APPENDICES

APPENDIX A

SCALE WHICH MEASURES THE EFFICIENT PARTICIPATIVE MANAGEMENT SYSTEM
(PREPARATION FORM)

Instruction: The purpose of this scale is to measure the efficient participative management system in physical education institutes rated by physical education teachers. Please read these 133 statements carefully and then mark (✔) against the appropriate column sincerely whether you "accepted" or "rejected" with each statement, keeping in mind the following criteria:

(a) Wording of the statement should be simple. Even the beginner can read and understand the statements.

(a) Complex sentence was avoided as far as possible.

(b) Statements having two negative should not be selected

(c) Ambiguous statement should be avoided.

There are seven aspects in the scale which measure the efficient participative management system i.e.

(1) Leadership process

(2) Motivational forces

(3) Communication process

(4) Interaction-influence process

(5) Decision making process

(6) Goal setting process

(7) Controlling process

Abbreviation used in the Scale:

PMS = Participative management system

St. No.	Statements	View Point	
		Accepted	Rejected
(1) Leadership process			
1	Orientation and commitment about the PMS, transformation process, and needs for changes are clarified by leader for staff members' understanding.		
2	Key elements of PEI such as current results; work environment; strategy; core processes, structure; and development systems are assessed for improving of institution's high performance.		
3	Leader and staff members help together to review the strategy and vision based on current work realities, refocusing and redefining the strategy to fit institution's goals.		
4	Staff members are not encouraged to understand the demands of the current work environment and forecast the future work situation.		
5	Missions and principles of PMS are clarified and identified in order to motivate and inspire the staff members to give cooperation.		
6	Core competencies needed for staff members in the long run are identified by leader.		
7	Long-term and short-term performance goals are created with clear understanding, using PMS, throughout the institution.		
8	A design charter, outlining the expected outcomes, scope and parameters of the redesign process are created by leader.		
9	Leader assigns resources, establish time frames, and identify a design team to participate in the process analysis.		
10	Leader determines the scope of working process and identified employees' technical skills.		
11	The institution's charter is shared with staff members in order to communicate the need for change and explain how the transformation process will work throughout the institution.		
12	Development of common plan for the management of short term and long-term performance are performed by leader.		
13	Leader and staff members join together to identify ideal key results areas, how they will measure them, and what their goals are.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(1) Leadership process (Continued)			
14	Leader outlines a process for how they will monitor, track, and integrate performance.		
15	Visions are established with clear picture of personal role, sharp, positive, so detailed and big enough.		
16	PMS are emphasized on the process of developing consensus, building teams, making friends and energizing cooperation, and fostering loyalty.		
(2) Motivational forces			
17	Motivation is an important and vital aspect in functioning for accomplishing institution's goals.		
18	Achievement, advancement, recognition, growth, responsibility, and job nature are considered as the intrinsic motivation forces.		
19	Salary, benefits, working conditions, supervision, policy, safety, security, affiliation, and relationships are all extrinsic motivational forces.		
20	Goals, feedback, and challenges are the three elements of the motivation force.		
21	Staff members are motivated to work individually rather than to work in team.		
22	Staff members are motivated to perform excellence and exhibit confidence in ability to meet challenging goals.		
23	Staff members are motivated to handle multi responsibilities and increase their confidence in their abilities.		
24	Major concern of this institute is to get the job done in a high results or achievement oriented.		
25	One of this institution's policy is to motivate the staff members to acquire new challenges things and prospects to improve for highest valued.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(2) Motivational forces (Continued)			
26	Staff members are not motivated to establish a high standard of excellence and seek for continuous improvement.		
27	Staff members are motivated to apply the qualitative knowledge and skills for teaching operation with consideration of the high achievement in the educational quality		
28	Staff members are encouraged to have high motivation for challenging tasks and achievement oriented.		
29	Rewards are given to the teachers when the task is competed.		
30	Staff members are motivated, promoted and encouraged to develop themselves for the work effectiveness.		
31	Staff members are motivated to develop their career growth, technical skills, monetary, and job security.		
32	Staff members are motivated to have high standard of living and high morality.		
33	Staff members are not sufficiently motivated to understand how to participate in team for increasing of work effectiveness.		
34	Staff members are given the moral support by being open, approachable and friendly in the institute's task performing.		
(3) Communication process			
35	The process of communication is performed through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour.		
36	Overall purposes or missions are communicated to staff members in brief and easy to fully understand.		
37	A variety of verbal and non-verbal communication such as body language, eye contact, sign language, pictures, graphics, sound, and writing are used effectively by staff members.		
