MICHIGAN STATE
U N I V E R S I T Y

Educational Management by Objectives for Botswana
Focus on Teacher Education

By Martha Tyler John

INTRODUCTION

Management by Objectives (MBO) is a management technique that has been used for several years. It is based on the premise that organisations function efficiently when objectives have been well defined and progress is measured in terms of accomplishing those objectives. Albrecht (1978), calls it a philosophy. Drucker says, "Management by objectives and self-control may properly be called a philosophy of management". (Drucker, Peter F., 1973, p. 442). MBO is a management philosophy wherein objectives are spelled out with care.

The idea of stating objectives is not new. In education some twenty years ago, an emphasis was placed on behavioral objectives - that is, spelling out in behavioral terms what the learner was expected to do. This is, at one level, managing by objectives, but the notion of managing an educational system by objectives, and interrelating what business has learned with the needs of the educational system has not really been fully explored. In Botswana, where rapid growth in the educational system is occurring, educational management by objectives can be profitably used. Here there is a need to maximize long-term returns based on the wise allocation of resources and this is the central theme of the MBO philosophy. So the idea of examining educational goals and setting up a management system that deals with the several facets of education is a valid one.

Many books have been written about the MBO system. Paradigms, schemes and charts have been produced in sufficient number to confuse even the most energetic reader.

To provide an aid to interested readers and show how MBO can be applied to education this paper gives a brief summary of MBO ideas. A general transfer to education will then be examined, and, finally a specific example of one fact of the educational system will be expanded and developed in detail.

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There are alternative steps and sub-steps suggested by business, but most agree that first it is necessary to assess the environment. Any business operates in an identifiable location and is operated by a specified population. These variables must be carefully considered before any decisions can be made.

The second step in MBO involves determining and clarifying goals or broad objectives. Realistic, workable goals are difficult to set. If they are to be reasonable goals, it will be necessary to consider a manageable time frame for meeting these goals. Short term goals may not present sufficient challenge; while long term ones may seem too hard to achieve for the immediacy oriented person. Some balance must be achieved if the total system is to be workable. Some "give" must also be built into the action oriented objectives. Since goals are futuristic and the future contains inevitable uncertainty, it requires careful thought to set meaningful goals for both the short and long term goals.

The third variable in the MBO system is the development of priorities. "It is important to recognize within a business that there is a hierarchy of objectives" (Humble, John W., 1968, p. 33). The system of priorities that is worked out must be based on the objectives and the participants in the business as well as the manager's choice.

Fourth it is necessary to develop a strategic plan for improving performance. This will involve a consideration of alternative solutions to the prioritized list of objectives. Resources, materials and personnel are all part of this decision making phase. To arrive at the best possible solution, it is necessary to take into account all reasonable alternatives. This involves weighing the pros and cons of each alternative before deciding on what appears to be the right solution in the given circumstances" (Conventry, W.F., 1977, p. 148). It means perhaps making concessions and compromises to come up with a workable solution.

A tactical plan must be worked out as a fifth step. Now that the priorities have been agreed upon, and the best alternative for dealing with the hierarchy has been chosen, the operational plan must be developed. Who shall be responsible for what jobs? What system for allocating resources can be used? A tactical plan is designed to carry out the strategic

objectives and plans must deal with both the long range
situation and the immediate future.

Sixth a unit plan must be designed in which departments
develop functional objectives and plan specific human resource
allocation. The unit plan will also take into consideration
the motivational strategies to be used and some measurement
of progress toward the specific objectives.

Lastly a careful system of evaluation of personnel performance
and of product must be described, and a system of rewards
needs to be planned. This should consider honest promotion
and equal opportunity for training and a free communication
of the skills needed for each task. "Skills and competencies
we must have, and continually develop in abundance"
(Christopher, William F., 1980, p. 289). These skills should
be communicated clearly, and the opportunity to train for
advancement should be available to all. Such a policy will
keep morale and production at a high level.
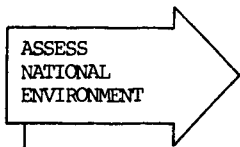
EDUCATIONAL MANAGEMENT

The MBO approach is worth examining, but we are concerned with
education, particularly with education in Botswana. So an
adaptation from business to education is required. The
following scheme shows a brief example of the transfer
steps, and the remainder of the paper elaborates on
particulars in the Educational Management By Objectives plan.
The final portion of the paper will develop details about
the Operational Cycle.

STEP BY STEP TRANSFER

The MBO sequence will now be transferred to educational
management for Botswana and a step-by-step application
described.

I.   Assessing the Environment - Assessment of the educa-
        tional environment in Africa is a difficult task.
        There are some general environmental conditions that
        apply to a number of countries on the African
        Continent. Then there are some conditions that are
        unique to Botswana.

