

# CHAPTER 3 VALUES, ATTITUDES, AND DIVERSITY IN THE WORKPLACE

## CHAPTER OUTLINE

### Values

- Rokeach Value Survey

- Hodgson's General Moral Principles

### Assessing Cultural Values

- Hofstede's Framework for Assessing Cultures

- The GLOBE Framework for Assessing Cultures

### Values in the Canadian Workplace

- Generational Differences

- Cultural Differences

### Attitudes

- Job Satisfaction

- Organizational Commitment

- Job Involvement

- Perceived Organizational Support

- Employee Engagement

### Managing Diversity in the Workplace

- Effective Diversity Programs

- Cultural Intelligence

- Is Job Satisfaction a North American Concept?

- Are Employees in Western Cultures More Satisfied with Their Jobs?

- Is Diversity Managed Differently across Cultures?

### Summary

### OB at Work

## LEARNING OUTCOMES

After studying this chapter, you should be able to:

1. Contrast Rokeach's terminal and instrumental values.
2. Describe Hofstede's value dimensions for assessing cultures.
3. Identify unique Canadian values.
4. Understand the three components of an attitude.
5. Describe key attitudes that affect organizational performance.
6. Summarize the main causes of job satisfaction.
7. Identify the main consequences of job satisfaction.
8. Identify four employee responses to job dissatisfaction.
9. Describe how organizations can manage diversity effectively.
10. Identify the benefits of cultural intelligence.

## CHAPTER SYNOPSIS

This chapter clarifies the importance of values, types of values, and how understanding values contributes to understanding attitudes, and hence toward explaining behaviour. Understanding attitudes can help managers identify potential problems, as well as predict job behaviours. Attitudes, particularly job satisfaction, have received a great deal of attention by OB researchers. Job satisfaction has been studied as both a dependent and independent variable. This chapter looks at the relationship between attitudes and behaviour, what determines job satisfaction, and the link between job satisfaction and certain aspects of performance. Finally, the chapter looks at cultural intelligence and differing values in cultural contexts.

## STUDY QUESTIONS

It is impossible to cover all the material contained in the chapter during one or two lectures. To deal with this problem, I present my students with a list of study questions to indicate what material they will be responsible for on exams. I tell them that they will be responsible for these, even if the material is not covered in class. I have found that this reduces anxiety overall, and I find it helps to make students aware that not everything in a chapter is required material. I realize instructors vary in their approach, so this is simply my approach.

My study questions for this chapter are:

- What is the difference between a value and an attitude?
- Describe Hofstede's framework for assessing cultures.
- Explain why Gen-Xers and Baby Boomers might not get along in the workplace.
- What are the implications of Canada's multicultural society on the workplace?
- Illustrate this from your knowledge of Aboriginal values, francophone values, and East and Southeast Asian values.
- What is job satisfaction?
- What factors affect job satisfaction?
- How does job satisfaction affect performance and productivity?
- What is organizational commitment and how can it be increased?
- What is cultural intelligence and how does it help us understand peoples' reactions to experiencing different cultures?

### **SUGGESTED TEACHING PLAN**

In this class I spend the first half going over values and attitudes, and highlight some of the many differences raised in the text. For the second half of the class I have students work in groups on the Experiential Exercise, which helps them understand even more the variations in values and attitudes that people have.

Be sure to check the Supplemental Material section for additional material that can be used in class or assigned as homework.

### **SAMPLE LECTURE OUTLINE**

#### **Values**

Values are basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.

They contain a judgmental element of what is right, good, or desirable.

Values tend to be relatively stable and enduring.

A significant portion of the values we hold is established in our early years—from parents, teachers, friends, and others. The process of questioning our values, of course, may result in a change, but more often, our questioning acts to reinforce the values we hold.

Teaching Tip: Case Incident—You Can't Do That illustrates the conflict between personal and work-related values. In this case the school board had a teacher fired for his values, which were never displayed in the classroom.

### **Rokeach Value Survey (RVS)**

Consists of two sets of values:

Terminal Values: Goals that individuals would like to achieve during their lifetime.

Instrumental Values: Preferable ways of behaving to reach terminal values.

People in the same occupations or categories tend to hold similar values.

Teaching Tip: For class discussion: “Thirty-five years ago, young employees we hired were ambitious, conscientious, hard-working, and honest. Today’s young workers don’t have the same values.” Do you agree or disagree with this manager’s comments.

### **Hodgson’s General Moral Principles**

Ethics: The study of moral values or principles that guide our behaviour and inform us whether actions are right or wrong.

Ethical values are related to moral judgments about right and wrong.

Teaching Tip: At this point in the lecture you may want to introduce the Ethical Dilemma - Is it a Bribe or a Gift? found in the text. This exercise illustrates to students that ethical situations are not always black or white and must be given consideration as business decisions are made.

### **Assessing Cultural Values**

Hofstede’s Framework for Assessing Cultures

One of the most widely referenced approaches for analyzing variations among cultures.