38	Different components of communication such as information sources, message, transmitter, signal, carrier or channel, noise, receiver and destination are effectively used by staff members.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(3) Communication process (Continued)			
39	Communication instrument such as telephone transmission, carriers, reception and others media are sufficiently provided.		
40	Lack of mutuality is one of the most common causes of misunderstandings or failure of communication.		
41	Leaders and staff members pay attention to what they are trying to communicate, and choose the best words and body language to communicate with each other.		
42	Staff members pay attention to what the leader is being to communicate by listening and watching.		
43	Leader and staff members use negative or blaming words with a poor attitude while communicate to each others.		
44	Feedback by word or body language is used to show whether the communication is being understood correctly or not.		
45	Leader consistently communicates high expectations and clearly messages to staff members.		
46	Leader communicates expectations of the tasks to staff members and tells them what, when, how to perform the tasks.		
47	Two-way communication between leader and staff members is established for improving of the work effectiveness.		
48	Staff members are not learned how to listen effectively, and do not try to understand what anyone is trying to communicate. (N)		
49	Fear, mistrust, lack of interest and bad emotions always make communication ineffectiveness. (N)		
50	Communication is less effective because staff members are not being in the same context and cultural experiences.		
51	Overload and complexity message are the barriers for successful of communication.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(3) Communication process (Continued)			
52	Effective communication can not be achieved in this institute because overall staff members use ambiguous legal words, when speaking with inappropriate knowledge person.		
53	Encouraging and enhancing positive communication between staff is used to be the key to build effective teamwork, minimizing poor communication and avoiding conflict.		
54	Leader provides effective communication on orientation and direction for new assignment.		
(4) Interaction-influence process			
55	Positive interaction among staff members creates an environment and atmosphere in which they feel emotionally safe, secure and happy.		
56	Staff members use calm and friendly voices to create a positive environment at the service.		
57	Staff members demonstrate honesty, fairness, ethics, and soundness of moral character.		
58	Staff members show the high degree of sensitivity and respect to those of different social and cultural background.		
59	Staff members trust in capacity of other people in doing the work or solving problems.		
60	Staff members maintain and control an emotional stability and feelings in different situations when they are interacted with each other.		
61	Overall staff members cannot remain emotionally constant and not easily to become upset when the work is criticized by others.		
62	Overall staff members avoid trusting each other and beliefs that no one can perform well.		
63	Staff members discuss issues together and make decisions about the way they communicate with each other.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(4) Interaction-influence process (Continued)			
64	By openly reflecting on and discussing the way in which communicate among staff, areas for further self reflection or improvement are identified.		
65	Development of open, honest and supportive team communication is encouraged for effectiveness of the interaction process among staff members.		
66	Staff members are developed to be able to pool their ideas, resolve differences of opinion and conflicts and work out strategies for approaching their work.		
67	Clear policies and procedures for team communication are provided with clear guidance and support to staff on service commitments and expectations.		
68	When staff interacts with each other, several form of accommodation, such as victory, subordination, compromise, toleration, conciliation and conversion are used.		
69	Effective nonverbal communication skills such as smiles and inviting gestures are performed among staff members.		
70	Asking negative questions, using inappropriate language and negative feedback are avoided in the interaction process among staff.		
71	Overall staff members respect dignity of every person on every role and tell truth in a way people can verify without hidden agendas.		
72	Overall staff members correct and give feedback to each other with timely and appropriately manner.		
73	Overall staff members give recognition to everyone who succeeds with new ideas and outstanding achievement.		
74	Staff members interact in the team for choosing the best solution from two or more alternatives.		
75	Interaction process is considered as a mental as well as intellectual process and requires knowledge, skills, experience and maturity on the part of decision-maker.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(5) Decision making process			
76	The process of decision-making is based on reliable information, feedback and the support of an effective and efficient management information system (MIS).		
77	Decision-making is used in order to provide a solution to a given problem/difficulty for achieving a target/objective of work.		
78	In the decision-making process, staff members are encouraged to express their thoughts and distinguish information with sound judgement.		
79	Staff members are encouraged to get involved in decision making for settings the goal of work and select the best suited path decisions.		
80	Staff members do not feel free to share their opinions when making decisions and taking particular actions.		
81	Decision making process is based on consultation and information sharing by the group.		
82	Staff members enjoy listening others' opinions before making decision.		
83	Participative management is characterized by team work, consensus, and participation of institute's board committee.		
