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## The Effect of Attitudinal Training upon Job Satisfaction

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THE EFFECT OF ATTITUDINAL TRAINING  
UPON  
JOB SATISFACTION

by  
Shari Solomon

A Thesis Submitted to the Faculty of the Graduate School  
of Loyola University of Chicago in Partial Fulfillment  
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I would also like to acknowledge my parents and grandparents, for they too have aided in my education. By witnessing the exemplary lives which they have led, I feel I have grown and learned. I share this degree and all it represents with them.

## VITA

Shari Ellen Solomon, the author, was born January 18, 1963 in Toledo, Ohio. She is the daughter of Samuel and Rochelle Solomon.

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## INTRODUCTION

### Overview

For a number of years, organizational psychologists have studied job satisfaction. In fact, it is estimated that roughly 4000 published papers have addressed this issue (Oskamp, 1984). The vast research focus on satisfaction probably stems from the potential problems associated with employee dissatisfaction. For example, dissatisfied workers are often late or absent, and their motivation may be poor. Productivity can decline as well when workers are not satisfied. This may result in large organizational costs in terms of both time and money (Henne and Locke, 1985). Overall, the company may experience a work climate which is detrimental to the organization and its employees. Therefore, it is important to determine why employees are not satisfied and how this problem can be rectified. Specifically, it is of interest to see whether such ideas as improving employee work and self beliefs and utilizing the concepts taken from "quality of work life" programs can lead to greater job satisfaction (Glaser, 1976). Consequently, this study attempted to demonstrate that job satisfaction can be affected by the work and self beliefs which an employee maintains and that these beliefs can be altered by participation in an attitudinal training program. Those employees who took part in this training should hold certain positive attitudes toward their job and toward themselves as people, consequently finding a greater sense of job satisfaction. Therefore, this study evaluated an attitudinal training program in terms of whether training influenced work and self beliefs and whether positive changes in those beliefs over time resulted in higher levels of job satisfaction.

## Job Satisfaction

In order to increase job satisfaction, one should first understand its nature. Locke (1976) stated, "Job satisfaction results from the perception that one's job fulfills or allows the fulfillment of one's important job values" (p. 1319). Quite simply, job satisfaction depends upon the way in which employees view their job (the work itself), their co-workers, and the organization (Oskamp, 1984).

Furthermore, researchers now believe that there is a relationship between an employee's job satisfaction and his/her satisfaction with life. Studies have shown that employees who were satisfied on the job found greater satisfaction in other areas of their lives such as family and leisure time (Iris and Barrett, 1972; Hulin, 1969; and Kornhauser, 1965). Commonly referred to as the "spillover theory" (Gruneberg, 1979), these results supported the idea that what occurs at work "spills over" into one's whole life.

Conversely, job satisfaction may be affected by what occurs outside of the workplace. Studies have yet to illustrate this claim; however, if employees who are happy and satisfied on the job can carry these positive feelings into areas other than work, then it is possible that employees who are pleased with themselves and their lives could be more content on the job. For instance, an employee who feels secure and has a positive attitude, may be more apt to become involved in the workplace, show more ambition, and this may increase his/her job satisfaction. Again, this effect has yet to be documented; however, researchers agree that there is a positive correlation between job satisfaction and life satisfaction (Iris and Barrett, 1972; Kornhauser, 1965).

Assuming personal satisfaction does lead to job satisfaction, a great deal of this attitudinal training has stressed improving self beliefs. Self beliefs are the feelings one has in regard to his or her own self worth and personal



capabilities. Some of these beliefs include self-confidence, self-esteem, and motivation. Glaser (1976) stressed the importance of self beliefs by claiming that employees who continually train and learn on the job need beliefs such as these in order to get the most out of their ongoing education. Glaser feels that once these beliefs are obtained, the employee will become more involved in the workplace, find more challenge from the work itself, and achieve greater satisfaction.

### Quality of Work Life

Improving upon employee beliefs is one method which may lead to satisfaction. However, many organizations have developed "quality of work life" programs as a means for doing this. Sashkin (1980) suggested, "The commonly stated aims of quality of work life are increased worker satisfaction and organizational viability" (p. 258). Most quality of work life programs attempt to achieve employee satisfaction by stressing worker involvement and participation. Thus, we expected to improve such problems as poor involvement and participation and perhaps other company matters by utilizing quality of work life concepts and suggestions.

The idea of quality of work life as a psychological construct began about fifteen years ago when the University of Michigan conducted a series of employee attitude surveys. At this time, the issues addressed in the surveys were titled "quality of employment." Results from the initial studies in 1969 showed such problem areas as inadequate benefits, excessive hours, and unpleasant physical conditions. Employees were not satisfied with their financial rewards nor their promotions. They also felt their co-worker relations were poor.

However, much of the recent quality of work life research has yet to reveal

how to solve these concerns. This may be due to the fact that quality of work life programs incorporate a wide variety of concepts and ideas. For instance, some see quality of work life as a variable. It is the way in which work has an impact on the employee in terms of job satisfaction or mental health; in essence the employee's reaction to work.

A second definition views quality of work life as an approach. This idea also focuses on individual outcomes, yet it examines how labor-management relations can lead to improvements for the individual and the organization. Specifically, some of these improvements include greater employee commitment, more employee involvement, stronger work group relations, and an increase in respect for the employee.

Furthermore, some see quality of work life as a method or set of methods to help enhance the work environment making it more productive and satisfying. Autonomous work groups and job enrichment are ways in which this is accomplished.

There are even more ways to define this quality of work life idea, yet in sum, quality of work life is, ". . . a way of thinking about people, work, and organizations" (Nadler and Lawler, 1983, p. 26). Its elements include a concern for individuals and organizational effectiveness as well as the belief that employees should participate in organizational problem solving and decision making. Quality of work life programs study how employees can work better and how work may cause them to be better. It focuses on individual outcomes and involving the employees in the organizational decisions that affect them, which in turn, leads to satisfaction. Results of quality of work life programs can range from decreased turnover, less absenteeism, greater productivity, and an overall increase in job satisfaction (Oskamp, 1984).

Specifically, this training program should result in employee satisfaction by incorporating some of the most important quality of work life variables. For instance, much of this new training concentrated on allowing a more participative management style or a climate where management and subordinates can speak honestly and openly to one another. Similarly, the training incorporated the concept that an individual or work team can feel responsible and manage themselves. Providing recognition and feedback was yet another aspect of this training which was drawn from a quality of work life premise.

However, employee beliefs toward work-related issues are not the only ideas found within quality of work life programs; many of these programs also deal with the employee's personality. Glaser (1976) feels that by establishing a work environment which enables an employee to use and develop his/her personal skills and knowledge, which in turn affects his/her involvement, his/her self-esteem, and the challenge obtained from the work itself, quality of work life can be enhanced. This principle essentially reiterated the previous claim that an employee who is more personally satisfied will be happier in the workplace.

Furthermore, there were other reasons for basing this training program on quality of work life elements. Nadler and Lawler (1983) listed a number of factors which lead to successful quality of work life projects, and in each instance, these features could be met in the new training project. First, quality of work life interventions are most successful when they involve all levels of the organization. Employees throughout the organization should provide their opinions and suggestions, thus taking an active part in company matters. Second, there must be a perception of need. Quality of work life programs tend to work when there is an organizational problem. A third component which is vital to quality of work life success is that the need for the program is important

to the organization. This is apparent when "the various parties are willing to make a significant commitment in terms of resources, consultative help, time, and effort" (Nadler, 1983, p. 28). A final ingredient for success is that a program allocates a great deal of time to problem solving. Nadler and Lawler found this the most critical factor of successful quality of work life programs. They argued that the best organizations were those that provide their employees with a systematic process for solving problems.

However, the main reason for using the concepts and ideas found within quality of work life programs was that job satisfaction is the goal of many quality of work life programs. In order for employees to find this kind of satisfaction, an organization must provide a climate which encourages, facilitates, and rewards questions, challenges, or suggestions (Glaser, 1976). This requires a management style that wants employee participation, one that stresses the meaningfulness of work. Research has indicated that companies who have adopted these ideas have found greater employee satisfaction. For instance, a quality of work life project instituted at the Rushton Coal Mine in Phillipsburg, Pennsylvania showed an increase in job satisfaction and cooperation by the end of one year. Other quality of work life programs showed similar results. Many of the University of Michigan studies revealed significant gains in job satisfaction over the years (French and Bell, 1984). Though other variables such as turnover and productivity were often affected, research illustrated that quality of work life programs resulted in positive effects on job satisfaction (Kissler and Brown, 1980).