Hofstede surveyed employees in 40 countries about their work-related values and found that managers and employees vary on five value dimensions of national culture:

- Power distance. The degree to which people in a country accept that power in institutions and organizations is distributed unequally.
- Individualism vs. collectivism. Individualism is the degree to which people prefer to act as individuals rather than as members of groups. Collectivism emphasizes a tight social framework.

- **Masculinity vs. femininity.** Here, masculinity is the degree to which the culture favours traditional masculine roles as opposed to viewing men and women as equals. A high femininity rating means the culture sees little differentiation between male and female roles and treats women as the equals of men.
- **Uncertainty avoidance.** The degree to which people in a country prefer structured over unstructured situations defines their uncertainty avoidance. Cultures low in this dimension are less rule-oriented and take more risks.
- **Long-term vs. short-term orientation.** The degree of a society's devotion to traditional values. Long-term orientation values thrift, persistence, and tradition. Short-term orientation values the here and now and accept change more readily.
- **Indulgence vs. restraint.** This recently added dimension measures society's devotion (or lack thereof) to indulgence. Cultures that emphasize indulgence encourage "relatively free gratification of basic and natural human desires related to enjoying life." Those that favour restraint emphasize the need to control the gratification of needs.

Hofstede's dimensions have enormous influence on OB researchers and managers.

(See Exhibit 3-1 Hofstede's Cultural Values by Nation)

### **The GLOBE Framework for Assessing Cultures**

The Global Leadership and Organizational Behavior Effectiveness (GLOBE) research program identified nine dimensions on which national cultures differ. The GLOBE study supports Hofstede's much earlier research but adds further dimensions.

The GLOBE dimensions:

- **Assertiveness.** The extent to which a society encourages people to be tough, confrontational, assertive, and competitive vs. modest and tender.
- **Future orientation.** The extent to which a society encourages and rewards future-oriented behaviours such as planning, investing in the future, and delaying gratification. This is essentially equivalent to Hofstede's long-term/short-term orientation.
- **Gender differentiation.** The extent to which a society maximizes gender role differences.
- **Uncertainty avoidance.** As identified by Hofstede, the GLOBE team defined this term as a society's reliance on social norms and procedures to alleviate the unpredictability of future events.
- **Power distance.** The GLOBE team defined this, as did Hofstede, as the extent to which members of a society expect power to be unequally shared.

- Individualism/collectivism. This term was defined, as was Hofstede's, as the extent to which individuals are encouraged by societal institutions to be integrated into groups within organizations and society.
- In-group collectivism. In contrast to focusing on societal institutions, this dimension encompasses the extent to which members of a society take pride in membership in small groups, such as their family and circle of close friends, and the organizations in which they are employed.
- Performance orientation. The extent to which a society encourages and rewards group members for performance improvement and excellence.
- Humane orientation. The extent to which a society encourages and rewards individuals for being fair, altruistic, generous, caring, and kind to others. This closely approximates Hofstede's quality-of-life dimension.

### **Values in the Canadian Workplace**

Teaching Tip: Before beginning this discussion, you might have the students identify what they think are the values of the different groups outlined in this section, based on their own experiences.

### **Generational Differences**

Research suggests that generational differences exist in the workplace, but we should not generalize as there are many individual differences among the various age groups.

Analyzing the values of each group gives us some useful insights to understand how others might view things differently from ourselves, even when exposed to the same situation.

(See Exhibit 3-2 Dominant Work Values in Today's Workforce)

### **Baby Boomers**

Emphasis on material success and achievement.

Work hard; enjoy fruits of their labours.

Pragmatists.

"Hippie ethic" and distrust of authority.

Terminal values: sense of accomplishment and social recognition.

### **Generation X**

Lives are shaped by globalization, two-career parents, MTV, AIDS, and computers.

Value flexibility, life options, job satisfaction, family and relationships.

Skeptical of authority.

Terminal values: true friendship, happiness, and pleasure.

### **Millenials (also called Generation Y, and the Next Generation)**

Curious, contrarian, flexible, collaborative, high in self-esteem.

Socially responsible.

At ease with diversity and technology.

High maintenance generation but also high performing.

Terminal values: wealth, meaning in work, equality.

### **Generational Differences and Generation Z**

An understanding that individuals' values differ but tend to reflect the societal value of the period in which they grew up can be a valuable aid in explaining and predicting behaviour.

Baby Boomers currently dominate the workplace.

Both Baby Boomers and Generation X want more flexible workplaces, more opportunity for time off and more work-life balance.

Millennials are masters at communication and information systems.

Managers need to consider these differences when managing across the generations.

Generation Z is the group that comes after the Millennials and was born starting in 1995.

Gen Z is described by researchers as “educated, industrious, collaborative and eager to build a better planet.”

Teaching Tip: There has been some degree of tension in the workplace between the younger generation and the oldest Baby Boomers, some of whom do not have very good technical skills. Have students encountered this? What has been their experience? In some companies, mentoring programs are set up so that younger can learn from older, and older from younger.

### **Cultural Differences**

One in five Canadians is an immigrant, according to the 2006 Census.

Immigrants make up more than 40% of the population of Vancouver and Toronto.

