

DEVELOPMENT OF SKILLS AND TEACHERS TRAINING FOR LEADERSHIP

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1. ATTITUDES AND JOB SATISFACTION

Organizational Attitudes

WHAT IS YOUR ATTITUDE TOWARDS YOUR UNIVERSITY?
AND ABOUT YOUR STUDENTS?

ATTITUDES

Evaluative statements about people or events. They reflect how we feel about something.

Components:

Cognitive = evaluation

Affective = feelings

Behavioral = action

When people speak about “employee attitudes”, they usually mean job satisfaction.

Job Satisfaction: Concept

JOB SATISFACTION

Positive feeling about a job resulting from an evaluation of its characteristics.

Pleasant or positive emotional state as a result of the perception of our work or experience at work.

Difference between the rewards received and those expected to be received or considered that he/she should receive.

How to evaluate job satisfaction?

TO MAIN APPROACHES:

1. **A single global rating:** All the job-related elements considered.
2. **A summation of job facets:** Once the key facets of a job are identified, employees must rate them individually using a standardized scale. Adding up all the scores, a general satisfaction index can be obtained.

WHAT DO YOU THINK...IS ONE OF THESE APPROACHES SUPERIOR
TO THE OTHER?

Empirical evidence supports the idea that simplicity works as well as complexity; both methods are valid and reliable measures of the job satisfaction construct.

Facets of Job Satisfaction

1. **THE JOB** The extent to which the job itself provides interesting tasks, learning opportunities, autonomy, and the possibility to accept new responsibilities.
2. **SALARY** The economic remuneration and the degree to which it is considered equitable with respect to what others receive.
3. **PROMOTION OPPORTUNITIES** Opportunities for progressing within the organization. Individuals promoted on the basis of seniority experience an increase of job satisfaction, but not as high as that experience by employees promoted on the basis of their performance.

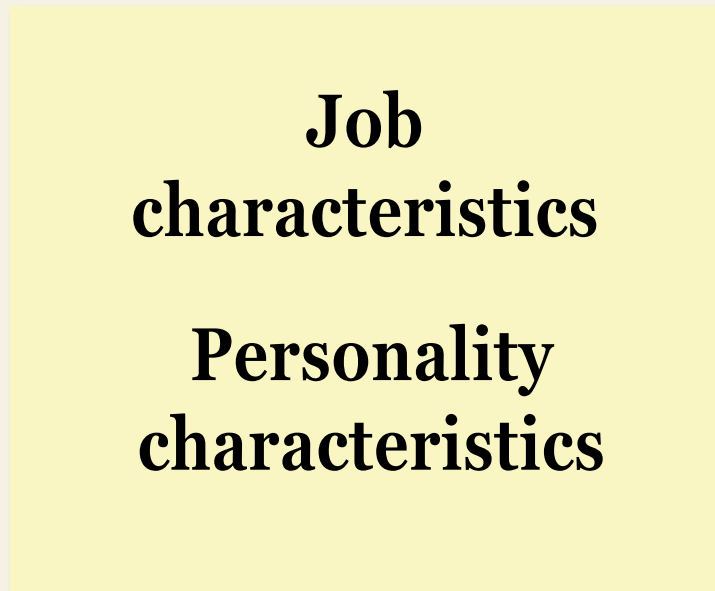
Facets of Job Satisfaction

4. **SUPERVISION** The supervisor's skills providing technical and behavioral support:
 - (1) Focusing on the employees and is measured as the extent to which supervisors take a personal interest and care about them.
 - (2) Focusing on the extent to which supervisors allow employees to participate in taking decisions that affect their job.

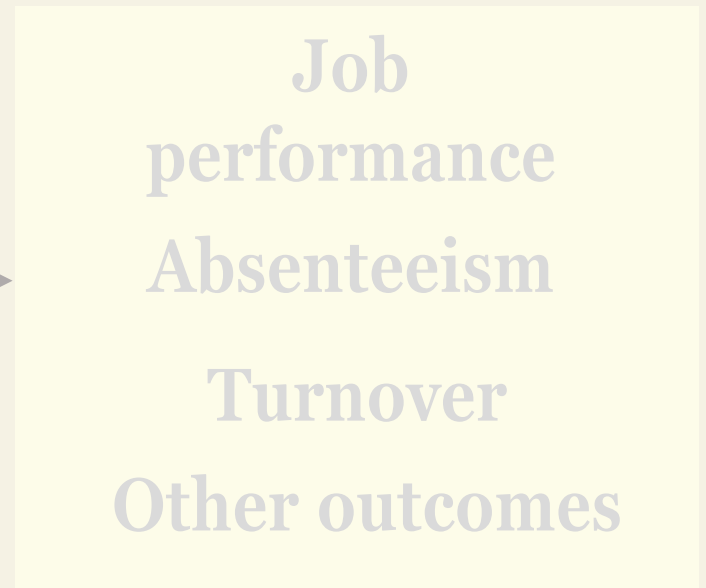
5. **CO-WORKERS** The extent to which peers are socially competent and socially supportive. Co-workers are a moderate source of job satisfaction for employees who work individually. However, in groups and work teams, co-workers are a very strong source of satisfaction.