### Attitudinal Training

Many organizations feel that if their employees are adequately trained they should be satisfied on the job. This training usually includes skill and

knowledge acquisition. However, due to the recent interest in employee attitudes or beliefs (Brayfield and Crockett, 1955; Morgan and Schiemann, 1986), attitudinal training may become a personnel tool which many organizations utilize in hopes of achieving greater employee satisfaction. This new training program was unique in that it did not focus upon skill and knowledge but on changing or formulating certain work and/or self beliefs which lead to job satisfaction. The belief changes were not the true goals of this training program; they were merely channels through which employee satisfaction could be increased.

More companies may be taking an interest in employee attitudes, yet few people know how to go about changing or influencing these attitudes. Guerin (1968) commented, "Studies and authorities on this subject have not been too helpful " (p. 95). However, Lewin's (1947) attitude change process, "Unfreeze, Change, Refreeze", seemed a useful method for altering and/or forming the appropriate attitudes. The basic ideas underlying this model were that ". . . it should help one decide what kind of experiences are likely to be successful in helping an individual change those attitudes which can be influenced. Attitudes are generally organized and integrated around the person's image of him/herself, and they result in stabilized, characteristic ways of dealing with others. . ." (Guerin, 1968, p. 96). Lewin felt that showing people why they could be more effective by changing would lead individuals to decide for themselves why they should adjust their attitudes, which should lead to a greater commitment to change than more coercive change techniques. Thus, Lewin's three step model was incorporated into this training program, expecting that this process would result in the greatest chance of changing the employees' attitudes.

The change and/or formation process includes three phases - unfreezing, changing, and refreezing. When experiencing unfreeze, an individual's stability is disturbed so much so that he/she is ready to change. This is accomplished through increasing pressure to change or decreasing the resistances to change. The second phase, change, involves the actual process of learning new beliefs. This occurs through identification - having the individual identify with someone who already holds these beliefs. It can also occur through internalization by placing the individual in a situation where the new beliefs must be used in order to solve certain problems. The last phase, refreeze, is the integration of new beliefs and related attitudes into the individual's existing personality. If each phase is successful, employees who received the attitudinal training should have changed or formulated their beliefs in a manner which results in greater satisfaction.

This new training program accomplished these three phases in a variety of ways. For example, certain training modules such as those titled "Communications" or "Teams" (see Appendix A) included some basic facts and ideas which showed the trainees why they should change their beliefs. These modules "decreased resistances to change" by illustrating how positive attitudes toward these topics could lead to positive results. Therefore, the participating employees should have been motivated and ready to change.

The second phase was also incorporated into the new program. Research has shown that most organizations hope to change those factors which lead to personal and professional dissatisfaction. Lewin suggested that this can be accomplished through identification or internalization. To increase identification, this training called upon top executives to show trainees how these new beliefs could lead to positive, satisfying results. Trainees should have been able to identify with these important executives. Internalization was

also attempted as the trainees were put into situations where they must use their new beliefs to solve problems. Group training projects such as "Somebody's Bugging You" or "Handling People Problems" (see Appendix A) are two examples. Refreeze, the final phase, depended upon the employees integrating the new beliefs into existing personalities. Much of the refreezing process was up to the employees and the company. The employees needed to continue to use the new beliefs they acquired through training, and the company needed to reinforce and promote the use of these beliefs.

Specifically, this program was developed for a large organization based in downtown Chicago, Illinois. After analyzing the results of their annual employee attitude survey, the company felt they were experiencing a number of problems. For instance, apathy among workers had increased; they used to be more ambitious and care more about their work. Employees also felt that they had little involvement and influence at the workplace. They reported that there was little opportunity to work with others, communication among workers was poor, and they seldom had a chance to work together as a team to solve job-related problems or to make decisions. Though other problems were also mentioned, these were the ones the organization felt were most critical and could be changed through training. A follow-up survey was administered to managers shortly thereafter. When asked to identify areas of interest for training, the managers listed: dealing with difficult people, time management, resolving conflict, using strengths and improving weaknesses, listening skills, and motivation.

Consequently, top management decided to implement a new type of training program. In trying to determine why the employees had so many negative beliefs, the company felt that the employees lacked certain

fundamental personal skills. For example, before employees could work together as a team, they needed to improve basic team processes such as communication, understanding, and listening. The company also wanted to see improvements in personal areas such as confidence, self-image, and motivation. Consequently, these were some of the areas which the training addressed. Once the trainees had developed these concepts or beliefs, the organization felt they could apply them in more work-oriented areas such as conflict, creativity, and problem solving.

Furthermore, the company hoped they could achieve greater job satisfaction by utilizing the basic quality of work life elements. In attempting to involve employees from all levels, the company initiated employee participation programs. Many of the suggestions and comments made during these programs led to the topics found in the training manual. Upper management was also involved due to the various ideas they shared throughout the development and implementation of this program. A second quality of work life element is that it is apparent a change is needed. This was found within the company as they requested the training due to their growing concern over poor employee beliefs and low job satisfaction. Company executives also stressed the fact that this program was very important to the organization. They pledged their support and commitment to this new training and promised to constantly reinforce the ideas acquired through training. Finally, the company was able to utilize another quality of work life concept by focusing upon problem solving. The new training stressed this idea by allocating a great deal of time to problem solving and the enhancement of problem solving skills.

The company wanted to accomplish many tasks with this new program. Though the ultimate goal was job satisfaction, the company expected much



more. By showing that they want input and care about their employees, the organization hoped that the employees, in turn, would also care. They should feel as if they are an integral part of the company. After they have completed training, the employees should take pride in themselves and the organization for which they work. If all of these objectives were met, job satisfaction in general should be strong, and both the workers and the organization should benefit.

This relationship was examined by studying two groups of newly hired employees. The day shift workers served as the experimental group and participated in the attitudinal training. The afternoon shift employees were chosen as the control group and received the company's standard training. Surveys which assessed work beliefs, self beliefs, and job satisfaction were administered before training (Time 1), immediately after training (Time 2), and one month after training (Time 3). Upon completion of the training, and one month later, the experimental group should show significant increases in their beliefs and satisfaction in comparison to the control. Additional analyses should indicate the degree to which work and self beliefs predict job satisfaction.

Since the employees had not started working before the training, their work beliefs should not be strongly formulated. Therefore, self beliefs should have a stronger effect on job satisfaction than work beliefs right after the attitudinal training (Time 2). However, once the employees begin working, both types of beliefs may be equally important. Thus, both work and self beliefs at Time 2 should predict job satisfaction one month later (Time 3).

## METHOD

### Subjects

Participants were new employees hired during the first two working weeks in January of 1989. They began work immediately after the completion of the training program. All of the subjects performed the same job within one department of the company, specifically phone solicitation.

Employees who were hired to work the morning shift, 9:00 a.m. to 1:00 p.m., made up the experimental group. The ten individuals in this group, six women and four men, ranged in age from 16 to 52 with an average age of 28. These subjects had been employed an average of 8.1 years and had held roughly four jobs prior to working for this company.

The control group also consisted of newly hired employees; however, these individuals were hired to work the afternoon shift from 1:00 p.m. to 5:00 p.m. The eight females and two males in this group ranged in age from 17 to 36; the average age for this group was 27. On the average, they had worked 7.2 years and had held five previous jobs.

### Materials

Materials used for the attitudinal training (i.e. experimental group) consisted of a training manual developed for this project (see Appendix A). The manual was divided into seven training modules: introduction, communications, attitudes, time management, understanding, teams, and conclusion. The various modules focused upon certain aspects of work and self. For instance, the teams module discussed job related ideas such as teamwork and included a group dynamics project and a team role exercise. All of the modules which addressed work related issues were designed to help the

employees develop better and more productive ways of handling situations or problems that surface at work. Other, less task specific modules were aimed at helping the employees obtain a better overall self-concept. The module devoted to attitudes was an example. It contained ways of improving self-confidence, self-image, and motivation. The specific goal of the modules, and of the training itself, was to allow the trainees to generate positive attitudes toward work and themselves. Additional materials used in the experimental group included a flipchart which was used to illustrate certain ideas or questions pertinent to the training.

Materials used for the control group were those items which the company uses for their standard training. These were a booklet which elaborated on company policies as well as a manual which contained the procedures for the specific job.

