

AN ANALYSIS OF TEAM MANAGEMENT PRACTICES IN  
AREA VOCATIONAL AND TECHNICAL SCHOOLS

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Bachelor of Science

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1972

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1985

Thesis  
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## ACKNOWLEDGMENTS

Sincere appreciation is extended to the following individuals who gave unselfishly of their time, effort, and abilities to make this study a success: the panel of experts consisting of Dr. Kay Rogers, Dr. Jim Strate, Dr. Joe Robinson, and Dr. Rick Sullivan; and two colleagues and close associates, Sylvia Stearman and Jane Boren Ketchashawno. Special acknowledgment goes to my major adviser, Dr. Jerry Davis, who provided invaluable guidance and assistance throughout this study; and to my committee members, Dr. John Tate and Dr. Harold Polk.

A special word of gratitude is extended to Dr. Gene Callahan, who was also a member of the panel of experts, for his encouragement, understanding, and support while this study was in progress.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	2
Purpose of the Study . . . . .	2
Assumptions of the Study . . . . .	3
Limitations of the Study . . . . .	3
Definitions of Terms . . . . .	4
Organization of the Study . . . . .	6
II. REVIEW OF LITERATURE . . . . .	7
Introduction . . . . .	7
Why the Interest in Team Management? . . . . .	7
Team Management Defined . . . . .	10
Assessing Leadership Style . . . . .	11
Conducive Organizational Climate for Team Management . . . . .	17
Shared Decision Making . . . . .	22
Advantages and Disadvantages of Team Management . . . . .	24
The Implementation Process . . . . .	29
Summary . . . . .	33
III. METHODOLOGY . . . . .	34
Purpose of the Study . . . . .	34
Population and Sample . . . . .	34
Development of Instrument . . . . .	36
Collection of Data . . . . .	37
Analysis of Data . . . . .	38
IV. ANALYSIS OF DATA . . . . .	39
Respondent Data . . . . .	39
Demographic Data . . . . .	40
Results of $t$ -Test for Nine Team Management Climate Diagnosis Variables by Position . . . . .	44
Analysis of Variance of Nine Team Management Climate Diagnosis Variables for Two Area Vo-Tech Schools . . . . .	46
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	52
Summary . . . . .	52

Chapter	Page
Findings . . . . .	54
Conclusions . . . . .	55
Recommendations . . . . .	56
BIBLIOGRAPHY . . . . .	58
APPENDIXES . . . . .	60
APPENDIX A - LIST OF PANEL OF EXPERTS . . . . .	61
APPENDIX B - RESPONDENT INFORMATION SHEET AND TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEY . . . . .	63
APPENDIX C - RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEY BY FREQUENCY COUNT AND PERCENTAGE ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL . . . . .	68
APPENDIX D - RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEY BY FREQUENCY COUNT AND PERCENTAGE ACCORDING TO POSITION AT FRANCIS TUTTLE AREA VO-TECH CENTER . . . . .	78

## LIST OF TABLES

Table	Page
I. Questionnaires Sent and Returned . . . . .	41
II. Demographic Data of Respondent Information . . . . .	42
III. Results of $t$ -Test for Administrators in Nine Team Management Climate Diagnosis Variables at Two Area Vocational Technical Schools . . . . .	45
IV. Results of $t$ -Test for Instructional Staff at Two Area Vocational and Technical Schools . . . . .	47
V. Results of $t$ -Test for Instructional Support Staff at Two Area Vocational and Technical Schools . . . . .	48
VI. Analysis of Variance of Nine Team Management Climate Diagnosis Variables for Great Plains Area Vocational Technical School . . . . .	50
VII. Analysis of Variance of Nine Team Management Climate Diagnosis Variables for Francis Tuttle Area Vo-Tech Center . . . . .	51

## CHAPTER I

### INTRODUCTION

School administrators seldom question the fact that leadership styles have a direct effect on the organizational climate of a school system. Traditionally, administrators have maintained an active interest in the art and science of management theory. Theories of best, or most effective, leadership styles have varied widely over the past several decades. Generally, management theory reflects the focus and the prevailing attitudes of current times (Burton and Powell, 1984).

There is no one management model that meets all organizational needs, but there are some important ideas from the past and current management theories that should be woven into the fabric of new theory. With acceptance of the limits of rationality, four prime elements of new theory in organizations include the following basic human needs: (1) people's need for meaning; (2) people's need for control of their destinies; (3) people's need for positive reinforcement, and (4) the understanding that actions and behaviors exhibited by management shape the attitudes and beliefs of workers (Peters and Waterman, 1982).

Since its endorsement by the American Association of School Administrators in 1977, team management has generated widespread interest and support nationally. It is recognized that team management is not practical for every organization's needs or for every administrator's style of leadership. However, certain practices of the team management

philosophy can be adopted and adjusted to suit most organizations. Research in this area indicates overwhelmingly that these practices contribute to a positive and productive organizational climate.

### Statement of the Problem

The problem of this study evolved because of the recent interest in the team management concept by school administrators. There is a lack of information, particularly in the field of vocational and technical education, concerning the team management philosophy. The problem of this study was to identify two area vocational and technical schools in Oklahoma that purport to use the team management philosophy and to gather data to analyze the attitude and acceptance of selected team management practices by administrative, instructional, and instructional support personnel both within and between these schools.

### Purpose of the Study

The purpose of this study was to determine the attitude and acceptance of the team management concept as it is perceived by administrative, instructional, and instructional support personnel in two area vocational and technical schools in Oklahoma.

The research questions were:

1. Is there a difference between the two selected area vocational and technical schools in the perceived attitude and acceptance of selected team management practices based on staff position of respondents in each school?
2. Is there a difference within each area vocational and technical school in the perceived attitude and acceptance of selected team

management practices based on staff position of respondents in each school?

#### Assumptions of the Study

The assumptions of this study were as follows:

1. The two schools selected to participate in the study utilize the team management philosophy in the daily operations of each school.
2. The participants involved in this study were representative of the total population of the two schools in the study.
3. The participants involved in the study had the same concept and understanding of the term team management.
4. The questionnaire was appropriately constructed to facilitate the collection of desired information.
5. The participants responded accurately to the questionnaire.

#### Limitations of the Study

The known limitations of this study were as follows:

1. The study was limited to two area vocational and technical schools in Oklahoma, and this limits the study's generalizability.
2. All members of the sample may not have interpreted terminology in the questionnaire in the same manner.
3. The survey was administered by an administrator in each school, and the process followed for completion and return of the surveys may not have been the same.
4. The panel of experts and the sample may not have had the same knowledge, understanding, and interpretation of the team management concept.

## Definition of Terms

The following definitions of terms used in this study are provided for clarification purposes:

Area Vocational and Technical School: Whether it is called a trade school, a technical institute, a postsecondary area vo-tech, or a joint vocational district, the area vo-tech usually serves a specific geographic area of one or more public school districts. It is most often an independent entity, serving primarily either a secondary or post-secondary population, though some area vo-techs admit both high school and adult students (Gray, Callahan, and Rogers, 1984).

Instructional Staff: The instructional staff consists of full-time employees of the district who are employed to deliver instructional services to students. This includes but is not limited to classroom instruction, curriculum development, student evaluation, vocational student organizational activities, professional staff development activities, career counseling, job placement and other special services (Policy and Procedure Handbook, 1984-85).

Instructional Support Staff: The instructional support staff consists of those full-time employees of the district who are employed to deliver those specialized services such as career services counseling, job placement, curriculum development and special instructional services not confined to a single classroom, shop, or lab (Policy and Procedure Handbook, 1984-85).

Administrative Staff: An administrator is defined as a full-time employee of the district who has been given written authority by the Board of Education to organize, direct, and control the work of the instructional staff, instructional support staff, and the support

personnel (Policy and Procedure Handbook, Francis Tuttle Vo-Tech Center).

Team Management: The diversity of models makes it difficult to provide one specific definition of team management that is appropriate to all situations. However, according to Erickson and Gmelch (1977), it is incumbent upon the team to establish clarity of both objectives and each member's role on the management team. Definitions and concepts that will aid the team in arriving at these clarifications include the following: (1) management activities which are carried out by two or more persons engaged in a project; (2) a task-oriented group with representatives from sub-systems within an organization who have common goals, who interact through role structures, and who have some degree of influence over each other; (3) a means of providing input into administrative policy decisions but not the details of management; and (4) a number of people with different backgrounds, skills, and knowledge who work together on a specific and defined task.

Participative Management: According to William Ouchi's Theory Z, participative management is a model based on four highly interdependent characteristics: commitment to an overall philosophy, emphasis on the long term, trust, and shared decision making (O'Hanlon, 1983).

Consultative: A system of management characterized by good communication, substantial levels of influence by employees and substantial confidence and trust in the management of the organization (Likert, 1967).

Operating Style. The manner in which an organization manages, supervises or directs the individuals employed in the organization (Likert, 1967).

## Organization of the Study

Chapter I introduces the study and presents the problem, purpose, assumptions, limitations, definition of terms, and organization of the study. Chapter II reviews related literature pertaining to the research problem. It includes sections that define team management, discuss leadership style within organizations, describe the advantages and disadvantages of team management, and outline the implementation process. Chapter III describes the methodology used for the research in the study by explaining how the population was selected and surveyed; how the instrument was developed; and how the data were collected, analyzed and reported. Chapter IV explains the findings of the study. Chapter V concludes the study with a summary, conclusions, and recommendations.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

Although the team management concept of school administration has not made the predicted strides in reforming educational administration, it still has great promise in making a meaningful, viable activity for productive school operation. A review of literature was conducted in the following areas relevant to the team management concept:

1. Why the interest in team management
2. Team management defined
3. Assessing leadership style
4. Conducive organizational climate for team management
5. Shared decision making
6. Advantages and disadvantages of team management
7. The implementation process.

#### Why the Interest in Team Management?

The facets of daily living have drastically changed over the last two decades. Political and educational issues are critical; societal pressures are great; and spiritual values are reemerging in a global context. Leadership, as it seeks to address urgent and critical political, moral, ethical, educational and societal questions, is asked to face issues which ultimately influence every aspect of life

(Youngs, 1983).

Increasing pressure is placed on management and leadership development programs to identify capable individuals and to accelerate their progress to positions of greater responsibility. Management needs to be willing to identify and to help develop individuals who can act from the power of inner authority. This urgency for identifying skills and strengths in persons of all ages and races, male and female, presents the need to integrate findings from seemingly unrelated sources to encourage and mold the new leadership (Youngs, 1983).

However, organizations learn and adapt v-e-r-y slowly. They pay obsessive attention to habitual internal cues, long after their practical value has lost all meaning. Inertial properties of organizations were revealed in a study of the politics of strategic decision making and showed that organizations often hold on to flagrantly faulty assumptions for as long as a decade, despite overwhelming evidence that the world has changed (Peters and Waterman, 1982).

It is not any one thing that makes an organization come to life--no single assumption, belief, statement, goals, value, system, or program. In a study of sixty-two of America's top companies, Peters and Waterman (1982) observed:

There was hardly a more pervasive theme in the excellent companies than respect for the individual. Observable in these companies is a plethora of structural devices, systems, styles and values, all reinforcing one another so that the companies are truly remarkable in their ability to achieve extraordinary results through ordinary people. These companies give people control over their destinies; they make meaning for people. They turn the average Joe and the average Jane into winners. They accentuate the positive. They let, even insist that, people shine. They accentuate the positive. We are not talking about mollycoddling. We are talking about tough-minded respect for the individual and the willingness to train him, to set reasonable and clear

expectations for him, and to grant him the practical autonomy to step out and do his job. Treat people as adults. Treat them with respect. These are fundamental lessons learned from the excellent companies research (pp. 238-239).

So what do shifting societal values have to do with school administration? Erickson and Gmelch (1977) insist that the "honeymoon period" between administrators and the public has become shorter with changing times and increasingly crucial decisions faced by administrators. Indeed, administrators no longer have the freedom to make mistakes that will go unheeded: they can no longer operate within the privacy of the walnut-paneled offices of yesterday, but more often find themselves working on exhibit for the entire public's view. Mistakes seldom go unnoticed.

Research indicates that a participative management environment is conducive to a positive organizational climate; consequently, school administrators have recently begun to recognize team management as a viable management philosophy. Educators' interest in the concept of team management has been sparked by several factors which Erickson and Gmelch (1977) identify as common forces in educational organization: (1) shifts in power within education; (2) increasing pressures on school administrators; and (3) efforts to improve educational organizations.

Shifts in power are evidenced by increasing involvement of teacher organizations and by the pressure of local citizens demanding fiscal and managerial accountability. Administrators find themselves under additional pressures with the advent of collective bargaining, contract management, new state and federal regulations, and the increasing number of court decisions affecting schools. As low morale, increased absenteeism of teachers, and flight from the teaching profession continue to

accelerate, school boards and administrators are groping for ways to improve the organizational climate of schools to make them more effective and productive (Burton and Powell, 1984).

