



ISTANBUL UNIVERSITY

ORGANIZATIONAL BEHAVIOR AND LEADERSHIP

ATTITUDES & BELIEFS

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Graduate School of Business

ATTITUDES

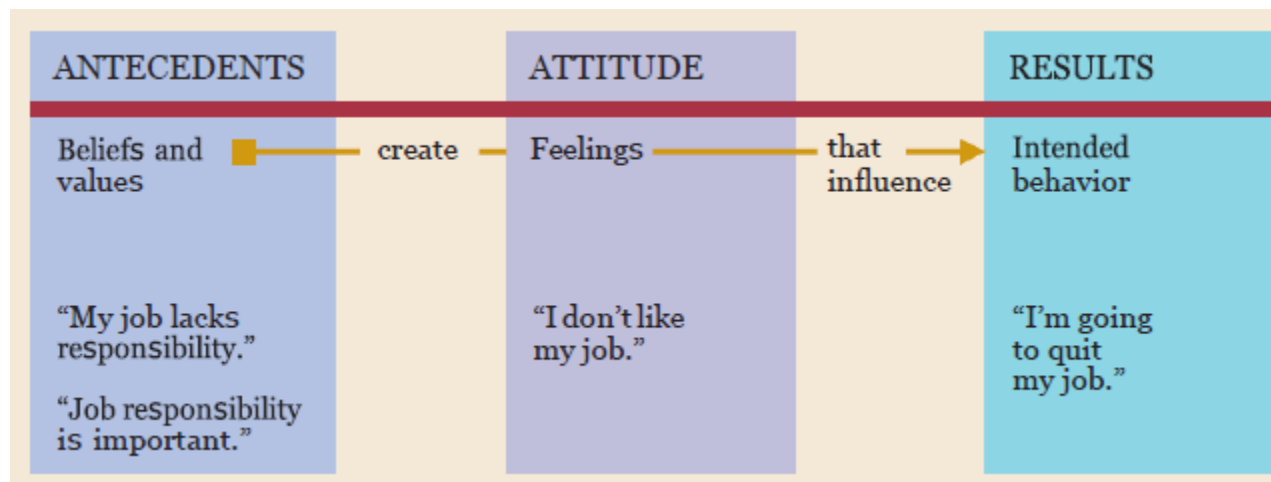
An **attitude** is a predisposition to respond positively or negatively to someone or something.

The three basic components of an attitude are shown in Figure —cognitive, affective, and behavioral

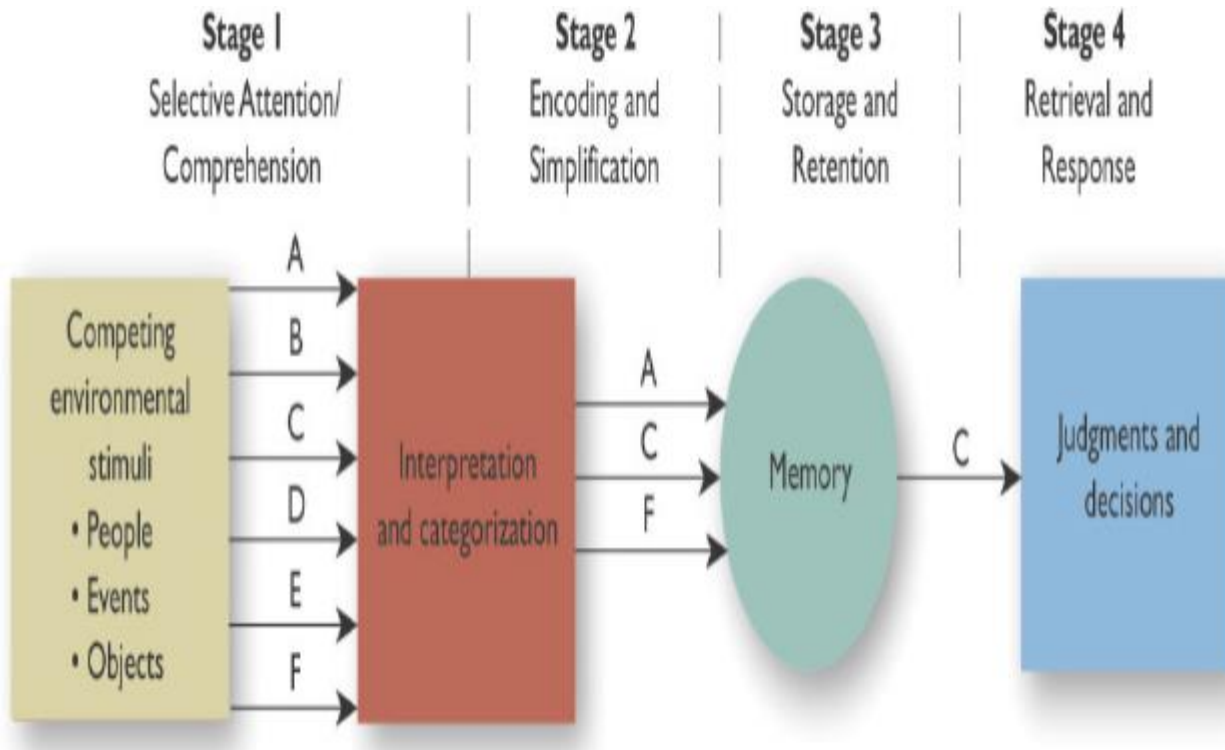
The *cognitive component* of an attitude reflects underlying beliefs, opinions, knowledge, or information a person possesses. It represents a person's ideas about someone or something and the conclusions drawn about them.

The *affective component* of an attitude is a specific feeling regarding the personal impact of the antecedent conditions evidenced in the cognitive component.

The *behavioral component* is an intention to behave in a certain way based on the affect in one's attitude.



SOCIAL PERCEPTION: A SOCIAL INFORMATION PROCESSING MODEL



Social Information Processing (SIP) model offers a detailed framework for understanding the way that a child makes sense of and acts in social situations. When applied in the context of a wider biopsychosocial conceptualization it offers a comprehensive model that is in accordance with current ways of thinking about human behavior.



EVALUATE JUDGEMENTS

- ABSOLUTE STANDART
- RELATIVE COMPARISON

BASED UPON / DEVELOPED FROM

- COGNITIVE INFORMATION (WHAT PEOPLE KNOW ABOUT IT)
- AFFECTIVE / EMOTIONAL INFORMATION (HOW PEOPLE FEEL ABOUT IT)
- INFORMATION CONCERNING PAST BEHAVIORS OR BEHAVIORAL INTENTIONS)



RELATED CONCEPTS

- **FEELINGS**

- FEEL GOOD
- EVALUATE FAVORABLE (ATTITUDE)

Feelings. Both emotional experiences and physical sensations — such as hunger or pain — bring about feelings, according to Psychology Today. Feelings are a conscious experience, although not every conscious experience, such as seeing or believing, is a feeling, as explained in the article.

