ABSTRACT
                One of a set of seven instructional materials
designed for competency-based vocational education administrator
education, this module is intended to acquaint the student with the
basic underlying theories of motivation and to provide insight into
various methods of applying these theories to motivate school
personnel. Following introductory material discussing the
organization of the module, the module's terminal objective and three
enabling objectives are presented along with information on required
and optional resources. Major content is comprised of three
sequential learning experiences, each directed toward helping the
learner accomplish one of the module's three enabling objectives.
Titles of the learning experiences are An Introduction to Motivation,
Methods for Motivation of Personnel, and A Case Study. Each
experience includes an explanation of the activity, a self-check, and
model answers to serve as feedback. The final learning experience is
designed to allow application of learning in an applied setting. The
module concludes with module assessment and administrator performance
forms designed to test the exit competence of the learner. (SH)

MOTIVATING VOCATIONAL EDUCATION PERSONNEL TO THEIR

OPTIMUM GROWTH POTENTIAL

Competency-Based Administrator Education Module

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CONTENTS

INTRODUCTION

One of the critical problems faced by school administrators is per-
sonnel motivation. For most administrators this is not a simple task,
since many people derive a limited amount of satisfaction from their
occupation. In large school systems, teachers, supervisors, office per-
sonnel, and administrators must work together while obeying orders from
their superiors whom they often never see. Few of these persons ever
have the opportunity to take independent action in reaching personal and
organizational goals.

The theories and assumptions concerning motivation are relatively
simple, but their application to specific situations, such as the school,
is difficult. Each situation must be dealt with on an individual basis;
there are no "cookbook formulas" which can be applied.

If successful motivation of employees is to exist, the vocational
administrator must be cognizant of the fundamental theories of motivation
and various methods of motivation that have been successful in the past.
Therefore, the learning experiences in this module are designed to
acquaint you with the basic, underlying theories of motivation and to
provide insight into various methods of applying these theories to motivate
school personnel.

MODULE STRUCTURE AND USE

ORGANIZATION   This instructional module is a set of experiences intended
to facilitate your demonstration of the objectives detailed
below. An introduction and four sequential learning ex-
periences are contained in this module.

Two types of objectives form the basis of the learning
experience: a terminal objective and an enabling objec-
tive. The enabling objective is designed to help you
achieve the terminal objective. The learning experience
has activities to help you accomplish the objective, and
by use of the feedback devices provided, you should be
able to determine if you have reached each objective. The
first learning experience is designed to provide you with
the needed background information and give you an oppor-
tunity to apply that information in practical situations.
The final learning experience is designed to allow you
to apply strategies for implementing a plan for motivating
personnel in a simulated or existing school situation.

This module includes four objectives.

Terminal Objective: In a real or simulated school situation
(e.g., area vocational school or comprehensive high school)
develop a written plan for motivating personnel to their
optimum growth potential. The plan should include office
personnel and teachers from all service areas. Your per-
formance will be assessed by your resource person using the
"Performance Assessment Form," p. 52.

Enabling Objective #1: Demonstrate knowledge and under-
standing of theories for human motivation which are useful
for managers, administrators, and supervisors who operate
within the formal organization (Learning Experience I).

Enabling Objective #2: Identify methods which could be
considered by administrators for improving motivation among
personnel (Learning Experience II).

Enabling Objective #3: Based on a case study situation,
prepare a written analysis by explaining what motivational
factors existed, the primary problems presented by the
situation, causes of the problems, and corrective measures
which could have been taken to prevent the problems. Use
your knowledge of motivational theory and methodology as
a guide in preparing your analysis (Learning Experience
III).

PROCEDURE   After reading the "Introduction," page 1, and the objec-
               tives listed above, you should be able to determine how
               much of this module you will need to complete in order to
               be competent in motivating school personnel.

               * If you already have the necessary background knowledge,
                  you may not need to complete Learning Experience I-III.

               * Instead, with the approval of your resource person,
                  you may choose to proceed directly to the Module
                  Assessment.

               * You may wish to skim the overview for Learning Experiences I
                  -III and to skim the module assessment. These
                  pages will provide you with more specific information
                  for deciding which experiences you need to complete.

RESOURCES   Listed below are the outside resources which supplement
               those contained within the module. Check with your resource
               person to determine the availability and the location of
               the resources.

               REQUIRED RESOURCES.

                  Resource Person

                  * Your resource person must be contacted to assess
                     your performance in implementing new motivational
                     techniques for the school setting.

               OPTIONAL RESOURCES

                  Resource Person

                  * Your resource person may be contacted if you have
                     any difficulty with directions, or in assessing
                     your progress at any time.

                  Resource Person and/or Peers

                  * If you wish to discuss the information contained
                     in the reading or to compare your written responses
                     through discussion, you can set up a seminar-type
                     meeting with peers and/or your resource person
                     (Learning Experience I, II, & III).

                  References

                     Books and Articles

* Davis, Keith. Human Behavior at Work (4th ed.).
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Experience I, II, III, and Final Assessment)

* Maslow, A. H. "A Theory of Human Motivation,"
Human Relations in Management (2nd ed.). S. G.
Huneryager and I. L. Heckmann (Eds.). Cincin-
nati: South-Western Publishing Company, 1967,
pp. 333-55. (Learning Experience I & II)

* McGregor, Douglas. The Human Side of the
Enterprise. New York: McGraw-Hill Book Company,
1960. (Learning Experience I & II)

* Reber, Ralph W. and Gloria E. Terry. Behavioral
Insight for Supervision. Englewood Cliffs, NJ:
Prentice-Hall, Inc., 1975. (Learning Experience
I, II, & III)

* Films

* "Theory X and Theory Y: The Work of Douglas
McGregor," two parts, each 25 minutes, BNA Films.

* "Understanding Motivation," with Saul Gellerman,
28 minutes, BNA Films.

* "Kita, or, What Have You Done for Me Lately?"
with Frederick Herzberg, 25 minutes, BNA Films.

Address of film company cited:
    BNA Films
    5615 Fishers Lane
    Rockville, Maryland 20852

Note: The above references and films are optional and are suggested for
more in-depth study.

LEARNING EXPERIENCE I

ENABLING OBJECTIVE

Demonstrate knowledge and understanding of theories for human motivation which are useful for managers, administrators, and supervisors who operate whitin the formal organization.

Read   Read the "Information Sheet," pp. 6-15.

Optional   You may wish to read the supplementary references,
Reading   p. 15.

Optional   You may wish to meet with your resource person and/or peers
Activity   to discuss the reading(s).

Feedback   Demonstrate knowledge of the steps and procedures involved in demonstrating a skill by completing the "Self-Check" and "Case Study," pp. 16-18.

           Evaluate your competency by comparing your completed "Self-Check" and solution to the case study with the "Model Answers," pp. 19-20.

MOTIVATION OF SCHOOL PERSONNEL

INFORMATION SHEET FOR AN INTRODUCTION TO MOTIVATION

Year after year, the costs of education seem to keep rising.
Wages, and fringe benefits also continue their upward climb. At the same
time, administrators are continually searching for new ways to obtain the
maximum output for each dollar spent on wages and salaries, while reducing
costly errors, poor work (teaching), waste, turnover, and absenteeism.
With respect to the above, it has been clearly established that many per-
sonnel are not motivated toward performance levels of which they are capable.