### Team Management Defined

Contrary to popular conceptions, team management is not always shared decision making. It does not necessarily follow that everyone on the team can or should be involved in making all decisions, many of which would be in areas unfamiliar to many management team members. In most cases a more reasonable approach to team management would be to ask representatives of those affected by decisions for suggestions regarding recommendations, policies, and new directions for the organization, but not to involve them in the day-to-day operational management of the organization (Erickson and Gmelch, 1977).

At this point it is important to understand what is and what is not meant by team management. Erickson and Gmelch (1977) define what team management is and is not according to the following organizational dynamics:

<u>TEAM MANAGEMENT IS</u>	<u>TEAM MANAGEMENT IS NOT</u>
1. A way of sharing responsibility through participative rather than unilateral decisions.	1. A giving up of power and responsibility.
2. A method which requires compromise and respect for other opinions in reaching a group decision.	2. A method whereby everyone's wishes can be accepted and accomodated.
3. A way individuals can participate in a group decision.	3. A means of giving everyone what they want.

- |   |   |
|---|---|
| 4. A way of resolving conflicting attitudes and beliefs.  | 4. A way of controlling people.   |
| 5. Collaborative thinking in resolving problems.  | 5. A way of forcing the chief administrator's ideas onto the group.                                 |
| 6. A means of giving those who will be implementing the decisions a chance to participate in making them. | 6. A means of turning power and responsibility for the organization over to middle managers (p. 7). |

The opportunity, need, and timing for school administrators to improve teamwork and performance have never been better. Board members, administrators, and teachers are ready to consider new techniques to respond positively to national criticism, and to improve learning, confidence, morale, and cost effectiveness of schools (Genck, 1984).

#### Assessing Leadership Style

Increasingly, persons in positions of official leadership within public school systems are recognizing that the management of school systems today requires a different style of leadership than that which was in practice only a few years ago. Until fairly recently, autocratic decision making on the part of the superintendent was the accepted, and the expected, way of administering school systems (Zenke, 1980). An autocratic style of leadership has traditionally prevailed in most educational institutions.

Likert, (1967) described the following common characteristics of the autocratic style of leadership:

1. There is rigid organizational structure.
2. The information flows mainly downward in the organization.
3. Employees are motivated through use of fear, threats and punishment.

4. Only the high levels of management feel responsibility for accomplishing the goals of the organization.
5. There is much fear and distrust on the part of employees.
6. Little cooperative teamwork exists within the organization.
7. The decisions are made by top management.
8. The goal setting for departments is accomplished by orders being issued from top management.
9. Controls for the organization are concentrated in top management.
10. Information received to control the organization is used in a punitive manner (p. 129).

Participative or democratic leadership required by team management is uniquely different from authoritarian or autocratic leadership. Authoritarian leadership depends on forcing people to fit into a pattern of conformity constructed from a fixed notion of education. The authoritarian leader frequently issues edicts, mandates, and directives to which members of the organization are expected to conform. An authoritarian leader seldom places any faith or trust in the capabilities of subordinates. Quite the contrary, this type of leader is likely to feel threatened if any individual questions established decisions or procedures (Holloway, 1975).

Essentially, the authoritarian leader controls with fear. In such situations, a leader will have difficulty in securing new ideas from group members because few will dare to challenge the leader's authority. A group with this kind of leader is often beset by intensive competition, lack of acceptance of all members, buck-passing, avoidance of responsibility, unwillingness to cooperate, aggression among its members toward others within the group, general irritability, and decrease in work productivity.

In contrast, the team management philosophy demands democratic leadership that is dynamic in that it shifts from individual to individual regardless of hierarchical level (Holloway, 1975). Leadership becomes a function belonging to a group or a team.

Since leadership is generally widespread and diffused throughout the group, a person might well be a leader on one occasion and then yield the role to another individual. Thus, leadership and followership are interchangeable concepts (Holloway, 1975).

To work effectively in a group or team situation, it is essential that each individual exhibit certain characteristics which include: a willingness to cooperate; an ability to communicate freely and effectively; an empathetic attitude toward the group; an ability to accept group consensus; and an emotional stability that is not threatened by direct communication (Holloway, 1975).

Erickson and Gmelch (1977) identified from an article published in 1973 in the Harvard Business Review the ten highest-ranked characteristics of a participative or team leader:

1. Gives subordinates a share in decision making.
2. Keeps subordinates informed of a situation, good or bad, under all circumstances.
3. Stays aware of the state of the organization's morale and does everything possible to make it high.
4. Is easily approachable.
5. Counsels, trains, and develops subordinates.
6. Communicates effectively with subordinates.
7. Shows thoughtfulness and consideration of others.
8. Is willing to make changes in ways of doing things.
9. Is willing to support subordinates even when they make mistakes.

10. Expresses appreciation when subordinates do a good job (p. 16).

The important point in identifying one's leadership style is not to determine whether the autocratic or team management style is better than the other, but to determine if an administrator's personality is suitable to the team management concept. Erickson and Gmelch (1977) maintain that it is preferable for someone who recognizes himself or herself as an autocrat to continue consistently performing in that mode rather than to fail while attempting to become a team manager. This does not mean that an administrator should not attempt to change; it means only that if leadership patterns are so ingrained that change is difficult, the administrator should continue to work in the manner in which he or she has proven most effective.

There is certainly a place in school administration for individuals who prefer a traditional style of leadership over the team management style. The superintendent of Tulsa Public Schools addressed this issue in 1982 in a presentation entitled, "School Effectiveness for the Eighties" when he stated:

There are many examples of where this style of leadership worked in the past and where this style is still in operation and working today. As superintendent, I will continue to be patient where autocratic leadership continues to be utilized by a principal in a school where such leadership is being successfully implemented. However, after having involved all management team members in workshops on the concepts of team management, I most likely will not exhibit much patience with individuals who fail to practice these concepts and who are experiencing problems as a result of such failure to do so.

Increasingly, I am finding that teachers, parents, students, and the overall community desire a greater voice in the direction of the school system and schools. This is evident across the nation. We as school management personnel must find ways of responding to such desires if we are truly to function in the competitive marketplace of education (Burton and Powell, 1984, p. 8).

The administrator must be honest in identifying his or her personal management style and motivational needs. The administrator needs to determine whether he or she can operate interpersonally in terms of shared decision making and whether he or she has the ability to deal with the ambiguity and decreased efficiency within the organization which can sometimes surface in the team operation process. Perhaps most important, if the administrator does not feel safe or secure in his or her present job, sharing power and responsibility with others in a team situation (a high risk-taking mode of management) may be difficult (Erickson and Gmelch, 1977).

Interestingly, Chase (1983) admonishes that many administrators have implemented a pseudo-team approach in which the hidden agenda was to manipulate staff into feeling involved in the decision making process of the organization when, in fact, the leader was not sincere. The sincere commitment of the top administration will be tested early in a team management program. For instance, a management team may request sensitive and closely guarded information only available to top administrators, but which is needed for problem analysis. The willingness of administration to share openly any and all information that is requested within legal and ethical limits is a critical test of the team management system.

The bottom line is that some administrators fear empowering their subordinates. They believe that if their subordinates understand their power, they will lose control, look bad, or even lose their jobs. Research, however, clearly indicates that this is not true. Conversely, the more responsibility employees are willing to take, with added participation in group problem solving, the more energy they seem to

devote to improving the overall effectiveness of the organization (Chase, 1983).

Holloway (1975) suggests that an administrator in a team management organization will actively concentrate his efforts and energies on helping the staff operate as a group. He or she will encourage the qualities of cooperation, enthusiasm, acceptance of increased responsibility, a sense of increased involvement for the work to be done, and recognition of individual worth within the organization. Basically, in a group process of team input, the executive or administrator has responsibility for analyzing the final consensus of the group and overseeing recommendations of specific actions suggested by the group or team. Under such procedure an official leader does not lose power; rather, his/her power is channeled into new areas. He wisely realizes that he is performing his function best when he calls to the fore the appropriate person with expertise in a given situation. However, emphasis is always placed upon what is right for the group or team rather than who is right. The question of delegating authority is a minor one under the team approach because the administrator or leader functions as coordinator.

Leadership, of course, is many things. It is patient, usually boring coalition building. It is the purposeful seeding of cabals that one hopes will result in the appropriate ferment in the bowels of the organization. It is meticulously shifting the attention of the institution through the mundane language of management systems. It is altering agendas so that new priorities get enough attention. It is being visible when things are going awry, and invisible when they are

working well. It is building a loyal team at the top that speaks more or less with one voice. It is listening carefully much of the time, frequently speaking with encouragement, and reinforcing words with believable action. It is being tough when necessary, and it is the occasional naked use of power. It is the hundred little things done a little better--the necessary activities of the leader that take up most of his or her day (Peters and Waterman, 1982).

#### Conducive Organizational Climate for Team Management

An essential consideration in assessing whether the team management model is desirable for an organization deals with several organizational variables which affect team management effectiveness. Several questions must be asked with respect to the organization's suitability.

First, according to Erickson and Gmelch (1977), an administrator must determine if there is sufficient time for team consultation. Often the administrator is confronted with a decision needing immediate attention. Given this circumstance, the group process is probably not the most appropriate course of action. The administrator, therefore, may have to take quick action on matters which are deemed essential and urgent. On the other hand, research units, for example, are more conducive to team decisions than are other departments requiring urgent decisions, such as maintenance and repair units.

Ouchi (1981) in Theory Z cautions that a participative team management process does take time. As a rough guide, administrators should allow approximately two years from the beginning of the process until it percolates through the ranks of the organization. By

then, some believable sign that the process is working should be observable, and smoother coordination, faster reaction, and more effective planning should begin to appear, although not every manager or administrator will understand the concept, and possibly half would not be committed. Effective implementation of team management could take as long as ten to fifteen years.

As an example, after eight years, the Tulsa Public School system is only halfway through the team management process of reaching into every school and classroom, but this was expected, for the superintendent stated in an address to the School Board at the beginning of the implementation process:

It will take time to get informed, time to examine alternatives, time to formulate solutions to various other groups, and time to implement the solutions. But lasting change takes time, and it is for such lasting solutions which are acceptable to the community and which hold promise of stability for some time to come, that we will be searching (Burton and Powell, 1984, p. 3).

The emphasis on the long term is also addressed by O'Hanlon (1983) when he suggests that commitment is required to development of activities that may not show results for many years. This emphasis will be especially strong for managers or administrators. Experienced managers or administrators are expected to assume a mentoring relationship with younger managerial personnel which will cultivate a cohesive team process. Promotions could be slow, but opportunities for new experiences and for taking added responsibility are deliberately provided.

A second question to be examined in reference to organizational suitability for team management is whether the reward structure encourages participation, sharing of ideas, and collaborative behavior. If the administrator's actions are contrary to those encouraged by the

reward structure, employees will tend to behave according to the reward system rather than to what the administrator says. For instance, an administrator may profess that members should collaboratively share their ideas to generate the best possible solution while still providing merit increases for employees whose original ideas are adopted. Clearly these two actions are in conflict. Reward systems should be viewed in relation to their support of effective group processes (Erickson and Gmelch, 1977).

Mattaliano (1982) cites job satisfaction as an integral part of the organization's reward system. A person who detests his job today will not like it any better tomorrow, even with a raise in pay Mattaliano cites. Two main factors responsible for a feeling of satisfaction with one's job: the inner feeling of worthwhile achievement experienced by the individual, and recognition for that achievement by superiors, peers, and subordinates. An individual who works for a school district or school that recognizes the individual's worth and dignity as a professional results in more fulfillment for the individual, and, consequently, more benefit for the organization.

Motivation, too, is part of the reward system, although it is an intrinsic value. The ability to do a job is one thing, but wanting to do it is another. It is very common to encounter employees who lack interest in organizational goals, or who are resistant and rebellious toward the organization they work for. This occurs when the people in the organization feel that the hierarchy of the organization is restrictive and unresponsive to them as individuals. An organization that sets goals at the top and then proceeds along lateral lines to coerce employees to work toward these goals causes the employees to either

resist or to go through the notions of false acceptance. Since people try hardest to achieve those things that are important to them, the educational administrator must constantly work toward securing commitment from those within the organization. Professional educators at all echelons, because of the individual and personal nature of their work, must be highly involved in setting their own goals and objectives if they are to help the organization reach its goals. To do otherwise is to obtain coerced compliance, a sure sign that no real improvement or change will occur (Mattaliano, 1982).

The third question concerns how secure administrators feel in their current position. In order to promote open participation, team members must have some assurance that their ideas and actions will not adversely affect their status, role, position, or job security. In addition, the administrator must feel competent and secure in order to delegate necessary responsibility to a team. Depending on the administrator's individual style of leadership, team management may not always be the most effective method of administration (Erickson and Gmelch, 1977).

Often administrators are promoted because they worked hard and thus they may lack confidence in their subordinates' abilities. One of the biggest lessons learned by administrators and supervisors is that they are no longer just players, but are now the coaches. Administrators must learn to avoid hounding their subordinates. After an effective administrator has delegated a job to subordinates and both parties have established mutually agreeable deadlines, he or she is inclined to trust their people. Subordinates in turn develop greater trust of their bosses. If the project is long term, intermediate follow-up dates are established, so the department head has adequate

feedback on how well the subordinate is controlling the situation. Once an administrator has made a subordinate responsible for something, that decision should not be reversed without a compelling reason (Michalski and Wilson, 1979).

Erickson and Gmelch (1977) pose a fourth question to organizational readiness for team management which relates to the present level of trust within the organization. If it is low, a trust paradox may exist. For example, a superintendent may state to administrators, "First show me that you will be open and honest, then I will share that responsibility with you," whereas the administrative team may project an attitude toward the superintendent, "First be open and honest with us and then we will respond to you in the same manner." Consequently, a circular dilemma will exist which will block any effective function of a team.

O'Hanlon (1983) concurs that the basic prerequisite for successful operation of a team management organization is trust, which comes from the understanding that everyone in the system shares fundamentally compatible goals. Trust is demonstrated in various ways, including widespread sharing of information, frequent joint involvement of subordinates and administrators on projects, allowance for responsibilities to be assumed on the level where the task is to be completed, administrative support for decisions that have been made after group deliberations, and a continual refining by the staff of the way the organization conducts its work.

Trust will directly impact the quality of information which will be received by the management team. In essence, the team is only as good as its individual members; along the same line of reasoning, team decisions are only as good as the information received (O'Hanlon, 1983).

Erickson and Gmelch (1977) concede that due to the wide array of organizational conditions that are essential to team management, it is difficult to satisfy all of them. However, the management team should not be interpreted in any singular way and need not depend on the existence of all the organizational conditions discussed. A team in fact does not need to remain static; adjustments may be necessary due to changing conditions. The function and structure of each team should be tailored to the organization's assumptions about people and work groups, and organizations as well as to the suitability of the top administrator's style of leadership and the conditions existing within the organization.

#### Shared Decision Making

Attempts to implement team management are frequently met with resistance from staff members. Although there has been much discussion on resistance to such changes, one prominent factor is often not considered: the relationship between the administrator's leadership style and the level of the employees' personal development (Erickson and Gmelch, 1977).

As Holloway (1975) points out, continuous efforts and experimentation by the entire staff is required to make the group process work. The more immature the group, of course, the more it needs leadership direction. A good leader can assess a group's effectiveness by observing how it is developing internal motivation and a clear sense of direction, how it manifests the ability to improve upon its own procedures, and how its members reflect satisfaction from the efforts of the total group. If group members are to learn to work together and produce

results, they need to know the boundaries within which they can work. A group must also have the option to change procedures when necessary. Hopefully, if the group members are relatively inexperienced in problem-solving inquiry and if the group is working together for the first time, the problem or project with which they are presented should not be too complicated or too involved.

Democratic group processes essential to shared decision making should have as a foundation these qualities or characteristics:

1. Respect and acceptance for the uniqueness of each individual,
2. An atmosphere which is voluntary, cooperative and interactive among group members,
3. Recognition that every member is an agent for change as well as subject to change,
4. Acceptance that the group is 'we-centered' and that leadership is a group function,
5. Jurisdiction by the group over its own task, particularly in decision making, and
6. Use of group consensus over majority vote, since the latter tends to divide rather than unify a group (Holloway, 1975, p. 177).

A group, however, is only as effective as its individual members. Erickson and Gmelch (1977) maintain that an individual's level of personal development determines how that person relates to others with respect to the dynamics of trust, interpersonal communication, loyalty, cooperation, and productivity. Team management requires that individuals relate to one another at the highest possible levels of personal interaction. People at this level recognize individual rights, the equality of individuals, and the relativity of right and wrong or good and bad. Certain psychological conditions have been suggested as

requisite for a group's readiness to become effectively involved in team management activities:

1. Group members must be capable of becoming psychologically involved in the team's activities.
2. Team members must favor these activities.
3. Relevance must be felt between the team member's personal life and the activity under consideration.
4. Team members must have a level of trust to be able to express themselves to their own satisfaction (Erickson and Gmelch, 1977, p. 20).

Shared decision making has been offered as a useful tool for raising staff morale, increasing effectiveness, and reducing resistance to change in educational organizations. Studies have indicated considerable teacher desire to participate in a broad range of school decisions, and evidence is strong that decisions made by group consensus are more accepted than decisions made by individuals acting alone (Sousa, 1982).

However, a realistic approach is necessary in determining the feasibility of shared decision making. According to Chase (1983), there is no way to know whether shared decision making will work in a particular school setting. That the concept is working in a variety of organizations is well documented, but final responsibility for examining this particular tool rests with the individual school administrator who may have a lot to gain or a lot to lose by considering shared decision making.

#### Advantages and Disadvantages of Team Management

Scholars have suggested that a team participative management style reinforces the productive behavior of individuals. Since team members

are involved in the problem-solving process, they have a better understanding of decisions as well as the rationale for them. The more employees become involved and feel a sense of ownership in decisions, the greater will be their motivation. This ownership in turn increases staff morale in addition to preparing the staff to accept change (Erickson and Gmelch, 1977).

Team management is also a means to reduce employee counter-productive behavior. Several studies have shown that participative or team management reduces the amount of pressure, tension, aggression, and the number of grievances within the employee's work life. Individuals who describe their supervisors as high on a scale of participativeness indicate greater work satisfaction and less pressure and tension. One study found that the amount of aggression expressed against management was inversely proportional to the degree of participation in management.

As well as encouraging productive individual behavior, participative or team management can provide significant benefits to the organization. According to Erickson and Gmelch (1977), some of these benefits are:

1. Decision making. Decisions made with the input of a number of individuals tend to be better, take less time to implement, and gain better results. Several studies investigating the quality of decision making found that group solutions were of significantly higher quality than independently derived solutions.
2. Increase in productivity. A high rate of output, reduction in turnover, absenteeism, and tardiness, and a greater ease in the management of employees have been indicated as tangible outcomes resulting from team management,
3. Supportive climate. A more democratic and supportive climate results when contributions of team members are

respected regardless of their position and when free and open communication is encouraged. As participants feel that they are influencing their environment, existing feelings of antagonism and distrust toward management tends to dissipate.

4. Utilization of resources. The most important resources of any organization are the individuals within it, the human resources. As the number of individuals providing input into the management process is increased, the potential creativity provided by employees is increased, and consequently the effectiveness of the organization is maximized.
5. Overcoming isolation. Top administrators often find themselves insulated from employees' needs and demands as well as isolated at the top levels of management from accurate and open communication. The structuring of management teams will open the flow of communication and will assist the top administrator in combatting the problem inherent in the position: isolation at the top (pp. 24-25).

In examining the various strengths of team management, one should be able to discern that it is certainly worthwhile to consider its utilization as a possible management tool for a school system. There should be no doubt that the advantages far outweigh the disadvantages. However, it would be naive to assume that because such a wide gap exists in favor of the advantages that the disadvantages can be ignored without having a negative impact on the organization. Therefore, it is important that the disadvantages be reviewed as to how they might affect the organization and its management operation (Burton and Powell, 1984).

Organizations planning to implement any team management plan should therefore be cautioned about some of the natural weaknesses in team building outlined by Erickson and Gmelch (1977):

1. It takes time to build mutual trust and openness among team members. Such trust is fragile and susceptible to 'dry rot.'
2. The team process is more time-consuming than are more autocratic structures.
3. Management teams can result in the same or greater

bureaucratic structures than they purport to replace. Many teams become too large and unwieldy to be effective.

4. Communication is just as difficult to achieve as in any other organizational structure. Team management by itself does not assure effectiveness of communication unless the team creates these conditions.
5. A continuous review and clarification of roles, expectations, tasks, and other functions of the management team will be necessary.
6. Unless the school board is committed to building a management team, the plan probably will not be effective.
7. Top administrators must be willing to relinquish some previously held power and influence. Since administrators often feel that they have the expertise and knowledge to run an organization, their professional pride may be injured as they are asked to share the responsibilities with other team members.
8. There is potential for conflict as many members of the organization may not be able to work compatibly on the same management team. Skills in group processes and group problem solving will have to be learned.
9. Team management requires that problems be anticipated and identified before they grow into crises that demand immediate solutions.
10. Both administrators and staff members cannot be expected to have immediately the new skills needed for an effective team operation. Time and effort will be required for training in team skills (p. 25).

Perhaps one of the greatest weaknesses of the team management concept is that some individuals will view the process as "weak management." A study published by the Research Institute of America, Inc., states:

The fact that a manager does not explicitly verbalize his or her authority does not mean that the power is not there. Even if the power is not applied, the potential for its use is still present . . . Effective management is composed of many factors. Power is one of them. Unfortunately, it is one that has been pushed back into the shadows of modern psychological thought.

Power, properly used, exists not to fulfill itself, but as a

means of getting a job done. It is something that all administrators possess--and the question is not whether it is wrong to use it, but whether it is wrong not to use it. Power is given to you with the job of administration; it is your job to know when and how to use it (Burton and Powell, 1984, pp. 7-8).

Goble (1970) concurs that participative or team management might be perceived by subordinates as "weak" management when he states:

It is important to remember that when workers have been accustomed to touch, centralized, authoritarian management, any transition to a more enlightened participative type of management should be done gradually. Some workers are apt to take advantage of what they consider the weakness of managers.

There are times when the leader must say no and be tough, strong and courageous. Thus, the leader with high self-esteem can have the courage to withstand expedient demands which might be damaging to the organization in the long run. The really excellent leader is the one who takes pleasure in seeing his or her workers grow and self-actualize.

A realistic understanding that there are some people who cannot be trusted is also necessary. If the manager is not realistic about people, participative management can get him or her into trouble. We should not make the mistake of thinking that good working conditions will automatically make all people into better, growing, self-actualizing people. Freedom and trust given to authoritarians, for instance, will simply bring out bad behavior and responsibility will make dependent and passive people collapse in anxiety and fear (pp. 99-101).

An objective look at both the advantages and disadvantages of team management reveals the complexity of organizational structure and the intricacies involved in changing from a traditional to a team approach in management. It must be realized that all answers are not apparent. Whether team management is or is not appropriate for a given organization depends upon an analysis of that individual organization. Each organization must examine the complexities of its own structure; assess the existing attitudes and assumptions about people, work groups, and managerial style; and determine employees' readiness to participate in

the decision-making process before any move toward team management is made (Erickson and Gmlech, 1977).

### The Implementation Process

For any management program to be successful, it must have the stamp of approval by the school board, since all management members are simply an extension of the superintendent, who is ultimately responsible to the board. Board members must realize that increased time and energy will be required of all participating administrators. When the management team is finally launched, it will be helpful if the team members as well as the Board can initially focus on the contributions and successes of the team rather than on a possible unstable growth process. Therefore, the school board should establish a policy supporting the team management philosophy. Policies foster continuity, stability and direction. Board members come and go, but policy endures and in this case, can solidify long-term commitment to an effective management team system (Burton and Powell, 1984).

An example of the "Management Team" policy which was adopted by the Tulsa School Board states:

The Board has the highest concern for both people and production within the organizational structure of this school district. Therefore, the Board endorses a style of leadership which will promote team management.

The management team is organized on the premise that the multiple responsibilities of the superintendent can be better served by establishing a means which will permit the best thinking of staff members to be brought to bear on school problems. Although the Board and the superintendent cannot absolve themselves of legally constituted responsibilities, the team provides for a two-way flow of information and effective action resulting from group thinking.

The superintendent will lead, determine, structure, and

designate membership for the total management team. This team is responsible to the superintendent who, in turn, is responsible to the Board (Burton and Powell, 1984, pp. 16-17).

Chase (1983) emphasizes the necessity of top administrative support for effective team management when he stated that a commitment to this type of management must be perceived as a long-range attempt to enroll more brain power and creativity in solving organizational problems. It is generally accepted that it will take eighteen months before the initial investment is recovered. Implementing a team management program implies the need to invest organizational resources, primarily staff time and some financial resources, to set up, train, and supply team management leaders and participants. No matter how positive the organization, there will always be foot draggers and negative thinkers. No process of essential human change can predict in advance all the intricacies and dynamics that will emerge as the process moves along. Problems will be encountered and mistakes will be made. For these reasons, active commitment and support from the top administrator and the board is essential.

Commitment to an overall philosophy is advanced by Ouchi (1981) as he writes, "The bedrock of any participative company is a written policy which provides the basis for decision making throughout the organization. The philosophy statement includes objectives of the organization, its operating procedures, and the constraints and expectations placed on the organization by its environment" (p. 130).

Erickson and Gmelch (1977) divide the implementation process of team management into four categories: (1) planning, (2) decision making, (3) training, and (4) evaluating.

Team management begins with establishing appropriate plans. Planning requires that the team think before acting. Through the planning process, team members' participation in setting goals heightens the motivation of members to work toward the attainment of those goals. If the goals are accepted and understood, members will help to motivate, coordinate, and guide the team's actions toward desired ends. The establishment of group goals is also the beginning point for evaluating the group's effectiveness (Erickson and Gmelch, 1977).

Perhaps most fundamental to the success of a management team is a clear understanding of the decision making process. A common misunderstanding is that all those affected by decisions should be involved in making the decisions. The crux of effective team management lies in adjusting the proper decision making mode to the circumstances which surround the decision. Seldom should the same method be used for all decisions; the method should vary according to the type of decision, the amount of time and resources available, the nature of the overall task, and the team members who are involved. Another dimension, the quality of the decision, is usually an added consideration. Consensus decisions are not always of higher quality than those made by individuals or chief administrators (Erickson and Gmelch, 1977).

Holloway (1975), however, maintains that team consensus has advantages over chief administrator decision making since workers who participate in decision making are more likely to carry out responsibilities connected with those decisions. Erickson and Gmelch (1977) list several advantages of team consensus decision making:

1. The resources, knowledge, and expertise of different individuals are pooled.

2. The usual errors of chance will be reduced when more than one person is working on a decision.
3. Team discussion often stimulates new ideas which might not occur to individuals working alone.
4. There is more security in taking risks as a group rather than as individuals (pp. 24-25).

Another crucial element in the implementation process is the training and development phase described by Erickson and Gmelch (1977). An ongoing process of team training is necessary since not all team members will have the necessary background, personality, skills, managerial style, or understanding of the team process. In order to work effectively within groups, team members must learn to cope with conflict, use positive paraphrasing, give and receive feedback, continually check the perceptions of others, and use two-way communication efficiently. Time will be a critical element in the development of trust and the establishment of an open atmosphere for clear communication channels.

Members of the management team will naturally expect evidence of their effectiveness. Although there may be tangible evidence of the team's impact, it is necessary that a systematic and quantitative assessment be conducted both during the beginning stages of team building and after the team is in operation. The decision making rules, as well as the every-day procedures and techniques used by the management team, should be regularly reviewed. Evaluation which is conducted on a regular basis helps the team to keep "on top" of the situation and also assists the members in maintaining commitment to the philosophy of team management. Erickson and Gmelch (1977) suggest that the team members evaluate each other and that the chief administrator monitor the team's overall effectiveness. Evaluation should be addressed in

terms of the purposes of the management team, such as organizational goals achievement, effective communication, levels of trust, support of team members, and productive participation. Evaluation should be an on-going process of the team with the realization that feedback is important both in the beginning stages as well as at regular intervals throughout the team's operation (Erickson and Gmelch, 1977).

### Summary

The review of literature chapter has attempted to focus on the concept of team management in school administration. Will the team management philosophy work in any school? Certainly not. Without an administration that supports and contributes to an open organizational climate and a positive and supportive professional staff, the team management concept cannot work. But where administrators support the staff, encourage initiative, delegate responsibility, and allow people to learn from their mistakes, the team management concept has no limits.

## CHAPTER III

### METHODOLOGY

The function of this chapter is to discuss the methodology of the study by presenting data in the following sections: (1) purpose of the study, (2) population and sample, (3) development of the instrument, (4) collection of data, and (5) analysis of data.

#### Purpose of the Study

The purpose of this study was to determine the attitude and acceptance of the team management concept as it is perceived by administrative, instructional, and instructional support personnel in two area vocational and technical schools in Oklahoma. To accomplish this purpose, it was necessary to: (1) develop a questionnaire which contained statements about selected team management practices, (2) identify a panel of experts to validate the questionnaire, (3) select two area vocational and technical schools which use the team management style of leadership, (4) identify a random sample of administrative, instructional, and instructional support personnel from the two area vocational and technical schools to respond to the survey, (5) analyze and interpret the data, and (6) report the results.

#### Population and Sample

The focus of this study was limited to two area vocational and

technical schools in Oklahoma. Great Plains Area Vocational and Technical School in Lawton and the Francis Tuttle Vo-Tech Center in Oklahoma City were selected as the two sites.

These two schools were selected for the study since they are two primary vocational and technical schools in Oklahoma that profess to operate under the team management style of leadership. Both schools have in common many similarities in organizational structure and philosophy. The organization, implementation and utilization of the team management concept are outlined in the Policy and Procedure Handbook of each respective school. The chief administrative officer of the Francis Tuttle Vo-Tech Center was formerly the superintendent of the Great Plains Area Vocational and Technical School and was responsible for implementing the team management philosophy at both schools. The concept has been practiced at the Francis Tuttle Vo-Tech Center for the past three years and at Great Plains Area Vocational Technical School for the past seven years.

The administrative structure is similar at both schools. Each school has an organizational chart which includes a Superintendent, a Deputy Superintendent, one or more Assistant Superintendents, and one or more Directors. The instructional staff at each school is involved in similar types of programs, including general areas of Trade and Industrial Education, Business and Office Education, Health Occupations, and Distributive Education and Marketing. Each school also maintains a variety of instructional support services staffed by professional personnel in areas such as counseling, public relations, learning centers, and curriculum development.

The two schools also have in common a similarity in size. During

the 1984-85 school year, Great Plains Area Vocational Technical School employed seven administrative staff, 41 instructional staff, and seven instructional support staff. The Francis Tuttle Vo-Tech Center employed eight administrative staff, 36 instructional staff, and ten instructional support staff. A random sample consisting of 30 instructional and instructional support staff members was selected from each of the two schools to participate in the study. Seven members of the administrative staff at Great Plains Area Vocational Technical School and eight administrative staff members from the Francis Tuttle Vo-Tech Center participated in the study.

#### Development of Instrument

A five member panel of experts made up of two administrators from the two selected schools and a professor from Central State University was selected to validate the survey instrument. The names and addresses of the members of the panel of experts are listed in Appendix A.

The instrument consisted of 45 questions representing nine categories of selected team management practices. The panel members were asked to validate each question used on the survey within the category in which the results were to be tabulated and reported. A modified Delphi technique was used to validate the instrument, with only one Delphi round necessary for validation since there was consensus agreement by the panel of experts that the questions were worded clearly, and concisely and that the correct questions were asked in the questionnaire.

The questions used in the survey were adapted from a survey entitled, "Participative Climate Diagnosis" from Management Resource

Center, Inc., Orange, Connecticut. The revised model which was used in this study consisted of a one page respondent information survey to collect demographic information about the participants and a 45 question survey entitled, "Team Management Climate Diagnosis." Refer to Appendix B for a copy of the respondent information.

The questionnaire used in the study addressed the following nine categories of team management practices within organizations: (1) creative climate, (2) communication, (3) productivity consciousness, (4) participative climate, (5) interpersonal climate, (6) goals and standards; (7) motivation, (8) change, and (9) problem solving.

#### Collection of Data

The validated questionnaire was administered by the Deputy Superintendent at each of the two schools to both samples of populations. Verbal instructions were given prior to administering the questionnaire. Once the participants began answering the questionnaire, there was no further explanation of the process or interpretation of the questions.

A one page survey of respondent information collected demographic data in the following areas: (1) position according to administration, instructional staff, or instructional support staff, (2) sex, (3) age group, (4) total years experience in education, (5) total years experience in business and industry, and (6) highest educational level attained. The 45 Question Team Management Climate Diagnosis Survey used a four-point forced choice Likert scale according to four levels of priority determined by the respondents. For statistical analysis purposes, a numerical value was assigned to each question in the following categories: 4.0 = Strongly Agree (SA); 3.0 = Somewhat Agree (SWA);

2.0 = Somewhat Disagree (SWD); and 1.0 = Strongly Disagree (SD). A copy of the survey can be found in Appendix B.

### Analysis of Data

The data were compiled through the use of the Statistical Analysis System program of the Oklahoma State University Computer Center in Stillwater, Oklahoma. A statistical analysis of the data included the following elements:

1. Demographic data from the respondent information sheet were compiled using frequency counts and percentages for each school.
2. Results of the Team Management Climate Diagnosis Survey were summarized by school and position for each question in the nine climate categories according to frequency count and percentage.
3. A t-Test was used to determine if there was a significant difference between the two schools at the .05 level of probability in the perceived attitude and acceptance of nine team management practices based on respondent position according to administrative, instructional, or instructional support staff.
4. An Analysis of Variance was used to determine if there was a significant difference among staff at the .05 level of probability within each school in the perceived attitude and acceptance of nine team management variables. A Duncan's Multiple Range test was used to determine in what groups within each school differences in perceptions of the team management climate variables occurred.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was to assess the attitude and acceptance of the team management concept as it is perceived by members of the administrative, instructional, and instructional support staff personnel in two area vocational and technical schools in Oklahoma. This chapter presents respondent and demographic data and the analysis of data in the following sections:

1. Respondent Data
2. Demographic Data
3. Survey Results by Frequency Count and Percentage According to Position
4. Results of  $t$ -Test Comparing Results Between the Two Schools by Position
5. Results of Analysis of Variance Comparing Results Within the Two Schools According to Position and Duncan's Multiple Range when applicable

#### Respondent Data

A total of 38 questionnaires were distributed at each school to gather data from members of the administrative, instructional, and instructional support staffs; thus a total of 76 questionnaires were distributed. The number of questionnaires sent and returned according

to position for each school is found in Table I. There were thirty-eight surveys returned from the Francis Tuttle Vo-Tech Center which represented 100 percent of the sample. There were 26 surveys returned from Great Plains Area Vocational Technical School which represents a 68.4 percent rate of return.

#### Demographic Data

The respondents for this study consisted of sixty-four vocational educators from two area vocational and technical schools in Oklahoma. The sample within each population was divided into three personnel categories consisting of: (1) administrative, (2) instructional staff, and (3) instructional support staff as reported in Table II on Demographic Data of Respondents.

Twenty-six respondents from Great Plains Area Vocational Technical School completed the survey. Included were seven administrators, 12 instructors, and seven instructional support staff. Eight females and 18 males ranging in age from 20 through 59 were represented. The total number of years in education ranged from one to more than twenty-five, with 73 percent of the respondents having had less than 15 years experience in education. Experience in business and industry ranged from one year to more than 25 years, with 61 percent of the group having less than 15 years experience. Educational backgrounds ranged from high school graduate or equivalent to the doctoral level with 69 percent holding the Bachelor's degree or higher. Fifty percent of the respondents had a Master's degree or higher, and two respondents had an earned doctorate degree as indicated in Table II.

Thirty-eight staff members from the Francis Tuttle Vo-Tech Center

TABLE I  
QUESTIONNAIRES SENT AND RETURNED

School and Position	Number Sent	Number Returned	Percent Returned
Great Plains AVTS			
Administrative Staff	7	7	100
Instructional Staff	24	12	50
Instructional Support	<u>7</u>	<u>7</u>	<u>100</u>
TOTAL	38	26	68.4
Francis Tuttle AVTC			
Administrative Staff	8	8	100
Instructional Staff	30	30	100
Instructional Support	<u>5</u>	<u>5</u>	<u>100</u>
TOTAL	38	38	100

TABLE II  
DEMOGRAPHIC DATA OF RESPONDENT INFORMATION

	N = 38		N = 26	
	f	%	f	%
	<u>FTAVTC*</u>		<u>GPAVTS**</u>	
<u>Position</u>				
Administration	8	21.0	7	27.0
Instructional Staff	25	65.8	12	46.1
Instructional Support Staff	5	13.2	7	26.9
<u>Age Group</u>				
20-29	4	10.5	4	15.4
30-39	16	42.1	9	34.6
40-49	15	39.5	8	30.6
50-59	3	7.9	5	19.2
60	0		0	
<u>Sex</u>				
Female	15	39.5	8	30.8
Male	23	60.5	18	69.2
<u>Total Years in Education</u>				
1-5	16	42.1	5	20.0
6-10	10	26.3	10	40.0
11-15	4	10.5	4	16.0
16-20	6	15.8	3	12.0
21-25	2	5.3	1	4.0
25	0		2	8.0
<u>Total Years in Business and Industry</u>				
1-5	12	32.4	4	17.4
6-10	13	35.2	8	34.8
11-15	3	8.1	4	17.4
16-20	3	8.1	2	8.7
21-25	2	5.4	2	8.7
25	4	10.5	3	13.0
<u>Highest Educational Level Attained</u>				
HS or Equivalent	7	18.4	8	34.8
Associate Degree	4	10.5	0	
Bachelor's Degree	8	21.1	5	19.2
Master's Degree	17	44.7	11	42.3
Doctorate	2	5.3	2	7.7

\*Francis Tuttle Area Vo-Tech Center

\*\*Great Plains Area Vocational Technical School

completed the survey. This number included eight administrators, 25 instructors, and five instructional support staff. There were 15 females and 23 males ranging in age from 20 to 59. More than half of the respondents were under 40 years of age. The sample included participants with from one to 25 years of experience in education, with thirty (79 percent) of the respondents having less than 15 years experience in education. Twenty-eight (73.7 percent) of the respondents had less than 15 years experience in business and industry. The educational backgrounds of the respondents ranged from high school graduate or equivalent to the doctoral level with 71 percent of the respondents holding a Bachelor's degree and 50 percent with a Master's degree or higher. Two respondents had an earned doctorate degree (see Table II).

A summary of the results of the Team Management Climate Diagnosis survey based on position of respondents from each school is presented in Appendix C and Appendix D. The data from Great Plains Area Vocational and Technical School are recorded by item in each of the nine climate categories according to frequency count and percentage; a summary of the same data for the Francis Tuttle Vo-Tech Center is found in Appendix C.