- **BELIEFS**

- OBJECT + ATTRIBUTE

Beliefs are generally defined as **convictions that things held in the mind are true.**

- **VALUES**

- ABSTRACT CONCEPTS
- RULES OUR LIFE

The term value has two related yet distinct meanings. The value of an object or activity is what the object or activity is worth to a person or community; this is the economic or decision-making meaning of value. In its social-psychological meaning, by contrast, a value is an abstract, desirable end state that people strive for or aim to uphold, such as freedom, loyalty, or tradition.

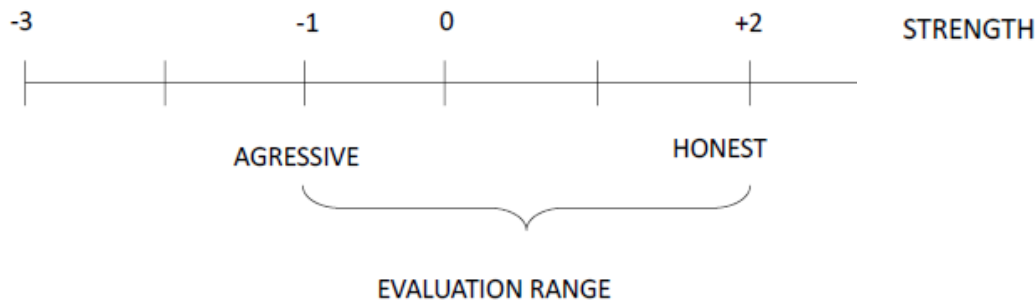
Emotions. an emotion “can only ever be felt...through the emotional experiences it gives rise to, even though it might be discovered through its associated thoughts, beliefs, desires, and actions.” Emotions are not conscious but instead manifest in the unconscious mind.



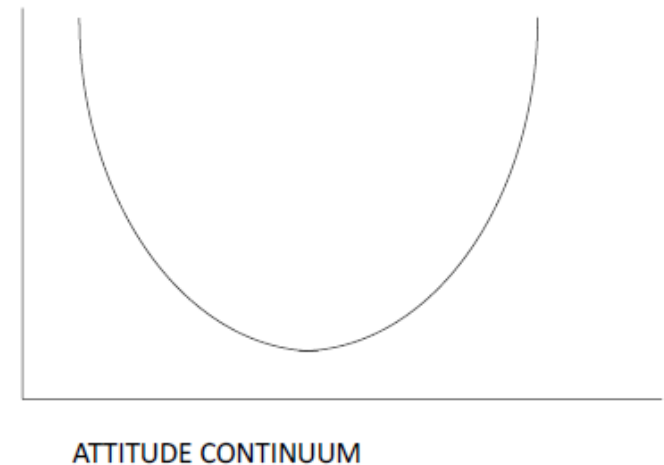
IMPORTANCE OF ATTITUDES

- ONCE ESTABLISHED THEY ARE USUALLY STABLE OVER TIME
- MOST ATTITUDES ARE LEARNED
- INFLUENCE HOW PEOPLE PROCESS INFORMATION
- ANTTITUDES INFLUENCE BEHAVIOR

RANGE



STRENGTH



NONATTITUDE

- NOT HAVE ANY EXPERIENCE
- EXPERIENCING BOTH NEGATIVE AND POSITIVE EVALUATIONS

COMPLEXITY & FLEXIBILITY

- CONSONANT (SUPPORTIVE BELIEFS)
- DISSONANT (CONTRADUCTIVE BELIEFS)

Extremely weak attitude that has little persistence over time and minimal resistance to persuasion. Such attitudes have little impact on information processing and behavior. In extreme cases, nonattitudes may be reports of attitudes that reflect no meaningful evaluation of the [attitude object](#).



AJZEN - FISHBEIN

BASED ON COGNITIVE INFORMATION

- FISHBEIN AND AJZEN (THEORY OF REASONED ACTION)
 - Humans are rational
 - Make systematic use of information
 - Relations among beliefs, attitudes, behaviors, social pressures

THEORY OF REASONED ACTION

Organizational Psychological Attitudes (job)				
Facet	Evaluation	Strength	Job	Total
Salary	Positive (+)	3	0.8	+2.4
Status	Positive (+)	2	0.7	+1.4
Security Risks	Negative (-)	1	0.2	-0.2
Work Load	Negative (-)	2	0.4	-0.8
Total				+2.8

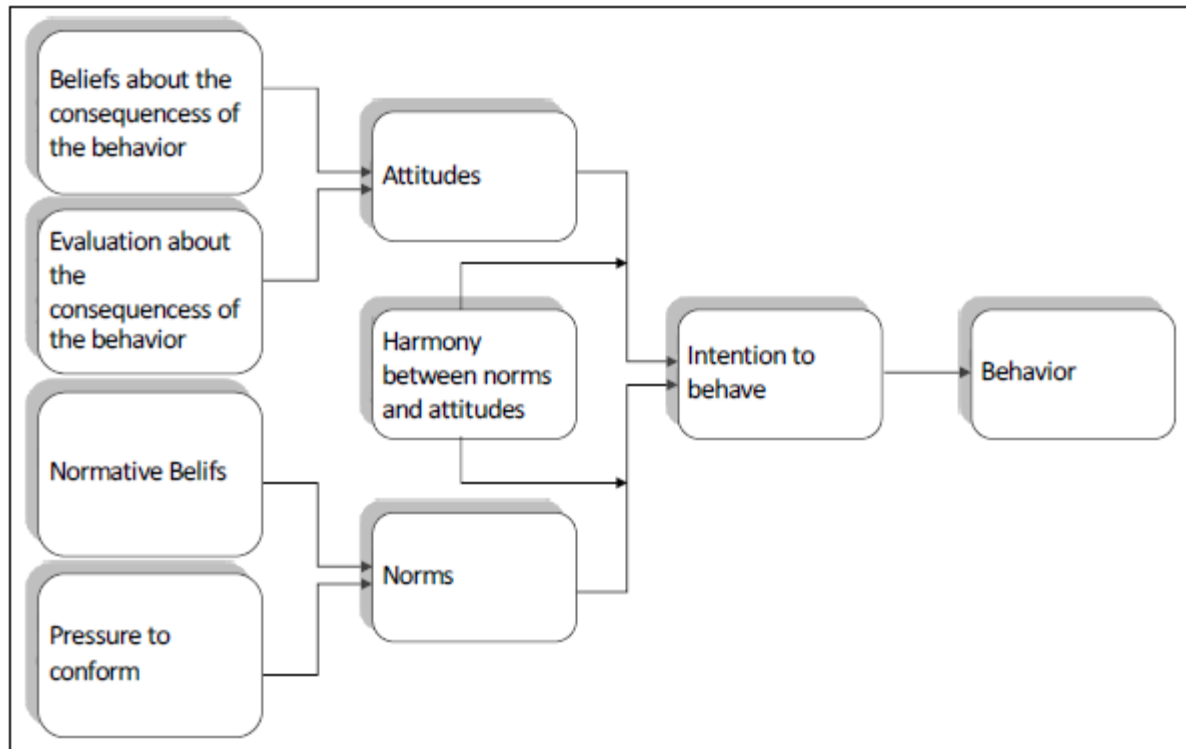
Social Psychological Attitudes (friend)				
Facet	Evaluation	Strength	Job	Total
Support	Positive (+)	3	0.9	+2.7
Help	Positive (+)	2	0.8	+1.6
Conflict	Negative (-)	2	0.2	-0.4
Competition	Negative (-)	1	0.1	-0.1
Total				+3.8