The questionnaire which was given to both groups was composed of standardized questions from Rosenberg's Self-Esteem Questionnaire (Rosenberg, 1965), the Minnesota Satisfaction Questionnaire (Weiss, Dawis, and England, 1967), and questions which were written to address the specific topics of this training. Small changes were made in the questions taken from the Rosenberg and Minnesota Satisfaction Questionnaires in order to increase their clarity, but the meanings remained the same. Verb tenses also varied depending upon the time the survey was administered. Pre-test and post-test 1 surveys were worded in the future tense as the employees had not yet started their jobs. Questions from post-test 2 were worded in the present tense. Roughly one-half of the questions were reverse coded in order to control for any response sets.

The survey for this study contained 28 questions. Nine questions taken from Rosenberg measured self beliefs such as positive attitude, personal

abilities, self-respect, and self-worth. For example, one item asked employees to respond to the statement, "I am not proud of myself." (See items 1, 2, 5, 8, 11, 17, 22, 24, and 27 in Appendix B). Thirteen questions addressed work beliefs like goal setting, feedback, work group relations, and problem solving. Six of these were from the Minnesota Satisfaction Questionnaire, and the remainder were written for this evaluation. One work belief item is the statement, "My work allows me to use my abilities." (See items 3, 6, 9, 10, 13, 14, 16, 18, 20, 21, 23, 25, and 26 of Appendix B.) Of the six questions which measured job satisfaction, four were taken from the Minnesota Satisfaction Questionnaire and two were original questions. Job satisfaction items focused upon freedom at work, personal accomplishment, advancement in the company, praise, and overall satisfaction. "I receive praise for doing a good job," is one example. (See items 4, 7, 12, 15, 19, and 28 of Appendix B). After each of the 28 statements, subjects were asked to circle the number which indicated the degree to which they agreed or disagreed with that item. The score for each statement ranged from a 1 to 5 with a "1" meaning that the subject strongly disagreed with the statement and a "5" indicating they strongly agreed.

The responses from these surveys were broken into three scales. Responses from the nine question pertaining to self beliefs were averaged to form a self scale value. An average was also obtained from the responses to the thirteen survey questions which addressed work beliefs; this resulted in a work scale value. Similarly, responses from the six questions which measured job satisfaction were averaged to form a job satisfaction scale value.

Reliability coefficients for these three scales at Time 1 were determined. For self belief, Cronbach's alpha was .53. The items which composed the work belief scale had an alpha of .80, and finally, job satisfaction had a reliability of

.59. Further analysis indicated that greater reliability could be achieved by removing certain scale items. Once the statements, "I respect myself." and "I am of as much worth as others." were deleted, Cronbach's alpha for self belief increased to .76. Alpha rose to .68 for job satisfaction after the statement "While at work, I have the freedom to use my own judgment." was deleted. Additional analyses and results were based upon the scale values after item deletions.

### Procedure

This field experiment was conducted on two successive days in the company's departmental office located in a suburb of Chicago.

In addition to taking part in the standard training the previous two days, the experimental group participated in two days of attitudinal training. The training program followed the ideas which were highlighted in the training manual (see Appendix A). Training techniques were the conference or discussion method, group and individual projects, and games/exercises.

Upon arriving at work, the experimental group was ushered to the training room where they were briefed upon the ideas and topics of the program. They were then asked to sign a consent form informing them of their participation in a research project. Subjects were then administered a pre-test questionnaire which assessed their current work beliefs, self beliefs, and sense of job satisfaction. It was explained that they should answer the questions in terms of their future expectations or as if they had already been working for the company. They were given 15 minutes to complete this measure. Once the consent forms and pre-test evaluations had been collected, the actual training program began. The first day lasted for almost four hours and included two ten minute breaks. Topic areas for this day were the introduction, communications, attitudes, and roughly one-half of the module on time management. Training

concluded at 12:45 p.m.

Training began the next day at 9:00 a.m. The modules studied that day were the remainder of the section on time management, understanding, and a short conclusion. Training for this day ran approximately three hours long, also including two ten minute breaks. Upon completion of the training, subjects were once again given the questionnaire assessing their work and self beliefs, and job satisfaction. This served as the first post-test. They were once again given 15 minutes to complete this form and again asked to estimate their beliefs as if they had been working for the company.

The procedures followed for the control group were generally similar to those followed by the experimental group. However, instead of receiving attitudinal training, the control group received standardized, company training. Training was administered by the department trainer on the same two days as that of the attitudinal training. Because this group was composed of afternoon shift workers, training began at 1:00 p.m. each day. The first day was four hours and ran until 5:00 p.m. The second day lasted approximately two hours, concluding at 3:00 p.m.

This group was also asked to complete the same consent form and pre and post-tests as that of the experimental group. The pre-test and consent form were once again completed prior to training while the first post-test was filled out just after the control group finished their standard training. All of these subjects were also told to answer both questionnaires in terms of their future expectations as they had yet to begin their jobs.

Approximately one month or twenty working days later, subjects from both groups were brought into the training room at the end of their respective shifts in order to again respond to the beliefs/satisfaction questionnaire. This was the

second post-test.

## RESULTS

In order to test the hypothesis that those employees who received attitudinal training, specifically training in their self and work beliefs, would achieve greater job satisfaction than those who received standard training, a 2 (attitudinal training versus no attitudinal training) X 3 (pre-test, post-test 1, post-test 2) repeated measures analysis of variance was performed on the data for each of the three scales (self belief, work belief, and job satisfaction) separately.

Table 1 shows the group means for each of the variables before training (pre-test), immediately following training (post-test 1), and one month later (post-test 2). The analysis of variance for self beliefs showed no effect for training,  $E(1, 14) = 2.25$ ,  $p > .10$ , for time,  $E(1, 14) = 1.43$ ,  $p > .10$ , nor for the training by time interaction,  $E(1, 14) = .29$ ,  $p > .10$ .

An examination of the job satisfaction revealed similar results. Again, none of the three effects reached significance: training,  $E(1, 14) = 1.88$ ,  $p > .10$ , time,  $E(1, 14) = .84$ ,  $p > .10$ , training by time interaction,  $E(1, 14) = .40$ ,  $p > .10$ .

An analysis of the work beliefs showed nonsignificant effects for training,  $E(1, 14) = 1.03$ ,  $p > .10$  and the training by time interaction,  $E(1, 14) = .87$ ,  $p > .10$ . However, there was a significant main effect for time indicating a decrease in the work belief variable,  $E(1, 14) = 3.73$ ,  $p < .05$  (see Table 1). Additional analyses performed upon each of the work belief questions helped isolate the source of this main effect. Specifically, the item which referred to co-worker relations ("I don't have the chance to work with others on the job.") showed a significant decrease across time,  $E(1, 15) = 4.35$ ,  $p < .05$ : Time 1 ( $M = 4.125$ ), Time 2 ( $M = 3.750$ ), and Time 3 ( $M = 3.062$ ). The work-related item which



Table 1

Group Differences In The Pre-test and Post-tests Means For The Variables

<u>Group</u>	<u>Pre-test</u>	<u>Post-test 1</u>	<u>Post-test 2</u>
Experimental			
Self	4.71	4.79	4.50
Work	4.11	3.88	3.58
Job	4.22	4.04	3.76
	N = 10	N = 10	N = 9
Control			
Self	4.65	4.55	4.45
Work	3.90	3.63	3.67
Job	3.80	3.77	3.71
	N = 10	N = 10	N = 7

Note. Mean scores of both groups on the variables shown. Maximum score = 5.

expressed the use of the employee's ideas ("While at work, I have the chance to use my ideas.") also showed a significant decrease over time,  $F(1, 15) = 8.06$ ,  $p < .005$ : Time 1 ( $M = 4.06$ ), Time 2 ( $M = 3.31$ ), and Time 3 ( $M = 2.63$ ).

Three multiple regression analyses were also performed; one using the data from the pre-test, one using the data from post-test 1, and the other using the data from post-test 2. For each analysis, job satisfaction at that time was used as the criterion variable in the equation with self and work beliefs as the predictors. Self beliefs were entered first followed by the work beliefs for that same time.

At Time 1, work beliefs significantly predicted job satisfaction,  $\beta = .98$ ,  $t(2, 13) = 4.27$ ,  $p < .001$  while self beliefs showed only a marginally significant ability to predict satisfaction  $\beta = -.57$ ,  $t(1, 14) = -1.79$ ,  $p < .10$ . At this time, self beliefs accounted for only 2% of the variance while work beliefs accounted for 59%.