Antecedents of Job Satisfaction

Antecedents



Outcomes



Antecedents of Job Satisfaction

Personality characteristics

Locus of control

People scoring high in internal locus of control think that they are responsible and have control over their life events. Individuals scoring high in external locus of control attribute the life events to external factors. Internal locus of control is positively correlated to job satisfaction.

Negative affectivity

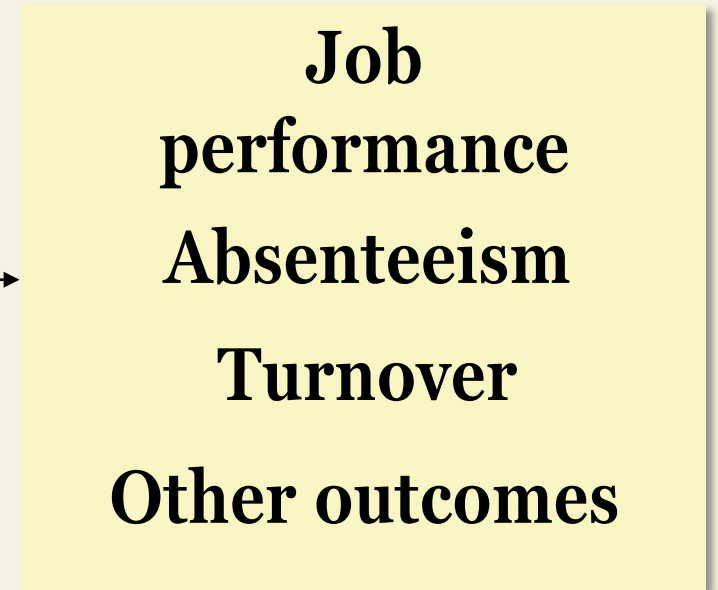
Tendency to experience negative emotions in a wide variety of situations. They will be likely to perceive the work situation as negative, which leads them to be unsatisfied.

Outcomes of Job Satisfaction

Antecedents



Outcomes



Outcomes of Job Satisfaction

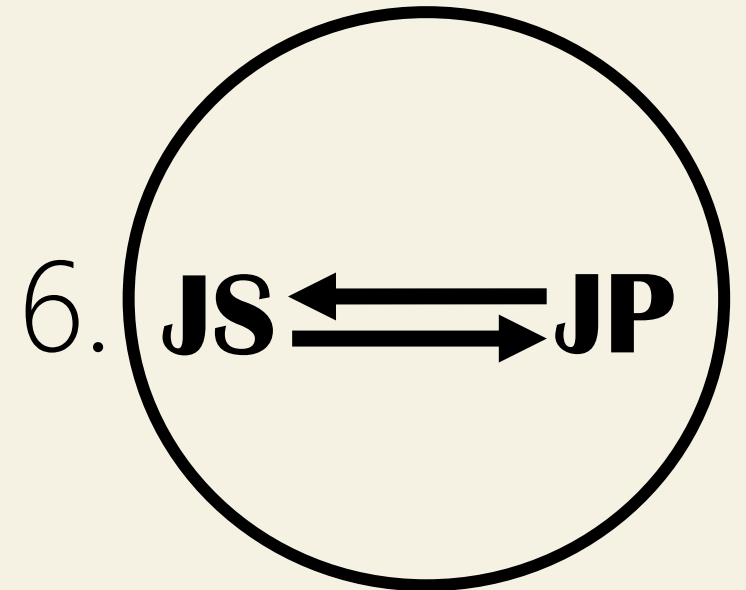
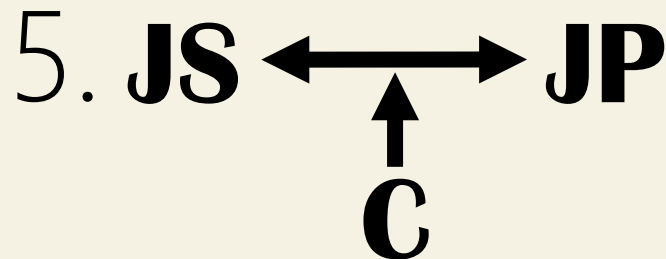
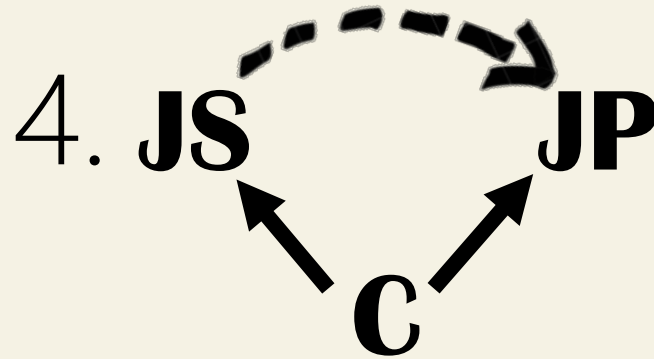
Job performance