        In the general category, one author says, "And Africa
        as it is now, the Africa we have to live in, includes
        the home and the school, the hoe and the tractor, the

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ASSESS NATIONAL ENVIRONMENT

DETERMINE EDUCATIONAL OBJECTIVES & PRIORITIES

DEVELOP STRATEGIC PLAN

DEVELOP TACTICAL PLAN
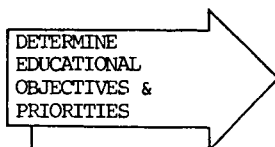
National Objectives & Priorities

National Resources

trained personnel

land

facilities

finances

Examine Present System

Assess Expectations

Identify Long Term Goals

Determine Time Frame for Activity

Specify Evaluation Criteria & Procedures
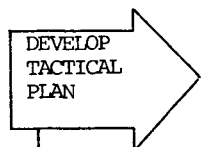
Identify Short Term Goals

Identify Resources

Set Deadlines

Specify Responsibility

DEVELOP UNIT PLAN

Specify Individual Objectives

Set Performance Criteria

Develop Learning Cycle

A DEPARTMENTAL AND FUNCTIONAL OBJECTIVES

B PERSONNEL OBJECTIVES

C LAUNCH PLAN

D PROVIDE FOR CONTROL (SUPERVISION)

E HAVE ACTION REVIEW

EDUCATIONAL MANAGEMENT BY OBJECTIVES

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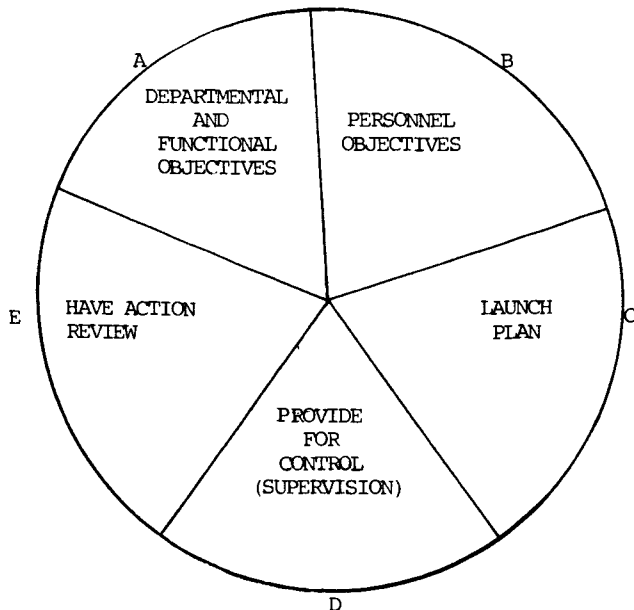
medical doctor and the witch doctor, science and
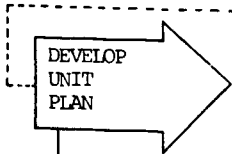magic, African clothes and European clothes, donkeys
and motor cars, men who carry spears and men who
carry ball point pens, women who till the soil and
women who teach in school or work in shops and
offices, strong tribal loyalties and weakened tribal
influence" (Castle, E.B.m 1965, p. 14). That Africa
is a changing continent seems clear. New Africa
reaches for the future; old Africa possesses and
cherishes the past. New and old meet in the present
and hold the key to the betterment of life for the
people of Africa. Surely, respect for both old and
new is needed if this is accomplished. The educational
system in Botswana is faced with the task of reconcil-
ing old and new values in a changing society.

In speaking of the problems some businesses have en-
countered in dealing with the changing African en-
vironment, Onyemelukwe says, "Any management system
which seeks ... to isolate and individualize or on
the other hand refuses to allow into the work place
the traditional feelings of people is bound to have a
disintegrating and destructive effect" (Onyemelukwe,
1973, p. 123). He is saying that business ventures
must concern themselves with an assessment of the
human environment, and surely education must, as well.
He says that a new concept is required, and it is the
community concept. "The community concept of business
sees the business organization as a community to which
the individual belongs, not just as one with a fixed
legal contract, but as a member by choice. This
community is built on close interpersonal relation-
ships and groups interractions welded by a feeling of
security and harmony on the part of all members"
(Onyemelukwe, 1973, p. 123). This concept of community
endeavors to acknowledge individual worth in the social
setting. The same concept applied to the school might
bring about changes. The student here would be viewed
as a valued part of the learning community. Each
student would be needed for his contributions to group
learning, and each student would feel secure in his
participatory role in the learning environment. If the
traditional feelings of people are not allowed in the
learning community, will scholarship and learning be
viewed as having a "disintegrating and destructive
effect?"

Unique environmental conditions for Botswana are
addressed in Education for Kagisano (1977). In this

report we find evidence that the population is widely
scattered, that the Botswana educational system cannot
support specialized courses in branches where only a
few specialists are needed, that population growth has
been rapid and that family mobility is increasing. All
these factors dealing with the human environment are
of importance in educational planning and management.
Then, too, certain spatial factors may have a direct
bearing upon education. For example, "... Botswana
depends to a great extent upon expatriate teachers
from neighboring countries, and major changes in the
political climate could affect the flow of teachers"
(Report of the National Commission on Education, 1977,
p. 18). Several problems that are not directly educa-
tional, but could have an influence on the quality of
education provided in Botswana are also mentioned.
Several needs are stressed.

1. Adequately trained teachers are needed.

2. Relevance in curricular materials is necessary.

3. Use of sound logical thought processes stressed
    in materials (e.g. from known to unknown).

4. Need for basic skills training.

5. Adequate buildings and furnishings are needed.

6. Central curriculum development unit in an ex-
    panded Ministry of Education is needed.

7. Equal education for all students both urban and
    rural is needed.

8. On-site training needs to be further developed.

This is a brief summary of the assessment done by the
commission. It should lead directly to a development
of goals and objectives statements.

