 10 minutes)
   1. Case study can be used as supplementary in-class discussion.
6. Career Workshop: What to do if you are unhappy with your job
   1. Career workshop can be used as supplementary in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 10.1**: Focused Free Write – Satisfaction
   1. Exercise asks students to complete a focused free-write satisfaction assessment about a previous job or class.
2. **Workbook Exercise 10.2**: Stability of Job Satisfaction
   1. Exercise asks students to complete satisfaction ratings of previous jobs to demonstrate satisfaction consistency.
3. **Workbook Exercise 10.3**: Core Self-Evaluation
   1. Exercise asks students to complete the Core Self-Evaluation Inventory.
4. **Workbook Exercise 10.4**: Your Level of Life Satisfaction
   1. Exercise asks students to complete the Life Satisfaction Inventory.
5. **Workbook Exercise 10.5**: Case Study
   1. Exercise describes a situation in which an employee is experiencing dissatisfaction with their job and asks students to determine what caused the dissatisfaction.
6. **Workbook Exercise 10.6**: Absenteeism
   1. Exercise has students apply absenteeism theories to attendance policies in the classroom.

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## Additional Resources

### Internet Resources

* <https://paulspector.com/assessments/pauls-no-cost-assessments/job-satisfaction-survey-jss/> Dr. Paul Spector’s website including information about the Job Satisfaction Survey (JSS).

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |