

APPENDIX B
SCALE WHICH MEASURES THE EFFICIENT PARTICIPATIVE MANAGEMENT SYSTEM
(PRE-PILOT 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 100 statements carefully and then mark (✓) against the appropriate column whether you "agree" or "uncertain" or "disagree" with each statement, keeping in mind the statement should measure the efficient participative management system under the following:

- (1) To see whether the statement can measure the efficient participative management system
- (2) To see whether there is the consistency between the statement and the efficient participative management system
- (3) To see whether the instruction of the scale is self explanatory.
- (4) To see whether the illustration in the scale is perfect.
- (5) To decide the total time would be required to administer the scale.

In obtaining responses, the score was given as follow:

"Agree" response was given +1 score

"Uncertain" response was given 0 score

"Disagree" response was given -1 score

There are three aspects in the scale which measures 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

Sl No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(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	Long-term and short-term performance goals are created with clear understanding, using PMS, throughout the institution.			
7	A design charter, outlining the expected outcomes, scope and parameters of the redesign process are created by leader.			
8	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.			
9	Development of common plan for the management of short term and long-term performance are performed by leader.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(1) Leadership process (Continued)				
10	Leader and staff members join together to identify ideal key results areas, how they will measure them, and what their goals are.			
11	Visions are established with clear picture of personal role, sharp, positive, so detailed and big enough.			
12	PMS are emphasized on the process of developing consensus; building teams, making friends and energizing cooperation, and fostering loyalty.			
(2) Motivational forces				
13	Motivation is an important and vital aspect in functioning for accomplishing institution's goals.			
14	Achievement, advancement, recognition, growth, responsibility, and job nature are considered as the intrinsic motivation forces.			
15	Salary, benefits, working conditions, supervision, policy, safety, security, affiliation, and relationships are all extrinsic motivational forces.			
16	Goals, feedback, and challenges are the three elements of the motivation force.			
17	Staff members are motivated to work individually rather than to work in team.			
18	Staff members are motivated to perform excellence and exhibit confidence in ability to meet challenging goals.			
19	Staff members are motivated to handle multi responsibilities and increase their confidence in their abilities.			
20	Staff members are not motivated to establish a high standard of excellence and seek for continuous improvement.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(2) Motivational forces (Continued)				
21	Staff members are encouraged to have high motivation for challenging tasks and achievement oriented.			
22	Staff members are motivated to develop their career growth, technical skills, monetary, and job security.			
23	Staff members are not sufficiently motivated to understand how to participate in team for increasing of work effectiveness.			
(3) Communication process				
24	The process of communication is performed through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour.			
25	Overall purposes or missions are communicated to staff members in brief and easy to fully understand.			
26	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.			
27	Different components of communication such as information sources, message, transmitter, signal, carrier or channel, noise, receiver and destination are effectively used by staff members.			
28	Lack of mutuality is one of the most common causes of misunderstandings or failure of communication.			
29	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.			
30	Staff members pay attention to what the leader is being to communicate by listening and watching.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(3) Communication process (Continued)				
31	Leader and staff members use negative or blaming words with a poor attitude while communicate to each others.			
32	Leader consistently communicates high expectations and clearly messages to staff members.			
33	Leader communicates expectations of the tasks to staff members and tells them what, when, how to perform the tasks.			
34	Two-way communication between leader and staff members is established for improving of the work effectiveness.			
35	Communication is less effective because staff members are not being in the same context and cultural experiences.			
36	Overload and complexity message are the barriers for successful of communication.			
37	Effective communication can not be achieved because overall staff members use ambiguous legal words, when speaking with inappropriate knowledge person. (N)			
38	Encouraging and enhancing positive communication between staff is used to be the key to build effective teamwork, minimizing poor communication and avoiding conflict.			
(4) Interaction influence process				
39	Positive interaction among staff members creates an environment and atmosphere in which they feel emotionally safe, secure and happy.			
40	Staff members use calm and friendly voices to create a positive environment at the service.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(4) Interaction influence process (Continued)				
41	Staff members demonstrate honesty, fairness, ethics, and soundness of moral character.			
42	Staff members show the high degree of sensitivity and respect to those of different social and cultural background.			
43	Staff members maintain and control an emotional stability and feelings in different situations when they are interacted with each other.			
44	Overall staff members cannot remain emotionally constant and not easily to become upset when the work is criticized by others.			
45	Overall staff members avoid trusting each other and beliefs that no one can perform well.			
46	Staff members discuss issues together and make decisions about the way they communicate with each other.			
47	By openly reflecting on and discussing the way in which communicate among staff, areas for further self reflection or improvement are identified.			