II. Determining and Clarifying Goals or Broad Objectives
     - In order for an educational management by objectives
     to flourish, there must be some agreed upon state-
     ment of goals from which specific objectives can later
     be derived. In Education for Kagisano, (1977),
     chapter 2 deals with just such a statement of major
     goals for Botswana, and states that, "The principal
     aim of education is individual development" (Report

of the National Commission on Education, 1977, p. 23).
For the benefit of the individual, and the country of
Botswana as well, the threads of democracy, develop-
ment, self-reliance and unity are interwoven to produce
the fabric of Kagisano. Botswana is fortunate to have
major goals clearly described. This is the first
step in building an effective management system.
However, a most important step remains. Koontz says
"... that only in recent years have more alert managers
come to realize that if objectives are to be actionable,
they must be clear and verifiable to those who pursue
them" (Koontz, 1979, p. 125). He says that, "Patient
and thorough explanation of the entire programme, what
it is, how it works, why it is being done, and how
everyone can benefit from it must be available to every
person involved" (Koontz, 1976, p. 128). So a workable
set of goals and objectives must be understood by all
participants. In fact, the workers should help develop
the objectives that apply to their specific level.
Wide-spread participation, explanations of objectives
and training in how to begin to work toward their
achievement is the needed step that follows the clear
statement of goals and objectives.

There are several standard questions that can be asked
about goals and broad objectives. The answers to these
questions will help to determine the adequacy of the
goals.

1. How well are these educational goals understood
    throughout the educational system?

2. How directly can the goals be related to the work
    of individuals, groups, departments?

3. To what extent do the goals recognize the present
    situation and move forward from this realistic
    starting point?

4. To what extent do the goals fit the environment
    and the opportunities available in that environ-
    ment?

5. Are the goals actionable?

6. Are the goals consistent?

7. Are the goals achievable either in the near or
    semi-distant future?

8. Can progress toward the stated goals be measured?

III. **Development of Priorities**

When one decides on priorities, he is separating the
really important issues and problems from the un-
important or less important issues. He knows how to
focus on "what really counts" and tends to it first.
In deciding on priorities two options for organising
the list are available. One option is that the first
priority is the one that is most important - of
greatest significance in the overall scheme of things.
Such a list will go from most significant to least
significant objective. An alternative to this is a
priority list in which the first item is the one that
must be done before considering others, even though
some objective farther down the list may be the most
important one.

Priorities for reaching the national goals for Botswana
are suggested in the Report of the Commission (1977)
referred to earlier. The most important priority
according to the Commission is the improvement of
primary education. A number of recommendations are
made by the commission regarding age of pupil entry,
location of schools, priorities in capital spending
and curricular relevance or practicality. Of course,
in order to deal with the most important objectives,
the improvement of primary education, the improvement
of instruction must be considered. This takes us to
the first numerical priority - the improvement of
primary teacher education, since it follows logically
that teachers who are well prepared in turn given good
instruction and finally improve primary education.

The secondary educational program is also considered in
detail, and special content areas, examinations and
school sizes all come under the careful scrutiny of the
Commission. The Commission suggest: that at this level
of education, as well as at the primary level, the im-
provement of the system depends heavily upon improved
instruction which is, of course, largely the res-
ponsibility of the teacher.

IV   **Develop A Strategic Plan**

In developing a strategic plan, alternative methods of
fulfilling objectives are considered. One possibility
or alternative for improving education in Botswana
would be the production of excellent teachers. If
quality teachers are required, how might they be
obtained? Can they be imported? Many expatriates

now serve in such roles. Should this practice be continued as a long term policy? Probably not. Then can really good teachers be trained here in Botswana? Many are being trained at the Teacher Training Colleges and a number at the University. Will this training produce quality teachers, and the quantity needed? Some measure of quality are available, and the Commission does, in fact, consider this topic and the problem of quantity in detail in chapter 6, "Teachers and Their Training" (Report of the National Commission on Education, 1977).
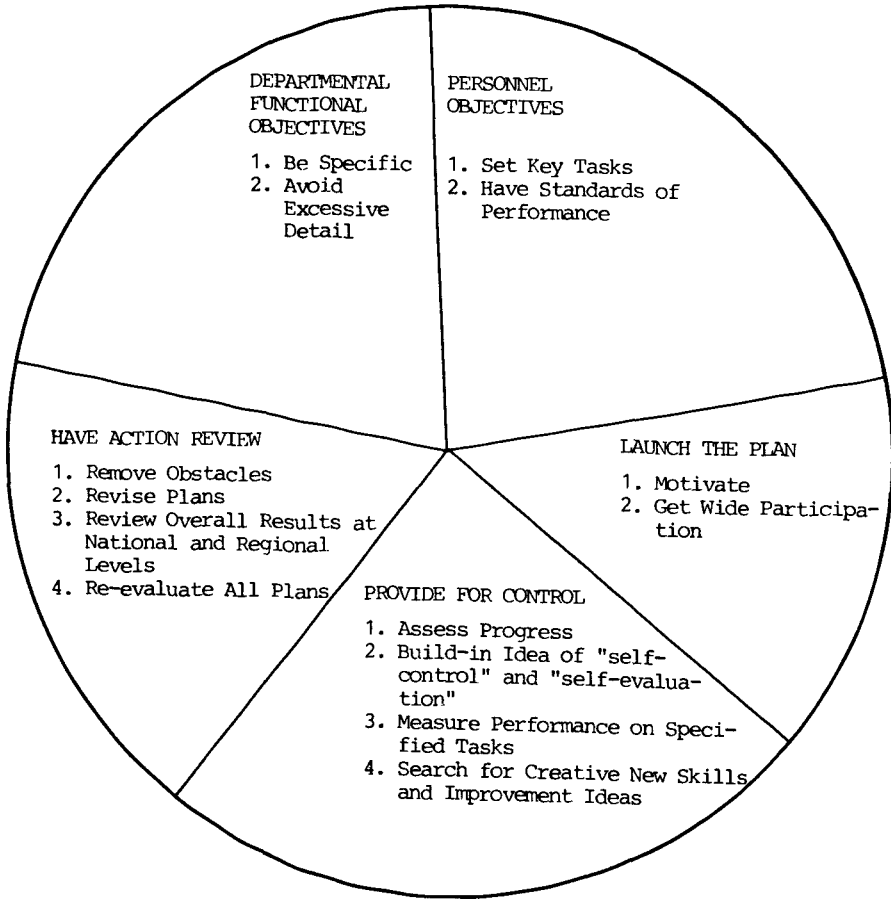
Materials production that are relevant to the culture would be another alternative to improving primary education. This is expensive, and then most printed materials must be fed through the teacher. Once again we are dealing with quality teaching. There are programs using high media input and step-by-step instruction that could possibly be adapted for use in Botswana. Frequently these are almost completely individualized and require little teacher intervention. Media is expensive, however, and needs careful storage and maintenance. Such an alternative does not seem very realistic for any primary school.

The development of quality teachers in sufficient quantity to staff the primary schools would seem to be the logical first step in improving education in Botswana. The development and assessment of the quality teacher will be the focus of the final portion of this paper.

V.   Tactical Plan

The tactical plan deals with the apportioning of responsibility to meet the objectives on the prioritized list. It also deals with the allocation of resources. "The Ministry of Local Government and Lands has responsibility for overseeing the operation of the autonomous local councils, which provide the buildings, furniture and supplies for primary schools. The Ministry of Education is responsibile for professional education matters and for the operation of the Unified Teaching Service". (Report of the National Commission on Education, 1977, p. 190). Of course, both ministries must work closely with the Ministry of Finance. One of the prime responsibilities of these Ministries must be the preparation of teachers. The provision of materials and resources that enables such

FIGURE 2

DEPARTMENTAL
FUNCTIONAL
OBJECTIVES

1. Be Specific
2. Avoid
   Excessive
   Detail

PERSONNEL
OBJECTIVES

1. Set Key Tasks
2. Have Standards of
   Performance

HAVE ACTION REVIEW

1. Remove Obstacles
2. Revise Plans
3. Review Overall Results at
   National and Regional
   Levels
4. Re-evaluate All Plans

LAUNCH THE PLAN

1. Motivate
2. Get Wide Participa-
   tion

PROVIDE FOR CONTROL

1. Assess Progress
2. Build-in Idea of "self-
   control" and "self-evalua-
   tion"
3. Measure Performance on Speci-
   fied Tasks
4. Search for Creative New Skills
   and Improvement Ideas

OPERATIONAL CYCLE

preparation, must be considered and assigned simultaneously. The actual planning for the preparation of quality teachers is placed, in part, on the University where secondary school teachers are educated and on the Teacher Training Colleges where primary teachers are instructed. An in-service education program also operates to up-grade and provide teachers with refresher experiences.

VI.   Unit Plan

It is at the unit level where specific tasks can be assigned and assessed. The institutions responsible for teacher education have been noted. These institutions then assume the responsibility of defining objectives and priorities and evaluation systems within the unit.

OPERATIONAL CYCLE

The management by objectives system as it has been adapted to education has been shown in Figure 1. The operational cycle is shown there in abbreviated form and is expanded here to provide details on each cell in the cycle. The paper will now elaborate on each cell at length to explain the working ideas involved in using an EMBO System.

A.   Departmental and Functional Objectives

Let us now consider step-by-step the Operational Cycle in producing "good" or quality teachers. At the first level, objectives for the respective teacher training institutions should be developed by the persons who will be directly involved in carrying out the objectives. In developing the objectives for the college or university, it is well to keep in mind three questions as the objectives are being written:

1.   What do we do now?

2.   What do we intend to become?

3.   How are we going to get there?
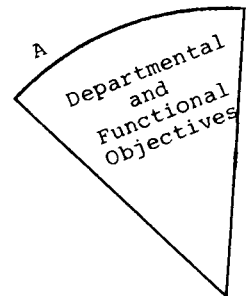
Once the goals or objectives have been delineated, a
more definitive statement of objectives should be
developed for each course or module of instruction.
These should be given in action terms. For example,
in a class or module dealing with learning theory, some
of the objectives could be stated as follows:

-    Given information about several learning
     theorists, the student will select one individual
     or one theory and write a paper (4-5 pages) about
     this person or theory and their contribution to
     educational practice.

-    Given background information and five learning
     centers dealing with learning style, the student
     will participate in an exercise to determine his
     own best learning style.

All the courses, modules, or workshops that are pro-
vided for students who are teacher trainees should be
given with an eye to producing quality teachers.