84	Staff members are involved in discussion about the goals' accomplishing with an effective manner.		
85	Feedback are collected and seriously considered by staff members for decisions making of related work, task goals, and paths to resolve goals.		
86	Defining and analyzing the problem, developing alternative solutions, selecting the best solution, converting decision into action, and ensuring feedback for follow-up are the steps used for decision-making.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(5) Decision making process (Continued)			
87	Identification of the real problem is the first step in the process of decision-making.		
88	Analyzing the problem is considered to be the important step in the decision-making process.		
89	Group participation techniques are used while developing alternative solutions in the decision making process.		
90	Feedback is decided whether the decision already taken should be continued or be modified in the light of changed conditions.		
(6) Goal setting process			
91	SMART Goal setting involves the establishing of specific, measurable, achievable, realistic and time-targeted (SMART) are used effectively in this institute.		
92	Institution's goals are not well defined and make misunderstanding about what behaviours will be rewarded and challenge.		
93	Staff members are motivated to set the challenging goals with a faith in capacities to succeed the excellence work.		
94	Institution's goals are understood and agreed upon the staff members.		
95	There is sufficient time for institution's staff members to perform or practice to achieve the goal expectations.		
96	Effective goal setting and clarify the paths to reach the goals are arranged by group of staff members.		
97	Institution's goals are set by competitiveness, high demand and aggressive winning.		
98	Leader gives unclear instruction to perform the tasks along with the way to go for the goal achievement.(N)		
99	Staff members join together to determine the things that they want to achieve and write them down.		
100	Institution's goals are break down into sub-goals with action plans and specific deadline.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(6) Goal setting process (Continued)			
101	The resources and rewards are identified in order to achieve the goals.		
102	Goal setting can be used effectively on any domain in which an individual or group has some control over the outcomes.		
103	Staff members are strongly committed and put effort to pursuing the institution's goal strategy.		
104	It is no need for individual member to interfere with achieving institution's goals.		
105	Institution's goals are set by team, consensus, conformity, participation and stability in relationships.		
106	Institution's goals are emphasized on human development, high trust, openness and participation persist.		
107	Challenging goals are set for staff members and lay path for them to perform to the highest level.		
108	Staff members are not encouraged to performance excellence and exhibits confidence in ability to meet challenging goals.		
109	Leader provides psychological support to teachers and creates mutual understanding environment for teachers.		
110	Institution's goals are reviewed, modified and up-date constantly and effectively motivate to complete the goals.		
(7) Controlling process			
111	Performance standards and behavioral controls are sat by leader and staff members.		
112	Staff members are given clear and specific instruction to perform the tasks along with the way to go.		
113	Sense of security and control is offered to staff members for achieving performance goals.		
114	High standards of work are demonstrated and expected by both leader and staff members.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(7) Controlling process (Continued)			
115	Challenging goals are sat and high performance is encouraged by leader while confidence is shown in the staff members' abilities.		
116	Staff members establish a high standard of excellence for continuous improvement.		
117	Leader defines success on the basis of excellence work quality standards.		
118	Leader controls and directs staff members to work for increasing of productivity.		
119	Staff members do not maintain definite standards of performance and quality. (N)		
120	Leader and staff members devote time to develop and improve work performance.		
121	Staff members do not follow the standard rules or regulations and do not emphasize on the deadlines or the work schedule to be done.		
122	Control process is acceptable to ensure that people understand the purpose of the system clearly and feel that they have an important stake in it.		
123	Efficiency, control and smooth operations are not considered to be the important factor of working standard.		
124	Staff members join together to define the success on the basis of having the most unique or newest products and winning in the marketplace.		
125	Pre-action controls are used to check problems before the operation of the task start.		
126	In feed-forward control, staff members join together to identify the issues and the prospective action plans to meet the anticipated problems.		
127	Concurrent control is most widely used in order to provide tools for corrective action while the work is in progress.		

Continued

St. No.	Statements	View Point	
		Accepted	Rejected
(7) Controlling process (Continued)			
128	Feedback control is used to provide information about whether the goals of the organization are met or not.		
129	Staff members join together to establish the performance standard, both quantitative and qualitative.		
130	Personal observation, statistical reports, or oral reports are used to measure performance standard.		
131	The results of work are compared against an established standard to discover the variations of work.		
132	Some variation can be expected in all activities and the range of variation has to be established.		
133	After the comparison of actual and performance standard, corrective and follow-up is done to find out whether the corrective actions are taken properly.		

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