Different cultures are part of the Canadian fabric of life and there are tensions among

people from different races and ethnic groups. Canadian and US Values: Canadians often define themselves as “not American,” pointing to the differences in values between the two countries.

## **Attitudes**

Attitudes are evaluative statements – either positive or negative - concerning objects, people, or events. They reflect how we feel about something.

Attitudes have three components:

- Cognitive component is a description of, or belief in the way things are. It is stating a fact.
- Affective component is more critical and it is the emotional or feeling segment of an attitude.
- Behavioural component describes an intention to behave in a certain way based on the previous two components.

(See Exhibit 3-3 The Components of an Attitude)

In organizations, attitudes are important because they affect job behaviour.

Teaching Tip: This would be a good point to discuss how easy or difficult it might be to change someone’s attitude. Have students complete the activity in From Concepts to Skills at the end of this chapter to illustrate this.

## **Job Satisfaction**

Refers to an individual’s positive feeling toward his or her job resulting from an evaluation of its characteristics.

(See Exhibit 3-4 The Worst Jobs for Job Satisfaction 2013)

What Causes Job Satisfaction?

Interesting job that provides training, variety, independence, and control.

Social context of the workplace also increases job satisfaction.

Money may be less likely to motivate once people reach a comfortable level of living.

Personality also plays a role in job satisfaction. People who have positive core self-evaluation are more satisfied with their jobs.

(See Exhibit 3-5 Average Job Satisfaction Levels by Facet)

Teaching Tip: For class discussion: “Managers should do everything they can to enhance the job satisfaction of their employees.” Do you agree or disagree? Support your position.

### **Job Satisfaction and Productivity**

It is estimated that the correlation between job satisfaction and job performance is moderately strong.

The correlation is higher for complex jobs that provide employees with more discretion to act on their attitudes.

When satisfaction and productivity data are gathered for the organization as a whole, rather than at the individual level, we find that organizations with more satisfied employees tend to be more effective than organizations with less satisfied employees.

### **Job Satisfaction and Organizational Citizenship Behaviour**

Individuals high in OCB will go beyond their usual job duties, providing performance that is beyond expectations.

Behaviours associated with OCB: altruism, conscientiousness, loyalty, sportsmanship, courtesy.

Job satisfaction is only moderately correlated with OCB. People who are more satisfied with their jobs are more likely to engage in OCBs.

Teaching Tip: Ask students if they've engaged in organizational citizenship behaviour in their workplace. If so, why do they do it? If not, are there problems in the workplace that cause them not to do so? Do students think organizations should expect OCB?

### **Job Satisfaction and Customer Satisfaction**

The evidence indicates that satisfied employees increase customer satisfaction and loyalty. Satisfied employees are more likely to be friendly, upbeat, and responsive, which customers appreciate.

### **Life Satisfaction**

Research suggests job satisfaction and life satisfaction are positively correlated.

Work is an important part of life and can influence our overall happiness.

### **How Employees Can Express Dissatisfaction**

(See Exhibit 3-6 Responses to Job Dissatisfaction)

If employees don't like their work environment, they will respond somehow. Responses differ depending on the employee.

Employers should address the source of the problem – the dissatisfaction rather than try to control the different responses.

**Responses to job dissatisfaction:**

- Exit: Actively attempting to leave the organization. Destructive for the organization.
- Voice: Actively and constructively attempting to improve conditions.
- Constructive for the organization.
- Loyalty: Passively, but optimistically, waiting for conditions to improve. Constructive for the organization.
- Neglect: Passively allowing conditions to worsen. Destructive for the organization.

Teaching Tip: Ask students if they've ever left a job, or thought about leaving a job. If they left, what made them decide to leave? If they stayed and were unhappy, how did this affect their performance?

**Counterproductive Work Behaviour**

Generally, job dissatisfaction predicts counterproductive work behaviour (CWB) such as stealing, undue socializing, gossiping, absenteeism, and tardiness.

Research, sometimes CWB is an emotional reaction to perceived unfairness, a way to try to restore an employee's sense of equity exchange.

**Job Satisfaction and Absenteeism and Turnover**

There is a moderate to weak relationship between satisfaction and absenteeism. Other factors are more important in absenteeism.

Satisfaction-turnover relationship is stronger than for absenteeism.  
Strongly influenced by alternative job prospects.

**Organizational Commitment**

A state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.

Professor John Meyer at the University of Western Ontario and his colleagues have identified and developed measures for three types of commitment:

- Affective commitment. An individual's relationship to the organization (i.e. his or her emotional attachment to, identification with and involvement in the organization).
- Normative commitment. The obligation an individual feels to staying with the organization.
- Continuance commitment. The individual's perceived costs of leaving the organization.

A modest positive relationship appears to exist between organizational commitment and job productivity. It is strongest for new employees.

Affective commitment may be more strongly related to organizational performance than continuance commitment.

Continuance commitment seems to be related to a lower intention to quit but an increased tendency to be absent and lower job performance.

Continuance commitment seems to be more an allegiance or an obligation to an employer because nothing better is available.

Teaching Tip: Point/Counterpoint activity considers whether employer-employee loyalty is still relevant today.

### **Job Involvement**

Job involvement measures the degree to which people identify psychologically with their job and consider their perceived performance level important to self-worth.

Includes psychological empowerment which consists of employees' beliefs in the degree to which they influence their work environment, their competence, the meaningfulness of their job and their perceived autonomy.

High job involvement is related to reduced absences and lower resignation rates.

### **Perceived Organizational Support (POS)**

The degree to which employees believe the organization values their contributions and cares about their well-being through:

- Rewards that are perceived as fair.
- Employees having a voice in decisions.
- Supportive supervisors.

Employees with strong POS perceptions seem to engage in higher levels of organizational citizenship behaviour, exhibit lower levels of tardiness, and offer better customer service.

Employees view work as an exchange rather than a moral obligation.

### **Employee Engagement**

Employee engagement is an individual's involvement with, satisfaction with, and enthusiasm for, the work he or she does.

Highly engaged employees have a passion for their work and feel a connection to their company.

Concern for most organizations comes from a survey that found only 27 percent of Canadian employees are highly engaged and one in five are not engaged at all.

Highly engaged employees are less likely to have safety incidents, and less serious and less costly than disengaged employees.

Top reasons for job engagement:

- Having a good manager that employees enjoy working for.
- Feeling appreciated by the supervisor.
- Meaningful work that is determined by job characteristics and access to sufficient resources to work effectively.
- Match between the individual's values and those of the organization.
- Leadership behaviours that inspire workers to a greater sense of mission.

Emotional intelligence may be linked to job satisfaction, well-being, and employee engagement.

Negative side of job engagement is that it may lead to work-family conflict.

### **Managing Diversity in the Workplace**

The workforce is changing and becoming more diverse. With this change, managers in organizations have had to address issues about employee attitudes on biographical characteristics such as race, religion, sexual orientation, and age.

Demographics mostly reflect surface-level diversity.

Personality and values, that represent deep-level diversity.

Ability is another diversity issue and relates to an individual's current capacity to perform the various tasks in a job.

Organizations incorporate workforce diversity initiatives in the workplace to improve relations among co-workers.

Diversity statement is a value statement for the organization and should influence the behaviour of members of the organization. However, values are difficult to change.

### **Effective Diversity Programs**

Some view diversity as a competitive advantage.

Effective diversity programs have three distinct components:

- Teach people about the legal framework for equal employment opportunity and encourage fair treatment of all people
- Teach people how a diverse workforce will be better able to serve a diverse market of customers.
- Foster personal development practices that bring out the skills and abilities of all workers, acknowledging how differences in perspective can be a valuable way to improve performance for everyone.

Effective Diversity Programs also focus on the positive benefits rather than telling people what they should and should not do.

Organizational leaders must determine whether the protected groups covered by Canada's Employment Equity Act have been underutilized.

Management should clearly communicate the company's diversity policies and their rationale to employees.

(See Exhibit 3-7 Practices Used by 45 of Canada's Most Welcoming Places to Work)

### **Cultural Intelligence**

The idea of cultural intelligence, or CQ, suggests that people vary in how they deal with other cultures. CQ "picks up where emotional intelligence leaves off."

Those with CQ try to figure out whether a person's behaviour is representative of all members of a group, or just that person.

Most managers fall into the following cultural intelligence profiles:

- **Provincial.** They work best with people of similar background, but have difficulties working with those from different backgrounds.
- **Analyst.** They analyze a foreign culture's rules and expectations to figure out how to interact with others.
- **Natural.** They use intuition rather than systematic study to understand those from other cultural backgrounds.
- **Ambassador.** They communicate convincingly that they fit in, even if they do not know much about the foreign culture.
- **Mimic.** They control actions and behaviours to match others, even if they do not understand the significance of the cultural cues observed.
- **Chameleon.** They have high levels of all three CQ components. They could be mistaken as being from the foreign culture. According to research, only about 5 percent of managers fit this profile.

Teaching Tip. Have students use Exhibit 3-8 to measure their own cultural intelligence.

### **Global Implications**

#### *Is Job Satisfaction a US Concept?*

Most research on job satisfaction has been conducted in the United States.

Evidence strongly suggests that job satisfaction is not American.

Similar factors in other cultures seem to cause job satisfaction.

#### *Are Employees in Western Cultures More Satisfied with Their Jobs?*

(See Exhibit 3-9 Average Levels of Employee Job Satisfaction by Country)

Evidence suggests that employees in Western cultures have higher levels of job satisfaction than those in Eastern cultures due to the fact that Western cultures tend to emphasize positive emotions and individual happiness.

Organizational commitment: The three types are present in all cultures but differ in importance.

#### *Is Diversity Managed Differently across Cultures?*

Each country has its own legal framework for dealing with diversity.

Countries may require specific targets and quotas for achieving employment equity goals, which is not allowed in Canada.

Global companies may need to develop unique policies to match the cultural and legal frameworks of each country in which they operate.