Results for Time 2 indicated that self beliefs were not predictive of job satisfaction,  $\beta = -.07$ ,  $t(1, 14) = -.17$ ,  $p > .10$ , but work beliefs were again significant predictors,  $\beta = .94$ ,  $t(2, 13) = 2.62$ ,  $p < .025$ . The variance accounted for at this time was 4% for self beliefs and 37% for work beliefs.

Finally, Time 3 results showed that self beliefs were again only marginally significant in predicting job satisfaction,  $\beta = -.44$ ,  $t(1, 14) = -1.57$ ,  $p < .10$ , but work beliefs were significantly related to satisfaction,  $\beta = .81$ ,  $t(2, 13) = 3.00$ ,  $p < .05$ . At this time, self beliefs accounted for 16% of the variance and work beliefs 50%.

## DISCUSSION

The results of this study failed to find any evidence indicating that attitudinal training leads to increased job satisfaction. The job satisfaction scores of those employees who received the attitudinal training did not differ significantly from those who received standard training. Furthermore, the subjects' self and work beliefs did not increase after training nor after one month of continual use. In fact, results show that work beliefs for both groups declined from pretraining to the one month follow-up. These findings also do not lend support to the hypothesis that one's self beliefs are as important as his/her work beliefs when it comes to job satisfaction. Work beliefs outweighed self beliefs in predicting job satisfaction both before and after training.

The circumstances surrounding this research suggest several possibilities as to why this training failed. First, the sample sizes were small. There were only ten subjects per group at the time of training. This fell to nine subjects in the experimental and seven subjects in the control group by the time of the second post-test. Thus, the stability of the current results is suspect.

A second problem may have been that the employees who received the attitudinal training were not given enough time to internalize their newly acquired beliefs. Hand and Slocum (1970) state,

The failure of other researchers to allow for an appreciable period of time before attitudinal changes are apparent might be one explanation for the meager and contradictory results often reported in literature. It would appear that time allows for an opportunity for reinforcement of newly acquired attitudes and behavior (p. 416).

The employees in this study were given only 20 days to formulate their new attitudes. This may not have been a sufficient amount of time.

Another explanation may be due to the lack of support from management

and co-workers. This attitudinal training program was established with the cooperation of top management. However, it appears as if managers failed to provide any reinforcement once the training sessions were completed. Though management claimed that they would implement a number of ideas which would help to maintain the training, evidence of this is still not apparent. Co-workers also failed to support the training. In order for the training ideas to have become "frozen", they needed to be continually used and promoted by fellow workers. However, employees claimed they were not utilizing or reminded by others of what they had learned during the training sessions.

It is also possible that the training did not have an immediate effect because the employees started the program with high beliefs of themselves and what their jobs would be. In this case, training probably could not have significantly increased those already positive attitudes. Furthermore, if these initially strong beliefs were not reinforced, they may have declined with time. This would explain why employee beliefs fell after one month of work. The effect of the training may not have been as important as the fact that employees entered this job thinking they could utilize their personal and professional talents. When the job failed to provide opportunities for this, their work beliefs declined.

Furthermore, people who think highly of themselves may just not be happy in a job which is not rewarding, challenging, or prestigious. According to Maslow (1970), job satisfaction is determined by how well the job meets the needs that are dominant for the employee. If these individuals have high esteem needs (high achievement and self-worth) which are not being fulfilled by this job, then they may not experience job satisfaction. This particular job is fairly repetitive and boring, and there is little chance for advancement. Those

employees who are dissatisfied with this job may not have been affected by the training. It is doubtful that attitudinal training would help them to achieve job satisfaction in a job which they consider to be "beneath them."

Another point which should be mentioned is that many of these employees work part-time. Since this is not a job which is likely to bring a great deal of fulfillment, they are probably working just for the money. Research shows that part-time employees usually associate job satisfaction with extrinsic factors such as policies and salary (Wakefield, Curry, Mueller, and Price, 1987). Yet, this training attempted to increase satisfaction by stressing intrinsic ideas such as achievement and responsibility. Because the employees are not concerned with these issues, the training may have had little impact upon them.

Although the results of this study seem to indicate that attitudinal training did not help to increase job satisfaction for this department, this does not mean that all organizations should abandon the idea of attitudinal training as it may work with different employees in the right context. The suggestions found in this program may be better suited for managers or those who hold more important or prestigious jobs. Furthermore, the job and the work climate must allow the employees to use the concepts they acquire through training. For instance, if employees are learning how to be more creative, then the job must be one which allows them to be different and unique. Many of the training topics in this program focused on concepts which were not really applicable to this job.

In the future, attitudinal training should be tailored to the specific needs of its participants. This can be accomplished by concentrating on items which are relevant to job performance and staying on the job rather than more global ideas. Job satisfaction is an issue which is of extreme importance to nearly everyone who holds a job at any level. It is hoped that researchers can find ways of increasing this satisfaction through the use of attitudinal training.

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## APPENDIX A



WELCOME TO COMPANY Z'S PEOPLE DEVELOPMENT PROGRAM

Our two-day workshop is intended to introduce you to Company Z's People Development Program. This session emphasizes building the skills needed for effective communication, attitudes, time management, understanding and team processes.

This manual includes all of the information to be presented in our training session. You will find that most of the pages contain key points, expressed as brief phrases or ideas. That leaves room for you to write down notes and thoughts, based on what we discuss. This seminar will gain greater value for you as you carefully consider what is said and jot down your ideas in your own words. There also are several exercises to help you experience firsthand many of the points we will cover.

The best learning situations are active and interactive. Please feel free to contribute any comments, questions, or suggestions that you have.

## TODAY'S AGENDA

### MODULES

- I. Introduction
  - 1-Speech by President
  - 2-Evaluation
  - 3-Project-Things We Have In Common
  - 4-Project-Personal Effectiveness Grid
  - 5-How To Interact In A Group
  - 6-Excellent Companies
  - 7-Service
  - 8-Theory
  
- II. Communications
  - 1-Project-Communications Questionnaire
  - 2-Project-The Big Day3-Project-Let's Look At Listening
  - 4-Project-Communication
  - 5-Project-How Well Do You Communicate
  - 6-Feedback
  
- III. Attitudes
  - 1-Attitudes
  - 2-Self-Confidence-Another Great Attitude
  - 3-Project-How You Hypnotize Yourself Into Failure
  - 4-Project-Using Positive Beliefs
  - 5-Project-The Self-Image
  - 6-Project-Helping Others Get A Bigger Dimension Of Themselves
  - 7-Self Management For Growth And Potential
  - 8-Project-How To Set Goals
  - 9-Motivation
  - 10-Project-Attitudes Toward Work
  
- IV. Time Management
  - 1-Time Management Profile
  
- V. Understanding
  - 1-Understanding
  - 2-Project-I Down
  - 3-Personality

VI. Teams

- 1-Project-Team Role Exercise Group Worksheet: Aims Of Education
- 2-Project-Group Dynamics
- 3-Project-Handling People Problems
- 4-Problem Solving
- 5-Project-Somebody's Bugging You
- 6-Project-Creativity

VII. Conclusion

- 1-Summarize
- 2-Review expectations
- 3-Evaluation

## INTRODUCTION

1-Project-Things We Have In Common

2-Project-Personal Effectiveness Grid

3-How To Interact In A Group

4-Excellent Companies

5-Service

6-Theory

# Project-Things We Have In Common

Yours

Signature

- 1) Favorite color
- 2) Favorite sport
- 3) Favorite hour  
of the day
- 4) Last movie seen
- 5) What I like to  
do for fun
- 6) What I thought  
I'd be when I  
grew up  
(when I was in grade school)
- 7) How many brothers  
and sisters I have
- 8) Where I fall in family  
birth order
- 9) Where I would go  
on a fantasy  
vacation
- 10) How my best friend  
would describe me (one word)



## How To Interact In A Group

- Certain feelings stem from the false belief that the only way you get along with or impress others is by the things you say. Actually, if you can get others to talk instead of you talking,

- 1) they are more favorably impressed by you.
- 2) they enjoy themselves more.
- 3) their opinions and behavior are more apt to be changed.
- 4) they grow and develop to a greater extent.

- There are several simple rules to follow that will help you be more skilled in getting others to talk and maintaining control of a conversation.

- 1) Ask open-ended questions.
- 2) Wait for a response.
- 3) Get everyone to participate.
- 4) Keep control.
- 5) Give recognition.
- 6) Keep yourself out of it as much as possible.
- 7) Remember that a good listener listens for ideas first and details second.



What makes a company excellent?

