CHAPTER 5: PERSONAL VALUES INFLUENCE ETHICAL CHOICES

CHAPTER SYNOPSIS

Managers and owners of the most successful organizations today realize the importance of matching corporate and personal values. When employees and executives share similar values, the organization can go forward with its productive plans knowing that everyone is focusing on the same direction. In this chapter, students will learn the importance of developing a strong sense of character and integrity. While each individual’s values are formed through multiple environmental influences, students need to be aware of the danger of values drift as they face many of their career and life decisions.

The chapter’s focus will be to establish the direct correlation between a person’s values and his or her ethical choices. This may manifest itself through internal values conflicts as well as conflicts with others, both of which may result in human relations challenges. Students’ awareness of these potential problems will strengthen their ability to deal with them as they arise in their own organizations.

The problem of corporate crime in various degrees is also examined, with an emphasis on establishing corporate ethics. As organizations become multinational, their personnel need to be able to adjust to various corporate cultures, ethical standards, and value systems that might be different from their current systems.

CHAPTER OBJECTIVES

After studying this chapter, students should be able to
1. Explain the advantages of developing a strong sense of character.
2. Understand how personal values are formed.
3. Understand values conflicts and how to resolve them.
4. Learn how to make the right ethical decisions based on their personal value systems.
5. Understand the danger of corporate crime and the steps being taken to eliminate it.

ISSUES FOR REVIEW AND DISCUSSION

1. How do values differ from attitudes, opinions, or behavior?

   Values are more enduring and central than attitudes or opinions in a person’s thoughts, beliefs, and feelings. They represent deep preferences that motivate behavior.
2. How are core values formed? How have values changed in recent years?

Core values are formed through influences such as people and events in your life, your family, your religious beliefs, your school, and the media. The sources of our value systems have changed in recent years because of the increase in single-parent families, the decrease of religious observance, the schools’ hesitation to teach values, and the media’s “sound bites” of violence and corruption.

3. Differentiate between internal values conflicts and values conflicts with others.

Internal values conflicts for a person to choose between two or more strongly held values. Values conflicts with other people can occur based on deep emotional reactions to differences in religious beliefs, ethnic background, gender, age, race, or culture.

4. Explain the five dimensions of Kirschenbaum’s valuing process (see Table 5.1).

Refer to Table 5.1. This valuing process includes thinking about the values options, getting in touch with your feelings toward a value, communicating with others to further understand all aspects of that value, choosing a stand in regard to the value, and acting accordingly in daily life.

5. Describe the advantages and disadvantages of employees sharing the same values as their organization.

When employees share the same values as their employers, there are fewer human relations problems because everyone is focused in the same direction. Ethical decisions are made based on the same values. This harmony usually leads to the success of the individual as well as the organization. The disadvantage of everyone in an organization sharing the same values might be the inability of the organization to meet the needs of its diverse customers in the global economy.

6. Explain the negative effects of the pursuit of immediate gratification.

The pursuit of immediate gratification often means taking shortcuts that might involve pushing hard, cutting corners, and emphasizing short-term gains over the long-term goals. Some workers who strive for immediate gratification often discover the emptiness of their short-term achievements. While they may acquire the “things” of success, they are missing the deep-down feeling of working hard toward a long-term goal.
7. How do top management values affect the purpose and direction of an organization?

Top management values affect the purpose and direction of an organization because those values determine how things get done in the organization. Managers can make better decisions because they are guided by the values established for the organization.

8. List some of the steps corporations are taking to eliminate crime in their organizations?

To eliminate corporate crime, companies are (a) actively developing ethics codes, (b) hiring with more care, (c) proving ethics training for all employees, and (d) encouraging employees to blow the whistle when they observe criminal or unethical behaviors.