No longer can an administrator motivate employees by merely paying
them more or adding additional fringe benefits to their wage-salary
packages. Nor can he or she threaten dismissal when performance lags.
School administrators are now beginning to realize that motivation is not
so simple as once it was thought to be.

Motivation

Even though there is lack of universal agreement about what composes
motivation, it has been found that motivation is linked to a human need
satisfaction. We are told by psychologists that all human behavior,
whether conscious or unconscious, is caused by a person's need structure.
To put it in the words of Maslow (1954, p. 69), "Man is a wanting animal
and rarely reaches a state of complete satisfaction except for a short
time. As one need is satisfied, another pops up to take its place. When
this is satisfied, still another comes into the foreground, etc."

In its simplest form, motivation can be defined as goal-seeking be-
havior. Goal-seeking behavior is contingent upon the desire for need
satisfaction. This process is exhibited in Figure 1.

Figure 1. Motivation as Goal-Seeking Behavior

Individual Needs —— Perception of Alternatives —— Action —— Goals
(Tension)   (Tension Release)

Here, an unsatisfied need causes a state of tension. A person then evalu-
ates the alternatives open to him which will lead to reduction of this
state. After selecting an alternative, action is taken to seek the goal
of tension reduction.

The Hierarchy of Human Needs

A. H. Maslow (1954) has supplied a theory which many consider the
essence of human motivation. Maslow indicates that all individuals
share certain fundamental needs which can be ranked in hierarchal order.
These needs are:

1. Basic physiological needs
2. Safety and security
3. Social needs
4. Esteem needs
5. Self-actualization needs

The important point about the hierarchy is that need 2 does not domi-
nate until need 1 has been reasonably satisfied, and so on, as illustrated
in Figure 2.

Figure 2. Maslow's Hierarchy.
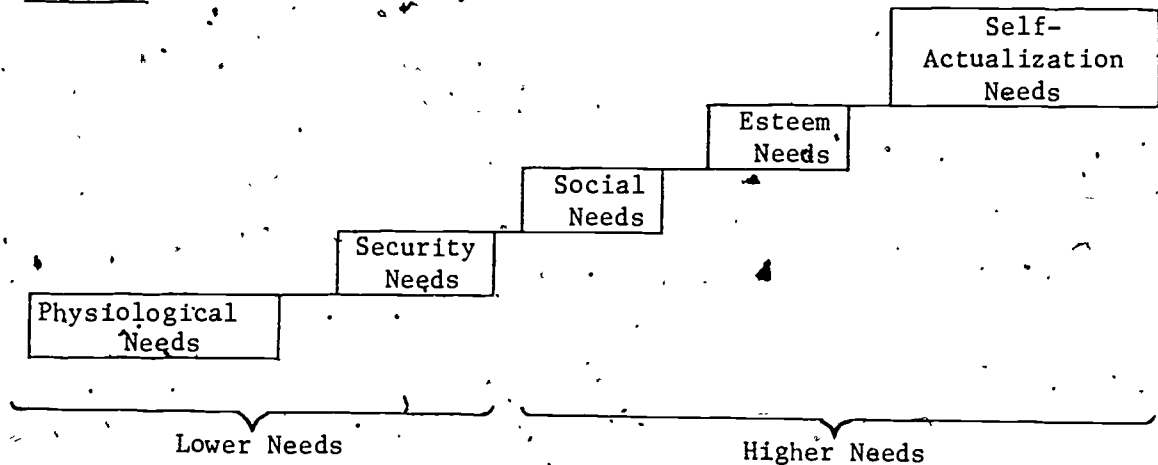
According to Maslow, individuals tend to satisfy their needs according to the need's position in the hierarchy. Therefore, the first two categories (Lower needs) are satisfied first and the remaining categories (Higher needs) are satisfied next. Although this model is not a comprehensive discourse on human behavior, it does provide a framework for understanding the means by which individuals are motivated.

Lower Needs

First in the category of needs are those basic needs by which man satisfies his _physiological_ drives. These drives consist of the requirements for food, drink, rest, air to breathe, and shelter. Once these physiological needs are satisfied, man becomes aware of other needs in the hierarchy; it then becomes his wish to satisfy _security_ needs. Now he desires not only safety from bodily harm, but economic-social security in such forms as workman's compensation or a good pension program. Davis (1972) has pointed out that one can have too much water, food, or warmth in that sometimes he over-supplies himself with them. This relationship also holds true for security needs, as one can be or feel so safe that he or she soon becomes careless or defenseless.

Higher Needs

Physiological needs are essentially finite, while the third, fourth, and fifth level of Maslow's hierarchy are more infinite in nature. For an educational administrator or supervisor, these are the needs which merit attention. Once physiological and security needs are met in a reasonable fashion, _social_ needs become important motivators, as these are needs satisfied through social interaction. Man by his nature is a

social animal.* He needs approval and acceptance by his peers and wants
to participate in activities with others. Administrators and supervisors
often become apprehensive about people working with each other, fearing
collaboration as a threat to the organization. Yet, it has been shown
that preventing the formation of small groups results in frustration,
uncooperativeness, and even aggression.

Above social needs in the hierarchy are those needs for self-esteem.
Here, one needs to feel that he is worthy, and to think others are worthy
of status. Within most of us there is the need or desire for prestige,
status, recognition, self-confidence, appreciation, and the respect of
co-workers. Therefore, one way of beginning to satisfy this need is to
provide sincere praise for work that is well done. It has been noted that
these needs are the most difficult to satisfy in the typical organization.

The fifth basic need, self-actualization, reflects the desire for
one to become all he is capable of being. In most of us this need is not
fully unleashed. Most people are concerned with social and esteem needs,
and though few people are dominated by self-actualization, all are in-
fluenced to some degree.

At work, the professional finds self-actualization by reaching a
level of performance that is consistent with the employee's skills,
abilities, and aptitudes. Yet, in the teaching profession, there are many
who do not find this higher-order satisfaction. They feel little re-
sponsibility is given to them nor is there opportunity for achievement,
creativity, challenge, and personal growth.

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*"Man," as used in this module, is strictly a generic term, referring
to both males and females.

Basic Characteristics

Maslow's theory of human motivation sets forth two fundamental
characteristics that have important implications for the administrator
(1954, p. 105):

1. A basically satisfied person no longer needs love, esteem,
   safety, etc. If we are interested in what actually motivates
   us, and not in what has, will, or might motivate us, then a
   satisfied need is not a motivator.

2. A healthy man is primarily motivated by his need to develop
   and actualize his fullest potentialities and capacities.

Herzberg's Motivation-Maintenance Theory

In extensive studies, Herzberg (1959) found that there existed main-
tenance and motivational factors associated with the job situation. He
discovered that some factors associated with the job, when absent, serve
to dissatisfy employees. Herzberg has termed these factors "maintenance
or hygiene" factors because they are essential in maintaining a reasonable
amount of satisfaction in employees. Likewise, he determined that there
existed other factors which, if present, build strong motivation and high
job satisfaction. Their absence rarely prove to be strong dissatisfiers.

The Motivational Factors

From the subjects of his study, Herzberg determined that the motiva-
tional factors were specifically related to the job itself. These job-
centered motivators are:

1. Achievement: a feeling of personal accomplishment; meeting suc-
   cess in solving a problem; seeing good results from one's work;
   or completing a challenging job.

2. Recognition for achievement: being recognized for doing one's
   work well; receiving praise or acknowledgement from superiors, the

company, fellow workers, or the public.

3. The work itself: performing creative or challenging work; liking the work one does.

4. Responsibility: having some responsibility for making decisions affecting one's own work; being permitted to work without close supervision.

5. Growth: the opportunity to learn new skills and knowledge; personal development.

6. Advancement: the opportunity for promotion.

Additionally, he found that not only do these factors tend to satisfy and, in turn motivate employees, but they also tend to develop the level of competence.

The Maintenance Factors

Herzberg found that maintenance factors are primarily related to the environment external to the job. These maintainers include:

1. Salary: anything involving compensation and fringe benefits.

2. Working conditions: items such as lighting, tools, air conditioning or heating, or parking facilities.

3. Security: feeling certain about the future; financial contentment.

4. Company policy and administration: the competence of management; the effectiveness of personnel policies.

5. Behavior of supervision: the supervisor's competence, ability to provide guidance, and fairness.

6. Interpersonal relationships: social interaction with fellow workers and the supervisor.

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When any of these factors are deficient, employees usually become
dissatisfied and often conduct themselves in a manner which is dysfunc-
tional to the organization.

Characteristics of the Motivation-Maintenance Model

It is important to note that factors associated with job satisfac-
tion (leading to motivation) are distinct and separate from job dis-
satisfaction. Therefore, satisfaction and dissatisfaction are not op-
posites; the opposite of job satisfaction is not job dissatisfaction but
rather no job satisfaction at all. In a similar fashion, the opposite
of job dissatisfaction is not job satisfaction but no job dissatisfaction.
This relationship, as conceptualized by Reber and Terry (1975, p. 66) can
be found in Figure 3.

Figure 3.

	Motivators	Maintainers
If Present	Job Satisfaction	No Job Dissatisfaction
If Not Present	No Job Satisfaction	Job Dissatisfaction

A maintenance factor may be a motivator to some people, but the
overriding influence is toward maintenance. Likewise (though rarely),
a motivator may be a maintenance factor to some persons.

According to Herzberg, any job satisfaction associated with main-
tainers is short lived--with passage of time, a deficiency recurs. For
example, a salary increase has a temporary effect; eventually, an employee
becomes dissatisfied with his new wage level.

A Comparison of the Herzberg and Maslow Models

Herzberg's motivation-maintenance model differs from Maslow's need
hierarchy in that it is job related. However, there is enough parallelism

to take both models into account and indicate their similarities (see Figure 4).

Figure 4. . Relationship of Need Hierarchy to the Motivation-Maintenance Theory (Davis, 1972, p. 59)

MASLOW'S NEED HIERARCHY		HERZBERG'S MOTIVATION-MAINTENANCE THEORY
Self-Actualization	Motivation Factors	Work Itself-Growth Responsibility Achievement
Esteem		Recognition for Achievement Advancement
Social	Maintenance Factors	Interpersonal Relations
		Behavior of Supervision
Security		Company Policy and Administration
		Security
Physiological		Working Conditions Salary

(right margin label: Overlapping Factors)

According to Figure 4, the maintenance factors purported by Herzberg roughly parallel the lower-order needs of Maslow's hierarchy. Here physiological, security, and social needs are compared to maintenance factors. Likewise, Herzberg sees these factors as having little or no motivational qualities.

In turn, the motivators appear to parallel Maslow's higher-order needs--esteem and self-actualization. Here, Herzberg is saying that white-collar and professional personnel have reached a stage of

socioeconomic success in today's society to justify concentrating on the two higher-order needs as motivating factors. Herzberg also contends that although maintenance factors are necessary prerequisites for motivation to take place, they do not motivate.

Theories X and Y

Traditional concepts of organizational theory were concerned with the underlying assumptions about the nature of man. McGregor (1960) proposed two views of the manager's task with respect to motivating his subordinates. He labeled these two views Theory X and Theory Y. During the past years, these theories have become well known and incorporated in motivational research.

The basic assumptions of Theory X are as follows (McGregor, 1960, pp. 33-34):

1. The average human being has an inherent dislike of work and will avoid work if he can.

2. Because of the characteristic of disliking work, external control and the threat of punishment are the only means for bringing about positive effort toward organizational objectives.

3. The average person prefers to be directed and avoids responsibility. In addition, he wants security above all else.

In contrast, Theory Y points out the following (McGregor, 1960, pp. 47-48):

1. Physical and mental effort expended at work are as natural as play or rest.

2. Man will exercise self-devotion and self-control if given the chance.

3. People tend to seek responsibility.

1 (

4. Commitment to organizational objectives is a function of rewards associated with achievement at work.

5. The human being is capable of imagination, problem solving, and creativity.

6. In most cases, the formal organization does not utilize its personnel to full potential.

The administrator or supervisor operating under Theory-X assumptions seeks to direct and control subordinates by continually observing them; holding the threat of disciplinary action over them, and demanding adherence to organizational rules and policies. In contrast, those supervisors and administrators operating under Theory-Y assumptions allow for individual growth and development. They tend to place more confidence in the potential of subordinates, and by doing so, there is a more challenging situation in the organization.

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Herzberg, Frederick, Bernard Mausner, and Barbara Synderman. The Motivation to Work. New York: John Wiley & Sons, Inc., 1959.

Maslow, A. H. Motivation and Personality. New York: Harper & Row, Publishers, Inc., 1954.

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Reber, Ralph W. and Gloria Terry. Behavioral Insights for Supervision. Englewood Cliffs, NJ: Prentice Hall, 1975.

SELF-CHECK

<u>Directions:</u> For the multiple-choice questions below, indicate your choice of the best answer by placing the appropriate letter in the space to the left of each question.

_____ 1. McGregor's "Theory X": (a) proposes that motivation is common sense; (b) is an advanced, supportive idea for leading people; (c) proposes external control and the threat of punishment; (d) proposes that people tend to seek responsibility.

_____ 2. In Abraham H. Maslow's need hierarchy of five levels, the following is listed as the fourth priority: (a) self realization; (b) safety; (c) social needs; (d) esteem.

_____ 3. Goal seeking behavior is contingent upon: (a) the social class a person is in; (b) the maladjustment of a person; (c) the desire for need satisfaction; (d) economic reasons.

_____ 4. Motivational and maintenance factors: (a) are all extrinsic to the job; (b) are synonyms for satisfiers and dissatisfiers; (c) were developed by A. H. Maslow; (d) are the same for all people.

_____ 5. The following is classed primarily as a motivational factor in the motivation-maintenance model: (a) recognition for achievement; (b) salary; (c) security; (d) working conditions.

_____ 6. Primary needs include: (a) psychological and esteem needs; (b) psychological and security needs; (c) social and psychological needs; (d) security and esteem needs.

_____ 7. The needs to feel that one is accepted and approved of by his peers: (a) psychological needs; (b) self-actualization needs; (c) esteem needs; (d) social needs.

_____ 8. Administrators operating under "Theory Y": (a) use the threat of punishment; (b) allow for growth and development; (c) assume a person wants security above all else; (d) demands adherence to organizational policy.

_____ 9. An unsatisfied need causes: (a) satisfaction; (b) motivation; (c) alternatives; (d) tension.

_____ 10. The opposite of job satisfaction is: (a) job dissatisfaction; (b) no job satisfaction; (c) no job dissatisfaction; (d) deficiency.

Directions: For each of the statements below indicate your agreement with a "T" for a statement you believe to be true or an "F" for a statement you believe to be false in the space to the left of each statement.

_____ 1. Herzberg's maintenance factors are those which create motivation in employees.

_____ 2. In Maslow's hierarchy need 2 does not dominate until need 1 has been reasonably satisfied.

_____ 3. "Theory Y" points out that the formal organization does not utilize its personnel to full potential.

_____ 4. According to Davis, man can never feel too safe.

_____ 5. Satisfied needs no longer motivate.

CASE STUDY--Harry Beasley.

Harry Beasley is a Distributive Education coordinator. He comes from a rural background where his family lived at the poverty level and invoked strong discipline in his upbringing. In order to obtain his college degree, Harry had to work to pay his college expenses.

As a coordinator, Harry is intelligent and is capable of carrying out his duties. Yet, he has one overriding fault in that he resists making decisions for himself. This is evident as he often brings routine problems to his local director or other D.E. coordinators for decision. Whenever he does make a recommendation, it is usually in rough draft form, and he usually seeks approval from the local director.

Since Harry is a capable coordinator, the local administrator wants to motivate him to become more independent in carrying out his activities. In doing so, the local administrator feels there must be an approach which will motivate Harry to perform routine activities and improve his performance.

1. As a local administrator, how will you motivate Harry? Give your
   reasons.

MODEL ANSWERS

Multiple Choice

1. c
2. d
3. c
4. b
5. a
6. b
7. d
8. b.
9. d
10. b

True and False

1. F
2. T
3. T
4. F
5. T

CASE-STUDY MODEL ANSWER

Both Maslow's need hierarchy and Herzberg's motivation-maintenance model apply in this case. The material presented in the case suggests that security needs have not been satisfied and this lack of security keeps Harry from releasing strong drives. Perhaps the local administrator can change some of Harry's job experiences to give him more security and confidence, leading to satisfaction of higher order needs. The local administrator may even be able to alter Harry's perception of the job, pointing out the existing security and opportunities which exist.

Since higher order needs are not satisfied, another possibility would be to apply incentives in motivating Harry. The local administrator should attempt to alter the job content to provide the motivational factor while continuing the maintenance (security) factor.

LEARNING EXPERIENCE II

⬛ ENABLING OBJECTIVE
Identify methods which could be considered by administrators for improving motivation among personnel.

Read — Read the "Information Sheet," pp. 22-33...

Optional
Reading — You may wish to read the supplementary references, p. 34.

Optional
Activity — You may wish to meet with your resource person and/or peers to discuss the reading(s).

Feedback — Demonstrate knowledge of the steps and procedures involved in demonstrating a skill by completing the "Activities," pp. 35-38.

Evaluate your competency by comparing your completed solutions to the case studies and activities with the "Model Answers," pp. 39-41.

INFORMATION SHEET

METHODS FOR MOTIVATION OF PERSONNEL

In any large organization, the people within must work together, follow directions, and obey instructions from supervisors with whom they often have no choice in selecting. Therefore, a perplexing problem exists for the administrator and supervisor in creating an environment which satisfies both individual and organizational goals. The following discussion relates to methods for motivating people.

Leadership Style

Authoritarian

The traditional form of motivation in many organizations today is one that emphasizes authority and economic rewards. The authoritative administrator or supervisor tends to structure the job situation for his personnel, and his leadership style may be viewed as negative where the subordinates are usually uniformed, insecure and distrustful. A usual policy is to provide economic rewards for work well done. The essence of this style of leadership is to apply pressure to one's subordinates and, as a result, subordinates feel there is no incentive for doing any more than the minimum amount of work required.

Impact of Authoritarian Leadership on Personnel

The policy of authoritarian leadership provides no incentive to work; instead, minimum output will be gained from employees. This style of leadership has, in many cases, been a good cause for unions to gain a foothold in the organization. After this, personnel are often promoted and given salary increments on the basis of seniority. Educational

administrators and supervisors should examine their own respective districts and see if this situation exists.

An additional measure of protection against authoritarian pressure is when subordinates organize into groups or cliques, whereby group members conspire to cover each other's mistakes and keep the administration ignorant as to what is transpiring.

According to Strauss and Sayles (p. 122), one of the most serious problems associated with authoritarian administration and supervision is that, when people are put under too much pressure, they become frustrated. When people become frustrated, they tend to react in ways which reduce the effectiveness of the organization. One response is aggressiveness, where a person takes out his anxiety on others. If frustration becomes too intense, it can lead to psychosomatic illnesses, such as high blood pressure or ulcers. Repression of feelings may also lead to frustration for a long time. Others regress to less mature levels by engaging in acts of horseplay or find it difficult to make intelligent decisions. Some may turn to scapegoating by picking on those who are weak or defenseless.

Value of Authoritarian Leadership

There are significant deficiencies in authoritarian leadership. Some are: (1) it motivates employees to do only enough work to keep from being fired; (2) it motivates them to get away with as much as possible, which leads to further restrictions, (3) it motivates subordinates to band together for protection, and (4) it leads to frustration which usually proves dysfunctional to the organization. If this leadership style works at all, it is usually over the short run, or where there are non-unionized situations.

Paternalistic Leadership

Instead of using the authoritative leadership style, many admini-
strators and supervisors use the paternalistic style. Here, they seek to
raise the motivational level by providing good working conditions, fringe
benefits, employee services, wages, and decent or fair supervision. Some
of the above relate to Herzberg's Maintenance-Motivational theory and can
be considered maintenance factors which, in turn, do not motivate.

Paternalism may create resentment rather than gratitude as people
do not like to feel dependent on someone else. As time passes, what
may have been good intent by superiors soon wears off and to maintain
morale, bigger and better gifts will have to be forthcoming.

Participative Leadership

Participative leadership decentralizes authority of superiors over
subordinates. This style of leadership implies a high degree of group
participation in the decision-making process and usually implies a
high degree of rapport from the administrator or supervisor. In most
cases, this style does not imply that subordinates make decisions con-
cerning the goals of the enterprise, although in education this may not
entirely be the case. In contrast with authoritative leadership, partici-
pative leadership places emphasis on both upward and downward communi-
cations and a one-to-one interaction between supervisors and subordinates.
Employees are also broadly informed about conditions which affect their
jobs and, therefore, interact with ideas and suggestions. Research has
shown that participative leadership does not in itself sustain productivity
or facilitate change; rather, it suggests that participation in attempts
to maintain or increase productivity and efficiency tends to have good
results in terms of both morale and productivity (French, 1974).

2?

Participation will not result in its intended purposes if used by an arrogant superior for the purpose of imposing a set of conditions upon subordinates. Instead, participation by a superior who does not have faith in the ability of subordinates will be perceived as an empty gesture and will be followed by defensive behavior.

Free-rein Leadership

The free-rein leadership style completely avoids the use of power. Here the administrator or supervisor depends on subordinates to establish their own objectives and goals. Subordinates are expected to train themselves and provide for their own motivation. The administrator or supervisor acts as an outside resource to provide resources necessary to complete the tasks at hand. Thus, there are no advantages of leader-inspired motivation and, as a result, conflicts exist which ultimately can degenerate into chaos.

Implicit-Bargaining

According to Strauss and Sayles (1972), one of the most common forms of motivation today is bargaining. When using this approach, the superior encourages subordinates to produce a reasonable amount of work, and in turn, they will be provided with reasonable supervision. In almost all cases, this agreement is an implicit understanding rather than an explicit agreement. Therefore, management agrees not to apply pressure if employees will not restrict output; the terms of the bargain are agreed upon voluntarily by both parties.

Inherent in the bargain is the fact that both parties possess formidable weapons. The employee can either cooperate and maintain productivity or exhibit excessive clumsiness, misunderstanding, and slowdowns. In turn, the administrator or supervisor can use disciplinary

procedures as a weapon against unproductive workers. With increased
unionization, especially among teachers, this is beginning to be
difficult to impose unless the employee is entirely out of line.

Usually, among professionals, e.g., teachers, minor violations are
permitted as long as duties are performed in a reasonable manner. In
doing so, each party is able to build up credits by doing favors for the
other party. Similar to making withdrawals from the bank, each party
can draw upon their accounts when needed.

In this situation, employees are able to enjoy a sense of inde-
pendence, while still maintaining output toward organizational goals.
Of course, some fear that the superior can withdraw any of the benefits.
Bargaining in and of itself is not a prime motivator.. It should be
coupled with other positive forms of motivation or else it becomes a
form of hygienic management of paternalistic leadership.

Communication

The only way management can be successful in an organization is
through communication. In the case of the educational organization, acts
of administrators must pass through various communication channels. One
must remember that the best communication will not compensate for poor
plans. Motivation directly involves communication; therefore, communica-
tion should not be viewed as an independent activity. In summary, com-
munication in the organization involves more than the receipt of a message;
there is also an expectation of understanding, acceptance, and action.

An important consideration for any administrator is the existence
of barriers which impede communication. Psychological and physical
barriers tend to screen out most forms of communication. Normally, most
barriers do not screen out all communication but merely make the process

inadequate. As a result, various forms of misunderstanding, insecurity,
conflict, or lack of motivation appear. According to Davis (p. 311),
if barriers are substantially removed, then people can work together.
One purpose of communication is to develop information and understanding
necessary for group effort. Even though members of a group work together,
positive attitudes toward cooperation are important. Therefore, another
purpose of communication is to provide the attitudes necessary for moti-
vation. These purposes are outlined in Figure 5 (Davis, p. 382).

Figure 5. Communication as a management activity

The process by which managers take action

Purposes		Result
1. To provide the infor-mation and under-standing necessary for group effort	2. To provide the atti-tudes necessary for motivation, coopera-tion, and job satisfaction	Better communica-tion gets better job performance and more work satisfaction

---

The skill to work + The will to work = Teamwork

Other things being equal, improved communication tends to energize
workers and leads toward positive motivation. Another important concept
for administrators to consider is two-way communication. Many supervisors
ignore this fact and they are often surprised when subordinates have
misunderstood their communication. The most successful communicators
are those who assume communication is not an automatic procedure--it takes
work. The goal of all communication is for the receiver to receive and
interpret all messages as the sender intended. Finally, no communication

is ever complete until some type of feedback is available. Without feed-
back from the receiver there is no guarantee that the message was correctly
interpreted. The process can be initiated by one person, but can only be
completed by the receiver.

Intrinsic Job Satisfaction

One of the most important facets of motivation is found in the
satisfaction gained through doing the job itself. Given the opportunity,
most employees will reach a higher level of productivity if they are
allowed to generate input as to how they feel the job should be completed.
Good administrative and supervisory practices create conditions whereby
employees are allowed to take part in the planning procedures as well as
to carry out tasks which lead to the desired end. Administrative prac-
tices which promote intrinsic job satisfaction include: participation,
recognition, incentives, mini-grants, field experiences, and training.
Each of these practices is detailed in subsections which follow.

Participation

Much of the preceding relates to the concept of participative leader-
ship practices. In cases of local administration, it has been suggested
that teachers be allowed, and even encouraged, to participate in those
decisions which directly affect their curricula. For example, in making
equipment selections for vocational laboratories, administrators sometimes
base their decisions on the advice of visiting salesmen who are more
interested in their commissions and quotas rather than the compatibility of
the piece of equipment with the teacher's needs. Involving the teacher in
such decisions would not only lead to a better decision by the administrator,
but would also give the teacher a sense of importance, leading to improved

motivation and morale. Equally important is the involvement of teachers

and personnel in immediate and long-range planning. It has been demon-

strated that mental and emotional involvement of a person in planning for

organizational goals usually leads to worthwhile contributions and culmi-

nates in the sharing of responsibility to see that goals are reached.

Therefore, the person who participates is "ego-involved" rather than just

"task-involved." One must be careful that the subordinate's involvement is

true participation, not merely the motions of participation. Otherwise,

involvement becomes busy work and it soon becomes clear that the administra-

tor is autocratic and wants no contribution by subordinates.

Recognition

Past research indicates no one supreme motivator exists for all per-

sonnel, nor is there a single motivator for any individual. Yet, there are

certain non-financial motivators which are deemed important for many

individuals. One of these relates to the effects of praise and recog-

nition for work well done. In most cases praise and/or recognition serve

to make an activity or task attractive, while criticism may lead to

avoidance of such activities, assuming that a person's ego drives are

satisfied by praise or recognition. Praise and recognition are also

effective when the recipient does not perceive the use of such measures

as a means of behavioral control or of passing judgment. Finally, the

originating source of praise and recognition effects the recipient's atti-

tude, but in most cases indicates acceptance and an amicable relationship.

Incentives

Most social systems operate on the basis of rewards, whether extrensic

or intrinsic. The intrinsic rewards of teaching are fairly obvious,

including the satisfaction of seeing students progress, gaining pro-
fessionally oneself, budgeting one's time, and being involved in social
interaction with peers.

Wenrich and Wenrich (1974, p. 217) have defined the extrinsic in-
centive and reward system for vocational schools and colleges as their
total compensation packages. The total package includes salaries, extra
income opportunities, insurance, sick leave, retirement benefits, and
other financially related variables. The development of a salary schedule
can become very complicated with the additional element of merit pay. The
issue revolving around merit pay is whether or not we can measure a
subordinate's performance accurately.

Any incentive or reward system should take into account the work load
of individuals. If a teacher is expected to advise or coordinate activi-
ties for a large number of students, he or she must be adequately compen-
sated. The same can be said about the teaching load and other administrative
tasks.

Mini-Grants

Most present day reward systems do not encourage teachers and person-
nel to lend all their potential services to the school system. Better
ways must be found to motivate personnel to their full potential.

Mini-grant funding is one possibility where the classroom teacher
can be encouraged to become more effective in his or her setting. Direct
funding in the form of grants allows for the purchase of needed resources
to carry on activities, which in many existing situations are not
feasible. Such funding may be vitally important if a teacher wishes to
test a proposed change or innovation.

An administrator should make every attempt to provide "seed money" in the form of mini-grants if expected change in the classroom is to occur. In many cases the funds act as a catalyst, creating inspiration in un-motivated teachers; often, the awarding of a grant can, in itself, serve as a motivating factor.

Field Experiences

Field trips or field experiences are another method for inspiring improvement in teaching techniques. Field experiences tend to increase the meaning of course work, creativity, and applicability for students and teachers alike. Visiting a local industrial or business setting tends to unfold a dynamic realism otherwise not found in the classroom or labora-tory. Permitting time for such activities provides the incentives for the vocational teacher to be more selective in choosing new alternative teaching strategies, with a resultant deep commitment toward gaining new competencies. With respect to teaching area, it should be possible for teachers from any of the service areas to gain new and useful knowledge concerning the skills required for his or her specialty.

Administrators should consider the above as an alternative for increased motivation and competence and should make every effort to provide reim-bursement and release time for such trips. The resulting renewed enthusi-asm usually provides benefits that more than offset the costs of such a program. One might even take a step further by setting up a specific course offering in conjunction with a local college or university: the level of success has been encouraging where such courses presently exist.

Training

The efficiency of any educational system depends on how well its members are trained. Training also serves to motivate employees to higher performance levels. With this in mind, the administrator should encourage continual updating of professional skills for all personnel. Where skills and knowledge are unsatisfactory, in-service training provides a means by which performance can be improved.

If teachers and personnel are to grow in their profession, they need more than time off from the day-to-day classroom routines. They need to be provided with an institutional climate which encourages and supports their efforts to grow professionally. Teachers and other personnel need good leadership to inspire their intellectual curiosity. Often, because of an authorative administration, teachers are not overly anxious to improve their professional competencies. This results from the apparatus of rewards and punishments set up by the administration.

Many existing programs create negative attitudes in teachers because they lack the incentives needed for completing specified training, or they are irrelevant in meeting critical needs. Like most professionals, the teacher wishes to see a training program that is geared toward improving his competence.

Lippit and Fox (1971, p. 136) have listed the following implications for successful involvement of teachers in professional growth and training activities.

> (1) Teachers need to be involved in the identification and articulation of their own training needs whenever possible. This does not mean they "know what they need" in all respects, but the process of articulation, with resource help, is a major way of securing involvement and commitment to personal growth effort.

(2) Wherever possible, teachers should have an opportunity
to test before commitment, to see or experience a
sample of what the in-service learning experiences
would be like before they become involved.

(3) The relevance and feasibility of a particular learning
program or innovation should be communicated as often
as possible through accepted peers, or "persons like
me," so that the natural defenses of caution and dis-
trust can be dealt with.

(4) It should be clearly indicated at the very beginning
that there will be follow-up support available as part
of the learning activity.

(5) Joint sanction and participation by key elements of the
peer culture, as well as administrative leadership,
should be sought.

(6) The administration should involve teachers in
establishing a mutually satisfactory time, place, and
principle of funding for the professional development
activities.

In summary, in-service programs should seek to secure the involve-

ment of the teacher, identify his or her needs, provide support at the

peer level as well as at the administrative level, and should adequately

fund any program. Many of the past in-service programs have not provided

for cost sharing, especially at the college and university level. This

lack of support has lead to the reluctance of many teachers to update

their skills.

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CASE STUDY ACTIVITIES

1. Beth Humbolt is a business and office teacher at Busybody High
   School. She has been employed there for one year. Prior to this
   position she was a housewife, but had taught at the high school
   level up until her first child was born. Beth Humbolt's teaching
   was effective, yet, she and other teachers at Busybody were unhappy
   with their circumstances. After a routine discussion with her
   supervisor, she was called in to talk with the principal. When he
   asked about her unhappiness, Beth replied, "You are the cause of
   my problems. The problem is the way you talk to the female teachers
   here in this school. You talk to us so abruptly, we cannot concen-
   trate on what we are doing."

   You are the principal, so prepare a reply. You know that you talk
   gruffly and tend to be abrupt.

2. In a large western state, high school teachers were once rewarded on the basis of their students' scores on statewide Regents' examinations.

   Discuss advantages and disadvantages of such a practice.

3. When talking with another administrator, the topic of "money" as a motivator came up. During the discussion, your counterpart said, "Most people are motivated by the salary they are paid. If we could pay our teachers higher salaries, they would be motivated to perform at higher levels and be more satisfied with their profession."

   Comment on what has been said.

4. Joseph Zulapa is the local vocational director for East Browbeat
   School District. Most of the teachers in his district have a
   bachelor's degree and many possess a master's.

   Zulapa attended a one-day conference and learned the benefits
   of participation. In his words, "The conference really got
   through to me." Persons in higher level positions feel that con-
   ditions in most school districts do not warrant participation in
   decision making by the classroom teacher. Further, they believe
   teachers currently expect the local director to use autocratic
   supervision. In addition, Zulapa's superiors feel the teachers'
   schedules will not allow for participation during the school day.

   Recommend a course of action for Zulapa.

5. The principal of Tooterville High School always stressed the idea that she depended on her teachers to do a good job. As she stated it, "You people are in direct contact with the students; therefore, all learning begins in your classroom." In most faculty meetings she stressed the fact that she always welcomed new ideas and suggestions. Yet, here is how she translated her words into action. In some of those meetings, the schedule was so tight that by the time she finished with the business at hand, not much time was left for anyone to present problems and ideas or pose questions. If a teacher tried to interrupt and present a suggestion, the principal overruled.

Even when meeting individually with a teacher in her office, the principal would begin with, "Great, I'm glad you brought in your suggestion." However, before too long, she would allude to some other subject.

Comment on this situation.

MODEL ANSWERS

1. Here the role behavior of the principal tends to be in conflict
with what is expected by Beth Humbolt. His style of leadership
appears to be autocratic and this is often considered "tradi-
tional" for many organizations, even education.

Therefore, the principal should demonstrate some flexibility
even though he maintains his style of leadership with others.
Of course, Beth Humbolt may not be wholly satisfied; however, the
approach is at least a compromise. It might be bad for other
employees if the principal suddenly changed his style completely.

Another alternative would be for the principal to change
his style gradually. One final thought concerns whether this
is actually the problem. The principal should probe deeper to
discover the real problem, if it exists.

2. This measure existed more for content than as a motivating
factor. The behavior of the teachers was influenced because
they wanted to do well on their performance ratings. One might
ask if good examination grades reflect good education. In this
case they most likely did not. Teaching from old exams and drills
caused the students' education to be restricted to narrow confines.
The teachers were motivated only to teach the limited examination
content.

3. The idea of money as a motivator is extremely complex and diffi-
cult to determine. Most professionals (teachers included) may

see money as a measure of success, security from basic needs,
assurance of a college education for their children, and so
forth. The pay one receives is only one factor which motivates
personnel. Herzberg has implied that money is more of a main-
tenance factor than a motivational factor. It must exist before
one can become motivated. One must be aware that there are
exceptions where money is, in fact, a prime motivator for certain
individuals.

4. There are certain points which favor Zulapa's participation.
Many situations exist where even autocratic administrators can
practice participation effectively. Furthermore, Zulapa's super-
iors' claim about the teachers' schedules is invalid, because it
is not necessary to break up the teachers' schedules to allow
for participation. Zulapa can develop participation by working
on an individual basis with his teachers or in small groups.

Another point is that most of his teachers are well educated
and this should lend itself to effective participation.

Considering all the factors favorable to participation, it is
appropriate for Zulapa to make the effort. The schemes do not
have to be fancy, for a slow beginning is most likely the best
situation.

5. Often administrators and supervisors forget that what they do is
a means of communication. Failure to act is a means of communi-
cation. The principal has communicated when she says she wel-
comes ideas and suggestions but never finds the time to discuss

them or act upon them. We, therefore, communicate with action or

lack of action. The administrator who says one thing but does

another will find that his or her personnel will "heed" most

what he or she does. Thus, probably the two most important

things in communication with personnel are face-to-face conver-

sation and action.

LEARNING EXPERIENCE III

┌───┐
│   ENABLING OBJECTIVE   │
│   │
│ Based on a case study situation, prepare a   │
│ written analysis by explaining what motivational   │
│ factors existed, the primary problems presented   │
│ by the situation, causes of the problems, and   │
│ corrective measures which could have been taken   │
│ to prevent the problems.   │
└───┘

Read   Read the "Case Study," pp. 43-46.

Optional   You may wish to read the supplementary references
Reading   referred to in the other sections.

Optional   You may wish to meet with your resource person and/or
Activity   peers to discuss the reading(s).

Feedback   Demonstrate knowledge of motivational skills by preparing a
            written analysis of a case study.

            Evaluate your competency by comparing your written analysis
            with the "Model Answer," pp. 48-49.

CASE STUDY

Supervisor-Coordinator Herman Scarso

Medvale school district is located in the eastern portion of one of the middle Atlantic states. The district is comprised of two small metropolitan areas, the cities of Metrovisa and Hangtree, plus ten smaller municipalities and townships. Dr. Robert Rumpus is the local vocational director, serving under Dr. Henry Sourspoon.

Two years ago, Herman Scarso was hired as a supervisor-coordinator serving over business and office teachers in the ten smaller municipalities and townships. Metrovisa and Hangtree had their own supervisor-coordinator. Rumpus and Sourspoon had interviewed five prospects, and Herman was selected because of his good disposition and innovative ideas.

Herman did an outstanding job in supervising and working with the business and office teachers. He enjoyed traveling about the district and did not complain about the distances traveled. Apparently, he was quite happy with his job and his superiors. The local director often remarked that "Herman is always in a good mood and is very supportive of the teachers he supervises."

After two and one-half years of this enthusiasm, Herman gradually began to lose interest in his work. The teachers under his supervision remarked that "Herman no longer has the drive and enthusiasm, and no longer gives encouragement to the teachers."

Soon a series of complaints about Herman reached higher levels in the district. He was then called in by Dr. Rumpus. After giving Herman praise for his past performance, Rumpus reminded Herman of the recent complaints against him. Rumpus then proceeded to ask Herman why he thought the complaints were lodged.

Herman then admitted that he no longer had the same enthusiasm he originally possessed and asked for a raise in salary. Dr. Rumpus expressed surprise for such a request, especially when Herman's quality of work was in question. Herman responded by saying that when he was hired, the director of personnel, Ms. Sue Looper, stated that he would receive an extra incentive in the form of a 3 per cent salary increment above his normal raise after he had worked one year as a supervisor-coordinator. He had been working as hard as possible, yet no increment had been added to his salary.

The personnel officer was attending a conference, but Dr. Rumpus promised to talk with her when she returned, to see if such a promise had been made. He then advised Herman to return to his position with the enthusiasm which had previously prevailed, or he might be refused a contract for the next school year if things did not improve. Herman responded by saying that if the personnel office failed to live up to its word, he would quit rather than be fired.

During the next few months, Herman's work seemed to improve, yet the old vitality never did return. When the personnel officer returned from her conference, she was questioned about the situation by Rumpus. Ms. Looper said she told Herman that if he assisted another supervisor-coordinator for the Metrovisa and Hangtree schools he would be given an extra 3 per cent salary increment. However, Herman found his immediate responsibility to his teachers demanded his full attention and thus he was unable to assist the supervisor-coordinator.

Dr. Rumpus then talked with Herman to get this matter cleared up. "Herman," said Dr. Rumpus, "if you had assisted the supervisor-coordinator

from Metrovisa and Hangtree, I would have been able to get you the incre-
ment. Since you were unable to assist the supervisor, I thought you
realized you had no justification for the increase. Now you start making
these demands. The fact that you said nothing for over two years led me
to the understanding that you were aware of the stipulations. However,
in view of your present performance, we can offer you the original pro-
posal. Therefore, if you assist the supervisor, I will recommend the
3 per cent increment. But you must first change your attitude. In your
present state of mind you cannot accomplish anything."

.Herman still seemed dissatisfied. He said that he was unable to
assist the other supervisor-coordinator because of the tremendous number
of problems his predecessor had left. In addition, he asserted that if
it had not been for his efforts, the teachers' efficiency and morale
would have become non-existent.

Herman then voiced another grievance. Approximately one year prior
to this date, one of the Industrial Arts teachers was promoted to a
supervisor's position. This man had done an exceptional job in assisting
the industrial arts teachers and had made some improvements in certain
places. As a result, these improvements were featured in the district's
monthly newspaper which was circulated to all vocational teachers and
parents of the students enrolled in the district's vocational programs.
Herman complained that he had done as much and even more than the indus-
trial arts supervisor had done. Yet, despite this, he had never received a
write-up in the paper. It seemed that the other supervisor was being
placed in the limelight while he was being belittled.

Dr. Rumpus then explained that the industrial arts supervisor had
been doing an outstanding job in the past, but recent family problems had

caused his performance to slip. A meeting was held with the superinten-
dents and local vocational director present and it was decided that the
industrial arts teacher would be given a write-up in the district news-
paper to praise work that was well done and to encourage a loyal supervisor-
coordinator who had performed exceptionally in the past but had run into
domestic difficulties. "We are just trying to recognize a fine supervisor
and thought you would understand, Herman," said Rumpus.

Herman was then promised a write-up in the district paper in a
later issue. This appeared to please him. He reported back to his
supervisory position with new zeal; the teachers reported he was doing
a tremendous job again. After three future issues went to press with
no mention of Herman Scarso, he submitted a letter of resignation.
The local director asked him to come to his office for further discussion,
but Herman had already left the area.

Further discussion between the superintendent, local vocational
director and teachers with whom Herman had worked, revealed that first,
he expended an enormous amount of energy when carrying out his duties;
second, he had a sincere interest in his performance; and third, he had
a great need for praise and recognition from his superiors.

Reaction Form (Herman Scarso)

1. Explain what motivated Herman Scarso.

2. As you perceive the situation; what was (were) the primary problem(s)?

3. What caused the primary problem(s)?

4. Evaluate the way in which the problem(s) was (were) handled.

5. From what you have read, can you derive any concepts from this case?

6. What would you as a local vocational director have done to prevent this (these) problem(s)?

MODEL ANSWERS

1. An assumption relevant to this case study is that every person needs self-satisfaction. Therefore, the administrator for the school district should have realized that a person such as Herman is a satisfaction-seeking individual. Additionally, satisfaction can be achieved through the promise of fulfillment of various needs inherent in the employee. The administrator should select the incentive which promises to satisfy the employee's need and thereby achieve job satisfaction. In this case Herman Scarso was motivated by, and therefore needed, recognition from his superiors. Pride in his work also served to be a prime motivator.

2. The basic problem encountered in this case was the lack of satisfaction of the employee's needs. As a result, he was not motivated and with some of the comments directed toward him, there was even negative motivation.

3. The primary cause of the problem was that no attempt was made to give Herman what he wanted most--self-esteem and recognition by others. The salary increment he described was one means, but was probably not the most effective one. The most realistic and most effective means toward a satisfactory solution would have been an article in the district's newspaper, relating to Herman's outstanding work and drive. This article would most likely have been carried around by Herman, serving to meet his need for recognition over a long period of time.

4. The problem was handled very poorly by the administrator. Rumpus did not seem to recognize what motivated Herman the most. Simply providing a newspaper article would have resulted in motivating Herman to his

fullest potential and would have avoided the loss of a valuable

employee.

5. a) An administrator must continually motivate employees.

b) Higher order needs are important forms of motivation for pro-

fessional employees.

c) Pride in one's work often results in the fulfillment of needs.

d) After physiological needs are met, employees can be motivated

by appealing to their psychological needs.

e) Recognition is one form of need satisfaction resulting in motiva-

tion.

6. One preventative measure would have been for the local director to

periodically meet with his subordinates so that differences of opinion

and other problems could have been aired. Communication, or lack of

it, can alleviate or foster the occurance of the problems cited in

this case.

The administrator should have sought to gain understanding as to

what are motivational factors. In doing so he would have been able

to recognize what needs should have been satisfied in motivating his

employee(s). Without a frame of reference, there is no way needs can

be satisfied.

MODULE ASSESSMENT*

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┌─────────────────────────────────────────────────┐
│                                                   │
│            TERMINAL OBJECTIVE                      │
│                                                   │
│   In a real or simulated school situation (e.g.,  │
│   area vocational school or comprehensive high    │
│   school) develop a written plan for motivating   │
│   personnel to their optimum growth potential.    │
│   The plan should include office personnel and    │
│   teachers from all service areas.                │
│                                                   │
└─────────────────────────────────────────────────┘
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Plan   Develop a plan for implementing new motivational techniques
              in an area vocational school or comprehensive high school.
              This plan should utilize various groups and types of moti-
              vational techniques. In an existing situation, it is suggested
              that you look for problem areas, e.g., where motivation is
              low or poor.

Review   Review your plan with two of your peers. Use their sug-
              gestions in revising the plan.

Optional   Interview at least one knowledgeable vocational director
Activity   to determine the strategies which should be included in your
              plan for motivation.

Feedback   Your total competence will be assessed by your resource per-
              son using the "Administrator Performance Assessment Form,"
              p. 52.

              Based upon the criteria specified in this assessment instru-
              ment, your resource person will determine whether you are
              proficient in implementing your plan for motivation.

*You may choose to complete this assessment without completing the first
three learning experiences if you think you have the proficiency to do so.

Plan   The plan you will be developing should give you a chance to
            use your knowledge of strategies for implementing new motiva-
            tional techniques in a vocational-technical school or a com-
            prehensive high school.

            This plan must include a time estimate for implementing your
            plan throughout the school program, along with the people in-
            volved in each activity (including their role and function).
            It is also important that you consider the following:

                1. the individual's need structure
                2. leadership style
                3. implicit bargaining
                4. communication networks
                5. intrinsic job satisfaction
                6. participation
                7. incentives
                8. field experiences
                9. in-service and/or training session
               10. evaluation and follow-up concerning your plan
               11. any activities you deem important

            The format for your plan should include an overall goal, speci-
            fic objectives, a list of activities, and evaluation procedures
            for each aspect of the plan.

Review   Review your plan with two of your peers. Use their suggestions
            in revising your plan.

Optional   You may wish to arrange an interview with a least one
Activity   knowledgeable vocational director to (1) discuss the strategies
            for implementing your motivational techniques, (2) generate a
            list of strategies for providing new experiences for personnel,
            and (3) suggest new strategies for motivating personnel.

Rate the administrator's performance in planning for each of the follow-
ing components involved in motivating personnel. Circle the YES, ?, or
NO column to indicate that each point was fully covered, partially
covered, or not covered, respectively.

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

This plan includes strategies for accomplishing the following:

   I. establishing a rationale
      the need for improved motivation is stated . . . . . . YES   ?   NO

  II. deriving objectives for the motivational plan
      A. statements of objectives are provided for each
         aspect of the plan . . . . YES   ?   NO
      B. the specific objectives for each aspect of the
         program contribute to the accomplishment of the
         overall goal for that program aspect . . . . YES   ?   NO

 III. description of the plan
      A. overall goals are provided for each aspect of
         the plan . . . . YES   ?   NO
      B. procedures (e.g., activities) are explained for
         each aspect of the plan . . . . YES   ?   NO

  IV. designing the implementation
      A. implementation design constraints are detailed
         (e.g., time, personnel, need, location) . . . . . YES   ?   NO
      B. estimated time for implementing motivational plan
         for school setting is included . . . . YES   ?   NO

   V. providing for follow-up and evaluation
      a general organizational plan (or model) for program
      follow-up evaluation is provided . . . . YES   ?   NO

  VI. a time line for implementing the motivational plan
      throughout the school program includes at least
      the following:
      A. obtaining school board approval . . . . YES   ?   NO
      B. assessing personnel needs . . . . YES   ?   NO
      C. providing in-service preparation . . . . YES   ?   NO
      D. getting input from committee of staff . . . . . . YES   ?   NO
      E. fostering public relations for innovation . . . . YES   ?   NO
      F. orienting personnel . . . . YES   ?   NO
      G. carrying out evaluation and follow-up . . . . . . YES   ?   NO

LEVEL OF PERFORMANCE: All items must receive YES responses. If any
item received a ? or NO response, discuss this with your resource person
and, if necessary, the learning experience, or part of it, must be
repeated.