A robust and positive relationship between the variables has been proven.

1. **JS** \longrightarrow **JP**

2. **JS** \longleftarrow **JP**

3. **JS** \longleftrightarrow **JP**



Outcomes of Job Satisfaction

Absenteeism

A consistently negative relationship between absenteeism and job satisfaction is reported by research. However, this relationship is usually weak.

Turnover

The relationship between dissatisfaction and turnover is stronger. Results show that low job satisfaction predicts turnover.

CWB

Generally, job dissatisfaction predicts CWB. People who are not satisfied with their work become frustrated, which lowers their performance and makes them more likely to commit CWB.

Life satisfaction

Job satisfaction is positively correlated to life satisfaction. For most individuals work is a very important part of life.

How can we evaluate job satisfaction?

Job satisfaction can be evaluated using interviews or questionnaires.

Interviews can provide a more detailed information but are more time-consuming and expensive.

Questionnaires are fast and cheap. The main disadvantage of standardized questionnaires is that they are limited to a number of facets that might not represent all the satisfaction sources of a given position.

Some well known scales to evaluate job satisfaction are:

How can we evaluate job satisfaction?

Warr, Cook, & Wall

1. Overall Job Satisfaction Scale

15 items grouped in 2 dimensions and a general satisfaction index.

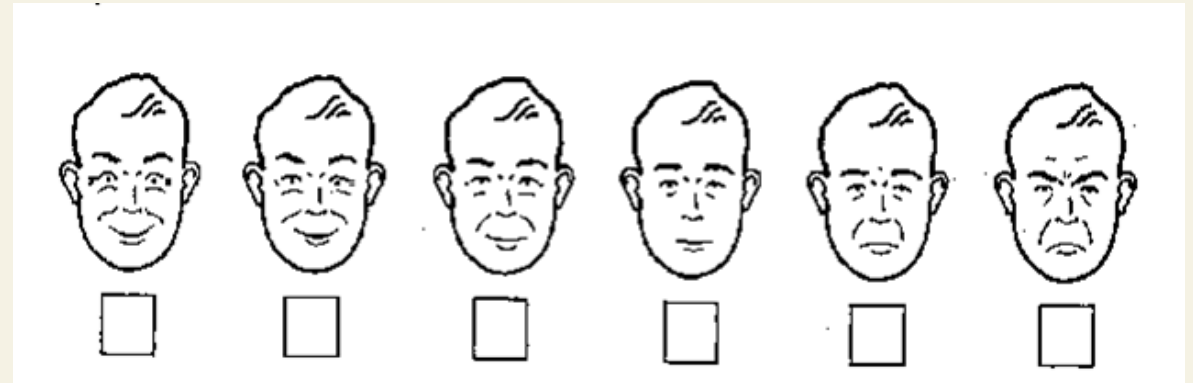
1.1 Intrinsic factors: responsibility, recognition for the job well done, promotion, and task-related aspects, among others.

1.2 Extrinsic factors: job organization, salary, physical conditions, among others.

REFERENCE: Warr, P., Cook, J., & Wall, T. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. *Journal of occupational Psychology*, 52, 129-148.

