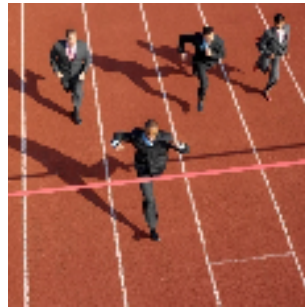




## Motivation, Job Satisfaction & Performance

IEMA: Organizational Dynamics



Professor Philip Hallinger

## Components of Attitudes

Cognitive Component

Opinion or Belief

Affective Component

Emotion or Feeling

Behavioral Component

An intention to act

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## Lesson Learning Objectives

- ◆ To identify and define key workplace attitudes.
- ◆ To know how key workplace attitudes are measured.
- ◆ To know a range of different performance outcomes used in managing organizations and schools.
- ◆ To analyze the relationship between staff job satisfaction and performance.
- ◆ To employ HR management tools to increase job satisfaction and performance.

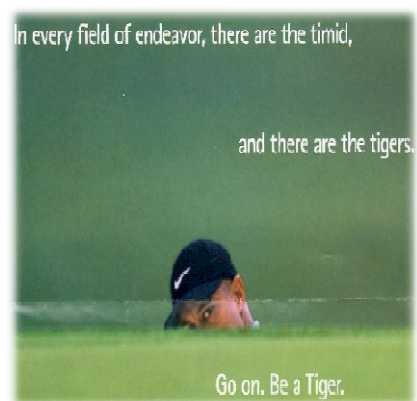


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## Talk about Attitudes

- ◆ She has a positive attitude to her job.
- ◆ She has a good “service mind”.
- ◆ He is committed to the goal.
- ◆ She isn’t satisfied with the raise.
- ◆ This graphic expresses a particular attitude. what does it mean to “Be a Tiger”?



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## Key Workplace Attitudes

- ◆ Job Satisfaction:  
Attitude of fulfillment  
gained from doing our job.
- ◆ Organizational Commitment:  
Identification with the  
specific organization and its  
goals, as well as the desire  
to maintain membership  
and contribute to its goals.



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## Job Satisfaction

- ◆ Positive feelings that results  
from your assessment of  
your job experience.
- ◆ Results from perception  
that the job provides what  
you value.
- ◆ Intrinsic satisfaction which  
comes from features of the  
job and doing it well.
- ◆ Extrinsic satisfaction which  
comes from features of the  
work environment in which  
the job is performed.



Job Satisfaction and  
Withdrawal Cognition



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## Organizational Commitment

- ◆ The strength of an individual's identification and involvement in the organization.
- ◆ Three major components:
  - Strong belief and acceptance of the organization's core values and goals.
  - A strong desire to maintain organizational membership.
  - Willingness to exert extra effort on behalf of the organization.

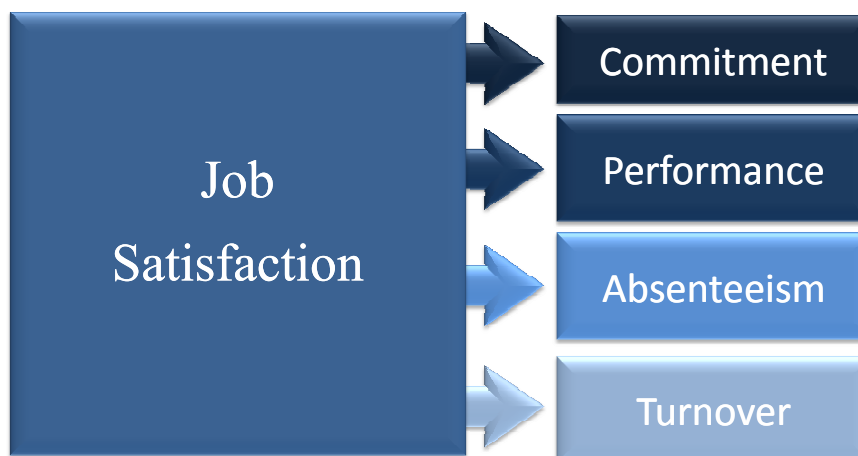


[Influence of teacher empowerment](#) 

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## Job Satisfaction & Performance



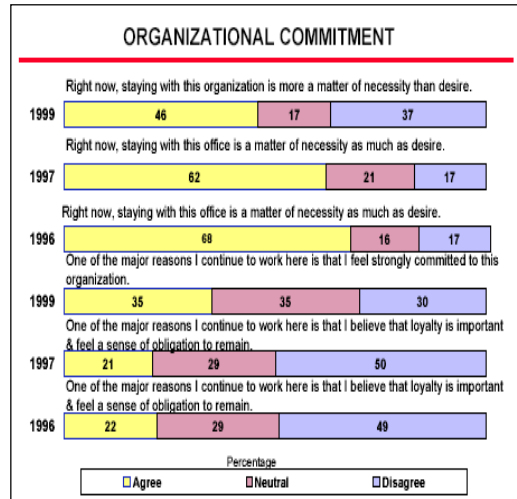
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## Job Satisfaction and Organizational Commitment

- ◆ Organizations measure and track changes in staff commitment over time.
- ◆ Job satisfaction has a positive relationship to degree of organizational commitment.
- ◆ Commitment is also influenced by other factors such as strength of corporate brand, positive perceptions of leadership, and the corporate vision.

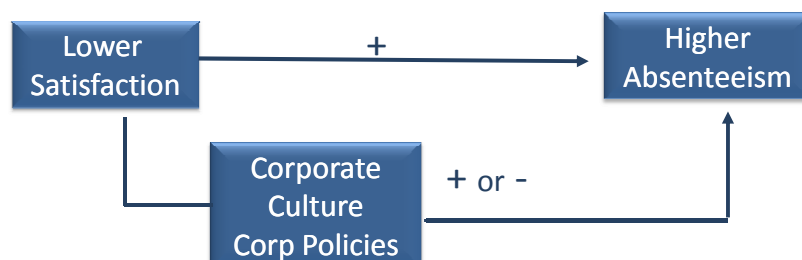


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## Job Satisfaction and Absenteeism

- ◆ Moderate relationship between worker satisfaction and absenteeism.
- ◆ Less satisfied workers are more likely to be late or absent for work.
- ◆ Relationship between satisfaction and absenteeism is influenced by factors such as corporate culture and corporate policies.



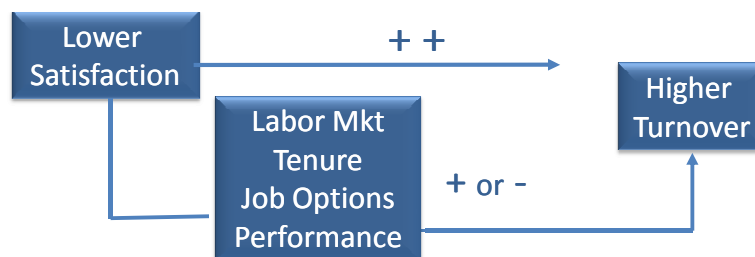
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## Job Satisfaction and Staff Turnover

- ◆ Stronger relationship between worker satisfaction and turnover.
- ◆ Less satisfied workers are more likely to quit.
- ◆ Satisfaction/turnover relationship is moderated by the likelihood of finding other employment, job security and level of performance.



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## Leadership Seeks to Balance Staff Job Performance & Satisfaction

		Satisfaction	
		High	Low
Performance	High	I Hi/Hi	II Hi/Low
	Low	III Low/Hi	IV Low/Low

Workforce Education 

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## Performance Accountability in Education Organizations

- ◆ Accountability systems transformed schooling since 2000.
- ◆ Performance measures have focused on learning outcomes: graduation rates, exam scores, achievement growth, equity in outcomes.
- ◆ Performance outcomes have been linked to policy measures, such as the case at Eastside H.S.



[A Plea for Strong Practice](#) 

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## Measuring Performance in Organizations

- ◆ Measurement has become an organizational fact of life.
- ◆ We may not like it, but we need to understand it in order to use it to our benefit.
- ◆ Systems like the Balanced Score Card and other measurement systems link SMART goals to agreed upon key performance indicators (KPIs) and then to management strategies.



[Applying the Balanced Scorecard to Education](#) 

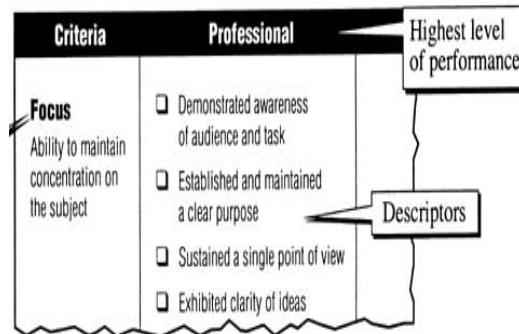
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## Measurement Pervades All Levels of Education Organizations

- ◆ Using holistic and analytical rubrics to more accurately measure student and faculty performance.
- ◆ Using a range of criterion and standardized tests.
- ◆ Reorienting teaching process by use of formative, learning-focused assessments.
- ◆ Become an educated 'measurement' consumer.



[www.mark-ed.com/assessment/TypesofRubrics.htm](http://www.mark-ed.com/assessment/TypesofRubrics.htm)



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Motivation, Job Satisfaction and Performance

## END LESSON TWO

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