9. How might an ethics code help organizations be more productive?

Ethics codes help organizations ensure that employees are working according to the corporate ethical standard. These standards are established to make all employees comfortable and confident in their work environment, creating a more productive and safe work place.
CHAPTER 6: ATTITUDES CAN SHAPE YOUR LIFE

CHAPTER SYNOPSIS

A major objective of this chapter is to help students understand that attitudes represent a powerful force in their life and within any organization. Early in this chapter, we define what an attitude is and explain the power of employee attitudes in organizations. Students will learn how attitudes are formed when they study the section that explains socialization practices, the influence of peer and reference groups, the effects of rewards and punishments, the impact of role models on employee attitudes, and the power of cultural influences.

The attitudes employers are looking for in their employees are examined. A further section on how to change attitudes is divided into two parts: how to change one’s own attitudes and how to help others change their attitudes. The final chapter segment explains to students how attention to the quality of work life factors is affecting employees within modern organizations.

Students should gain a greater understanding of work factors that influence their attitudes toward their work and thereby influence their own success as well as that of their organization and fellow employees.

CHAPTER OBJECTIVES

After studying this chapter, students should be able to
1. Understand the impact of employee attitudes on the success of individuals as well as on organizations.
2. List and explain the ways in which people acquire attitudes.
3. Describe attitudes that employers value.
4. Learn how to change their attitudes.
5. Learn how to help others change their attitudes.
6. Understand what adjustments organizations are making to develop positive employee attitudes.

ISSUES FOR REVIEW AND DISCUSSION

1. List five ways in which we form our attitudes.

   We form our attitudes through socialization, peer and reference groups, rewards and punishment, role model identification, and cultural influences.
2. Describe how rewards and punishment can shape the attitudes of employees in an organization. Give at least one example of each.

Rewards, such as praise for a job well done, can be used to shape positive employee attitudes so that they will repeat the behaviors being rewarded. Punishment or reprimands, such as criticism for violation of a work policy, can also shape employee attitudes so that they will not repeat the behaviors being punished. People tend to develop attitudes that minimize punishments and maximize rewards.

3. Why is happiness considered the foundation of all attitudes?

When a person chooses to be happy, the effect permeates everything they say and do from that point forward. The results can be dramatic. Happy people are generally more sociable, flexible, and creative and are able to tolerate life’s daily frustrations more easily than unhappy people.

4. Describe the attitudes employers are looking for in their employees.

Employers are looking for people who are self-motivated, accept change, are willing to be team players, are concerned about their health and wellness, value their coworkers’ diversity, and are honest.

5. Explain how consequences can influence the shaping of attitudes in an organization.

When contact with an activity or event is followed by positive consequences, a person will be more apt to repeat the activity. This principle of human relations has many applications in the business community. For example, a salesperson who discovers that excellent customer service provided after the sale leads to repeat business may be motivated to continue this service.

6. Robert Mager says that the conditions that surround a subject can play an important role in shaping attitudes. Provide at least one example to support Mager’s statement.

Answers will vary according to students’ experiences. An example might be a poorly lit, noisy work environment with supervisors who threaten employees with dire consequences if they do not perform appropriately, as opposed to a well-lit, ergonomically correct work environment with supervisors who motivate employees with positive expectations and rewards for performing appropriately.
7. Identify the difference between a person with an optimistic attitude and one with a pessimistic viewpoint.

People who are optimistic quickly bounce back after disappointments. They view problems as temporary setbacks and focus on their potential success rather than on their failures. Pessimists believe bad events will last a long time and undermine everything they do. They give up when faced with difficult challenges and often develop cynicism or mistrusting attitudes about the motives of other people.

8. What are organizations doing to help improve the attitudes of their workers? Why do they bother to keep their workers happy?