Mental process

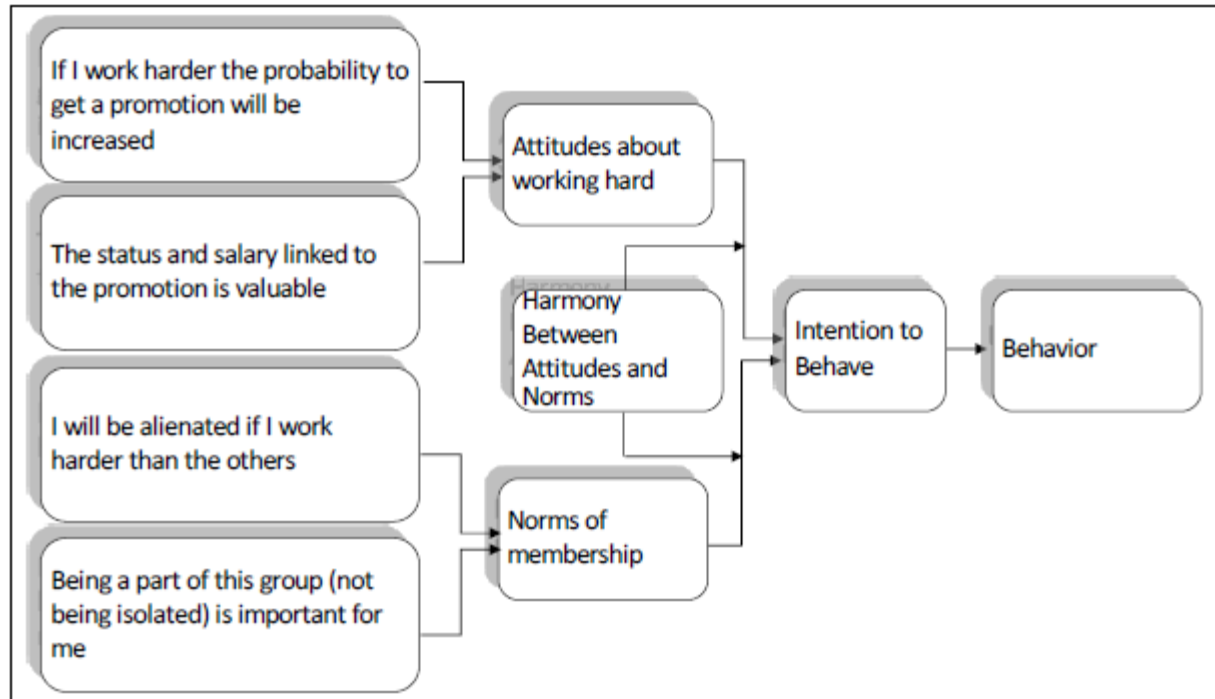


AJZEN - FISHBEIN

The **theory of reasoned action** aims to explain the relationship between attitudes and behaviors within human action. It is mainly used to predict how individuals will behave based on their pre-existing attitudes and behavioral intentions. An individual's decision to engage in a particular behavior is based on the outcomes the individual expects will come as a result of performing the behavior.



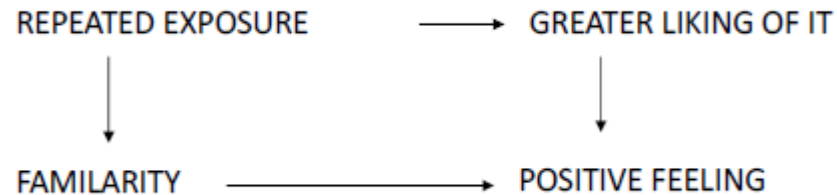
THEORY OF REASONED ACTION



ATTITUDE FORMATION

BASED ON AFFECTIVE INFORMATION

- SYMBOLIC ATTITUDE
- MERE EXPOSURE
- OVEREXPOSURE – BOREDOM
- NOVELTY AND EXCITEMENT



An attitude is a general and lasting positive or negative opinion or feeling about some person, object, or issue. Attitude formation occurs through either direct experience or the persuasion of others or the media. Attitudes have three foundations: affect or emotion, behavior, and cognitions.



ATTITUDE FORMATION

BASED ON BEHAVIORAL INFORMATION

- INFER THEIR ATTITUDES
 - What they have done
 - What they have said



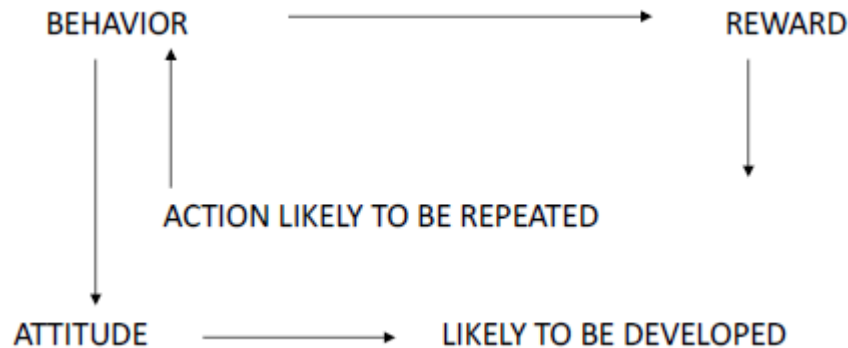
SELF PERCEPTION THEORY

- I ALWAYS SEEM TO BE ARGUING WITH HIM (BEHAVIOR)
- WE CAN'T GET ALONG WITH EACH OTHER (TENDENCY)
- I DON'T THINK I LIKE HIM (ATTITUDE)

Self-perception theory (SPT) is an account of attitude formation developed by psychologist Daryl Bem. It asserts that people develop their attitudes (when there is no previous attitude due to a lack of experience, etc.—and the emotional response is ambiguous) by observing their own behavior and concluding what attitudes must have caused it. The theory is counterintuitive in nature, as the conventional wisdom is that attitudes determine behaviors. Furthermore, the theory suggests that people induce attitudes without accessing internal cognition and mood states. The person interprets their own overt behaviors rationally in the same way they attempt to explain others' behaviors.



OPERANT CONDITIONING



Operant or instrumental conditioning is when an attitude forms because it has been reinforced through reward or a pleasant experience or discouraged through punishment or an unpleasant experience. For example, a parent might praise a teenager for helping out at an after-school program with little kids. As a result, the teen may develop a positive attitude toward volunteer work. Similarly, many people find that broccoli has a terrible taste, and so they dislike broccoli because of its punishing flavor.