### **Summary**

Knowledge of individual's value system is important in an organizational context because values underlie and explain attitudes, behaviours, and perceptions. Attitudes give warnings of potential problems and influence behaviour. Improving employee attitudes will result in better organizational effectiveness, high customer satisfaction, and eventually profits.

**OB AT WORK****For Review**

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

*1. What is the difference between Rokeach's terminal and instrumental values?*

Values are basic convictions on how to conduct yourself or how to live your life that is personally or socially preferable. They are important because they provide understanding of our attitudes, motivation, and behavior, they influence our perception of the world around us, they represent interpretations of "right" and "wrong," and they imply that some behaviors or outcomes are preferred over others.

The difference between terminal and instrumental values is as follows. Terminal values are desirable end-states of existence, the goals that a person would like to achieve during his or her lifetime. Instrumental values are preferable modes of behavior or means of achieving one's terminal values.

*2. What are Hofstede's value dimensions for assessing cultures?*

Hofstede's framework for assessing cultures includes these value dimensions: Power Distance; Individualism vs. Collectivism; Masculinity vs. Femininity; Uncertainty Avoidance; Long-term vs. Short-term Orientation; and recently added Indulgence vs. Restraint. Hofstede's cultural dimensions have been enormously influential on OB researchers and managers. His work analyzes how cultures differ along these dimensions and consequently allows a deeper understanding of the behaviour of individuals from various countries.

*3. What are the values that are unique to Canadian culture?*

Canada is a multicultural country, and there are a number of groups that contribute to its diverse values, such as Aboriginal people, French Canadians, and various immigrant groups. Canadians may be seen as more cooperative, more accepting of diversity in all forms, less adversarial, more cosmopolitan. The distinct cultural groups have their own values that may or may not fit in with the general, what might be called Canadian Anglophone values.

*4. What are the three components of an attitude? Are these components related or unrelated?*

Cognitive component – the description or belief of the way things are. Affective component – the emotional or feeling segment of an attitude. Behavioral component – an intention to behave in a certain way toward someone or something. They are closely related, particularly cognition and affect. As a manager, you need to understand how attitudes are formed and the relationship to actual job behavior.

*5. What are the key attitudes that affect organizational performance? In what ways are these attitudes alike? What is unique about each?*

Job satisfaction – a positive feeling about the job resulting from an evaluation of its characteristics. Job satisfaction impacts directly productivity, organizational citizenship behaviour, customer satisfaction, absenteeism and turnover

Organizational commitment – identifying with a particular organization and its goals, while wishing to maintain membership in the organization. Organizational commitment has three dimensions:

- Affective – emotional attachment to organization
- Continuance commitment – economic value of staying
- Normative – moral or ethical obligations

Organizational commitment has some relation to performance, especially for new employees. It is less important now than in past – now perhaps there is more of an occupational commitment, or a loyalty to a profession rather than a given employer. There is a positive relationship between organizational commitment and job productivity, however modest.

Perceived organizational support – the degree to which employees believe the organization values their contributions and cares about their well-being.

Employee engagement – the degree of an individual’s involvement with, satisfaction with, and enthusiasm for the work she or she does. Highly engaged employees have a passion for their work and feel a deep connection to their company.

Evidence suggests that these attitudes are highly related. Some employees, though, seem to be predisposed to be positive or negative about many things. Organizational support and employee engagement are directly work-related attitudes that need to be understood by managers. Overall, there is some distinction, but a lot of overlap.

*6. What causes job satisfaction? For most people, is pay or the work itself more important?*

Pay and personality are the two main factors that seem to influence job satisfaction. Pay influences job satisfaction only to a point. After about \$40,000 a year (in the U. S.), there is no relationship between the amount of pay and job satisfaction. Money may bring happiness, but not necessarily job satisfaction. Personality can influence job satisfaction. Negative people are usually not satisfied with their jobs. Overall, those with positive core self-evaluation are more satisfied with their jobs.

*7. What outcomes does job satisfaction influence? What implications do the consequences of job satisfaction have for management?*

Job satisfaction influences the following OB issues: productivity, organizational citizenship behaviour, customer satisfaction, absenteeism and turnover, organizational commitment, job involvement and employee engagement. Implications for management include:

Satisfied and committed employees have lower rates of turnover, absenteeism, and withdrawal behaviors. They also perform better on the job. Given that managers want to keep resignations and absences down—especially among their most productive employees—they’ll want to do things that generate positive job attitudes.

*8. What are the four employee responses to job dissatisfaction?*

**Exit:** behavior directed toward leaving the organization, including looking for a new position as well as resigning. Destructive and active.

**Voice:** actively and constructively attempting to improve conditions, including suggesting improvements, discussing problems with superiors, and some forms of union activity. Constructive and active.

**Loyalty:** passively but optimistically waiting for conditions to improve, including speaking up for the organization in the face of external criticism, and trusting the organization and its management to “do the right thing.” Constructive and passive.

**Neglect:** passively allowing conditions to worsen, including chronic absenteeism or lateness, reduced effort, and increased error rate. Destructive and passive.

Exit and neglect behaviors encompass our performance variables—productivity, absenteeism, and turnover.