1)

2)

3)

4)

5)



## Excellent Companies

- Company Z is an excellent company because it:
  - 1) trains all employees.
  - 2) gives all employees the proper tools to do the job right.
  - 3) encourages communication and productivity.
  - 4) encourages different departments to work together on problem solving.
  - 5) stresses pride in workmanship.
  - 6) provides training.
  - 7) clearly defines top management's permanent commitment to quality products and a concern for their employees.
  
- Company Z values
  - 1) Company Z employees benefit directly from the success of the organization.
  - 2) Employees are given flexibility to make decisions. Push decisions down to the lowest possible level.
  - 3) People want to do a good job; Company Z provides the proper environment.
  - 4) Each individual is treated with consideration and respect.
  - 5) Publicly celebrate success.
  - 6) Stay close to the customer.
  - 7) Productivity can only be achieved through people.
  
- Company Z's Mission Statement
  - "Company Z is an international publishing company that produces and sells high quality reference, learning, and other educational materials to homes, schools, libraries, and businesses at prices representing good value. We market our products through Direct Selling, Direct Response, and other channels of distribution over which we exercise significant control. We are, and intend to remain, the leading seller of encyclopedias. We are also committed to becoming a leading publisher of other reference and educational products."
  - "Company Z bases its success on the principle of telling an honest story about an honest product. This means establishing and maintaining high standards of dealing with our customers, salespeople, and employees. We believe that through quality products, ethical marketing practices, and creative management we can provide a fair return to our ownership, value to our customers and security to our employees."

## Service

- Company Z is committed to service. This service extends not only to the customer, but also to the sales force and to fellow employees. Everyone is responsible for improving the quality of Company Z products and service.
  - 1) Trying to compete solely on the basis of product or price is insufficient.
  - 2) The most promising way to gain commitment is to put the problem of service quality squarely in the hands of the people who are performing the service.
  
- Here are some other ways you can improve service:
  - 1) learn good communication skills.
  - 2) be cooperative.
  - 3) learn problem solving techniques.
  - 4) show sensitivity and concern for others.
  - 5) be dependable.
  - 6) show enthusiasm and have a high energy level.
  - 7) be flexible and adapt to the customer's mood.
  - 8) have an overall knowledge of the company.
  
- Service facts
  - 1) Learn what the customer thinks.
  - 2) Adapt what you are selling to what the customer wants or needs.
  
- Company Z is a highly successful service organization because it:
  - 1) recruits, hires, trains and promotes for service.
  - 2) provides service to its customers and employees.
  - 3) recognizes and rewards service accomplishments.
  
- Customer complaint facts
  - 1) Surveys show that contented customers communicate their satisfaction to only five or fewer people; whereas, angry customers express their displeasure to as many as 20 people. For every dissatisfied customer who phones or writes with their complaint, 15 to 20 take their business to a competitor.
  - 2) Keep the customers you now have.
  - 3) Assume a customer is right until the complaint is proven unjustified.
  - 4) Prompt attention may stop customers from pursuing legal action. Tell the customer you are taking action to solve the problem, and then do so.
  - 5) We accept being treated to higher standards, but if the service fails we react to it.
  - 6) Customer complaints can be a valuable source of useful information.

# Theory

- Expectancy Effect/Self-fulfilling Prophecy:

- 1) ". . . The difference between a lady and a flower girl is not how she behaves, but how she is treated. I shall always be a flower girl to Professor Higgins because he always treats me as a flower girl, and always will; but I know I can be a lady to you, because you always treat me as a lady, and always will." My Fair Lady
- 2) If a certain expectancy is created within an individual regarding his/her performance on a certain task, then the individual will be influenced by that expectancy. The group's expectancy of the individual's performance seems to be a determining factor in performance.

- Herzberg's two-factor model:

Job satisfaction and dissatisfaction are separate ideas. An employee can be both satisfied and dissatisfied at the same time. Satisfaction is associated with factors such as recognition and responsibility, i.e. internal factors.

Dissatisfaction results from problems with co-workers, policies, working conditions, and management, i.e. external factors. Complete satisfaction results when the employee is satisfied with both the internal and external aspects of the job.

- McClelland's three primary needs are:

- 1) need for affiliation-This emphasizes the worker's need for contact with other employees on a personal level.
- 2) need for achievement-Certain employees have a high need for achievement. They will work hard in a job which is challenging and gives them a chance to grow within the organization.
- 3) need for power-Certain employees need to be in control and to have power.

## COMMUNICATIONS

1-Project-Communications Questionnaire

2-Project-The Big Day

3-Project-Let's Look At Listening

4-Project-Communication

5-Project-How Well Do You Communicate

6-Feedback

## Project-Communications Questionnaire

- 1) Which of the following do you feel represents your biggest problem in communications? (Check only one.)
- Making yourself understood
  - Writing an interesting letter
  - Telling a funny story
  - Presenting your ideas in a clear, forceful manner
  - Making a speech before people
  - Listening
  - Making snappy comebacks and saying witty things
- 2) You go to the boss to discuss an important problem on your job. The boss keeps answering the telephone, shuffling correspondence on the desk, and looking at the clock. You feel: (Check only one.)
- sorry for the boss because there is so much to do.
  - like saying "Be quiet and listen to me."
  - that this is part of the business world.
  - as if the boss does not think you are important.
- 3) Write down the names of three people whom you consider to be good listeners.

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- 9) Before they left Frank had:
- a. 2 cups of coffee and toast
  - b. orange juice and coffee
  - c. only one cup of coffee
  - d. only two cups of coffee
- 10) Before they left Carol had:
- a. orange juice and coffee
  - b. grape juice and coffee
  - c. toast and coffee
  - d. grapefruit juice and coffee
- 11) The length of the vacation was to be:
- a. 10 days
  - b. 12 days
  - c. two weeks
  - d. 16 days
- 12) They left their driveway:
- a. 6:45 a.m.
  - b. 7:00 a.m.
  - c. 6:30 a.m.
  - d. 6:20 a.m.
- 13) The distance they had to drive the first day was:
- a. 20 miles
  - b. 480 miles
  - c. 460 miles
  - d. 440 miles
- 14) They stopped for breakfast after driving:
- a. one hour
  - b. one and one half hours
  - c. 45 minutes
  - d. one and a quarter hours
- 15) The name of the restaurant where they had breakfast was:
- a. Country Kitchen
  - b. Village Kitchen
  - c. Home Style Kitchen
  - d. Cozy Kitchen
- 16) For breakfast the children ate:
- a. cereal
  - b. pancakes
  - c. eggs
  - d. french toast
- 17) For breakfast Frank and Carol ate:
- a. cereal
  - b. pancakes
  - c. eggs
  - d. french toast
- 18) The amount of time for breakfast was:
- a. 25 minutes
  - b. a half hour
  - c. 35 minutes
  - d. 45 minutes

- 19) Frank stopped for hamburgers at:
- a. 12:30
  - b. 1:30
  - c. 1:00
  - d. 1:15
- 20) In the car the children ate:
- a. snacks
  - b. fresh fruit
  - c. candy
  - d. was not mentioned
- 21) In the afternoon the children started arguing over:
- a. a game they were playing
  - b. nothing
  - c. a torn comic book
  - d. a piece of candy
- 22) The time between leaving the driveway and arriving at the motel was:
- a. 10 hours
  - b. 10 and a half hours
  - c. 10 hours and 40 minutes
  - d. 10 hours and 20 minutes



## Project-Let's Look At Listening

- 1) Your ability to be a good listener is dependent on just one thing-your attitude. You must want to listen to be a good listener. You tell people what you think of them by the way you listen. Discuss how your attitude toward the following would influence the way you listen.
  - those you do not like
  - someone you disagree with
  - someone you think is boring
  - someone you think is interesting or exciting
- 2) It is believed that one's "self-concept" is threatened when talking to a poor listener and improved when talking to a good listener. How do you feel the way others listen to you affects your self-concept?
- 3) It has been said that we have a greater effect on people by the way we listen than by the way we talk. People are judged by the way they listen. How does listening affect your impression of another person's intelligence, personality, friendliness, or success?

Notes:

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## Project-Communication

- Listening is the key to communication.
- 1) One must want to listen. One must listen to understand.
- 2) Be generous with your applause.
- 3) One should stop talking.
- 4) Empathize with the other person.
- 5) Ask questions.
- 6) Get rid of distractions.
- 7) React to ideas, not to the person.
- 8) Do not argue mentally.
- 9) You get positive results from good listening. To be an outstanding listener you must think all other people are important. There are not uninteresting people just disinterested listeners. Listening is developed through practice and by maintaining the right attitude. The most important quality of excellence in communications is listening.