Strongly agree
Agree
Disagree
Strongly disagree

ASSESSMENT OF ATTITUDES

MEASUREMENT OF ATTITUDES

- **ACCURACY**

- Reliability
- Validity

- *Categorical data*. Data recorded in non-numerical terms. It is called categorical because each different value (such as car model or job title) places the subject in a different category.
- *Numerical data*. Data recorded in numerical terms. There are different types of numerical data depending upon what numbers the values can be.

Because we will be using data to make business decisions, we must not forget that data contain error and that can result in bad decisions



THE GOOD ENOUGH CHOICE

- There is no facts in human behavior
- There are contingencies and consistencies in social sciences
- In order to go to consistencies, we need systematic research and statistical explanations which are good enough to determine the situation.

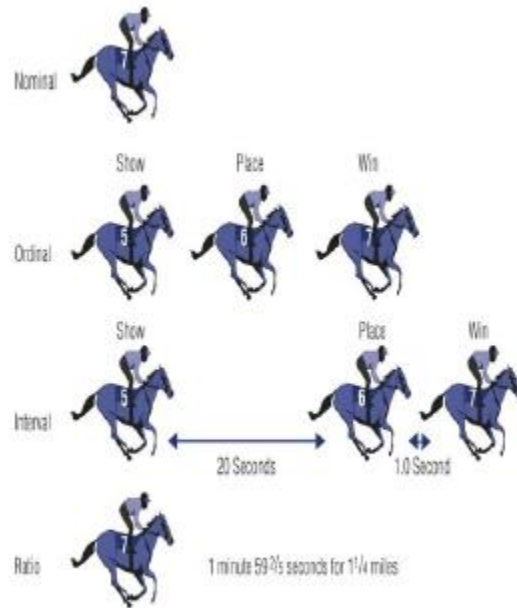


LEVELS OF MEASUREMENT

- **Nominal scale:** When the values have no relation of order, the variable is said to be on a nominal scale. This corresponds to categorical data.
 - Example: Color, Brand, Gender, Department
- **Ordinal scale:** When the values have a relation of order, but intervals between adjacent values are not equal, the variable is said to be on an ordinal scale. This is one type of numerical data.
 - Example: Poor, Fair, Good, Best
- **Interval scale:** When the values have a relation of order, and intervals between adjacent values are equal, but a value of zero is arbitrary, the variable is said to be on an interval scale. This is another type of numerical data.
 - Example: Temperature. (Like Greenwich in Time Settings)
- **Ratio scale:** When the values have a relation of order, the intervals between adjacent values are equal, and a value of zero is meaningful, the variable is said to be on a ratio scale. (A meaningful value of zero is called a true zero point or origin.) This is the last type of numerical data.
 - Example: Year, Tenure, Money



SCALES OF MEASUREMENTS



Primary Scales of Measurement

Fig. 8.1

Scale

Nominal

Numbers Assigned to Runners



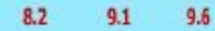
Ordinal

Rank Order of Winners



Interval

Performance Rating on a 0 to 10 Scale



Ratio

Time to Finish, in Seconds

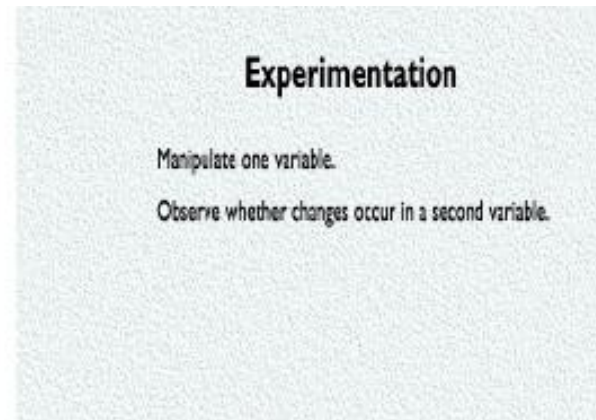
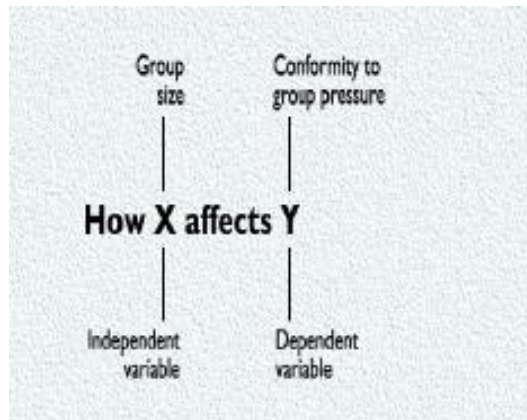


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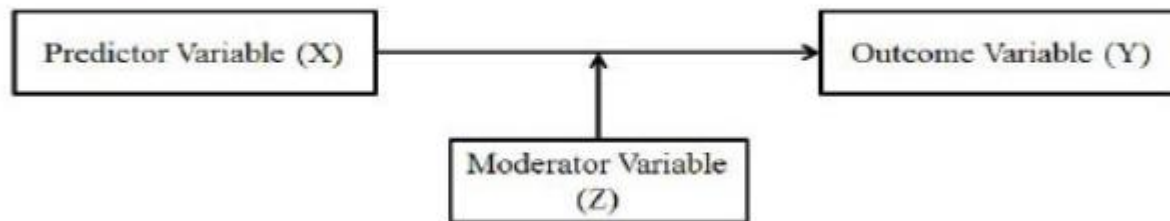
EXPERIMENTATION & HYPOTHESIS



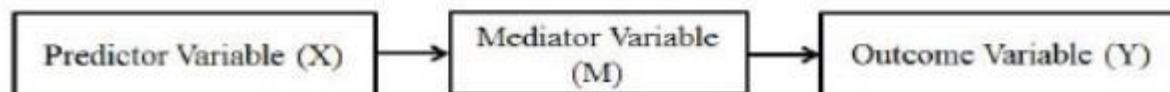
A. Direct Effects



B. Moderator Effects



C. Mediator Effects

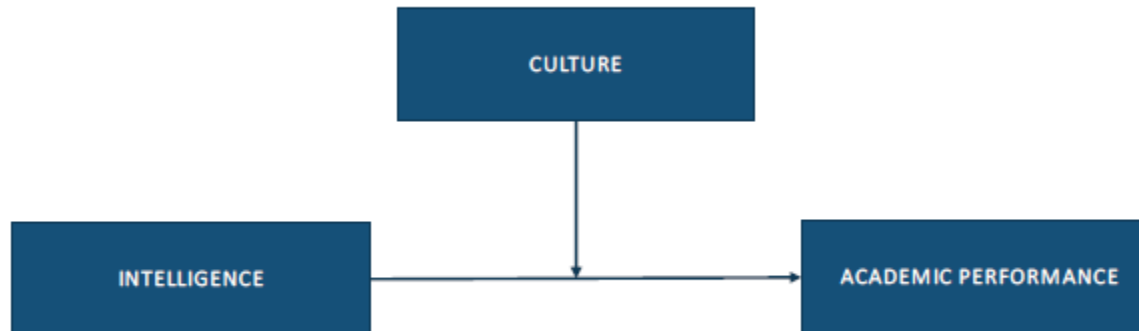


MEDIATOR VARIABLE

MEDIATOR VARIABLE



MODERATOR VARIABLE



VALIDITY & RELIABILITY

- In statistics, there are two kinds of error which are talked about in terms of reliability and validity.
- The distinction is related to the difference between precision and accuracy in physics and engineering, or between precision and clarity in philosophy.
- Suppose I am shooting at a target with a bow and arrow. Over time, I find that I am hitting the target about 30% of the time, but that almost all of my misses are falling away of the target.
- If I hit the same spot but not the target this means my precision (reliability) is high but my accuracy (validity) is low.
- When we are both precise and accurate, we hit the target. *In statistics, we would say that when our measurements are both reliable and valid, we have **reduced** both types of **error**.*



VALIDITY & RELIABILITY CONT.