Participants responded to each question using a four-point forced choice scale of Strongly Agree (SA); Somewhat Agree (SWA); Somewhat Disagree (SWD); and Strongly Disagree (SD). If a participant failed to answer a question, that response is recorded under the heading "No Answer." Participant responses from each of the two schools of all forty-five questions on the survey according to nine team climate categories consisting of five questions in each category are listed in Appendixes C and D.

Results of t-Test for Nine Team Management  
Climate Diagnosis Variables  
by Position

A t-Test was used to determine if there was a significant difference at the .05 level of probability between the two selected schools in the perceived attitude and acceptance of nine team management practices based on staff position of the respondents. A separate t-Test was used for each of the three following positions: administrative, instructional, and instructional support staff.

The results of the t-Test for nine team management climate variables for administrators at each of the two schools are found in Table III. A significant statistical difference at the .05 level was found in all categories of the nine team management climate variables between administrators at the two schools except that of Productivity Consciousness.

Mean scores for administrators at each of the two schools differed by several points. It was found that in the category of Creative Climate, Great Plains Area Vocational Technical School (GPAVTS) had a mean score of 13.25 while Francis Tuttle Vo-Tech Center (FTVTC) reached a mean score of 16.50. In the category of Communication, GPAVTS and FTVTC had a mean score of 13.29 and 18.00 respectively. Francis Tuttle Vo-Tech Center administrators had a mean score of 17.88 in the Interpersonal Climate category and 17.00 in Motivation Climate, compared to scores of 13.75 for Interpersonal Climate and 13.57 for Motivation Climate indicated by administrators at Great Plains Area Vocational Technical School (refer to Table III).

The results of the t-Test for nine management variables for

TABLE III  
 RESULTS OF  $t$ -TEST FOR ADMINISTRATORS IN NINE  
 TEAM MANAGEMENT CLIMATE VARIABLES AT TWO  
 AREA VOCATIONAL TECHNICAL SCHOOLS

Variable	School	N	$\bar{X}$	SD	t	P
Creative Climate	**GP	7	13.25	1.58	-3.870	.001*
	***FT	8	16.50	1.77		
Communication Climate	GP	7	13.29	3.09	-3.707	.006*
	FT	8	18.00	1.41		
Productivity Consciousness	GP	7	15.25	2.31	-2.104	.054
	FT	8	17.63	2.20		
Participative Climate	GP	7	12.75	2.19	-3.457	.005*
	FT	8	16.00	1.51		
Interpersonal Climate	GP	7	13.75	2.31	-4.186	.001*
	FT	8	17.88	1.55		
Goals and Standards	GP	7	12.14	1.95	-3.178	.008*
	FT	8	16.00	1.73		
Motivation Climate	GP	7	13.57	1.40	-3.799	.002*
	FT	8	17.00	2.07		
Change Climate	GP	7	12.63	1.69	-3.748	.003*
	FT	8	16.50	2.39		
Problem-Solving Climate	GP	7	13.14	1.57	-2.765	.017*
	FT	8	16.00	2.39		

\*Statistically significant at the .05 level

\*\*Great Plains Area Vocational Technical School  
 \*\*\*Francis Tuttle Vo-Tech Center

instructors at the two schools are found in Table IV. Significant difference at the .05 level was found in the perceived attitude and acceptance of all team management climate variables except those of Productivity Consciousness, Participative Climate, and Interpersonal Climate. Refer to Table IV for results of  $t$ -Test for instructional staff at the two schools.

Mean scores for instructors at the two schools also differed, but the point variance was not as large as that of the administrators. Means for the Change Climate according to instructors was 15.44 at Francis Tuttle Vo-Tech Center and 12.18 at Great Plains Area Vocational Technical School. In the area of Problem-Solving Climate, the Francis Tuttle Vo-Tech instructors obtained a mean score of 15.88, while the Great Plains Area Vo-Tech instructors scored 12.91. Communication Climate mean scores were 16.83 for the Francis Tuttle Vo-Tech instructors and 14.82 for the Great Plains Area Vo-Tech instructors.

The results of the  $t$ -Test for the instructional support staffs at the two schools showed no significant difference at the .05 level of probability for any of the nine team climate variables as indicated in Table V.

Analysis of Variance of Nine Team Management  
Climate Diagnosis Variables for Two  
Area Vo-Tech Schools

An Analysis of Variance was used to determine if there was a significant difference within each school based on position of participants at the .05 level of probability in the perceived attitude and acceptance of nine team management variables. Since the cell sizes of

TABLE IV  
RESULTS OF  $t$ -TEST FOR INSTRUCTIONAL STAFF AT TWO AREA  
VOCATIONAL AND TECHNICAL SCHOOLS

Variable	School	N	$\bar{X}$	SD	t	P
Creative Climate	**GP	11	13.09	1.64	-2.610	.016*
	***FT	25	14.72	1.90		
Communication Climate	GP	11	14.82	2.14	-2.231	.034*
	FT	24	16.83	3.10		
Productivity Consciousness	GP	11	16.27	2.57	-1.324	.206
	FT	25	17.40	1.76		
Participative Climate	GP	10	12.80	3.22	-2.028	.059
	FT	25	15.24	3.19		
Interpersonal Climate	GP	11	15.64	2.84	-1.269	.217
	FT	25	17.04	3.51		
Goals and Standards	GP	11	13.45	1.92	-2.491	.019*
	FT	25	15.56	3.08		
Motivation Climate	GP	11	13.91	2.26	-2.617	.015*
	FT	25	16.32	3.10		
Change Climate	GP	11	12.18	3.19	-2.690	.013*
	FT	25	15.44	3.69		
Problem-Solving Climate	GP	11	12.91	2.26	-3.215	.004*
	FT	25	15.88	3.13		

\*Statistically significant at the .05 level

\*\*Great Plains Area Vocational Technical School

\*\*\*Francis Tuttle Vo-Tech Center

TABLE V  
RESULTS OF  $t$ -TEST FOR INSTRUCTIONAL SUPPORT STAFF AT  
TWO AREA VOCATIONAL TECHNICAL SCHOOLS

Variable	School	N	$\bar{X}$	SD	t	P
Creative Climate	**GP	7	14.14	1.21	-0.293	.778
	***FT	5	14.40	1.67		
Communication Climate	GP	7	16.86	2.61	-0.463	.654
	FT	5	16.20	2.28		
Productivity Consciousness	GP	7	17.14	2.27	0.129	.900
	FT	5	17.00	1.58		
Participative Climate	GP	7	14.57	2.44	-0.274	.791
	FT	5	15.00	2.83		
Interpersonal Climate	GP	7	15.57	2.07	-1.092	.307
	FT	5	17.00	2.35		
Goals and Standards	GP	6	15.69	2.50	-0.820	.436
	FT	5	17.00	2.83		
Motivation Climate	GP	7	17.57	2.70	1.921	.085
	FT	5	14.80	2.28		
Cahnge Climate	GP	7	14.29	2.81	-1.079	.306
	FT	5	15.80	2.05		
Problem-Solving Climate	GP	7	15.00	2.58	-0.615	.552
	FT	5	15.80	1.92		

\*Significantly significant at the .05 level

\*\*Great Plains Area Vocational Technical School  
\*\*\*Francis Tuttle Vo-Tech Center

the administrative staff and instructional support staff personnel were too small to perform an analysis according to position of respondents, the Duncan's Multiple Range test was used to identify which means were significantly different based on position of respondents when the Analysis of Variance indicated a significant difference at the .05 level of probability (see Tables VI and VII).

The results of the Analysis of Variance on nine team management climate variables based on position of participants for Great Plains Area Vocational Technical School appear on Table VI. There was a significant difference at the .05 level found for three variables: Communication, Goals and Standards, and Motivation. Duncan's Multiple Range test was used to determine in what groups within each school differences in perceptions of team management climate variables occurred. According to the Duncan's Multiple Range, there was a difference of opinion expressed within the group of instructors at Great Plains Vo-Tech in the team climate variables of Communication and Goals and Standards. Administrators reported higher mean scores in variables related to Motivation, Communication, and Goals and Standards than those reported by instructional and instructional support staff.

The results of the Analysis of Variance test to determine the attitude and acceptance of nine team management climate variables based on position of participants for the Francis Tuttle Vo-Tech Center are recorded on Table VII. There were no significant differences expressed by the staff at the .05 level of probability for any of the nine team management climate variables. The Duncan's Multiple Range test indicated a difference among instructors at the Francis Tuttle Vo-Tech Center in the variable Creative Climate.

TABLE VI  
ANALYSIS OF VARIANCE OF NINE TEAM MANAGEMENT CLIMATE  
DIAGNOSIS VARIABLES FOR GREAT PLAINS AREA  
VOCATIONAL TECHNICAL SCHOOL

Variable and Source	DF	Sum of Square	Mean Square	F Value
<u>Creative Climate</u>				
Between Groups	2	5.08	2.53	1.10
Within Groups	23	53.26	2.31	
Corrected Total	25	58.34		
<u>Communication</u>				
Between Groups	2	45.03	22.52	3.44*
Within Groups	23	143.92	6.54	
Corrected Total	25	188.96		
<u>Productivity</u>				
Between Groups	2	13.50	6.75	1.15
Within Groups	23	134.54	5.85	
Corrected Total	25	148.04		
<u>Participative</u>				
Between Groups	2	16.22	8.11	1.10
Within Groups	22	162.81	7.40	
Corrected Total	24	179.04		
<u>Interpersonal</u>				
Between Groups	2	19.20	9.6	1.54
Within Groups	23	143.76	6.3	
Corrected Total	25	162.91		
<u>Goals &amp; Standards</u>				
Between Groups	2	40.71	20.35	4.70*
Within Groups	21	90.92	4.33	
Corrected Total	23	131.63		
<u>Motivation</u>				
Between Groups	2	73.02	36.51	7.55*
Within Groups	22	106.34	4.83	
Corrected Total	24	179.36		
<u>Change</u>				
Between Groups	2	19.71	9.9	1.34
Within Groups	23	168.93	7.3	
Corrected Total	25	188.65		
<u>Problem-Solving</u>				
Between Groups	2	20.39	10.20	2.12
Within Groups	22	105.77	4.81	
Corrected Total	24	126.16		

\*Significance at the 0.05 level

TABLE VII  
ANALYSIS OF VARIANCE OF NINE TEAM MANAGEMENT CLIMATE  
DIAGNOSIS VARIABLES FOR THE FRANCIS TUTTLE AREA  
VO-TECH CENTER

Variable and Source	DF	Sum of Square	Mean Square	F Value
<u>Creative Climate</u>				
Between Groups	2	21.66	10.82	3.15
Within Groups	35	120.24	3.43	
Corrected Total	37	141.89		
<u>Communication</u>				
Between Groups	2	11.87	5.93	0.79
Within Groups	34	256.13	7.53	
Corrected Total	36	268.00		
<u>Productivity</u>				
Between Groups	2	1.20	0.60	0.18
Within Groups	35	117.88	3.37	
Corrected total	37	119.07		
<u>Participative</u>				
Between Groups	2	4.28	2.14	0.26
Within Groups	35	292.56	8.36	
Corrected Total	37	296.84		
<u>Interpersonal</u>				
Between Groups	2	4.48	2.24	0.23
Within Groups	35	333.84	9.54	
Corrected Total	37	338.32		
<u>Goals &amp; Standards</u>				
Between Groups	2	8.89	4.45	0.50
Within Groups	35	312.16	8.92	
Corrected Total	37	321.05		
<u>Motivation</u>				
Between Groups	2	15.12	7.56	0.94
Within Groups	35	282.24	8.06	
Corrected Total	37	297.36		
<u>Change</u>				
Between Groups	2	6.86	3.43	0.31
Within Groups	35	383.96	10.94	
Corrected Total	37	389.82		
<u>Problem-Solving</u>				
Between Groups	2	0.14	0.69	0.01
Within Groups	35	289.44	8.27	
Corrected Total	37	289.58		

\*Significance at the 0.05 level

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was designed to determine the attitude and acceptance of the team management concept as perceived by administrative, instructional, and instructional support personnel in two area vocational and technical schools in Oklahoma. Statistical findings related to demographic data and reactions of respondents to questions related to team management variables were reported in the previous chapter. The present chapter presents a summary of the findings, conclusions from the findings, and recommendations for further study.

#### Summary

The purpose of the study was to determine the attitude and acceptance of the team management concept as perceived by administrative, instructional, and instructional support personnel in two area vocational and technical schools in Oklahoma.

A questionnaire was developed which contained statements about selected team management practices. The questionnaire was modeled from a predeveloped survey entitled "Participative Climate Diagnosis" from the Management Resource Center, Inc., Orange, Connecticut. A panel of experts consisting of vocational and technical educators was selected to validate the questions on the survey. The result was a

45 question forced choice survey entitled "Team Management Climate Diagnosis." A one page respondent survey reporting demographic data was also developed and included as part of the revised survey.