B.   Personnel Objectives

During the second phase of the
Operational Cycle it is
necessary to specify, as
carefully as possible, the
tasks to be performed by the
personnel involved in the
program and also to state
the standards of perfor-
mance. The tasks and
related standards of per-
formance will be chosen so
the teachers will achieve
desired levels of competence
and become "good" teachers.

Criteria for determining good,
or quality, teachers have been
established in many ways. For
example, guidelines for the
"good" teacher have been set forth
in Education for Kagisano (1977).
However, general guidelines will not suffice; a care-
ful analysis of tasks is needed. A discussion of some
of the tasks a "good" teacher performs is given later
in this section.

A

B

Departmental
and
Functional
Objectives

Personnel
Objectives

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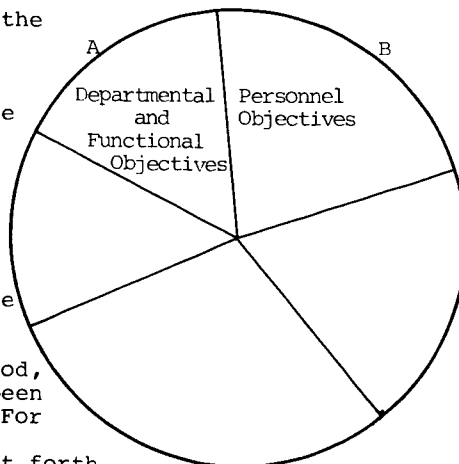
After tasks have been specified, standards of
performance should be developed and shared with the
participants. Examples of performance criteria and
methods of measuring performance are given in Section
D, Provide for Control.

Certain tasks must be performed in teaching, and,
"So we should, first of all, ask ourselves what areas
of performance we must consider in thinking about
certain goals" (Christopher, William F., 1980, p. 61).
What areas of performance must be considered in pro-
ducing a quality teacher? Perhaps we might borrow
some answers from business once again. The reader can
substitute the phrase "outstanding teacher" for
successful business man" in the following quotation.
"The successful business man (outstanding teacher) is
a problems solver. He has empirical knowledge of
each problem area. He knows his organization. He has
the authority to act. He is positive and confident
in manner. He likes to solve problems. He has solved
lots of them. He's good at it. He acts. How well
his actions resolve all problems depends on his com-
petence ......" (Christopher, William F., 1980, p. 99).
The outstanding teacher is a problem solver who
thoroughly enjoys encountering problems in the learning
environment. Castle (1965) says that the good teacher
should have a good character, remain a life long
student, know his world, have special interests, know
his pupils, know his subject and be adaptable and
courageous. Hamachek (1969) says a good teacher must
be, "...... a good person. Simple and true. A good
teacher rather likes life, is reasonably at peace with
himself, has a sense of humor, and enjoys other
people" (Hamachek, D.E., 1969, p. 341). He also says
that the single word used most often to describe good
teachers is the word "flexible". In any country
where the educational system is expanding rapidly the
teacher will need to be adaptable. She may be faced
with seemingly impossible conditions - a poor building
that is blistering hot in summer and too cold in
winter - not enough light, no storage cupboards, books
eaten by bugs or spoiled by mildew or perhaps few
books at all.

Such conditions may prevail anywhere and the teacher
must fight back rather than run away. She will need to
be adaptable and positive. Surely in Botswana flexibi-
lity and adaptability are essential traits.

All of the ideas of the "good teacher" are useful, but
more is needed. What will this teacher do? What
behaviors are needed to promote the best learning con-
ditions? In short what competencies must the good
teacher have? Further, how might these competencies
be developed in an instructional system? No one would
argue that all teacher trainees will need subject or
content expertise (i.e. they know geography, history,
science, etc.). There are, however, some skills or
competencies that all teachers have in common. These
can be described and serve as a base for an educational
program. It seems clear that the competencies needed
cannot reasonably be expected to appear following one
brief introduction, and should, then be introduced,
systematically developed, and finally reinforced. Con-
cepts that are to result in competencies for teaching
can be provided in courses or modular units in such a
pattern.

The student is expected to demonstrate competency in
each of the following general areas of knowledge. The
competencies will be introduced, systematically taught
and reinforced through courses in which the student
will participate. Nine general areas of knowledge are
listed - not as separate subject variables, but as
modules of instruction from which the student would
develop the competencies specified.

CHART OF EDUCATIONAL COMPETENCIES

I.   General Area of Knowledge:

EDUCATION AS A PROFESSION

Competency:

The student will demonstrate knowledge of the history
of education, and of philosophical and cultural in-
fluences. He will examine the particular educational
goals of Botswana, and the relationship of the school
and the teacher to these goals. He will be able to
give examples of other professions and compare the
educational profession to at least two other profe-
ssions.

Introduction	Systematic Teaching	Reinforcement
Introduction to Education	Education and Society	Curriculum Studies National Development

II.   General Area of Knowledge:

HUMAN DEVELOPMENT

Competency:

The student will demonstrate knowledge of physical, cognitive social and emotional growth in human beings.

Introduction	Systematic Teaching	Reinforcement
Introduction to Psychology	Human Development	Psychology of Learning Curriculum Studies. Theory and Practice (Practical Teaching Methods).

III.   General Area of Knowledge:

PLANNING FOR INSTRUCTION

Competency:

The student will demonstrate knowledge of theories and write lesson plans, sample unit plans, contracts, learning pockets and write specific, behavioral objectives, the learning experiences that follow and the evaluation strategy that will assess the objective attainment.

Introduction	Systematic Teaching	Reinforcement
Introduction to Education	Theory and Practice (Practical Teaching Methods).	Curriculum Studies

IV. General Area of Knowledge:

CREATING A LEARNING ENVIRONMENT

Competency:

The student will demonstrate adaptability by suggesting specific improvements (e.g. deprived learning environments and affluent learning environments). He will show concern for individual students and provide goal oriented materials for the students. He will serve as a model by demonstrating that he himself is a continuing learner.

Introduction	Systematic Teaching	Reinforcement
Introduction to Education Introduction to Psychology	Theory and Practice (Practical Teaching Methods) Curriculum Studies	Psychology of Learning Research Methodology

V. General Area of Knowledge:

PROVIDING FOR DIFFERENT LEARNING MODES

Competency:

The student will demonstrate the use of an overhead projector, copier machines, a 16 mm film projector and other visual aids equipment. He will show how book and non-book materials can be used to enhance a learning experience, and will organize a real display and plan a picture collection for a specific content area.

Introduction	Systematic Teaching	Reinforcement
Theory and Practice (Practical Teaching Methods).	Educational Resources and Communication	Curriculum Studies Psychology of Learning Teaching Practice

VI.   General Area of Knowledge

METHODOLOGY AND STYLE

Competency:

The student will demonstrate the ability to develop motivators, assess continuous progress and provide final year end assessment, design and redesign objectives and provide learning stimulation for all students in the class with adaptations for exceptional students. He will demonstrate the ability to use good question sequences in class discussion and will show precision in articulating ideas.

Introduction	Systematic Teaching	Reinforcement
Introduction to Education	Theory and Practice (Practical Teaching Methods). Curriculum Studies	Teaching Practice

VII.   General Area of Knowledge:

CLASSROOM MANAGEMENT AND CONTROL

Competency:

The student will explore the areas of motivation and behavior management and the relationship between these concepts. Reinforcement techniques and a variety of grouping strategies for maximizing learning will be

examined. The student will demonstrate the ability to identify problem behavior and some possible causes of it. He will role-play parent teacher conferences.

Introduction	Systematic Teaching	Reinforcement
Introduction to Education Introduction to Pscychology Theory and Practice (Practical Teaching Methods)	Classroom Management	Curriculum Studies Psychology of Learning

VIII. General Area of Knowledge:

SOCIAL SKILLS AND SOCIAL RESPONSIBILITY

Competency:

The student will show warmth as a person, enthusiasm and sincerity of purpose. He will demonstrate a knowledge of social problems and will show how to use simulation techniques to discuss the issues. He will work with different sizes of groups and will demonstrate respect for traditions and local culture. He will involve himself in some facet of community life.

Introduction	Systematic Teaching	Reinforcement
Education and Society	Theory and Practice (Practical Teaching Methods).	Curriculum Studies National Development

IX.   General Area of Knowledge:

ANALYTICAL SKILLS

Competency:

The student will demonstrate the ability to make tests
and to critically analyze existing (manufactured)
examinations. He will develop sufficient statistical
knowledge to determine individual student and class
placement on standardized measures. He will develop a
research design in which variables are controlled, and
will propose a means of studying this particular
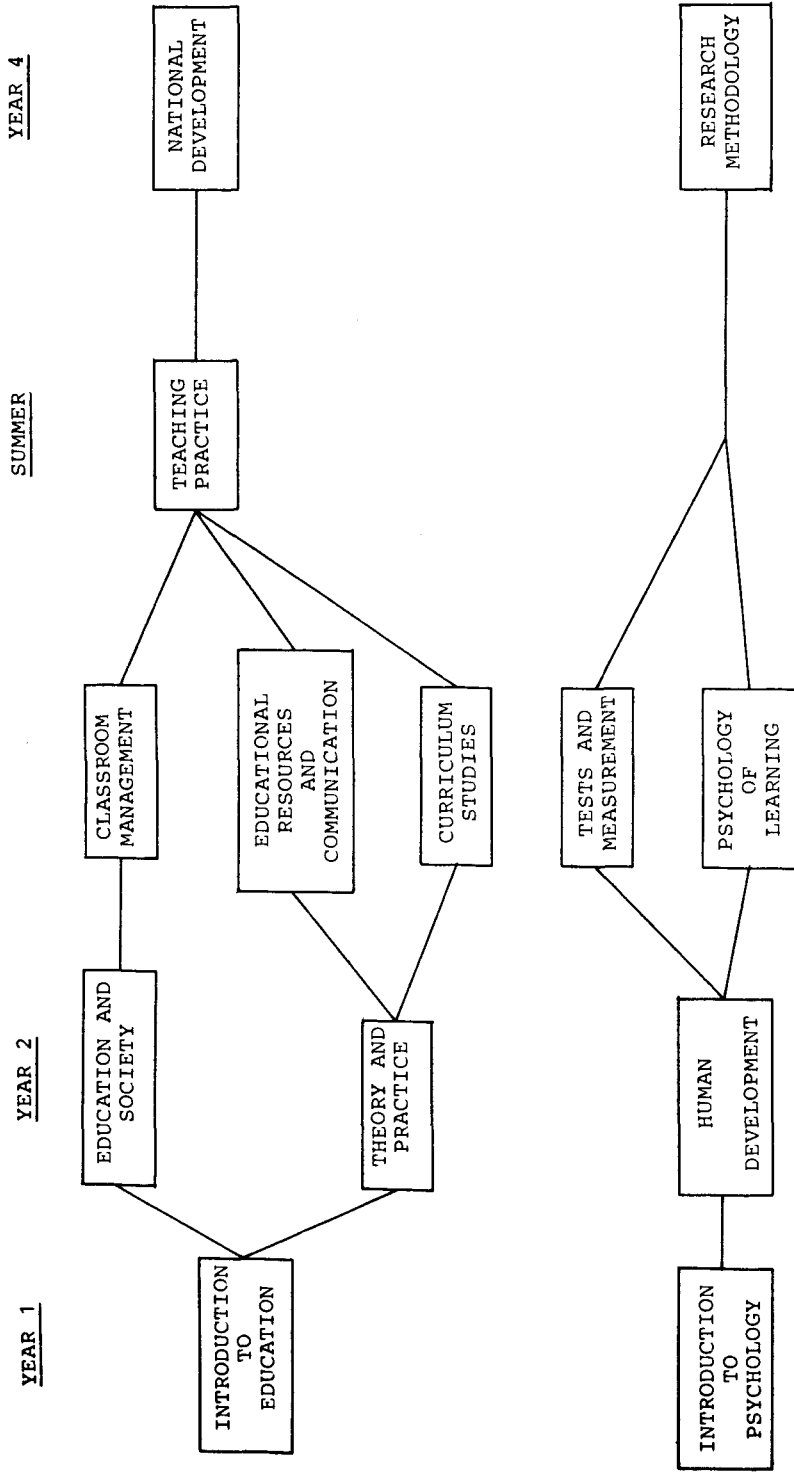interest of his when he is a professional teacher.