- If I need to know my height all I need is a scale.
- What kind of error if I only have a weight scale?
- Validity is much harder to measure than reliability
- Statistics is like playing golf, only nobody knows exactly where the hole is.

INDICATORS (ITEMS)

- On the whole how satisfied are you with the work you do?
- Would you say that you are very satisfied, moderately satisfied, a little satisfied or very dissatisfied
- The great deal of organizational research which uses questionnaires or structured interviews support to ask more than one variable.
- The idea is to add up these indicator (items) to form an overall score for each respondent.
- It is unlikely in many cases that a single indicator will adequately reflect the full range of every concept.
- A respondent may make a mistake in answering questions
- If one question is asked it must be very competently designed
- More than one indicator allows finer distinctions to be drawn between people



MULTIPLE INDICATOR APPROACH

- I believe that my manager is an expert
- I count on my managers expertise
- I can easily communicate with my manager
- I believe my manager will help me if I need any
- My manager is like a friend to me
- I believe that my manager will promote to higher positions
- My manager easily handle conflicting situations
- I believe I can perform better with another manager
- I don't trust to my manager
- I don't like my manager



DIMENSION FACTORS

- Manager
- Supervision Style
- Working Hours
- Working Conditions
- Working Tools and Devices
- Technology
- Colleagues
- Subordinates
- Risks and Hazards
- Job Safety and Security
- Performance Appraisal
- Personnel Selection
- Career Advancement
- Promoting Opportunities
- Training and Education
- Policies and Requirements
- Mission and Vision
- Social Relations
- Lunch and Breaks



SELF REPORT PAPER & PENCIL ATTITUDE MEASUREMENT

- SINGLE GENERAL QUESTION
- SEMANTIC DIFFERENTIAL
- BOGARDUS SOCIAL DISTANCE SCALE
- GUTTMAN SCALE
- THURSTONE SCALE
- LIKERT METHOD OF SUMMATED RATINGS SCALE

SEMANTIC DIFFERENTIAL

GOOD	7	6	5	4	3	2	1	BAD
BENEFICIAL	7	6	5	4	3	2	1	HARMFUL
FAVORABLE	7	6	5	4	3	2	1	UNFAVORABLE

In psychology, a self-report is any test, measure, or survey that relies on an individual's own report of their symptoms, behaviors, beliefs, or attitudes. Self-reports are commonly used in psychological studies because they can yield much valuable and diagnostic information to a researcher or a clinician. One of the primary advantages of self-report data is that it can be easy to obtain. It is also an important way that clinicians diagnose their patients—by asking questions. Those making the self-report are usually familiar with filling out questionnaires.



BOGARDUS SOCIAL DISTANCE

- A CLOSE KIN BY MARRIAGE
- IN MY CLUB AS MY PERSONAL CHUMS
- ON MY APARTMENT AS NEIGHBOURS
- WORKING ALONGSIDE ME IN MY JOB
- AS CITIZENS IN MY COUNTRY
- AS VISITORS IN MY COUNTRY
- I'D EXCLUDE THEM FROM MY COUNTRY

Bogardus social distance scale is defined as a scale that measures varying degrees of closeness in people towards other members of diverse social, ethnic or racial groups. It measures the degrees of warmth, hostility, indifference or intimacy between these groups.

Due to its unidimensional nature, prejudice or the lack of it towards only one community or group can be measured at one point in time. The Bogardus social distance scale is also known as a cumulative scale because an agreement with one item shows agreement with any number of preceding items; which makes it a subset of the Guttman scale. The other major types of unidimensional scales are the Likert scale and the Thurstone scale.



CHARACTERISTICS OF BOGARDUS SOCIAL DISTANCE

- **Cumulative in nature:** The Bogardus social distance scale is a variation of the [Guttman scale](#) (or cumulative scale) because any agreement with a statement is an assumption of agreement with any statements preceding the selection. For instance, if you were to agree to marry a magician and your rating is 1.0, it is assumed that you in effect are also agreeing to this member also being your neighbor and close personal friend or even a citizen of your country. In a similar example, if you agree for a person to be a citizen of your country (5.0), you also agree to them visiting or your country as a non-citizen or not have them be associated with your country at all.
- **7 point scale:** The Bogardus social distance scale uses a 7 point social distance scale to track empathy between 2 social groups. The lower rating 1.0 indicates a less social distance between the 2 groups whereas a higher rating like 5.0 indicates a higher social distance between the 2 groups.
- **Measure social distance:** The option with the rating scale 1.0 measures the proximity to a certain individual and the option with the rating scale as 7.0 measures the distance between to that individual. The Bogardus scale in brief, aims to measure the social distance which any group desires to keep with other groups/people with whom it has functional relations.



HOW TO CONSTRUCT A BOGARDUS SOCIAL DISTANCE SCALE SURVEY

A Bogardus social distance scale if conducted right, can throw light on the perception or prejudice of one group towards another. Steps in successfully conducting this survey is:

- Define the focus and research objective:** Before conducting the survey, it is very important to define the focus of the [research](#) and the end objective. Since the Bogardus social distance scale helps understand the prejudice between two distinctive sets of social groups, it is important to understand the end objective. This could be on the basis of distinctive characteristics like religion, socioeconomic status or ethnicity.

- Develop the scale:** The objective of the scale is to indicate how close or far away is the respondent from the members of the other group. This distance is measured by psychological statements. A favorable attitude is indicated by the closeness of the and an unfavorable attitude is indicated by the distance. The scale is then to be set up with 7 statements which consist of two anchor points – 1.0 where the favorable attitude is extreme closeness and 7.0 where the unfavorable attitude is extreme distance. Referencing the above example, marriage is indicated by 1.0 due to the nature of its closeness and not being associated with the country is indicated by 7.0 as the respondent group does not want to be associated with the other group at all.

- Developing the responses:** It is important to create a number of options that have to be sent to judges or experts to rate towards the favorableness of the study. These experts have to have an in-depth understanding of sociological factors and measurements so as to appropriately validate each option. The experts are expected to rate the options yes or no depending on the validity of social distance between communities. The 7 options or statements that are highest rated are selected as the social distance scale options to be administered to the respondent. For similar-sounding options, the options with the consensus of the experts are used.

- Administer the scale to respondents:** The Bogardus social distance scale is easy to administer as the question is easy to answer. It is to be explained to a respondent that an answer selection that is made means it also signifies the acceptance of all preceding options. Hence selecting 1.0 or any option close to this means an agreement of all preceding options and selecting 7.0 or an option close to this is a strong disagreement with the research topic.