2. Kunin's Facial Expressions

Different facial expressions corresponding to different levels of satisfaction regarding various job-related dimensions and the job in general.



REFERENCE: Kunin, T. (1955). The construction of a new type of attitude measure 1. *Personnel psychology*, 8, 65-77.

How can we evaluate job satisfaction?

Other well-know scales...

- Minnesota Satisfaction Questionnaire (MSQ, Weiss et al., 1966)
- Job Description Index (Smith, Kendall, & Hulin, 1969)

WHICH DIMENSIONS WOULD BE RELEVANT WHEN ASSESSING STUDENTS
ACADEMIC SATISFACTION?

Teaching methodology, teaching materials, university environment, system of evaluation, time schedules, coordination among professors, etc.



How can we increase job satisfaction?

CAN YOU THINK ABOUT SOME EXAMPLES OF
ACTIONS THAT MIGHT HAVE A POSITIVE
EFFECT ON SATISFACTION?

- **Recognize job performance**
- **Strengthen the relationships with superiors**
- **Provide a clear career path**
- **Provide opportunities for development**
- **Satisfy training needs**
- **Strengthen co-workers' relationships**
- **Foster job security**
- **Offer equitable and competitive compensation**

2. MOTIVATION

Motivation: Concept



MOTIVATION

Processes that affect the intensity, direction, and persistence of the individuals' efforts to achieve the organizational objectives.

- ***Intensity:*** How hard a person tries.
- ***Direction:*** The effort directed toward, and consistent with, the organization's goals.
- ***Persistence:*** How long a person can maintain their effort.

→ **INTRINSIC:** related to internal factors. We do an activity because we find it inherently interesting and satisfying.

→ **EXTRINSIC:** related to external factors. We do an activity for an instrumental reason.

How can we evaluate motivation?

The key question is...

WHY DO YOU DO YOUR JOB?

Gagné et al. (2010) “Motivation at Work Scale” (MWS) (12 items).

REFERENCE: Gagné, M., Forest, J., Gilbert, M. H., Aubé, C., Morin, E., & Malorni, A. (2010). The motivation at work scale: Validation evidence in two languages. *Educational and Psychological Measurement*, 70, 628-646.

How to improve motivation?

THE IMPORTANCE OF JOB CHARACTERISTICS

The Hackman & Oldham's Job Characteristics Model describes jobs in terms of 5 core job dimensions:

SKILL VARIETY

Degree to which a job requires different activities using various competences and talents.

TASK IDENTITY

Degree to which a job requires completion of a whole piece of work.

TASK SIGNIFICANCE

Degree to which a job affects the work/lives of oneself and other people.