A happy worker is a productive worker. Therefore, organizations attempt to improve the attitudes of their workers by improving their quality of work life. The factors might include on-site day-care facilities and health clubs, enhanced fringe benefits, training programs and tuition reimbursement programs, and open-book management whereby employees see the profit and loss statements of the company on a regular basis and are included in decisions to improve profits and eliminates losses.
CHAPTER 7: MOTIVATING YOURSELF AND OTHERS

CHAPTER SYNOPSIS

The major purpose of this chapter is to help students acquire increased knowledge and understanding of human motivation. Students will examine internal versus external motivation, the motivational cycle, and the characteristics of motives. A careful study of this material provides students with some useful insights into the relationship between needs and motivation. In the work setting, motivation is what makes people want to work. To illustrate how people tend to satisfy their needs in a particular order, the chapter describes Abraham Maslow’s hierarchy of needs in detail. Maslow’s theory is compared and contrasted with Herzberg’s motivation-maintenance theory. Students then study the application of motivational theories such as McGregor’s Theory X and Theory Y. Expectancy theories such as the self-fulfilling prophecy and the Pygmalion Effect are examined to help students understand the powerful effect their own expectations have on their behavior as well as the effect of the expectations of others.

Organizations today are becoming creative as they attempt to motivate the new generation, as well as those who have been in the work force for many years. These contemporary motivational strategies include job rotation, enlargement, and enrichment. Students are encouraged to examine what kinds of incentives are necessary to fulfill the needs of individual workers.

Opportunities to learn new things may be motivational as well as empowering to make daily decisions that directly or indirectly lead to the satisfaction of the customers. The chapter concludes with suggestions for self-motivation. It suggests students go outside their comfort zone and get excited about the creative process. When trapped in a job they hate, they can choose to love it until they are able to move on to another job. They also need to build a strong immunity to cynicism that erodes anyone’s attitudes.

CHAPTER OBJECTIVES

After studying this chapter, students should be able to
1. Differentiate between internal and external motivators in the workplace.
2. Explain the five characteristics of motives.
3. Describe five of the most influential theories of motivation.
4. List and describe contemporary motivation strategies.
5. Understand how to motivate individuals from different generations.
ISSUES FOR REVIEW AND DISCUSSION

1. Given what you have read in this chapter, how would you define motivation?

Motivation accounts for why people do the things they do. In an organizational setting, it is what makes employees want to work harder.

2. Describe the difference between external and internal motivations and give examples.

An internal motivation is an intrinsic reward resulting from personal enjoyment in a job well done, an opportunity for advancement, or personal growth. An external motivation is initiated by another person and usually involves rewards or incentives such as cash, prizes, or additional vacation days.

3. Who is the best judge of what is and what is not a motivating factor for employees? Explain.

Employees themselves are generally the best judge of what is and isn’t a motivating factor. An employee may not always be driven by the same goals as the manager. What motivates the manager or supervisor may have little, if any, meaning for the employee. If managers wish to motivate their staff to the greatest extent possible, they must learn what employees’ want or what will make them work harder.

4. Explain Herzberg’s motivation maintenance theory.

Herzberg theorizes that if employees’ motivational factors (a sense of achievement, responsibility, recognition, and opportunities for advancement) are not met then they will begin to ask for more maintenance factors such as increased salaries, better working conditions, or more liberal company policies regarding sick leave or vacation time. Why and how should people set goals?

5. Why and how should people set goals?

People should set goals so that they have something to strive for that is beyond their comfort zone. This helps them focus their energies in a specific direction rather than randomly going through their day-to-day existence. Goals should be specific and have a time frame. They should not be unrealistic, but they should be simply out of reach so that they pull the person toward what they want to achieve.
6. Describe the likely motivational strategies of a Theory X manager as opposed to a Theory Y manager.

Refer to the Human Relations in Action box discussing McGregor’s Theory X/Theory Y

7. Identify the various ways a job can be redesigned to motivate an employee.

A job can be redesigned through (s) job rotation, which allows employees to move through a variety of jobs, departments, or functions over a specified period of time; (b) job enlargement, which involves expanding an employee’s duties or responsibilities and may include teaching the employee new skills; and (c) job enrichment, which attempts to trigger an employee’s internal motivation by making a job more desirable, more personally satisfying, and less boring.

8. How might empowering employees with authority and responsibility affect their job performance? In what ways will this empowerment affect their human relations skills.