- Collect response and calculate cumulatively:** Each respondent has an option to select one statement in a Bogardus social distance scale where each option specifies the attitude of a member of one group towards a member or members of another group. The average of the cumulative responses is the level of social distance between the two groups. Since this scale is unidimensional, collecting social distance between multiple groups requires multiple questions to be administered.



USES OF A BOGARDUS SOCIAL DISTANCE SCALE

The Bogardus social distance scale survey is one of the oldest forms of methods of measuring **attitude and prejudice**. It can also be used to measure specific variables such as:

- Religiosity
- Socioeconomic status
- Alienation



LIKERT SCALE

- ITEM ANALYSES
- FACTOR ANALYSES
- JOB SATISFACTION
 - SUPERVISOR
 - PAY
 - WORKING CONDITIONS
 - THE JOB ITSELF
 - COLLEAGUES AND PEERS

The Likert scale question is a **psychometric scale** where questions based on this scale are used in a survey. It is one of the most widely used question types in a survey. In a Likert scale survey, respondents don't choose between 'yes/no,' there are specific choices based on 'agreeing' or 'disagreeing' on a particular survey question. Likert scale survey questions are essential in measuring a respondent's opinion or attitude towards a given subject and is an integral part of market research. [Likert scale](#) is typically a five, seven, or nine-point agreement scale used to measure respondents' agreement with various statements.



HOW TO WRITE LIKERT SCALE SURVEY QUESTIONS?

To write Likert scale survey questions:

- **Be careful about adjectives:** In a survey, when you ask the respondent about their opinion, it is essential to precisely keep the response options. Your response options need to include adjectives that are easily understandable. When using attributes in the response option, there should be no confusion in which grade is higher than the other. It is appropriate to start from extremes (Extremely unsatisfied or similar) come to a neutral opinion (neither satisfied nor dissatisfied) and then a positive adjective scale (extremely satisfied or same).
- **Using 'Unipolar' or 'Bipolar' Questions:** As a survey creator, you should know which Likert questions you want to use. The items are either unipolar questions for positive to negative statements or bipolar questions for answer options lie on either side of neutrality.
- **According to a study, it's always better to ask:** Human beings respond to questions positively rather than statements; therefore, to gather accurate responses, it is better to ask questions than fabricate statements.



HOW TO WRITE LIKERT SCALE SURVEY QUESTIONS?

Unipolar Likert scale examples

Unipolar scales are more contoured, allowing users to instead focus on a single item's absence or presence. The scale measures the ordinal data, but most of the time, unipolar scales generate more accurate answers. An example of a unipolar satisfaction scale is not at all satisfied, slightly satisfied, moderately satisfied, very satisfied, and completely satisfied.

How satisfied are you with our in-store experience?

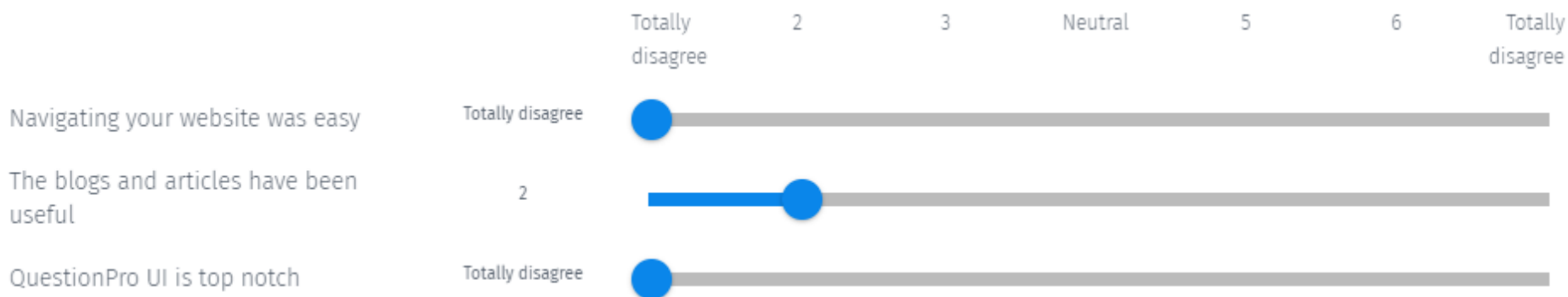
- Very dissatisfied
- Not satisfied
- Neutral
- Satisfied
- Very satisfied



HOW TO WRITE LIKERT SCALE SURVEY QUESTIONS?

Bipolar Likert scale examples

A bipolar scale indicates a respondent to balance two different qualities, defining the relative proportion of those qualities. Where a unipolar scale has one 'pole,' a bipolar scale has two opposites. For example, a common bipolar scale includes the following choices: completely dissatisfied, mostly dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, mostly satisfied, and completely satisfied. That is a scale with 0 in the middle -3, -2, -1, 0, 1, 2, 3