Introduction	Systematic Teaching	Reinforcement
Introduction to Education Human Development	Tests & Measurement	Curriculum Studies Research Methodology

A sequence of courses that provide training in the desired
competencies is shown in the following flow chart, Figure 3.
The courses that are suggested are not necessarily taught at
present in Botswana, nor do the titles that are used need to
be considered the only possibilities. They simply indicate
general courses that might be used for developing the com-
petencies listed.

The sequence described will not remain static. As plans
progress, as objectives are achieved, as the situation changes
and as new problems and opportunities are confronted, the
personnel objectives section may undergo changes also.

For teachers who already serve, and are in need of additional
training, an individual study of needs would be required and
could be made by a committee consisting of a head-teacher or
principal, the teacher himself, and perhaps an objective
third party who could check competencies and suggest
reasonable remedial assistance.

FIGURE 3

| YEAR 1 | YEAR 2 | SUMMER | YEAR 4 |

NATIONAL DEVELOPMENT

TEACHING PRACTICE

RESEARCH METHODOLOGY

CLASSROOM MANAGEMENT

EDUCATIONAL RESOURCES AND COMMUNICATION

CURRICULUM STUDIES

TESTS AND MEASUREMENT

PSYCHOLOGY OF LEARNING

EDUCATION AND SOCIETY

THEORY AND PRACTICE

HUMAN DEVELOPMENT

INTRODUCTION TO EDUCATION

INTRODUCTION TO PSYCHOLOGY

TEACHER EDUCATION COURSE SEQUENCE

C. **Launch the Plan**

At this point in the Opera-
tional Cycle the faculty
and students alike need
to be involved in initiat-
int the plan and in build-
ing enthusiasm for it.
To provide motivation
for faculty several
points should be
stressed.

1. Keep the job
    challenging.

2. Promotion should be
    based on experience
    and training.

3. The administration should
    be approachable.

4. A free flow of information should be maitained.

5. Recognition for achievement (meeting the goals
    and objectives of the group) should be given
    sincerely by immediate supervisors.

These points do not differ greatly for students in-
volved in a definitive training program, but the
terms do vary slightly. For example,

1. Keep the classwork challenging.

2. Grades should be fairly and objectively assigned.

3. Faculty should be approachable.

4. Care should be taken to make the objectives and
    general procedures in the training program clear
    to all.

5. Provide recognition for achievement, and prompt
    feedback.

A

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Departmental
and
Functional
Objectives

Personnel
Objectives

B

Launch
Plan
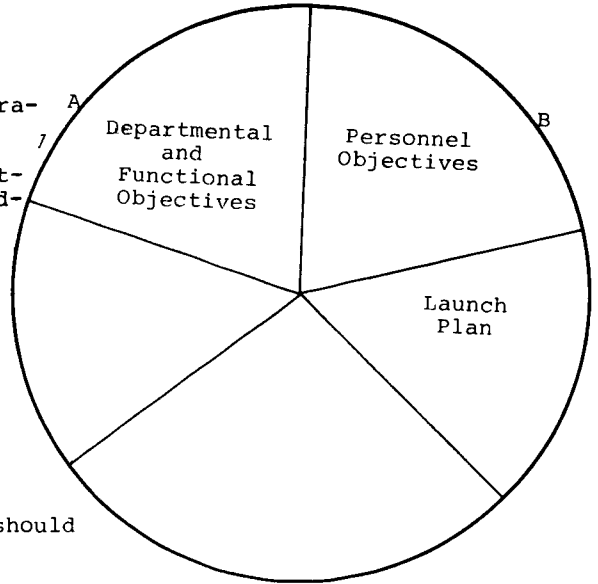
The idea is that the teacher trainees need to be in-
volved in the excitement of becoming a quality teacher.
"Motivation is not administered externally; it is the
result of needs within us that cause us to act as we
do" (Christopher, William F., 1980, p. 11).