## Project-How Well Do You Communicate

- Answering the questions below may indicate how positively you influence others by the way you communicate.
- 1) Do you sit down and discuss a person's progress, problems, and activities with that person?
    - a. regularly
    - b. sometimes
    - c. rarely
  - 2) Do people ask for your advice?
    - a. regularly
    - b. sometimes
    - c. rarely
  - 3) Do you make a point of having meaningful discussions or meetings regularly with others?
    - a. weekly
    - b. twice monthly
    - c. only occasionally
  - 4) Do you speak critically or run any other person down when talking about that person to another?
    - a. never
    - b. very rarely
    - c. occasionally
  - 5) Do you try to manipulate others by planning things to say that will get them to act a certain way?
    - a. never
    - b. sometimes
    - c. often
  - 6) Do you make a point of commenting about the individual accomplishments of others?
    - a. always
    - b. sometimes
    - c. rarely
  - 7) Have you criticized a person in front of others?
    - a. never
    - b. rarely
    - c. sometimes
  - 8) Do you "make fun" of others in a joking way?
    - a. never
    - b. only when the other person does it to you
    - c. often, when joking

- 9) When talking with a person about the person's problems or complaints, how much time do you spend listening?
  - a. more than 75%
  - b. 50% to 75%
  - c. 25% to 50%
- 10) Do you put off communicating about problems because you are uncertain about your ability to work out a solution satisfactory to the people involved?
  - a. never
  - b. sometimes
  - c. often
- 11) Do you discuss mutual problems with others?
  - a. often
  - b. occasionally
  - c. never
- 12) In the event of disputes between people, do you:
  - a. settle them immediately
  - b. take care of them when time permits
  - c. let them work themselves out
- 13) Do you criticize others?
  - a. rarely
  - b. sometimes
  - c. often
- 14) When talking with a person, do you allow distractions?
  - a. never
  - b. sometimes
  - c. as they normally occur
- 15) Do you exaggerate or distort the facts a bit to make the impression you want to make on others?
  - a. never
  - b. sometimes
  - c. often
- 16) Do you get feedback from people to find out what they want to do, what they expect you to do, and what they think you should do?
  - a. with every person
  - b. occasionally
  - c. rarely
- 17) If you sense something is wrong with a person, do you contact that person immediately to inquire if something is wrong?
  - a. always
  - b. sometimes
  - c. rarely

- 18) Do you encourage a person to express his/her viewpoint if it is one with which you do not agree?
  - a. always
  - b. occasionally
  - c. rarely
- 19) Do you interrupt others when you have an important point to make?
  - a. never
  - b. sometimes
  - c. often
- 20) Do you cut a person short if you are busy and the person wants to talk to you to kill time?
  - a. never
  - b. sometimes
  - c. usually
- 21) In your day to day activities and when communicating, do you keep in mind that your value to others is to help them like themselves?
  - a. always
  - b. occasionally
  - c. rarely
- 22) Do you encourage a person to blow-off steam, to complain, or gripe:
  - a. in private to you
  - b. in a meeting
  - c. to others
- 23) Do you avoid discussing your personal feelings about controversial subjects such as politics and religion with others?
  - a. always
  - b. usually
  - c. rarely
- 24) Do you communicate as an outlet for your own hostilities, anger, or prejudices?
  - a. never
  - b. sometimes
  - c. often
- 25) Do you make sure that others with whom you are involved are the first to know of any contemplated change and that the information comes from you?
  - a. always
  - b. usually
  - c. rarely
- 26) When in private conversation with a person, do you:
  - a. ask a lot of questions
  - b. ask some questions
  - c. use few questions letting the conversation take its own course

- 27) Do you find that you spend time communicating:
- divided between people according to their communication needs
  - with all people equally
  - only with the person you get along with best
- 28) In communicating do you take the initiative for getting in touch with the person?
- often
  - sometimes
  - rarely
- 29) When information of importance comes up, do you inform in writing and then reinforce verbally?
- always
  - sometimes
  - rarely
- 30) Do you point out when others are wrong or correct them even though it serves no useful purpose?
- never
  - sometimes
  - often
- 31) When you have an important change, do you communicate and welcome discussion of reactions, get feedback, and follow-up?
- always
  - sometimes
  - rarely
- 32) Do you make a point of finding out the other person's interests, hobbies, viewpoints, family situation, likes and dislikes so that you can guide your communications in those directions?
- always
  - sometimes
  - only by accident
- 33) If policies, rules, or objectives are an important part of the relationship, do you know that others are completely aware of them?
- positive, you've gotten feedback
  - they should know because they've been told or been given a copy
  - not sure
- 34) Do you communicate by telephone, personal letter, remembrance cards, or hand written notes with others?
- make a point of doing it periodically
  - only when the impulse moves you
  - rarely

- 35) Do you communicate even when you are fearful of the other person's reactions?
- a. never stops you
  - b. sometimes put it off
  - c. usually avoid it
- 36) Do you consider yourself to be open and honest in your communications but still respecting the other person's feelings?
- a. always
  - b. usually
  - c. rarely
- 37) Do you believe you are sensitive and responsive to others' emotions in your communications?
- a. always
  - b. sometimes
  - c. not usually

# Feedback

- Company Z values and encourages feedback.
  
- There are three distinctions between positive and negative feedback.
  - 1) Positive feedback reinforces a behavior.
  - 2) Negative feedback highlights that a behavior is unsatisfactory.
  - 3) People react more favorably to feedback when the reactions are expected.
  
- Feedback is more constructive if:
  - 1) it describes rather than judges.
  - 2) it is specific rather than general.
  - 3) it takes the needs of the situation into account.
  - 4) it focuses on changeable behavior.
  - 5) it is asked for rather than imposed.
  - 6) it is well-timed.
  - 7) others agree with your feedback.



## ATTITUDES

1-Attitudes

2-Self-Confidence-Another Great Attitude

3-Project-How You Hypnotize Yourself Into Failure

4-Project-Using Positive Beliefs

5-Project-The Self-Image

6-Project-Helping Others Get A Bigger Dimension Of Themselves

7-Self-Management For Growth And Potential

8-Project-How To Set Goals

9-Motivation

10-Project-Attitudes Toward Work

# Attitudes

- Attitudes are:
  - 1) not necessarily good or bad.
  - 2) a way of thinking, acting or feeling.
  - 3) constantly changing as people interact with others.
  
- Attitude facts
  - 1) Individuals may function at a fraction of their potential.
  - 2) In order to perform well, you need a positive attitude as well as the ability to not be bothered by negative attitudes from yourself or others.
  - 3) Good performance depends on your attitude, your knowledge and your skills.
  - 4) It is through new experiences and new ideas, such as those you are experiencing in this program, that a new attitude will arise.
  
- Four types of actions may lead to attitude change:
  - 1) response to situational demands
  - 2) adherence to a new policy
  - 3) manifestation of attitudes
  - 4) testing of new attitudes
  
- What kind of attitude will help you succeed at Company Z?
  - 1)
  
  - 2)
  
  - 3)
  
  - 4)
  
  - 5)

## Self-Confidence Another Great Attitude

- 1) Perhaps your attitudes about yourself are being affected more by your weaknesses than by your strengths.
- 2) By the words you use, people get their first impression of you.
- 3) Self-confidence is nothing more than an attitude.
- 4) Physical mannerisms portray your degree of self-confidence.
- 5) There are many ways to acquire self-confidence.
  - Like yourself.
  - Don't dwell on your weaknesses.
  - Become an expert.
  - Act confident.

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Project- How You Hypnotize Yourself Into Failure

Your behavior is largely determined by the words you use. You think in words; you tend to be governed by the words you say to yourself. A hypnotist can control a subject's physical reactions merely by words. You have spent all of your life hypnotizing yourself. Every word you repeat and believe tends to shape what you become.

The words that might be having a negative effect on your life are called Mind Binders. They are really negative beliefs. Mind Binders are the words you feed into your mind that shape your attitudes.

Below are some examples:

"I can't quit smoking."

"I make so many mistakes when I type."

"I can't remember people's names."

"I'll never be a wealthy person."

"I'm not perfect."

"I lack patience."

"I have a poor memory."

"I'm not as smart as a lot of people."

"I can't lose weight because I can't stick to a diet."

"I just can't seem to get going in the morning."

"I don't like my job."

"I've got too much work to do."

"I get nervous around strangers."

"I'm too old to change."

"I never had a chance."

"I don't really have any special talents."

"I just can't seem to save money."

"I'm self-conscious."