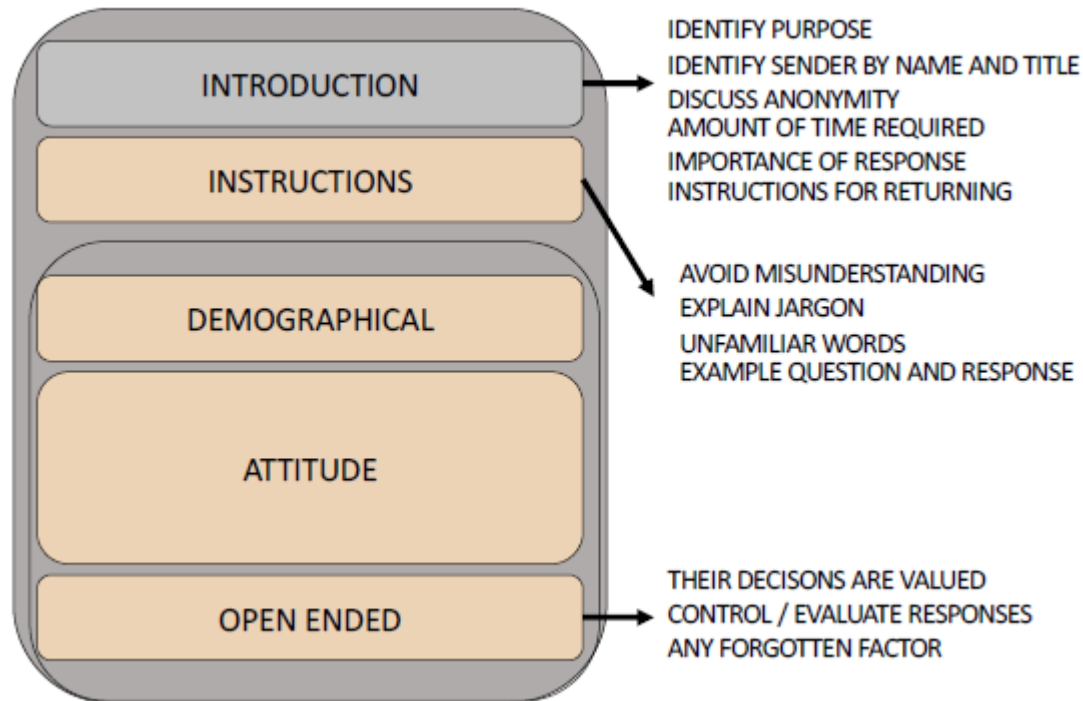


ITEM GENERATION

- I would like to retire from this company
- Company procedures such as personnel selection, performance appraisal, advancement Opportunities, etc. Are applied fairly and equitably in this company.
- I can easily communicate and work with my supervisor.
- If I had a chance I would like to work in another department
- Related with limited job alternatives I think I should be satisfied with my work
- I have some family related problems that may have a negative effect on my job satisfaction.
- Generally, men qualified as better managers
- There is an ongoing political based discrimination among workers in this company.
- I can't achieve desired performance level with my current manager.
- Related directly with the attitude
- Clear, simple and understandable includes one main idea
- Do not assume situations / conditions
- Do not direct (positively or negatively)
- Do not use if conditions
- Do not ask questions that you already know the answer
- Do not insult reader
- Do not relate items with religious, political or sexual situations (if it is not prepared so)
- Do not use negative verbs



QUESTIONNAIRE DESIGN



QUESTIONNAIRE DESIGN

	Question	Strongly disagree			Neither		Strongly agree	
		1	2	3	4	5	6	7
1	Overall I am satisfied working in this organisation							
2	People in senior management respect my personal rights							
3	I am often expected to do things that are not reasonable							
4	I have confidence in the judgement of senior management							
5	There is a friendly feeling between management and staff							
6	Management usually keeps us informed about things we want to know							
8	This is a good place for people trying to get ahead in their career							
9	This is a good place for training and personal development							
10	Management is not very interested in the feelings of staff							
11	I know exactly what is expected of me in my job							
12	Staff frequently do not know what they are supposed to do							
13	This organisation is a better place to work than other organisations in this field							
14	The jobs here are well organised							



QUESTIONNAIRE DESIGN CONT.

A **questionnaire** is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect quantitative and/or qualitative information. Questionnaires are commonly used in market research as well as in the social and health sciences. For example, a company may ask for feedback about a recent customer service experience, or psychology researchers may investigate health risk perceptions using questionnaires.

Questionnaires can be **self-administered** or **researcher-administered**. Self-administered questionnaires are more common because they are easy to implement and inexpensive, but researcher-administered questionnaires allow deeper insights.

Self-administered questionnaires can be:

- cost-effective
- easy to administer for small and large groups
- anonymous and suitable for sensitive topics
- self-paced

But they may also be:

- unsuitable for people with limited literacy or verbal skills
- susceptible to a nonresponse bias (most people invited may not complete the questionnaire)
- biased towards people who volunteer because impersonal survey requests often go ignored.



QUESTIONNAIRE DESIGN CONT.

Researcher-administered questionnaires can:

- help you ensure the respondents are representative of your target audience
- allow clarifications of ambiguous or unclear questions and answers
- have high response rates because it's harder to refuse an interview when personal attention is given to respondents

But researcher-administered questionnaires can be limiting in terms of resources. They are:

- costly and time-consuming to perform
- more difficult to analyze if you have qualitative responses
- likely to contain experimenter bias or demand characteristics
- likely to encourage social desirability bias in responses because of a lack of anonymity



QUESTIONNAIRE DESIGN CONT.

Your questionnaire can include open-ended or closed-ended questions or a combination of both.

Using closed-ended questions limits your responses, while open-ended questions enable a broad range of answers. You'll need to balance these considerations with your available time and resources.

Closed-ended questions

Closed-ended, or restricted-choice, questions offer respondents a fixed set of choices to select from. Closed-ended questions are best for collecting data on categorical or quantitative variables.

Open-ended questions

Open-ended, or long-form, questions allow respondents to give answers in their own words. Because there are no restrictions on their choices, respondents can answer in ways that researchers may not have otherwise considered. For example, respondents may want to answer “multiracial” for the question on race rather than selecting from a restricted list.



QUESTIONNAIRE DESIGN CONT.

Question wording can influence your respondents' answers, especially if the language is unclear, ambiguous, or biased. Good questions need to be understood by all respondents in the same way (reliable) and measure exactly what you're interested in (valid).

Use clear language

You should design questions with your target audience in mind. Consider their familiarity with your questionnaire topics and language and tailor your questions to them.

For readability and clarity, avoid jargon or overly complex language. Don't use double negatives because they can be harder to understand.

Use balanced framing

Respondents often answer in different ways depending on the question framing. Positive frames are interpreted as more neutral than negative frames and may encourage more socially desirable answers.

Positive frame

Should protests of pandemic-related restrictions be allowed?

Negative frame

Should protests of pandemic-related restrictions be forbidden?



QUESTIONNAIRE DESIGN CONT.

Avoid leading questions

Leading questions guide respondents towards answering in specific ways, even if that's not how they truly feel, by explicitly or implicitly providing them with extra information.

Keep your questions focused

Ask about only one idea at a time and avoid double-barreled questions. Double-barreled questions ask about more than one item at a time, which can confuse respondents.



STEP-BY-STEP GUIDE TO DESIGN

Step 1: Define your goals and objectives

The first step of designing a questionnaire is determining your aims.

- What topics or experiences are you studying?
- What specifically do you want to find out?
- Is a self-report questionnaire an appropriate tool for investigating this topic?

Once you've specified your research aims, you can [operationalize](#) your variables of interest into questionnaire items. Operationalizing concepts means turning them from abstract ideas into concrete measurements. Every question needs to address a defined need and have a clear purpose.

Step 2: Use questions that are suitable for your sample

Create appropriate questions by taking the perspective of your respondents. Consider their language proficiency and available time and energy when designing your questionnaire.

- Are the respondents familiar with the language and terms used in your questions?
- Would any of the questions insult, confuse, or embarrass them?
- Do the response items for any closed-ended questions capture all possible answers?
- Are the response items mutually exclusive?
- Do the respondents have time to respond to open-ended questions?

Consider all possible options for responses to closed-ended questions. From a respondent's perspective, a lack of response options reflecting their point of view or true answer may make them feel alienated or excluded. In turn, they'll become disengaged or inattentive to the rest of the questionnaire.

Step 3: Decide on your questionnaire length and question order

Once you have your questions, make sure that the length and order of your questions are appropriate for your sample.

If respondents are not being incentivized or compensated, keep your questionnaire short and easy to answer. Otherwise, your sample may be biased with only highly motivated respondents completing the questionnaire.

Decide on your question order based on your aims and resources. Use a logical flow if your respondents have limited time or if you cannot randomize questions. Randomizing questions helps you avoid bias, but it can take more complex statistical analysis to interpret your data.

Step 4: Pretest your questionnaire

When you have a complete list of questions, you'll need to pretest it to make sure what you're asking is always clear and unambiguous. Pretesting helps you catch any errors or points of confusion before performing your study.