Empowerment, because it allows employees to be ultimately responsible for the quality of their work, will improve job performance by instilling in workers a sense of pride and ownership in a job well done. Human relations skills should also improve as employees realize that they are truly a part of the whole organization and that everyone must work together in order for the organization to be profitable.
CHAPTER 8: IMPROVING INTERPERSONAL RELATIONS WITH CONSTRUCTIVE SELF-DISCLOSURE

CHAPTER SYNOPSIS

Self-disclosure is the process of letting another person know what you think, feel, or want. The primary goal of constructive self-disclosure is the building of strong and healthy interpersonal relationships.

Early in the chapter, students review four basic rewards to be gained from self-disclosure. The Johari Window is then described in detail. This model identifies four kinds of information about ourselves that affect our communication with other people. The remainder of the chapter looks at factors that contribute to appropriate self-disclosure and the major barriers to constructive self-disclosure.

This chapter helps the student understand behaviors that build and destroy trust.

CHAPTER OBJECTIVES

After studying this chapter, students should be able to
1. Explain how constructive self-disclosure contributes to improved interpersonal relationships and teamwork.
2. Understand the specific benefits you can gain from self-disclosure.
3. Identify and explain the major elements of the Johari Window model.
4. Explain the criteria for appropriate self-disclosure.
5. Understand the barriers to constructive self-disclosure.
6. Apply their knowledge and practice constructive self-disclosure.

ISSUES FOR REVIEW AND DISCUSSION

1. What is the major difference between self-disclosure and self-description?

Self-disclosure is the process of letting another person know what you think, feel, or want. You are revealing private, personal information that cannot be acquired from another source. Self-description involves disclosure of information that is non-threatening, such as your hometown or your favorite hobby. This is information that others could acquire in some way other than by your telling them.
2. How can self-disclosure contribute to increased self-awareness?

Information given through self-disclosure often improves the quality of communication between people. Good communication is an important key to teamwork.

3. List four major benefits to be gained from self-disclosure.

The four major benefits to be gained from self-disclosure are (a) increased accuracy in communication, (b) reduction of stress, (c) increased self-awareness, and (d) stronger relationships.

4. Describe how self-disclosure can contribute to increased self-awareness.

Self-awareness increases as you receive feedback from others. The quality of that feedback depends largely on how much you disclose about yourself.

5. What is the major difference between the blind area and the hidden area of the Johari window?

The blind area consists of information about yourself that others know but of which you are not aware. You may view yourself as open and friendly, but others may see you as aloof and stuffy. The hidden area contains information about you that you know but others do not. This could include incidents that occurred early in your life or past work-related experiences you would rather not share.

6. What types of interpersonal relationship problems are overdisclosers and underdisclosers likely to encounter?

Overdisclosers talk too much or too intimately about themselves. Underdisclosers are unwilling to let others know anything about them except what can be picked up from observation. Both extremes can create barriers to interpersonal relations. In a work setting, it’s best to seek a balance between complete concealment and complete openness.

7. List the guidelines to follow when making appropriate self-disclosure.

There are six guidelines for appropriate self-disclosure: (a) Use self-disclosure to repair damaged relationships. (b) Present constructive criticism with care. (c) Discuss disturbing situations as they happen. (d) Accurately describe your
feelings and emotions. (e) Select the right time and place. (f) Avoid overwhelming others with your self-disclosure.

8. In the absence of trust, what major problems can surface in an organization?

Lack of trust is perhaps the most common barrier to self-disclosure. When trust is absent, most people fear revealing their thoughts and feelings. When people avoid self-disclosure, the quality of communication within an organization usually deteriorates. Information and ideas are no longer freely exchanged.

9. What are some of the major factors that have contributed to the decline of trust at some companies?

The trust level in an organization will often decline when the work environment is characterized by rapid change, poor communications, and uncertainty caused by frequent layoffs. The recent wave of business scandals has also undermined employee trust at many companies.