"I worry a lot."

- Discuss
  - 1) How many of these apply to you?
  - 2) What Mind Binders are you using that are not listed? How are they affecting your life? Your self-confidence? How can Mind Binders affect your health? Your success? Your relationship with others?
  - 3) What positive beliefs can you use to eliminate your Mind Binders?

## Project-Using Positive Beliefs

"Believe that you possess significant reserves of health, energy, and endurance, and your beliefs will create the fact."-William James

- 1) You should start using positive beliefs in order to control your life. Positive beliefs direct the course of your life and shape your basic attitudes.
- 2) In order to store your positive beliefs in your subconscious mind, the following steps should be followed:
  - Close your eyes.
  - Sit in a comfortable position, hands on lap, both feet on the floor.
  - Become as completely relaxed as possible letting go of every muscle from the top of your head to your toes.
  - Remove every negative thought from your mind-all hate, fear, doubt, criticism, self-pity, or inferiority. There is nothing you cannot do or become.
  - Now place the belief in your mind that you would like to impress on your life. It might be a positive statement affirming your strengths, personal power and effectiveness, or something you would like to achieve.
  - Hold the thought there for 30 seconds, repeating it mentally.
  - Do this at least three times a day. (The more times the better!)
- 3) After you have gone through the above steps, continue your activity of the day but believe and act as if the thoughts you had just stored in your mind have come true. Strong, positive beliefs must be fed into the mind, allowed to sink deeply in the subconscious and then you must act as if they were real, already achieved, and they will become part of your life.
- 4) The most powerful basic beliefs are the ones you create especially for you. They are the ones that begin with the words "I am ...", "I can...", or "I will...". Just looking at those words and repeating them should spark your imagination to expand your thinking and make positive statements about yourself.
- 5) In the next few days repeat those words, "I am, I can, I will" dozens of times so they become an automatic response to any situation, objective, or experience in your life.

## Project-The Self-Image

- 1) People become what they picture themselves to be. This is called self-image or self-concept. Your self-image has been developed by what you have done and what you have been in the past.
- 2) You must find yourself acceptable to you, a self you like, one you can trust and believe in.
- 3) When you are proud of your self-image, you are confident.
- 4) Get to know all your strengths, talents, and abilities and start building on them.
- 5) You cannot be anything you don't think you are, and think it with conviction.
- 6) Through your discussion and comments by fellow co-workers, there are undoubtedly points that have come up that will help you develop a new self-image and become a more successful, personable, and productive person.

It takes about a month of daily practice for a new "self-image" to take effect. After this period of time you should start noticing a difference in your feelings about yourself and others' reactions to you.

My self-image (describe as specifically as possible the image of the person you can and want to become):

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# Project-Helping Others Get A Bigger Dimension Of Themselves

As the members of your group describe themselves, make notes of each person's strengths and favorable characteristics that perhaps have been overlooked or not emphasized strongly enough. Tell each person about these things when the self-description is finished.

1) Member's name: \_\_\_\_\_

Favorable ways this member impresses me: \_\_\_\_\_

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2) Member's name: \_\_\_\_\_

Favorable ways this member impresses me: \_\_\_\_\_

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3) Member's name: \_\_\_\_\_

Favorable ways this member impresses me: \_\_\_\_\_

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## Self-Management For Growth And Potential

- 1) Devote 30 minutes extra to your work.
- 2) At the end of the day, write down the five most important things you have to do tomorrow.
- 3) Good physical condition is important.
- 4) Spend at least 20 minutes a day in self-improvement.
- 5) Write down five new ideas each day.
- 6) Plan ahead.
- 7) Use self-images. Repeat I AM, I CAN, I WILL.

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Project-How To Set Goals

- 1) Decide where you want to go, and set goals to get there. To achieve something, you must know what it is you want to achieve. To be somebody or want something, you must know who you want to be and what you want to have. If you do not achieve the goal you have set, you will still be further ahead for trying.
- 2) People who set goals are happier, earn more money, and have more successful job records than those who do not.
- 3) Once you set a goal and concentrate your energies, things will start happening. Think big. Set big goals. Do not let fear of failure keep you from setting big goals.
- 4) You will never know what you can become unless you set your goals high and persevere. Nothing takes the place of persistence.
- 5) In order for your self-image and purposes in life to be fulfilled, you must set goals for each aspect of your life. You cannot separate family goals from work goals any more than you can separate physical goals from mental goals. They are a part of each other, inter-related.

- Career (My long range goals for my career (five years from now):  
Express ambitions, dreams, and hopes. Let your mind soar a little.):

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- My plan for achieving:

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- My short range goals (one year from now):

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- What I will do each working day to achieve (specific action):

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# Motivation

- A number one problem of people today is generating motivation. If you are motivated, you can achieve anything that your mind believes. Belief creates motivation.
  
- There are five factors that affect your motivation.
  - 1)
  - 2)
  - 3)
  - 4)
  - 5)
  
- Motivation involves attitude. Believing in what you do is the strongest source of work motivation there is. The secret of the motivated person is the ability to BELIEVE in a job, a purpose, or a goal.

## Project-Attitudes Toward Work

- Motivation is, in many cases, the difference between success and failure. Often an individual who has no great gifts of intelligence, knowledge, or skill will enjoy immense success simply because that individual is greatly motivated, and has the ability to work hard day in and day out.
  - Motivation stems from attitudes. To become motivated it is necessary to remove negative attitudes, and focus on strong positive thoughts that will sustain your interest, desire, and constant motivation.
  - To see that you have the capability to develop these mental attitudes, look at your inner-self.
- 1) You may want to be successful, yet some of you may not be doing all the things you could to achieve success. This is sometimes explained because every person has certain self-destructive tendencies. Accident proneness, too much drinking, eating, smoking, reckless driving, suicidal tendencies are all examples of this inner urge to destroy one's self. This same impulse seems to creep into one's attitude toward work and is described as a "will to fail." Although most people eagerly declare that they want to be successful (and sincerely believe it), they seem to be held back by this "will to fail" and almost deliberately do things that will cause them to fail rather than succeed. Discuss these questions.
    - What do you do in your work or what do you not do that could be classified as "failure behavior" rather than "success behavior"?
    - Do you feel that your attitude carries any of this "will to fail" in your life? Why do you feel this way?
    - What can be done to overcome a "will to fail"?
  - 2) Someone once said, "You hear a lot about self-made success but you never hear the term self-made failure. Still they both refer to the same process." How do you feel about this?

## UNDERSTANDING

1-Understanding

2-Project-I Down

3-Personality

# Understanding

- Understanding is the foundation for all human relationships.
  
- Rules for understanding
  - 1) Be tolerant of others.
  - 2) Avoid expecting people to be perfect.
  - 3) Be sure you want to understand people.
  - 4) Look for good in others. Learn to love the unloveable.
  - 5) Hate the thing, not the person.
  - 6) Get all the facts.
  - 7) Have empathy.
  - 8) Control your attitudes.
  - 9) Seek an attitude of understanding.

# Personality

- Pointers for a pleasing personality
  - 1) Learn to like yourself.
  - 2) Be enthusiastic.
  - 3) Do things to make people feel important.
  - 4) Let the other person be right once in awhile.
  - 5) Anyone who angers you controls you.

Notes: \_\_\_\_\_

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## TEAMS

1-Project-Team Role Exercise

2-Project-Group Dynamics

3-Project-Handling People Problems

4-Problem Solving

5-Project-Somebody's Bugging You

6-Project-Creativity



## Project-Team Role Exercise

### Group Worksheet: Aims Of Education

(\_\_\_\_) Society is held together by the proper behavior. Education should teach people to be good, honest, upright human beings.

(\_\_\_\_) People are happiest when they know they have done a skillful job. Therefore, they should be taught the things that will help them to do their work better.

(\_\_\_\_) Knowledge should be valued for its own sake because in knowledge there is wisdom. Education should teach those things that have been found to be true for all people for all times.

(\_\_\_\_) The family is most important. Education should teach one to be a more able and responsible family member.

(\_\_\_\_) In these times, when we must all work together to build our country, education must first teach us to be informed, reliable, and cooperative citizens.

(\_\_\_\_) It is natural for people to want a reasonably comfortable way of life and share in the good things of life. Education should primarily teach people how to attain money and success.

(\_\_\_\_) If our nation is to go forward, our people must know and understand their own historical and cultural roots. Education should teach us about our past and how it can help or hinder us today.

(\_\_\_\_) Freedom means choice. An educated person may believe all or nothing of what he/she hears or reads. Education should teach people how to make intelligent choices in all areas of their lives.