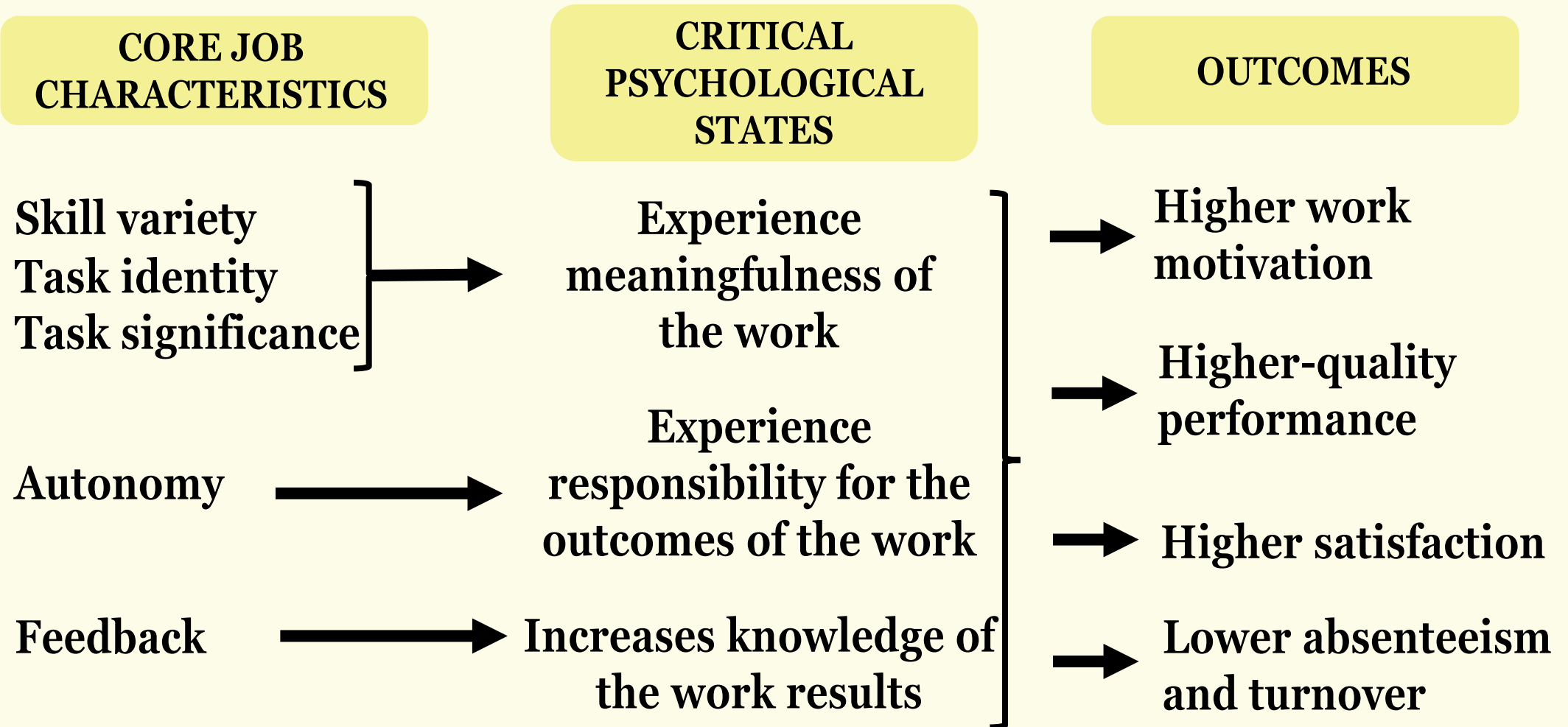
AUTONOMY

Degree to which a job provides the worker freedom and independence in scheduling tasks and determining procedures for carrying it out.

FEEDBACK

Degree to which carrying out work activities generates direct and clear information about our own performance.

How to improve motivation?



Small changes...

1. RECONSIDERING GOALS

- **Define clear and specific goals**
- **Everybody must know how to accomplish them**
- **Challenging but realistic**
- **Reasonable deadlines**
- **Set partial goals to accomplish a big general goal**

Small changes...

2. FEEDBACK

- **Communicate and recognize the effort and achievements.**
- **Feedback fosters progress, inspires, and increases satisfaction.**
- **Informing others about the value of their effort has a positive impact.**
- **It is important to strengthen positive behaviors and attitudes and indicate how problems can be solved.**
- **Other advantages of adequate feedback are:**
 - **It facilitate the introduction of changes.**
 - **It promotes the self-awareness of success and failure.**
 - **It can increase self-efficacy.**
 - **It contributes to the employees not being demoralized when we have to make a criticism.**

Small changes...

Change the point of view!

SITUATION 1

A student doing a group project is not well integrated in the activities and seems to be apart from the project. You want to push him to participate more.

Alternative 1. *“You should intervene more; otherwise the evaluation of the work group will be lower because of you”.*

Alternative 2. *“How are you feeling in the group? Remember that it is important to express your opinion and contribute to the result. I saw you have the skills to do so and I would like to see it again. You can make great contributions”.*

SITUATION 2

In class, the teacher explains a unit and asks to the students to think about possible solutions to a certain problem related to the subject. A student raises the hand and suggests a senseless and unrealistic idea.

Alternative 1. *“This makes no sense at all. That would be crazy to apply in reality. Can anyone else give their opinion?”.*

Alternative 2. *“Thank you for contributing with your opinion. Certainly it is an interesting idea, but maybe it is too risky considering the resources needed. Could you think of something else less daring?”.*

Small changes...

3.

EMPOWERMENT

Employees' belief in the degree to which they affect their work environment, their competence, the meaningfulness and their perceived autonomy in their work.

The nomological network of empowerment involves four elements:

Meaning: individual's perception a connection between what they do and his/her personal standards.

Competence: individual perception that he/she possesses the necessary skills, abilities, knowledge and other characteristics to successfully accomplish the job.

Self-determination: perception of choice in the tasks that he/she undertakes.

Impact: amount of influence a person feels he/she has in work outcomes.

Small changes...

3.