48	Development of open, honest and supportive team communication is encouraged for effectiveness of the interaction process among staff members.			
49	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.			
50	Clear policies and procedures for team communication are provided with clear guidance and support to staff on service commitments and expectations.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(4) Interaction influence process (Continued)				
51	When staff interacts with each other, several form of accommodation, such as victory, subordination, compromise, toleration, conciliation and conversion are used.			
52	Effective nonverbal communication skills such as smiles and inviting gestures are performed among staff members.			
53	Asking negative questions, using inappropriate language and negative feedback are avoided in the interaction process among staff.			
54	Overall staff members respect dignity of every person on every role and tell truth in a way people can verify without hidden agendas.			
55	Overall staff members correct and give feedback to each other with timely and appropriately manner.			
56	Staff members interact in the team for choosing the best solution from two or more alternatives.			
(5) Decision making process				
57	The process of decision-making is based on reliable information, feedback and the support of an effective and efficient management information system (MIS).			
58	In the decision-making process, staff members are encouraged to express their thoughts and distinguish information with sound judgement.			
59	Staff members are encouraged to get involved in decision making for settings the goal of work and select the best suited path decisions.			
60	Staff members do not feel free to share their opinions when making decisions and taking particular actions.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(5) Decision making process (Continued)				
61	Decision making process is based on consultation and information sharing by the group.			
62	Staff members enjoy listening others' opinions before making decision.			
63	Participative management is characterized by team work, consensus, and participation of institute's board committee.			
64	Staff members are involved in discussion about the goals' accomplishing with an effective manner.			
65	Feedback are collected and seriously considered by staff members for decisions making of related work, task goals, and paths to resolve goals.			
66	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.			
67	Identification of the real problem is the first step in the process of decision-making.			
68	Analyzing the problem is considered to be the important step in the decision-making process.			
69	Group participation techniques are used while developing alternative solutions in the decision making process.			
70	Feedback is decided whether the decision already taken should be continued or be modified in the light of changed conditions.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(6) Goal setting process				
71	SMART Goal setting involves the establishing of specific, measurable, achievable, realistic and time-targeted (SMART) are used effectively in this institute.			
72	Institution's goals are not well defined and make misunderstanding about what behaviours will be rewarded and challenge.			
73	Staff members are motivated to set the challenging goals with a faith in capacities to succeed the excellence work.			
74	Institution's goals are understood and agreed upon the staff members.			
75	There is sufficient time for institution's staff members to perform or practice to achieve the goal expectations.			
76	Effective goal setting and clarify the paths to reach the goals are arranged by group of staff members.			
77	Staff members join together to determine the things that they want to achieve and write them down.			
78	Institution's goals are break down into sub-goals with action plans and specific deadline.			
79	Goal setting can be used effectively on any domain in which an individual or group has some control over the outcomes.			
80	It is no need for individual member to interfere with achieving institution's goals. (N)			
81	Institution's goals are set by team, consensus, conformity, participation and stability in relationships.			
82	Institution's goals are emphasized on human development, high trust, openness and participation persist.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(6) Goal setting process (Continued)				
83	Challenging goals are set for staff members and lay path for them to perform to the highest level.			
84	Staff members are not encouraged to performance excellence and exhibits confidence in ability to meet challenging goals.			
85	Institution's goals are reviewed, modified and up-date constantly and effectively motivate to complete the goals.			
(7) Controlling process				
86	Performance standards and behavioral controls are sat by leader and staff members.			
87	Sense of security and control is offered to staff members for achieving performance goals.			
88	High standards of work are demonstrated and expected by both leader and staff members.			
89	Staff members do not follow the standard rules or regulations and do not emphasize on the deadlines or the work schedule to be done.			
90	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.			
91	Efficiency, control and smooth operations are not considered to be the important factor of working standard.			
92	Staff members join together to define the success on the basis of having the most unique or newest products and winning in the marketplace.			

Continued

St. No.	Statements	Level of Judges' Agreement		
		Agree	Uncertain	Disagree
(7) Controlling process (Continued)				
93	Pre-action controls are used to check problems before the operation of the task start.			
94	In feed-forward control, staff members join together to identify the issues and the prospective action plans to meet the anticipated problems.			
95	Concurrent control is most widely used in order to provide tools for corrective action while the work is in progress.			
96	Feedback control is used to provide information about whether the goals of the organization are met or not.			
97	Staff members join together to establish the performance standard, both quantitative and qualitative.			
98	Personal observation, statistical reports, or oral reports are used to measure performance standard.			
99	The results of work are compared against an established standard to discover the variations of work.			
100	After the comparison of actual and performance standard, corrective and follow-up is done to find out whether the corrective actions are taken properly.			