The next step was to select two vocational and technical schools to participate in the study. The Francis Tuttle Vo-Tech Center in Oklahoma City, Oklahoma, and Great Plains Area Vocational Technical School in Lawton, Oklahoma, were selected as sites for the survey since they are two primary schools in the state that profess to operate under the team management style of leadership. A total of 38 staff members from the Francis Tuttle Vo-Tech Center and 26 staff members from Great Plains Area Vocational Technical School participated in the study. That represented 100 percent of the sample from Francis Tuttle Vo-Tech Center and 68 percent from Great Plains Area Vo-Tech who completed and returned the survey.

Data for the study were analyzed through use of the Statistical Analysis System (SAS). A t-Test was used to determine if there was a significant difference between the two schools in the perceived attitude of selected team management variables based on respondent position of administrative, instructional staff, or instructional support staff. An Analysis of Variance was used to determine if differences existed within each school in the perceived attitude of nine team management variables. When significant differences were indicated, a Duncan's Multiple Range test was used to determine which of the three groups differed in their perceived attitude of the team management climate variables and in which of the variables the reported differences occurred.

## Findings

Following is a summary of the results of the study indicated by responses of participants to questions listed on the survey:

1. There was a significant difference at the .05 level between administrators at Great Plains Area Vocational Technical School and at the Francis Tuttle Vo-Tech Center in their perceived attitudes in the following eight team management climate variables: Creative Climate, Communication Climate, Participative Climate, Interpersonal Climate, Goals and Standards, Motivation Climate, Change Climate, and Problem-Solving Climate. Only in one of the nine selected team climate categories, that of Productivity Consciousness, was there no significant difference reported between administrators at the two schools.

2. Instructors at Great Plains Area Vocational Technical School and at the Francis Tuttle Vo-Tech Center indicated significant differences in their perceived attitudes of six team management climate variables: Creative Climate, Communication Climate, Goals and Standards, Motivation Climate, Change Climate, and Problem-Solving Climate. There were no significant differences reported by instructors at the two schools in Productivity Consciousness, Participative Climate, or Interpersonal Climate.

3. Instructional support staff members at Great Plains Area Vocational Technical School and the Francis Tuttle Vo-Tech Center indicated no significant differences in their perceived attitudes in any of the nine selected team management climate variables measured by the survey.

4. Instructors at Great Plains Area Vocational Technical School

indicated a significant difference within the group in their perception of Goals and Standards and Communication Climate variables.

5. Administrators at Great Plains Area Vocational Technical School perceived the variables of Motivation, Goals and Standards, and Communication Climate significantly different from perceptions of those variables indicated by instructional staff and instructional support staff.

6. Administrators at the Francis Tuttle Vo-Tech Center perceived the Creative Climate team management variable significantly different from the perception indicated by instructional staff and instructional support staff.

7. There was a significant difference reported within the group of instructional staff at the Francis Tuttle Vo-Tech Center in their perception of the Creative Climate team management variable.

### Conclusions

The perceived attitudes toward the nine team management climate variables were rated by both administrative and instructional staff personnel in a more positive manner at the Francis Tuttle Vo-Tech Center than at the other institution studied. There was no significant difference in perceptions of the team climate variables indicated by instructional support staff at either area vocational and technical school. Also noteworthy is that even though there were perceived differences expressed by staff members between the two institutions studied, it was found that both Great Plains Area Vocational Technical School and the Francis Tuttle Vo-Tech Center had favorable or positive

responses to each category of nine team management climate variables.

### Recommendations

As a result of this study, the following recommendations for further research are suggested:

1. Activities designed to clarify team management practices should be an on-going process of staff development at the two vocational technical schools included in this study.

2. A follow-up survey of the team Management Climate Diagnosis should be conducted one year from the date of the original survey to determine if there have been any changes in the perceived attitude expressed by administrative, instructional, and instructional support staff personnel in any of the nine team management climate variables. Support staff personnel should also be included in the follow-up survey in order to better assess total organizational perceptions of the team management concept.

3. A similar study should be conducted at selected vocational technical schools not using a team management style of leadership to determine if a significant difference based on position of respondents exists in perceptions of climate variables compared to schools that purport to use the team management concept.

4. Future studies using the Team Management Climate Diagnosis survey should analyze and report perceptions of climate variables based on the respondents' age group, sex, position, total years experience in education, total years experience in business and industry, and highest educational level attained.

5. A regional study including Oklahoma, Texas, Louisiana,

New Mexico, Arkansas, and Mississippi should be conducted in vocational and technical schools that purport to use a team management style of leadership to determine if differences exist among staff based on position of respondents in perceived attitudes and acceptance of the team management philosophy.

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APPENDIXES

APPENDIX A

LIST OF PANEL OF EXPERTS

## Panel of Experts

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APPENDIX B

RESPONDENT INFORMATION SHEET AND TEAM  
MANAGEMENT CLIMATE DIAGNOSIS SURVEY

**RESPONDENT INFORMATION  
TEAM MANAGEMENT CLIMATE DIAGNOSIS**

Instructions: Please fill in the following blanks by placing a check (✓) in the appropriate spaces. Responses to this survey will be summarized and recorded as a group. All individual responses will remain confidential.

1. Position:

Administration \_\_\_\_\_  
Instructional Staff \_\_\_\_\_  
Instructional Support Staff \_\_\_\_\_

2. Sex:

Female \_\_\_\_\_  
Male \_\_\_\_\_

3. Age Group:

20-29 \_\_\_\_\_  
30-39 \_\_\_\_\_  
40-49 \_\_\_\_\_  
50-59 \_\_\_\_\_  
60 and over \_\_\_\_\_

4. Total Years Experience in Education:

1-5 years \_\_\_\_\_  
6-10 years \_\_\_\_\_  
11-15 years \_\_\_\_\_  
16-20 years \_\_\_\_\_  
21-25 years \_\_\_\_\_  
25 and over \_\_\_\_\_

5. Total Years Experience in Business and Industry:

1-5 years \_\_\_\_\_  
6-10 years \_\_\_\_\_  
11-15 years \_\_\_\_\_  
16-20 years \_\_\_\_\_  
21-25 years \_\_\_\_\_  
25 and over \_\_\_\_\_

6. Highest Educational Level Attained:

High School or Equivalent \_\_\_\_\_  
Associate Degree \_\_\_\_\_  
Bachelor's Degree \_\_\_\_\_  
Master's Degree \_\_\_\_\_  
Doctorate \_\_\_\_\_

## TEAM MANAGEMENT CLIMATE DIAGNOSIS

Instructions:

Following are forty-five (45) statements which are relevant to the team management climate of an organization. Please read each statement carefully. Then decide the extent to which you agree with the statement as it applies to the situation in your organization. Indicate your choice by placing a check mark (✓) in the appropriate column to the right of each statement.

Note: The term management includes those individuals who are responsible for administration of the school and for supervising employees. The term employees includes those individuals who are not classified as administrators or supervisors, such as classroom instructors, counselors, curriculum specialists, and learning center staff.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1. New ideas are encouraged and are welcome within the organization.	( )	( )	( )	( )
2. Work procedures must be followed very closely.	( )	( )	( )	( )
3. Management often tries new methods and techniques.	( )	( )	( )	( )
4. A great deal of conformity to the status quo is expected.	( )	( )	( )	( )
5. People really enjoy trying to come up with better ways to do things.	( )	( )	( )	( )
6. It is safe to tell it like it is to supervisors.	( )	( )	( )	( )
7. Management makes a big secret about everything.	( )	( )	( )	( )
8. Important information seldom is released in time.	( )	( )	( )	( )
9. Communication from management is usually frank and honest.	( )	( )	( )	( )
10. Management is interested in listening to the opinions of employees.	( )	( )	( )	( )
11. The responsibility for controlling costs belongs to higher management.	( )	( )	( )	( )
12. Each employee has an important impact on costs and quality of instructional programs and/or support services.	( )	( )	( )	( )
13. There are many opportunities to improve quality of education within this organization.	( )	( )	( )	( )

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
14. Management is not interested in controlling costs.	( )	( )	( )	( )
15. Employees are truly interested in performing quality work.	( )	( )	( )	( )
16. Individuals within this organization frequently work together in teams or groups.	( )	( )	( )	( )
17. There is a lot of "class distinction" between levels of the organization.	( )	( )	( )	( )
18. Most decisions are made by higher management.	( )	( )	( )	( )
19. Information is shared with trust and confidence.	( )	( )	( )	( )
20. When making decisions, management often involves employees.	( )	( )	( )	( )
21. There is conflict between various departments, programs or areas within this organization.	( )	( )	( )	( )
22. People are friendly and helpful.	( )	( )	( )	( )
23. The relationship between management and employees is good.	( )	( )	( )	( )
24. Most established employees try to help newer employees get adjusted.	( )	( )	( )	( )
25. Individuals at all levels seem to work well together.	( )	( )	( )	( )
26. Work goals or standards of performance are clear and understandable.	( )	( )	( )	( )
27. Management seldom says what is expected of you.	( )	( )	( )	( )
28. Most work goals or standards are realistic and attainable.	( )	( )	( )	( )
29. Employees are seldom told how well they are doing on their job.	( )	( )	( )	( )
30. Evaluation of individual performance is fairly accurate.	( )	( )	( )	( )
31. The major means of motivation are reward and punishment.	( )	( )	( )	( )
32. Employees are recognized when they do good work.	( )	( )	( )	( )
33. Rewards are promised but seldom granted.	( )	( )	( )	( )

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
34. Management helps employees gain satisfaction from their work.	( )	( )	( )	( )
35. People are motivated to achieve above average performance.	( )	( )	( )	( )
36. Management is generally opposed to change.	( )	( )	( )	( )
37. Management accepts new ideas readily.	( )	( )	( )	( )
38. People prefer to do things the old way.	( )	( )	( )	( )
39. Most employees are eager and willing to try new methods.	( )	( )	( )	( )
40. Change is an accepted way of life.	( )	( )	( )	( )
41. When problems arise, people tend to deal with them emotionally.	( )	( )	( )	( )
42. It is easier to develop solutions than to find causes of a problem.	( )	( )	( )	( )
43. We can solve our operational problems more effectively when employees have input into problem solving.	( )	( )	( )	( )
44. Management uses fairly effective problem solving methods.	( )	( )	( )	( )
45. No one seems willing to take responsibility for making a decision.	( )	( )	( )	( )

APPENDIX C

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS  
SURVEY BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS  
AREA VO-TECH SCHOOL

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category Creative Climate	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
1. New ideas are encouraged and are welcome within the organization.	A	7	3	43	4	57						
	I	12	4	33	7	58	1	8				
	IS	7	5	71	2	29						
	<u>Total</u>	<u>26</u>	<u>12</u>	<u>46</u>	<u>13</u>	<u>50</u>	<u>1</u>	<u>4</u>				
2. Work procedures must be followed very closely.	A	7			5	71	2	29				
	I	12	7	58	4	33	1	8				
	IS	7	3	43	3	43	1	14				
	<u>Total</u>	<u>26</u>	<u>10</u>	<u>38</u>	<u>12</u>	<u>46</u>	<u>4</u>	<u>15</u>				
3. Management often tries new methods and techniques.	A	7			5	71	2	29				
	I	12	2	17	7	58	3	25				
	IS	7	5	71	1	14	1	14				
	<u>Total</u>	<u>26</u>	<u>7</u>	<u>27</u>	<u>13</u>	<u>50</u>	<u>6</u>	<u>23</u>				
4. A great deal of conformity to the status quo is expected.	A	7			4	57	3	43				
	I	12	1	8	8	67	3	25				
	IS	7	1	14	5	71	1	14				
	<u>Total</u>	<u>26</u>	<u>2</u>	<u>8</u>	<u>17</u>	<u>65</u>	<u>7</u>	<u>27</u>				
5. People really enjoy trying to come up with better ways to do things.	A	7	1	14	3	43	3	43				
	I	12	1	8	10	83	1	14				
	IS	7	2	29	4	57	1	14				
	<u>Total</u>	<u>26</u>	<u>4</u>	<u>15</u>	<u>17</u>	<u>65</u>	<u>5</u>	<u>19</u>				

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category Communication	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
6. It is safe to tell it like it is to supervisors.	A	7	1	14	2	29	4	57				
	I	12	5	42	4	33	3	25				
	IS	7	3	43	3	43	1	14				
	<u>Total</u>	<u>26</u>	<u>9</u>	<u>35</u>	<u>9</u>	<u>35</u>	<u>8</u>	<u>31</u>				
7. Management makes a big secret about everything.	A	7	4	57	3	43						
	I	12			5	42	3	25	4	33		
	IS	7			2	29	3	43	2	29		
	<u>Total</u>	<u>26</u>	<u>4</u>	<u>15</u>	<u>10</u>	<u>38</u>	<u>6</u>	<u>23</u>	<u>6</u>	<u>23</u>		
8. Important information is seldom released in time.	A	7			3	43	3	43	1	14		
	I	12	2	17	3	25	7	58				
	IS	7			2	29	2	29	3	43		
	<u>Total</u>	<u>26</u>	<u>2</u>	<u>8</u>	<u>8</u>	<u>31</u>	<u>12</u>	<u>46</u>	<u>4</u>	<u>15</u>		
9. Communication from management is usually frank and honest.	A	7	1	14	4	57	2	29				
	I	12	2	17	8	67	2	17				
	IS	7	4	57	3	43						
	<u>Total</u>	<u>26</u>	<u>7</u>	<u>27</u>	<u>15</u>	<u>58</u>	<u>4</u>	<u>15</u>				
10. Management is interested in listening to the opinions of employees.	A	7	2	29	3	43	1	14			1	14
	I	12	2	17	6	50	4	33				
	IS	7	6	86	1	14						
	<u>Total</u>	<u>26</u>	<u>10</u>	<u>38</u>	<u>10</u>	<u>38</u>	<u>5</u>	<u>19</u>				