Voice and loyalty are constructive behaviors that allow individuals to tolerate unpleasant situations or to revive satisfactory working conditions. It helps us to understand situations, such as those sometimes found among unionized workers, where low job satisfaction is coupled with low turnover.

*9. How do organizations manage diversity effectively?*

Effective diversity management capitalizes on diversity for organizational success. This includes recruiting and selection as well as training and development of employees to take advantage of diverse workforces. Effective programs have three components:

They teach managers about the legal framework for equal employment opportunity and encourage fair treatment of all people.

They teach managers how a diverse workforce will be better able to serve a diverse market of customers and clients.

They foster personal development practices that bring out the skills and abilities of all workers.

*10. What are the benefits of cultural intelligence?*

Cultural intelligence, or CQ, is defined as “the seemingly natural ability to interpret someone’s unfamiliar and ambiguous gestures in just the way that person’s compatriots and colleagues would, even to mirror them.” Researchers have identified three types of cultural intelligence. Individuals who have high cognitive CQ look for clues to help them identify a culture’s shared understandings. Individuals with high physical CQ learn the customs and gestures of those from other cultures and therefore act more like them. Cultural intelligence increases understanding, trust, and openness between people of different cultures.

## POINT/COUNTERPOINT

### Millennials have inflated images of themselves compared to their parents

#### Summary

##### Point:

Millennials are technologically savvy, socially tolerant, and engaged. They value their quality of life as equal to their career, seeking a balance between home and work. In these ways, Millennials surpass their Baby Boomer parents, who are less technologically adept, less tolerant, more localized, and who have a history of striving to get ahead at all costs. Studies have found Millennials are more likely than Baby Boomers to have seemingly inflated views of themselves. Some researchers attribute these positive self-perceptions to Millennials having been highly affirmed by their parents and more so than other generations told that they are “special.” Is this apparent self-absorption by Millennials what is generally thought to be narcissistic behaviour?

##### Counterpoint:

The “me generation” was what boomers experienced. The only difference between the generations is age, not perception or attitudes. Studies have shown that Millennials are no different than other generations were when they were young. It can be argued that these generational differences are only attributed to age. When Boomer parents were young they felt the same was as their Millennial kids today. The more valid comparison should be made on the basis of one’s stage of life, not with generalizations across generations. Millennials are no more narcissistic than Baby Boomers were in their youth.

#### Class Activity

Divide the class into two (or more) teams. Assign each team either the Point or the Counterpoint position. Have teams debate the issue. In a very large class, one debate could be conducted in front of the class by two volunteer teams.

## BREAKOUT GROUP EXERCISES

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

*Identify the extent to which values overlap in your group.*

This will vary tremendously, based on your class composition, and the composition of groups. You might want them to consider 3 or 4 key personal values, and base their discussion of overlaps from that.

*Try to uncover with your group members the source of some of your key values (for example, parents, peer group, teachers, church, etc.)*

Many of our values come from our parents, but there are other sources as well. Have students discuss why different groups have been influential for their choice of values.

*What kind of workplace would be most suitable for the values that you hold most closely?*

Do their values reflect a more structured, or a more flexible workplace? Do their values suggest particular industries that would make a better fit? How might their values affect occupational choices as well?

## **EXPERIENTIAL EXERCISE**

### **Feeling Excluded**

Each group session is liable to bring forth a wide variety of results. The make-up of the group and the contingency of the situation are variables of great significance. Some of the most exciting discussions can come from groups with international students as members. The instructor might lead a discussion to relate cultural values to some of the group's attitudes. Discussion could also focus on how knowing about values of different groups might improve relationships and the ability to work together.

## **ETHICAL DILEMMA**

### **Tell All Websites?**

“Arrogant, condescending, mean-spirited, hateful...and those traits describe the nicest people at Netflix,” writes one anonymous employee. “Management is awful...good old boys club,” writes a Coca-Cola market development manager. And the reviews keep rolling in; CocaCola has 1600 employee reviews and some companies, like Google, have double that number on Glassdoor, one of the websites that allows employees to rate their employers.

Websites like Glassdoor are thriving; employees increasingly join the forums and seem to relish the chance to speak freely. Studies indicate that employees “put on a happy face” for their bosses. When people know their posts are not anonymous, “people put on a fake professional face. Organizations are aware that employees watch what they say when they can be identified, and many have used anonymous job attitude surveys for this reason. Evaluations from these surveys are often more glowing, and less detailed, than anonymous website feedback. Some organizations have therefore altered the frequency and scope of surveys to obtain more depth. Others have their own intranet platforms to solicit concerns and complaints.

Some companies try to discourage employees from anonymously venting on websites and apps, such mandates may violate the employees' right to free speech. And how anonymous are anonymous posts? Posts on Glassdoor and other forums eliminate a person's name, but can't bosses sometimes determine which subordinate posted the comments? Managers everywhere need to decide how much management sleuthing is ethical, and what consequences, if any, can be forced on subordinates for anonymous posts.

