

THE MANAGEMENT OF PROFESSIONAL EDUCATORS

*management development needs
in the education field*

A professional employee differs from the rank and file in many ways, hence may require special understanding and leadership. Through effective management the maximum of service may be attained with maximum satisfaction of the professional employee. Professional employees are engaged in activities which are mainly intellectual rather than manual or physical. They are called upon to engage in complicated mental activities requiring reasoning and judgment. Their work also is frequently in a field requiring research and constant acquisition and up-dating of advanced knowledge and technology.

The profession establishes a code of ethics as well as standards of training and performance. The professional is expected to have the competence to know what is to be done and how it should be accomplished. He is expected to be a reliable and responsible citizen as well as member of his work community.

Because of the nature of those who go into the professions and their career preparation, such individuals are not easily regimented. They feel they have a right to a voice in things and will resist high-structure in leadership. The professionals usually object to detailed instructions as to how to do things. They desire to know that they are expected to use their intelligence. They also are apt to be irritated by "snoopervision" and may even question whether a superior really is qualified to evaluate their performance.

REWARDS

The educator like other professionals get great reward from accomplishment. He derives satisfaction from those he serves rather than from those under whom he serves.

Organizations use rewards as a means of influencing behavior. What must be considered, however, are the incentives — other than money — which will motivate people to give their best to the organization. School administrators must keep themselves aware of the

attitudes and needs of both the teaching and the managing personnel under their supervision. Many educators have moved into administrative or management positions to gain prestige, recognition or financial reward not attainable in their chosen field.

It is unwise to over-generalize about any group. There are more differences among the individuals in a group of educators than are there differences between the educator group and another professional or non-professional group. There must be an individualized approach to management even though there may be certain group characteristics and needs. Some will require close supervision, even though most prefer to work under rather free leadership. Some are rather dependent although most appear to be independent.

EXPECTATIONS

There are certain things which professional educators and/or managers expect from the job.

1. They want freedom to grow professionally and to engage in research and experimentation.
2. They are offended if they feel their talents are being wasted or not fully utilized.
3. They are concerned with *inequities* in reimbursement. These inequities are in relation to quality of performance, effort and time expended and value of contribution as well as in comparison to salaries paid to other people in comparable positions.
4. They want planned promotions, advancement and developmental programs.
5. They wish freedom to attend professional meetings and conferences.
6. They desire to follow projects through to completion and see the rewards of their effort.
7. They are annoyed by what they consider to be unnecessary interruptions.
8. They are frequently annoyed by tedious and "excessive" paperwork.

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9. They are frequently lax in completing reports especially after a mission or project is accomplished.
10. They seek rather than avoid challenging projects.
11. They are annoyed by a management which seems not aggressive enough to fight for their work and their welfare.
12. They tend to become annoyed, irritable and depressed by routine tasks.

MANAGEMENT DEVELOPMENT

Often, the most outstanding teacher has little interest or ability for a management position. Certainly few of these people have had specific management education. In the selection of an educational manager or administrator, care should be taken to select one who has the interest and attributes of a good leader. Attention should also be directed toward providing him with guidance and education on managerial effectiveness.

Management programs for educators should be aimed at:

1. Determining the criteria for success in a management position.
2. Discovering educational personnel who are interested and possess the qualities and background for management.
3. Conducting supervisory training or management development to increase knowledge and skill.
4. Aiding the teacher to make the transition and accept his role as a manager, thus identifying with the administrative and business aspects of the organization.
5. Improving the complex problems of:
 - A. interpersonal relationships
 - B. interdepartmental relationships
 - C. boss-subordinate relationships
 - D. professional-nonprofessional relationships.
6. Better understanding of economic as well as educational and social aspects.

7. Improving decision-making ability.
8. Developing broad thinking rather than narrow departmental concern.
9. Developing leaders who are versatile and promotable to better serve the total organization.
10. Aiding in the development of competence, knowledge and attitudes of the total individual.

Regardless of the desire and effort of the organization in its professional development program, little will be accomplished unless there is sincere desire and effort by the individual. Growth of this nature cannot be forced on the individual. He will not be motivated unless he sees the need for it and unless he can foresee worthwhile outcomes to the organization and to him personally.

ENVIRONMENT

End accountability in such developmental activity rests with the top official of the organization whether it be college president, school superintendent or the principal of a building. There must be a climate conducive to growth and creativity. There must be stimulation — certainly permissiveness which encourages participative management.

There should be cooperative effort among the professional educators and professional managers to share and compare ideas and methods. Creativity and productivity is frequently aided by the inter-action of people within their own discipline as well as with people of a variety of backgrounds.

The assignment of duties, the guidance and management of professional educators must offer stimulation toward growth and eliminate fear of questioning, experimentation, and growth.

Throughout the entire management day or lifetime of an individual it should always be remembered that in addition to being good psychologically and professionally, good management is basically a matter of good manners.

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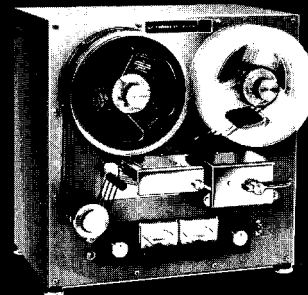
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