## Project-Group Dynamics

You have been involved with an experience revealing how people act as members of a group. Much of your behavior and your attitudes are developed by your group identities. You are a member of many groups. You are a member of an age group, a job group, a racial group, a family group, a male or female group, opinion groups, social groups, and on and on. These groups affect your understanding, your feelings toward others, and your ability to choose your own attitudes.

Discuss the following:

- 1) In the last project, did you find you were trying harder to persuade others to your viewpoints than you were to understand theirs?
- 2) Did you find your own opinion was strengthened, reinforced, or grew deeper by being a member of a group?
- 3) You have been studying empathy, understanding, having an open mind and relating to others. To what extent did you apply these characteristics in this project?

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Project-Handling People Problems

Dealing with people may be emotional and impulsive. Situations are often allowed to brew until somebody "blows a fuse" and a bad situation develops for which someone is sorry.

Solving people problems can be simplified many times by understanding one's self, reactions, and the attitudes one chooses when facing a problem. In the following situation, describe how you would handle it by applying the things you have been discussing-communications, making people feel important, etc.

- You have come along nicely in your company. Another employee who started at the same time you did has not done so well. The person is obviously envious of you and resorts to snide remarks, barbs, insults, and is generally on your back all the time. Besides being embarrassed when others are around, it is beginning to get to you. How would you handle this?

Now, describe the positive beliefs you might use to strengthen your ability to deal with the situation. Remember that "you can't help the way you feel, but you can help the way you think and act."

- How we face problems is what matters. Be patient when solving problems. Patient people get things done. Humility may be the best way of solving the problems of getting along with others. Good human relations begins and ends with you.

# Problem Solving

1) In any human relations problem there are three solutions. They are:

- change the situation.

- change the person.

- change yourself.

2) If you think positively about people, you will get positive results.

- Steps in group problem solving:

- 1) problem identification

- 2) fact finding

- 3) analysis

- 4) brainstorm

- 5) incubation

- 6) decision making

- 7) systems thinking

## Project-Somebody's Bugging You

On your own time, you spend until midnight cleaning up a lot of odds and ends at the office. You drag into the office the next morning tired, but rather pleased with your self-sacrifice of the night before. The boss calls you into the office and says, "I've been wanting to talk with you. I think you're slipping. You don't seem to be putting forth the effort that is necessary to keep things current in your department. If you expect to get places in this company, you can't just decide to work when you feel like it. You've got to be willing to assume responsibility, take initiative, maybe even work a few minutes overtime once in awhile. Perhaps you should get your mind off bowling and concentrate a little on the things that are keeping that pay check coming your way."

The phone rings.

"That's the long distance phone call I've been expecting. If you'll excuse me, I'll continue this discussion later this week."

You leave the office.

- 1) Describe your attitudes and feelings, particularly your feelings.
- 2) Using the concepts we have been discussing, describe how you would act.

# Project-Creativity

- Company Z values and rewards creativity as an organizational goal. Creativity is encouraged and expected at all levels; hopefully, this will increase the chances of its occurrence.

- Creativity is:

- 1) processing the information directly at hand.
- 2) escaping from an established pattern.
- 3) an attitude.
- 4) not intelligence.
- 5) dependent on effort.

- How to open mental blocks:

- 1) "The Right Answer"
- 2) "That's Not Logical"
- 3) "Follow The Rules"
- 4) "Be Practical"
- 5) "Avoid Ambiguity"
- 6) "To Err Is Wrong"
- 7) "Play Is Frivolous"
- 8) "That's Not My Area"
- 9) "Don't Be Foolish"
- 10) "I'm Not Creative"

- Brainstorming is generating ideas. Here are some rules to follow when brainstorming.

- 1) There is to be no open criticism of ideas while ideas are being generated.
- 2) You should free-wheel.
- 3) Quantity breeds quality.
- 4) Piggyback.
- 5) Stay on the subject.
- 6) Assign one person to be the recorder.
- 7) Have an incubation period.

## APPENDIX B

## Questionnaire Items

### Self belief items

1. I have a positive attitude of myself. (R)
2. I am not able to do things as well as others. (R)
5. I am not proud of myself. (R)
8. I am a useless person. (R)
11. I don't have a number of good qualities. (R)
17. Overall, I am satisfied with myself . (R)
22. I consider myself a failure. (R)
24. I respect myself. (R)
27. I am of as much worth as others. (R)

### Work belief items

3. My work allows me to use my abilities. (M)
6. I can set and reach my career goals. (O)
9. My work group makes competent decisions. (M)
10. I can give and receive constructive feedback. (O)
13. My co-workers get along with each other. (M)
14. I don't have the chance to work with others on the job. (M)
16. I am not able to express my ideas clearly. (O)
18. While at work, I have the chance to use my ideas. (M)
20. I am able to accomplish my work tasks within the allotted time. (O)
21. When faced with a job-related problem, I know how to solve it. (O)
23. I have the chance to interact with my co-workers. (O)
25. I don't have the chance to solve job-related problems. (O)
26. I don't manage my time effectively. (M)



Job satisfaction items

- 4. I receive praise for doing a good job. (M)
- 7. While at work, I have the freedom to use my own judgment. (M)
- 12. My job does not give me a sense of accomplishment. (M)
- 15. The company treats their employees fairly. (O)
- 19. There are not opportunities for advancement within this company. (M)
- 28. In general, I am satisfied with my job. (O)

(R) = Question taken from the Rosenberg Self-Esteem Questionnaire  
(Rosenberg, 1965).

(M) = Question taken from the Minnesota Satisfaction Questionnaire (Weiss,  
Dawis, and England, 1967).

(O) = Original question developed for this training program.

Please indicate the extent to which you agree or disagree with each of the following statements. Circle the number next to each question which best expresses your feelings.

1=Strongly Disagree

2=Disagree

3=Neither Agree nor Disagree

4=Agree

5=Strongly Agree

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | I have a positive attitude of myself.                     | 1 | 2 | 3 | 4 | 5 |
| 2.  | I am not able to do things as well as others.             | 1 | 2 | 3 | 4 | 5 |
| 3.  | My work allows me to use my abilities.                    | 1 | 2 | 3 | 4 | 5 |
| 4.  | I receive praise for doing a good job.                    | 1 | 2 | 3 | 4 | 5 |
| 5.  | I am not proud of myself.                                 | 1 | 2 | 3 | 4 | 5 |
| 6.  | I can set and reach my career goals.                      | 1 | 2 | 3 | 4 | 5 |
| 7.  | While at work, I have the freedom to use my own judgment. | 1 | 2 | 3 | 4 | 5 |
| 8.  | I am a useless person.                                    | 1 | 2 | 3 | 4 | 5 |
| 9.  | My work group makes competent decisions.                  | 1 | 2 | 3 | 4 | 5 |
| 10. | I can give and receive constructive feedback.             | 1 | 2 | 3 | 4 | 5 |
| 11. | I don't have a number of good qualities.                  | 1 | 2 | 3 | 4 | 5 |
| 12. | My job does not give me a sense of accomplishment.        | 1 | 2 | 3 | 4 | 5 |
| 13. | My co-workers get along with each other.                  | 1 | 2 | 3 | 4 | 5 |
| 14. | I don't have the chance to work with others on the job.   | 1 | 2 | 3 | 4 | 5 |
| 15. | The company treats their employees fairly.                | 1 | 2 | 3 | 4 | 5 |

16.	I am not able to express my ideas clearly.	1	2	3	4	5
17.	Overall, I am satisfied with myself.	1	2	3	4	5
18.	While at work, I have the chance to use my ideas.	1	2	3	4	5
19.	There are not opportunities for advancement within this company.	1	2	3	4	5
20.	I am able to accomplish my work tasks within the allotted time.	1	2	3	4	5
21.	When faced with a job-related problem, I know how to solve it.	1	2	3	4	5
22.	I consider myself a failure.	1	2	3	4	5
23.	I have the opportunity to interact with my co-workers.	1	2	3	4	5
24.	I respect myself.	1	2	3	4	5
25.	I don't have the chance to solve job-related problems.	1	2	3	4	5
26.	I don't manage my time effectively.	1	2	3	4	5
27.	I am of as much worth as others.	1	2	3	4	5
28.	In general, I am satisfied with my job.	1	2	3	4	5

APPROVAL SHEET

The thesis submitted by Shari Solomon has been read and approved by the following committee:

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The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

4/3/89  
Date

R. Scott Tindale  
Director's Signature