### **Questions**

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Do you think employees have a right to say what they want to about their organizations online, as opposed to in private?*

Students will likely argue they have a right to do whatever they want, especially on social media, but they may also express skepticism about what they read on anonymous sites like Glassdoor. Answers to this question may drift into discussion about “Fake News.” Some organizations have policies or codes of conduct which try to restrict public statements especially if they could be considered company confidential. Responsible use of social media, and acknowledgement of the permanent nature of posts may be appropriate to stress.

2. *How would you react if you learned one of your employees posted unflattering comments about you as a manager? Would your reaction be any different if the employee posted unflattering comments about you as a person?*

Students may interpret this question as relating to cyber bullying. The difference between a personal post about an individual and one about your manager may relate to the fact that you may be asked to justify the post about your manager face-to-face. Posts about other people, even rants, may have less obvious consequences but if your manager decides to engage you in face-to face-discussion about your posts, that might get uncomfortable. The timing of when posts were made might also be relevant. Posting about work, while at work, especially negative posts about your bosses, might be tough to rationalize.

3. *Do you feel it is acceptable to post comments anonymously, or do you think people should include their names? Why or why not?*

Answers will vary here. Emotional intelligence may be an appropriate lesson to link back to in this discussion. Think twice before posting, anonymously or otherwise.

## **CASE INCIDENT**

### **Job Crafting**

In this case, Fatima, a high potential employee is un-fulfilled in her job because her job does not allow her to pursue her passion of social media strategy. She wants to quit and find something that better suits her passion, but in her economic situation, this may not be an option. So she has decided to proactively reconfigure her current job.

As a result of reconfiguring her job, not only did her engagement in her work increase, but she also developed new ideas that were recognized and advanced within the organization. In sum, she found that by actively and creatively examining her work, she was able to shape her job into one that is truly satisfying.

Proactive individuals are often self-empowered and are, therefore, more likely to seek workable solutions when they are not satisfied. Research leads us to believe Fatima will be successful in her customized job and that she will experience increased wellbeing. To the extent possible, then, all employees should feel encouraged to be proactive in creating their best work situations.

## Questions

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Should organizations work to create jobs that are satisfying to individual employees?*

Organizational commitment, perceived organizational support, work engagement are all likely to improve in situations where organizations support reconfiguring of jobs to align with the interest of their employees. There is a limit to the extent this can be done cost effectively however there is definitely a business case for such practices.

2. Are the principles of job crafting described here relevant to your job or studies? Why or why not?

This discussion might drift into teaching strategies wherein instructors may customize the course or individualize learning to further engage the student. Some students may have experienced similar flexibility in the workplace.

3. Are there any potential drawbacks to the job crafting approach? If so, how can they be minimized.

The obvious drawback may be setting an expectation that “whatever goes” and employees can morph their jobs into whatever they want them to be. This is obviously not practical as there are costs to such changes which need to be weighed against the benefits.

## CASE INCIDENT

### Walking the walk

Google seems like a great place to work and might seem like a dream job for many however Google is struggling to achieve gender balance in its workforce and arguably has a “dirty little secret” that they seem to be unwelcoming of women. Google officials say they are aware of the lack of diversity, but that their diversity initiatives have failed. However, others report that sexist comments go unchecked and there is a frat-house atmosphere. In fact, an interviewer at an all-company presentation insultingly teased a man and woman who shared an office, asking them, “Which one of you does the dishes?”

Critics are skeptical that Google and other large technology firms will ever count women in their ranks in numbers that reflect the population, though research continues to indicate that men and women are highly similar employees. Once Google has achieved greater diversity than it currently has, perhaps its executives can begin to work on the pay differentials: A recent Harvard study indicated that women computer scientists receive 89 percent of the pay men earn for the same jobs.

## Questions

(Note to instructors: The answers here are starting points for discussion, not absolutes!)

1. *Does this article change your perception of Google as an employer? How?*

Some may argue that there are not enough girls and women studying science and technology courses in college and university. They may argue that there is a supply problem and it's not Google's fault. Others may argue the "good old boys' Network is stronger at Google and in the tech sector than elsewhere. Some may care, others may not.

2. *Why do you think men at Google continue to hire mainly men?*

Research suggests that we hire in our own image, so a male dominated organization will self-perpetuate inevitably. Here again the argument is that there aren't enough women applying for these jobs.

3. *Would you do anything to address diversity issues at Google if you worked there? What might you try.*

Some might propose that Google should set quotas to hire women. This would lead into an interesting discussion about hiring the most qualified versus hiring for equity. Others might suggest that Google try to recruit girls to the tech sector in high school – maybe by establishing scholarships. Having more women on interview panels might also be a suggestion.

## **FROM CONCEPTS TO SKILLS**

### **Changing Attitudes**

#### **Practising Skills**

The exercise asks students to try to change the attitudes of another person. Students will vary in their ability to do so, depending upon how emotionally attached to the attitude the person is. Moreover, some of those trying to change another's attitude will be more or less convincing—their own emotional attachment to the opposite viewpoint may affect how successful they are with their change effort.