EMPOWERMENT

Spreitzer's Psychological Empowerment Scale



Assessment of employee's level of psychological empowerment through 12 items grouped into the big four dimensions: (1) impact, (2) competence, (3) meaning, and (4) self-determination.

REFERENCE: Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38, 1442–1465.

Change the point of view!

SITUATION 1

A student doesn't understand the purpose of why a certain exercise should be repeated several times. He/she points out: "this task makes no sense to repeat so many times. It is exhausting"!

Alternative 1. *"It is your job to do the tasks I assign. Now, please silence! Concentrate on your work".*

Alternative 2. *"I can understand it can be a bit repetitive. However, you need to acquire expertise in doing this task because we will need it in the following unit. Remember that we will not be able to explain this content again. In the next unit, you will see the usefulness of it".*

Small changes...

3.

EMPOWERMENT

SITUATION 2

A student complains because the content of a given subject is too theoretical. He/she wants more practical content from the beginning, and claims that otherwise he/she won't be learning the subject correctly.

Alternative 1.

“This is how the course is planned. We are not going to change it now”.

Alternative 2.

“I totally agree with you; this part of the subject is very theoretical. The reason why it has been planned this way is because you need to acquire basic theoretical knowledge in order to be able to perform the practical part of it. In a couple of weeks we will start with the applied part of the content”.

3. VALUES

The importance of values

IS CHEATING ON EXAMINATIONS RIGHT?

VALUES

Represent basic convictions that a specific conduct is personally or socially accepted or rejected.

They have a judgmental value because it consists of what the individual believes is right or wrong. They also have the attribute of intensity.

Tend to be relatively stable and enduring. They have been established throughout the years by family, friends, teachers.

The importance of values

Values influence attitudes and behavior at work/academic institution.



We must promote certain values among the people we work with.

GENERATIONAL WORK VALUES

Cohort	Entered the workforce	Approximate current age	Dominant work values
Boomers	1965-1985	50s to 70s	Success, achievement, ambition, dislike of authority, loyalty to career
Gen Xers	1985-2000	Mid-30s to 50s	Work-life balance, team-oriented, dislike of rules, loyalty to relationships
Millennials	2000 to present	To mid-30s	Confident, financial success, self-reliant but team-oriented, loyalty to both self and relationships

The importance of values

HOFSTEDE'S FRAMEWORK OF CULTURAL VALUES

116,000 IBM employees in 40 countries

Five key value-related dimensions:

POWER DISTANCE: The extent to which a society accepts the fact that power is unequally distributed in organizations and institutions. A high score means larger distances in power that are well accepted.

INDIVIDUALISM vs. COLLECTIVISM: Individualism is the extent to which people prefer to act as individuals rather than as members of groups and believe in individuals' rights above all else. Collectivism emphasizes a social framework in which people expect others in groups of which they are part to look after them and protect them.

MASCULINITY vs. FEMININITY Masculinity describes the extent to which the culture favours traditional masculine roles such as achievement, power, and control. Femininity means the culture sees little differentiation between male and female roles and treats women as the equals of men in all respects.

The importance of values

HOFSTEDE'S FRAMEWORK OF CULTURAL VALUES

UNCERTAINTY
AVOIDANCE

The extent to which people in a society prefer structured vs. unstructured situations. In cultures scoring high, people have increased anxiety about uncertainty and ambiguity.

LONG-TERM vs.
SHORT-TERM
ORIENTATION

People in a culture with long-term orientation look to the future and value thrift, persistence, and tradition. In a short-term orientation, people value the here and now.

INDULGENCE vs.
RESTRAINT

In an indulgent culture it is good to be free. Doing what your impulses want you to do, is good. Friends are important and life makes sense. In a restrained culture, the feeling is that life is hard, and duty, not freedom, is the normal state of being.

The importance of values

HOFSTEDE'S FRAMEWORK OF CULTURAL VALUES

<https://exhibition.geerthofstede.com/hofstedes-globe/>

6

DIMENSIONS

<https://www.youtube.com/watch?v=V0YgGdzmFtA&t=1s>

<https://www.youtube.com/watch?v=H8ygYIGsIQ4&t=1s>

<https://www.youtube.com/watch?v=fZF6LyGne7Q&t=1s>

<https://www.youtube.com/watch?v=Pyr-XKQG2CM>

<https://www.youtube.com/watch?v=DqAJclwfyCw&t=1s>

<https://www.youtube.com/watch?v=zQj1VPNPHII&t=1s>

Thank you for your attention

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