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category Productivity Consciousness	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
11. The responsibility for controlling costs belong to higher management.	A	7			1	14	5	71	1	14		
	I	12	2	17	1	8	5	42	4	33		
	IS	7	1	14	1	14	5	71	1	14		
	<u>Total</u>	<u>26</u>	<u>3</u>	<u>12</u>	<u>2</u>	<u>8</u>	<u>15</u>	<u>58</u>	<u>6</u>	<u>23</u>		
12. Each employee has an important impact on costs and quality of instructional programs and/or support services.	A	7	1	14	3	43	3	43				
	I	12	7	58	4	33	1	8				
	IS	7	6	86	1	14						
	<u>Total</u>	<u>26</u>	<u>14</u>	<u>54</u>	<u>8</u>	<u>31</u>	<u>4</u>	<u>15</u>				
13. There are many opportuni- ties to improve quality of education within this organization.	A	7	2	29	4	57	1	14				
	I	12	3	25	5	42	4	33				
	IS	7	4	57	3	43						
	<u>Total</u>	<u>26</u>	<u>9</u>	<u>35</u>	<u>12</u>	<u>46</u>	<u>5</u>	<u>19</u>				
14. Management is not interested in controlling costs.	A	7					3	43	4	57		
	I	12			1	8	3	25	8	67		
	IS	7					6	86	1	14		
	<u>Total</u>	<u>26</u>			<u>1</u>	<u>4</u>	<u>12</u>	<u>46</u>	<u>13</u>	<u>50</u>		
15. Employees are truly interested in performing quality work.	A	7	1	14	4	57	2	29				
	I	12	5	42	5	42	2	17				
	IS	7	3	43	2	29	1	14	1	14		
	<u>Total</u>	<u>26</u>	<u>9</u>	<u>35</u>	<u>11</u>	<u>42</u>	<u>5</u>	<u>19</u>	<u>1</u>	<u>4</u>		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category Participative Climate	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
16. Individuals within this organization frequently work together in teams or groups.	A	7			5	71	2	29				
	I	12	3	25	5	42	3	25			1	8
	IS	7	1	14	5	71	1	14				
	<u>Total</u>	<u>26</u>	<u>4</u>	<u>15</u>	<u>15</u>	<u>58</u>	<u>6</u>	<u>23</u>			<u>1</u>	<u>4</u>
17. There is a lot of "class distinction" between levels of the organization.	A	7			2	29	4	57	1	14		
	I	12	2	17	4	33	4	33	1	8	1	8
	IS	7			4	57	2	29	1	14		
	<u>Total</u>	<u>26</u>	<u>2</u>	<u>8</u>	<u>10</u>	<u>38</u>	<u>10</u>	<u>38</u>	<u>3</u>	<u>12</u>	<u>1</u>	<u>4</u>
18. Most decisions are made by higher management.	A	7			2	29	5	71				
	I	12	2	17	7	58	2	17			1	8
	IS	7	2	29	3	43	2	29				
	<u>Total</u>	<u>26</u>	<u>4</u>	<u>15</u>	<u>12</u>	<u>46</u>	<u>9</u>	<u>35</u>			<u>1</u>	<u>4</u>
19. Information is shared with trust and confidence.	A	7	1	14	1	14	5	71				
	I	12	1	8	7	58	2	17	2	17		
	IS	7	3	43	3	43	1	14				
	<u>Total</u>	<u>26</u>	<u>5</u>	<u>19</u>	<u>11</u>	<u>42</u>	<u>8</u>	<u>31</u>	<u>2</u>	<u>8</u>		
20. When making decisions, management often involves employees.	A	7			5	71	2	29				
	I	12	1	8	8	67	2	17	1	8		
	IS	7	5	71	2	29						
	<u>Total</u>	<u>26</u>	<u>6</u>	<u>23</u>	<u>15</u>	<u>58</u>	<u>4</u>	<u>15</u>	<u>1</u>	<u>4</u>		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
21. There is conflict between various departments, programs or areas within this organization.	A	7	1	14	6	86						
	I	12	3	25	3	25	4	33	2	17		
	IS	7	1	14	6	86						
	Total	26	5	19	15	58	4	15	2	8		
22. People are friendly and helpful.	A	7	1	14	4	57	2	29				
	I	12	3	25	9	75						
	IS	7	4	57	3	43						
	Total	26	8	31	16	62	2	8				
23. The relationship between management and employees is good.	A	7	1	14	4	57	2	29				
	I	12	5	42	6	50	1	8				
	IS	7	5	71	1	14	1	14				
	Total	26	11	42	11	42	4	15				
24. Most established employees try to help newer employees get adjusted.	A	7	2	29	4	57	1	14				
	I	12	5	42	6	50	1	8				
	IS	7	3	43	4	57						
	Total	26	10	38	14	54	2	8				
25. Individuals at all levels seem to work well together.	A	7	1	14	5	71	1	14				
	I	12	4	33	6	50	2	17				
	IS	7	2	29	4	57	1	14				
	Total	26	7	27	15	58	4	15				

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category Goals and Standards	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
26. Work goals or standards of performance are clear and understandable.	A	7			2	29	4	57	1	14		
	I	12	3	25	6	50	3	25				
	IS	7			3	43	3	43			1	14
	<u>Total</u>	<u>26</u>	<u>3</u>	<u>12</u>	<u>11</u>	<u>42</u>	<u>10</u>	<u>38</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>4</u>
27. Management seldom says what is expected of you.	A	7			4	57	3	43				
	I	12			7	58	5	42				
	IS	7			2	29	4	57	1	14		
	<u>Total</u>	<u>26</u>			<u>13</u>	<u>50</u>	<u>12</u>	<u>46</u>	<u>1</u>	<u>4</u>		
28. Most work goals or standards are realistic and attainable.	A	7	1	14	5	71			1	14		
	I	12	2	17	9	75	1	8				
	IS	7	4	57	3	43						
	<u>Total</u>	<u>26</u>	<u>7</u>	<u>27</u>	<u>17</u>	<u>65</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>4</u>		
29. Employees are seldom told how well they are doing on their job.	A	7	1	14	3	43	2	29	1	14		
	I	12	2	17	6	50	4	33				
	IS	7			1	14	3	43	3	43		
	<u>Total</u>	<u>26</u>	<u>3</u>	<u>12</u>	<u>10</u>	<u>38</u>	<u>9</u>	<u>35</u>	<u>4</u>	<u>15</u>		
30. Evaluation of individual performance is fairly accurate.	A	7	1	14	3	43	1	14	1	14	1	14
	I	12	2	17	7	58	2	17	1	8		
	IS	7	2	29	5	71						
	<u>Total</u>	<u>26</u>	<u>5</u>	<u>19</u>	<u>15</u>	<u>58</u>	<u>3</u>	<u>12</u>	<u>2</u>	<u>8</u>	<u>1</u>	<u>4</u>

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category Motivation	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
31. The major means of motivation are reward and punishment.	A	7			2	29	4	57			1	14
	I	12			1	8	7	58	4	33		
	IS	7	1	14			3	43	3	43		
	<u>Total</u>	<u>26</u>	<u>1</u>	<u>14</u>	<u>3</u>	<u>12</u>	<u>14</u>	<u>54</u>	<u>7</u>	<u>27</u>	<u>1</u>	<u>4</u>
32. Employees are recognized when they do good work.	A	7	1	14	4	57	2	29				
	I	12	1	8	5	42	4	33	2	17		
	IS	7	4	57	3	43						
	<u>Total</u>	<u>26</u>	<u>6</u>	<u>23</u>	<u>12</u>	<u>46</u>	<u>6</u>	<u>23</u>	<u>2</u>	<u>8</u>		
33. Rewards are promised but seldom granted.	A	7			3	43	1	14	2	29	1	14
	I	12			1	8	8	67	3	25		
	IS	7					1	14	6	86		
	<u>Total</u>	<u>26</u>			<u>4</u>	<u>15</u>	<u>10</u>	<u>38</u>	<u>11</u>	<u>42</u>	<u>1</u>	<u>4</u>
34. Management helps employees gain satisfaction from their work.	A	7	1	14	3	43	3	43				
	I	12			7	58	4	33	1	8		
	IS	7	5	71	1	14	1	14				
	<u>Total</u>	<u>26</u>	<u>6</u>	<u>23</u>	<u>11</u>	<u>42</u>	<u>8</u>	<u>31</u>	<u>1</u>	<u>4</u>		
35. People are motivated to achieve above average performance.	A	7	1	14	4	57	2	29				
	I	12			8	67	3	25	1	8		
	IS	7	5	71			2	29				
	<u>Total</u>	<u>26</u>	<u>6</u>	<u>23</u>	<u>12</u>	<u>46</u>	<u>7</u>	<u>27</u>	<u>1</u>	<u>4</u>		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category Change	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
36. Management is generally opposed to change.	A	7			2	29	4	57	1	14		
	I	12	2	17	3	25	6	50	1	8		
	IS	7			1	14	4	57	2	29		
	<u>Total</u>	<u>26</u>	<u>2</u>	<u>8</u>	<u>6</u>	<u>23</u>	<u>14</u>	<u>54</u>	<u>4</u>	<u>15</u>		
37. Management accepts new ideas readily.	A	7	1	14	5	71	1	14				
	I	12	2	17	4	33	5	42	1	8		
	IS	7	4	57	2	29	1	14				
	<u>Total</u>	<u>26</u>	<u>7</u>	<u>27</u>	<u>11</u>	<u>42</u>	<u>7</u>	<u>27</u>	<u>1</u>	<u>4</u>		
38. People prefer to do things the old way.	A	7			5	71	2	29				
	I	12	2	17	7	58	3	25				
	IS	7	1	14	3	43	3	43				
	<u>Total</u>	<u>26</u>	<u>3</u>	<u>12</u>	<u>15</u>	<u>58</u>	<u>8</u>	<u>31</u>				
39. Most employees are eager and willing to try new methods.	A	7			3	43	4	57				
	I	12	1	8	4	33	7	58				
	IS	7	1	14	3	43	3	43				
	<u>Total</u>	<u>26</u>	<u>2</u>	<u>8</u>	<u>10</u>	<u>38</u>	<u>14</u>	<u>54</u>				
40. Change is an accepted way of life.	A	7			3	43	3	43	1	14		
	I	12	2	17	3	25	5	42	2	17		
	IS	7	2	29	1	14	4	57				
	<u>Total</u>	<u>26</u>	<u>4</u>	<u>15</u>	<u>7</u>	<u>27</u>	<u>12</u>	<u>46</u>	<u>3</u>	<u>12</u>		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT GREAT PLAINS AREA VO-TECH SCHOOL

Climate Category Problem Solving	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
41. When problems arise, people tend to deal with them emotionally.	A	7			5	71	1	14			1	14
	I	12	2	17	8	67	2	17				
	IS	7	1	14	4	57	1	14	1	14		
	Total	26	3	12	17	65	4	15	1	4	1	4
42. It is easier to develop solutions than to find causes of a problem.	A	7			3	43	4	57				
	I	12	2	17	4	33	4	33	2	17		
	IS	7	1	14	3	43	1	14	2	29		
	Total	26	3	12	10	38	9	35	4	15		
43. We can solve our operational problems more effectively when employees have input into problem solving.	A	7	1	14	5	71	1	14				
	I	12	7	58	5	42						
	IS	7	4	57	3	43						
	Total	26	12	46	13	50	1	4				
44. Management uses fairly effective problem solving methods.	A	7			6	86	1	14				
	I	12			8	67	3	25	1	8		
	IS	7	2	29	4	57	1	14				
	Total	26	2	8	18	69	5	19	1	4		
45. No one seems willing to take responsibility for making a decision.	A	7	1	14	1	14	3	43	1	14	1	14
	I	12	4	33	3	25	4	33	1	8		
	IS	7			1	14	2	29	4	57		
	Total	26	5	19	5	19	9	35	6	23	1	4

(All percentages rounded to nearest whole percent; totals do not always equal 100 percent.)