#### **Reinforcing Skills**

The purpose of this exercise is to encourage students to apply material from the chapter in various ways. The suggested activities encourage students to work on changing the attitudes of family members or friends. Students should note how difficult it is to do so, what "bargains" they may have to strike to do so, and how strongly they feel about the issue they are introducing to the friend or family member.

**KEY TERMS**

**Ability** - An individual's capacity to perform the various tasks in a job.

**Affective commitment** – An individual's emotional attachment to and identification with an organization, and a belief in its values.

**Attitudes** - Positive or negative feelings about objects, people, or events.

**Behavioural component** – An intention to behave in a certain way toward someone or something.

**Biographical characteristics** - Personal characteristics – such as age, gender, race, and length of tenure. These characteristics are representative of surface-level diversity.

**Cognitive component** – The opinion or belief segment of an attitude.

**Collectivism** - A national culture attribute that describes a tight social framework in which people expect others in groups of which they are a part to look after them and protect them.

**Continuance commitment** - An individual's calculation to stay with the organization based on the perceived costs of leaving the organization.

**Core self-evaluation** - The degree to which an individual likes or dislikes himself or herself, whether the person sees himself or herself as capable and effective, and whether the person feels in control of his or her environment or powerless over the environment.

**Cultural intelligence** - The ability to understand someone's unfamiliar and ambiguous gestures in the same way as would people from that person's culture.

**Employee engagement** - An individual's involvement with, satisfaction with, and enthusiasm for the work he or she does.

**Ethics** - The study of moral values or principles that guide our behaviour, and inform us whether actions are right or wrong.

**Exit** - Dissatisfaction expressed by actively attempting to leave the organization.

**Femininity** - A national culture attribute that sees little differentiation between male and female roles; women are treated as the equals of men in all respects.

**Individualism** - A national culture attribute that describes the degree to which people prefer to act as individuals rather than as members of groups. Instrumental values - Preferable ways of behaving.

**Indulgence** – A national culture attribute that emphasizes the gratification of basic needs and the desire to enjoy life.

**Instrumental values** - Preferable ways of behaving for achieving the terminal values.

**Job involvement** - The degree to which a person identifies with a job, actively participates in it, and considers performance important to self-worth.

**Job satisfaction** – A positive feeling about a job resulting from an evaluation of its characteristics.

**Long-term orientation** - A national culture attribute that emphasizes the future, thrift, and persistence.

**Loyalty** - Dissatisfaction expressed by passively waiting for conditions to improve.

**Masculinity** - A national culture attribute that describes the extent to which the culture favours traditional masculine work roles of achievement, power, and control. Societal values are characterized by assertiveness and materialism.

**Neglect** - Dissatisfaction expressed by passively allowing conditions to worsen.

**Normative commitment** - The obligation an individual feels to stay with an organization.

**Organizational citizenship behaviour (OCB)** - Discretionary behaviour that is not part of an employee's formal job requirements, but that nevertheless promotes the effective functioning of the organization.

**Organizational commitment** – The degree to which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization.

**Power distance** - A national culture attribute that describes the extent to which a society accepts that power in institutions and organizations is distributed unequally.

**Perceived organizational support (POS)** – The degree to which employees believe an organization values their contribution and cares about their well-being.

**Protected groups** - The four groups designated by the Employment Equity Act as the beneficiaries of employment equity (women, people with disabilities, Aboriginal people, and visible minorities).

**Psychological empowerment** - Employees' belief in the degree to which they affect their work environment, their competence, the meaningfulness of their job, and their perceived autonomy in their work.

**Restraint** – A national culture attribute that emphasizes the importance of controlling the gratification of needs.

**Short-term orientation** - A national culture attribute that emphasizes the past and present, respect for tradition, and fulfillment of social obligations.

**Terminal values** - Goals that individuals would like to achieve during their lifetime.

**Uncertainty avoidance** - A national culture attribute that describes the extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid them.

**Value system** - A hierarchy based on a ranking of an individual's values in terms of their intensity.

**Values** - Basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.

**Voice** - Dissatisfaction expressed by actively and constructively attempting to improve conditions.

## SUPPLEMENTAL MATERIAL

### Exploring Topics on the Web

Job satisfaction—what are people saying about their job satisfaction? Try these websites to find out more about what American workers are saying:

[www.forbes.com](http://www.forbes.com) and search for the article New Survey: Majority of Employees Dissatisfied.

Are you surprised at what you read? Write a paragraph or two on the three most important facts you learned from these websites. Bring to class for further discussion.

What do American workers value? At Workforce.com, you will find several articles on the topic. (You will need to complete a free registration.) <http://www.workforce.com/>.

What is the state of employee loyalty? Do organizations even care if employees are loyal? What are the consequences if they are not? [www.workforce.com](http://www.workforce.com) has several excellent articles on the topic (you will need to complete a free registration to access them.)

Organizations often conduct attitude surveys of their employees. What is it that they want to know? Go to: [www.hr-survey.com](http://www.hr-survey.com) (and select Employee Opinion Survey) to learn more about employee attitude surveys. Write a paragraph or two on what you think would be the three most important topics would be to include on an attitude survey and why.