Ask friends, classmates, or members of your target audience to complete your questionnaire using the same method you'll use for your research. Find out if any questions were particularly difficult to answer or if the directions were unclear or inconsistent, and make changes as necessary.

If you have the resources, running a pilot study will help you test the validity and reliability of your questionnaire. A pilot study is a practice run of the full study, and it includes sampling, [data collection](#), and analysis. You can find out whether your procedures are unfeasible or susceptible to bias and make changes in time, but you can't test a hypothesis with this type of study because it's usually [statistically underpowered](#).

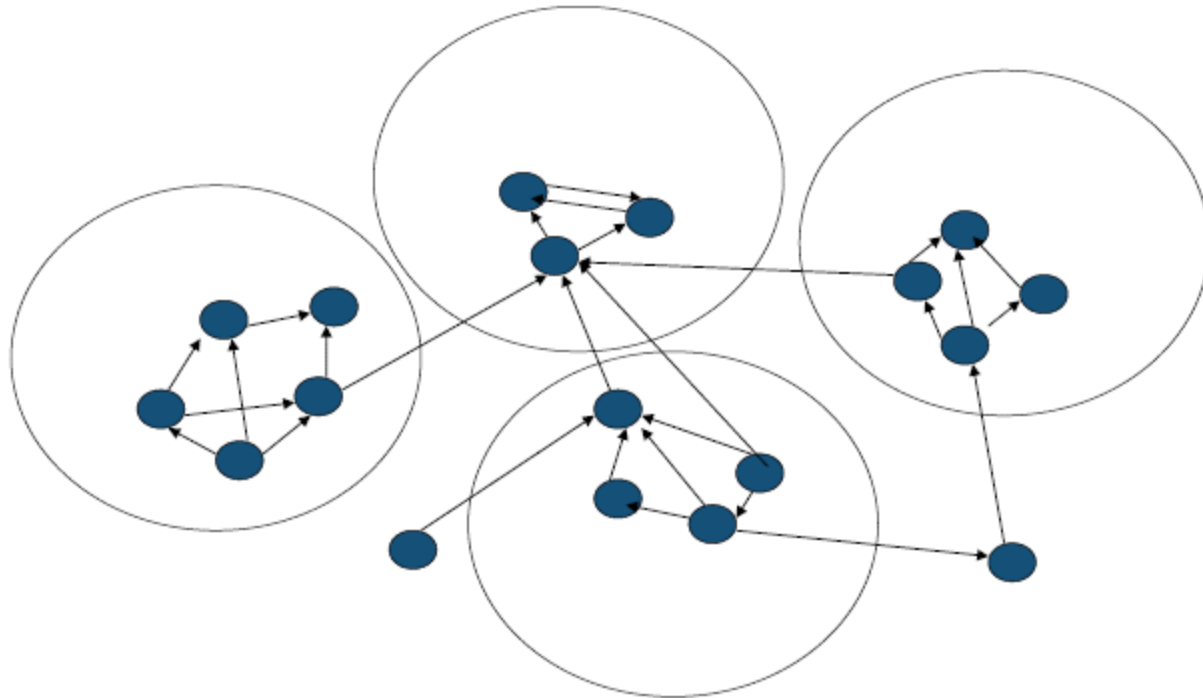


PROJECTIVE MEASURES

- THEMATIC APPERCEPTION TESTS
- ROTTER INCOMPLETE SENTENCE BLANK

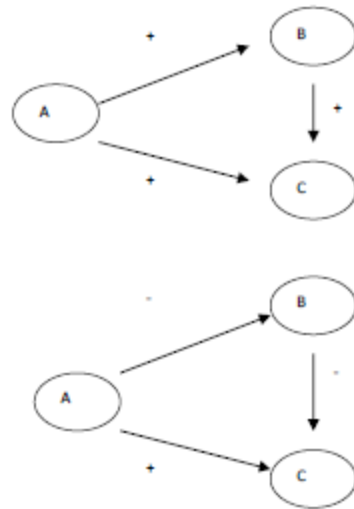


SOCIOGRAM

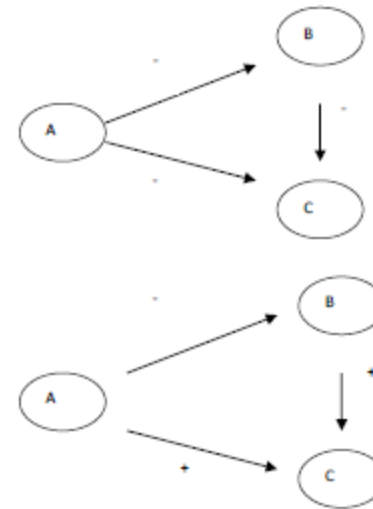


THEORIES OF ATTITUDE CHANGE: CONSISTENCY THEORIES – HEIDER'S BALANCE THEORY

BALANCED

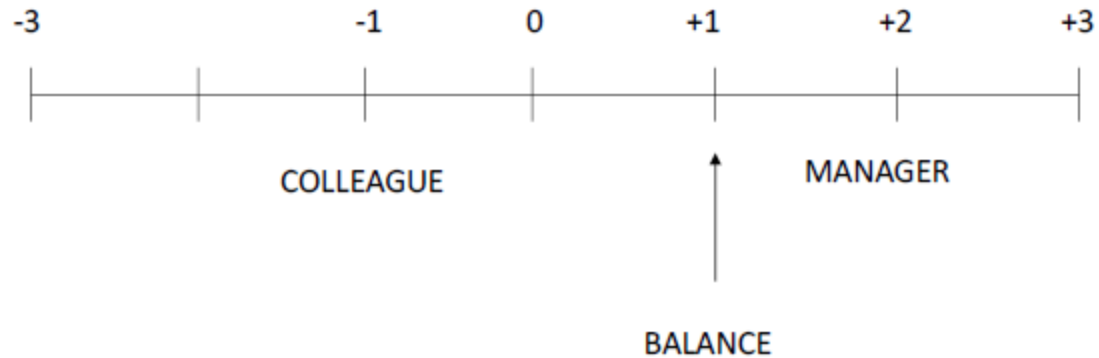


UNBALANCED



CONGRUITY THEORY

LIKED AND DISLIKED OBJECTS BECOME RELATED



COGNITIVE DISSONANCE THEORY

- **COGNITIONS**

- Irrelevant
- Consonant
- Dissonant

- **DISSONANT COGNITIONS**

- Unpleasant state of tension
- Motivated to reduce it

- **POST DECISIONAL DISSONANCE**

- I wanted to buy x
- I could only buy y
- Important decisions, giving up something (more dissonance)
- Similar alternatives (less dissonance)

- **INDUCED COMPLIANCE**

- Behave in some way against attitudes
- Forced (less dissonance)



COMMUNICATION RESEARCH PROGRAM

- **SOURCE**

- Credibility
 - Expertise
 - Trustworthiness

- **MESSAGE**

- Both positive and negative aspects
- Threatening messages

- **AUDIENCE**

- Existing attitudes toward object
- Their knowledge about the issue
- Positive mood
- Intelligence