APPENDIX D

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS

SURVEY BY FREQUENCY COUNT AND PERCENTAGE

ACCORDING TO POSITION AT FRANCIS

TUTTLE VO-TECH CENTER

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category Creative Climate	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
1. New ideas are encouraged and are welcome within the organization.	A	7	8	100								
	I	12	19	76	5	20	1	4				
	IS	7	3	60	2	40						
	<u>Total</u>	<u>26</u>	<u>30</u>	<u>79</u>	<u>7</u>	<u>18</u>	<u>1</u>	<u>3</u>				
2. Work procedures must be followed very closely.	A	7			6	75	2	25				
	I	12	7	28	14	56	1	4	3	12		
	IS	7	1	20	4	80						
	<u>Total</u>	<u>26</u>	<u>8</u>	<u>21</u>	<u>24</u>	<u>63</u>	<u>3</u>	<u>8</u>	<u>3</u>	<u>8</u>		
3. Management often tries new methods and techniques.	A	7	5	63	3	38						
	I	12	14	56	8	32	3	12				
	IS	7	3	60	2	40						
	<u>Total</u>	<u>26</u>	<u>22</u>	<u>58</u>	<u>13</u>	<u>34</u>	<u>3</u>	<u>8</u>				
4. A great deal of conformity to the status quo is expected.	A	7	1	13			5	63	2	25		
	I	12	3	12	13	52	9	36				
	IS	7	1	20	3	60	1	20				
	<u>Total</u>	<u>26</u>	<u>5</u>	<u>13</u>	<u>16</u>	<u>42</u>	<u>15</u>	<u>39</u>	<u>2</u>	<u>5</u>		
5. People really enjoy trying to come up with better ways to do things.	A	7	5	63	3	38						
	I	12	13	52	7	28	5	20				
	IS	7	2	40	3	60						
	<u>Total</u>	<u>26</u>	<u>20</u>	<u>53</u>	<u>13</u>	<u>34</u>	<u>5</u>	<u>13</u>				

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category Communication	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
6. It is safe to tell it like it is to supervisors.	A	7	3	38	5	63						
	I	12	15	60	8	32			1	4	1	4
	IS	7	3	60	1	20	1	20				
	<u>Total</u>	<u>26</u>	<u>21</u>	<u>55</u>	<u>14</u>	<u>37</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>3</u>
7. Management makes a big secret about everything.	A	7					1	13	7	88		
	I	12			4	16	8	32	13	52		
	IS	7			1	20	3	60	1	20		
	<u>Total</u>	<u>26</u>			<u>5</u>	<u>13</u>	<u>12</u>	<u>32</u>	<u>21</u>	<u>55</u>		
8. Important information is seldom released in time.	A	7			2	25	3	38	3	38		
	I	12	1	4	6	24	9	36	9	36		
	IS	7			1	20	3	60	1	20		
	<u>Total</u>	<u>26</u>	<u>1</u>	<u>3</u>	<u>9</u>	<u>24</u>	<u>15</u>	<u>39</u>	<u>13</u>	<u>34</u>		
9. Communication from management is usually frank and honest.	A	7	7	88	1	13						
	I	12	13	52	9	36	2	8	1	4		
	IS	7	3	60	2	40						
	<u>Total</u>	<u>26</u>	<u>23</u>	<u>61</u>	<u>12</u>	<u>32</u>	<u>2</u>	<u>5</u>	<u>1</u>	<u>3</u>		
10. Management is interested in listening to the opinions of employees.	A	7	6	75	2	25						
	I	12	16	64	5	20	3	12	1	4		
	IS	7	1	20	4	80						
	<u>Total</u>	<u>26</u>	<u>23</u>	<u>61</u>	<u>11</u>	<u>29</u>	<u>3</u>	<u>8</u>	<u>1</u>	<u>3</u>		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category Productivity Consciousness	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
11. The responsibility for controlling costs belong to higher management.	A	7	2	25	1	13	2	25	3	38		
	I	12	3	12	5	20	9	36	8	32		
	IS	7			3	60			2	40		
	Total	26	5	13	9	24	11	29	13	34		
12. Each employee has an important impact on costs and quality of instructional programs and/or support services.	A	7	6	75	2	25						
	I	12	15	60	10	40						
	IS	7	3	60	2	40						
	Total	26	24	63	14	37						
13. There are many opportunities to improve quality of education within this organization.	A	7	5	63	3	38						
	I	12	17	68	8	32						
	IS	7	3	60	2	40						
	Total	26	25	66	13	34						
14. Management is not interested in controlling costs.	A	7					3	38	5	63		
	I	12			1	4	8	32	16	64		
	IS	7					2	40	3	60		
	Total	26			1	3	13	34	24	63		
15. Employees are truly interested in performing quality work.	A	7	7	88	1	13						
	I	12	18	72	5	20	2	8				
	IS	7	2	40	3	60						
	Total	26	27	71	9	24	2	5				

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
16. Individuals within this organization frequently work together in teams or groups.	A	7	6	75	2	25						
	I	12	17	68	7	28	1	4				
	IS	7	5	100								
	<u>Total</u>	<u>26</u>	<u>28</u>	<u>74</u>	<u>9</u>	<u>24</u>	<u>1</u>	<u>3</u>				
17. There is a lot of "class distinction" between levels of the organization.	A	7			4	50	3	38	1	13		
	I	12	4	16	5	20	5	20	11	44		
	IS	7	2	16	10	26	10	26	12	32		
	<u>Total</u>	<u>26</u>										
18. Most decisions are made by higher management.	A	7	1	13	3	38	3	38	1	13		
	I	12	4	16	13	52	7	28	1	4		
	IS	7	1	20	2	40	2	40				
	<u>Total</u>	<u>26</u>	<u>6</u>	<u>16</u>	<u>18</u>	<u>47</u>	<u>12</u>	<u>32</u>	<u>2</u>	<u>5</u>		
19. Information is shared with trust and confidence.	A	7	3	38	5	63						
	I	12	9	36	14	56			2	8		
	IS	7	2	40	3	60						
	<u>Total</u>	<u>26</u>	<u>14</u>	<u>37</u>	<u>22</u>	<u>58</u>			<u>2</u>	<u>5</u>		
20. When making decisions, management often involves employees.	A	7	6	75	2	25						
	I	12	11	44	11	44	2	8	1	4		
	IS	7	3	60	1	20	1	20				
	<u>Total</u>	<u>26</u>	<u>20</u>	<u>53</u>	<u>14</u>	<u>37</u>	<u>3</u>	<u>8</u>	<u>1</u>	<u>3</u>		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category Interpersonal Climate	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
21. There is conflict between various departments, programs or areas within this organization.	A	7			3	38	3	38	2	25		
	I	12	3	12	7	28	4	16	11	44		
	IS	7	1	20	4	80						
	Total	26	4	11	10	26	11	29	13	34		
22. People are friendly and helpful.	A	7	8	100								
	I	12	21	84	2	8	2	8				
	IS	7	3	60	2	40						
	Total	26	32	84	4	11	2	5				
23. The relationship between management and employees is good.	A	7	5	63	3	38						
	I	12	16	64	6	24	2	8	1	4		
	IS	7	2	40	3	60						
	Total	26	23	61	12	32	2	5	1	3		
24. Most established employees try to help newer employees get adjusted.	A	7	5	63	3	38						
	I	12	14	56	9	36	1	4	1	4		
	IS	7	4	80	1	20						
	Total	26	23	61	13	34	1	3	1	3		
25. Individuals at all levels seem to work well together.	A	7	6	75	2	25						
	I	12	14	56	9	36	1	4	1	4		
	IS	7	3	60	2	40						
	Total	26	23	61	13	34	1	3	1	3		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category Goals and Standards	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
26. Work goals or standards of performance are clear and understandable.	A	7	4	50	4	50						
	I	12	14	56	9	36	1	4	1	4		
	IS	7	2	40	3	60						
	Total	26	20	53	16	42	1	3	1	3		
27. Management seldom says what is expected of you.	A	7	1	13	1	13	5	63	1	13		
	I	12	2	8	4	16	10	40	9	36		
	IS	7					3	60	2	40		
	Total	26	3	8	5	13	18	47	12	32		
28. Most work goals or standards are realistic and attainable.	A	7	5	63	3	38						
	I	12	10	40	9	36	4	16	2	8		
	IS	7	3	60	2	40						
	Total	26	18	47	14	37	4	11	2	5		
29. Employees are seldom told how well they are doing on their job.	A	7	1	13	2	25	2	25	3	38		
	I	12	2	8	4	16	14	56	5	20		
	IS	7			1	20	2	40	2	40		
	Total	26	3	8	7	18	18	47	10	26		
30. Evaluation of individual performance is fairly accurate.	A	7	2	25	6	75						
	I	12	9	36	12	48	2	8	2	8		
	IS	7	2	40	3	60						
	Total	26	13	34	21	55	2	5	2	5		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category Motivation	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
31. The major means of motivation are reward and punishment.	A	8					6	75	2	25		
	I	25			5	20	12	48	8	32		
	IS	5			1	20	3	60	1	20		
	<u>Total</u>	<u>38</u>			<u>6</u>	<u>16</u>	<u>21</u>	<u>55</u>	<u>11</u>	<u>29</u>		
32. Employees are recognized when they do good work.	A	8	4	50	2	25	2	25				
	I	25	13	52	8	32	3	12	1	4		
	IS	5	1	20	3	60	1	20				
	<u>Total</u>	<u>38</u>	<u>18</u>	<u>47</u>	<u>13</u>	<u>34</u>	<u>6</u>	<u>16</u>	<u>1</u>	<u>3</u>		
33. Rewards are promised but seldom granted.	A	8					3	38	5	63		
	I	25			4	16	8	32	13	52		
	IS	5					4	80	1	20		
	<u>Total</u>	<u>38</u>			<u>4</u>	<u>11</u>	<u>15</u>	<u>39</u>	<u>19</u>	<u>50</u>		
34. Management helps employees gain satisfaction from their work.	A	8	3	38	4	50	1	13				
	I	25	7	28	13	52	5	20				
	IS	5	1	20	1	20	3	60				
	<u>Total</u>	<u>38</u>	<u>11</u>	<u>29</u>	<u>18</u>	<u>47</u>	<u>9</u>	<u>24</u>				
35. People are motivated to achieve above average performance.	A	8	5	63	3	38						
	I	25	15	60	7	28	2	8	1	4		
	IS	5	1	20	2	40	2	40				
	<u>Total</u>	<u>38</u>	<u>21</u>	<u>55</u>	<u>12</u>	<u>32</u>	<u>4</u>	<u>11</u>	<u>1</u>	<u>3</u>		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category Change	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
36. Management is generally opposed to change.	A	7	1	13			2	25	5	63		
	I	12	1	4	3	12	7	28	14	56		
	IS	7	1	20			2	40	2	40		
	Total	26	3	8	3	8	11	29	21	55		
37. Management accepts new ideas readily.	A	7	4	50	4	50						
	I	12	12	48	9	36	3	12	1	4		
	IS	7	3	60			2	40				
	Total	26	19	50	13	34	5	13	1	3		
38. People prefer to do things the old way.	A	7			2	25	5	63	1	13		
	I	12	4	16	5	20	10	40	6	24		
	IS	7					5	100				
	Total	26	4	11	7	18	20	53	7	18		
39. Most employees are eager and willing to try new methods.	A	7	3	38	5	63						
	I	12	7	28	12	48	5	20	1	4		
	IS	7	3	60	2	40						
	Total	26	13	34	19	50	5	13	1	3		
40. Change is an accepted way of life.	A	7	3	38	5	63						
	I	12	8	32	12	48	4	16	1	4		
	IS	7			5	100						
	Total	26	11	29	22	58	4	11	1	3		

RESULTS OF TEAM MANAGEMENT CLIMATE DIAGNOSIS SURVEYS BY FREQUENCY COUNT AND PERCENTAGE  
ACCORDING TO POSITION AT FRANCIS TUTTLE VO-TECH CENTER

Climate Category Problem Solving	Position	N	SA		SWA		SWD		SD		No Answer	
			f	%	f	%	f	%	f	%	f	%
41. When problems arise, people tend to deal with them emotionally.	A	7			2	25	5	63	1	13		
	I	12	2	8	7	28	9	36	7	28		
	IS	7			3	60	2	40				
	Total	26	2	5	12	32	16	42	8	21		
42. It is easier to develop solutions than to find causes of a problem.	A	7			5	63	3	38				
	I	12	4	16	7	28	7	28	7	28		
	IS	7			3	60	1	20	1	20		
	Total	26	4	11	15	39	11	29	8	21		
43. We can solve our operational problems more effectively when employees have input into problem solving.	A	7	6	75	2	25						
	I	12	16	64	9	36						
	IS	7	4	80	1	20						
	Total	26	26	68	12	32						
44. Management uses fairly effective problem solving methods.	A	7	6	75	2	25						
	I	12	10	40	12	48	2	8	1	4		
	IS	7	2	40	3	60						
	Total	26	18	47	17	45	2	5	1	3		
45. No one seems willing to take responsibility for making a decision.	A	7	1	13	1	13	1	13	5	63		
	I	12	1	4	3	12	4	16	17	68		
	IS	7					2	40	3	60		
	Total	26	2	5	4	11	7	18	25	66		

(All percentages rounded to nearest whole percent; totals do not always equal 100 percent.)

VITA 2

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Master of Science

Thesis: AN ANALYSIS OF TEAM MANAGEMENT PRACTICES IN AREA VOCATIONAL AND TECHNICAL SCHOOLS

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