While it may be true that needs within us cause us
to behave in certain ways, there are some general
motivational principles that are externally controlled.
People in general are motivated to perform well if
they have some range of choice in the work assignment.
People generally need some understanding of advance-
ment policies, salary structure, and competencies
needed for the range of positions available in their
profession. Briefing sessions and work/study sessions
for clarifying these areas that affect motivation are
beneficial.

D.   Provide for Control

The four essential steps needed
to provide for control are:

1.   Assess progress.

2.   Build-in the idea of "self-
      control" and "self-evalua-
      tion".

3.   Measure performance on
      specified tasks.

4.   Search for creative new
      skills and improvement ideas.

The central theme is assessing pro-
gress, and when working with adults
the idea of self-assessment is an
important one. To do this adequately
it is necessary to measure performance
on specific tasks or competencies.
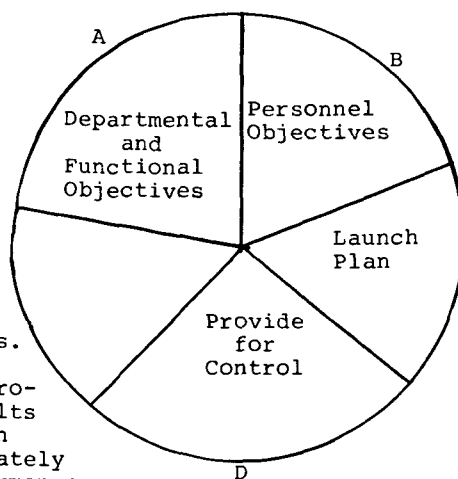
An example of one strategy for doing this is presented
on the following pages. It is assumed that the teacher
trainee has received instruction in the specified area
(Social Skills and Social Responsibility). He is then
given the Evaluation System hand-out (shown on the next
page) and is asked to select three items under
Knowledge and three under Performance on which he wishes
to be judged. He can select more than three, but a
minimum of three is needed for competency.

No letter grades (A, B, C, etc.) or numerical grades are used in assessing competency. If the student demonstrates to the satisfaction of the trainers that he has achieved the required number of competencies, he is certified as a teacher. Similar measurements would need to be developed for each competency at various teacher training levels in Botswana.

Evaluation System

Module VIII

Social Skills and Social Responsibility

COMPETENCY: A. Definition

The student has demonstrated that he/she can define social
problems and that he/she can involve students in problem
definition

KNOWLEDGE: (a minimum of 3 needed for competency).

_____   can identify three social problem areas (e.g.
               problems involving prejudice, cultural differences,
               moral and/or legal issues).

_____   can define the problem in a particular story or
               situation.

_____   can suggest resources that develop social problems
               that can be used with students.

_____   can identify three experts who provide simulation
               techniques for dealing with social problems with
               students.

PERFORMANCE: (a minimum of 3 needed for competency).

_____   has developed a lesson plan for presenting a
               social problem situation to students using one
               simulation method referred to above.

_____   has required problem review related to story
               used (e.g. "What has been happening here?").

_____   has required extension of problem and beginning
               involvement (e.g. "What will happen now?").

_____   has provided for students to explore the indivi-
               dual characters in the social problem situation
               (e.g. "What is Masego doing? What is he like?").

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_____ has required each student to develop and define
one character in futuristic terms (e.g. "Masego
will probably ...."）.

Social Skills and Social Responsibilities

                                    B. Involvement
                                       (Expressional of
                                       Feelings)

It is possible to represent one's feelings in different
ways. Some people express themselves in music and some in
poetry or story telling. Still others produce items like
paintings, carvings, weaving, basketry which allow them to
express themselves creatively in a medium that has meaning to
them.

COMPETENCY:

The student has demonstrated that he/she can express her/his own feelings and that he/she can elicit an expression of feelings from the students in the classroom using a variety of methods

KNOWLEDGE: (a minimum of 3 needed for competency).

_____ can identify and describe three situations in which
he had three distinct feelings (e.g. anger, hate,
love, sympathy).

_____ can identify four media for expression of feelings
(see above paragraph description for example).

_____ can cite specific examples of cerative products.

_____ can discuss the medium he plans to use to express
his feelings creatively.

_____ can explain three strategies to which he can ex-
pose the students and defend his selection of
these processes for exploring social problems
and feelings.

PERFORMANCE: (a minimum of 3 needed for competency).

_____ has explored a "feelings" vocabulary with
students.

_____ has produced an original product that expresses
his feelings about a topic.

_____ has developed three models that will elicit the expression of feelings from the students (e.g. poem examples, drawings, working models, thought questions or craft production instructions).

_____ has conducted one class in which a model of the teacher's creative involvement was presented to the students.

_____ has collected a sample of students creative efforts that deal with feelings.

Social Skills and Social Responsibility

c. Community Involvement

The school and the community are closely related. Each is part of the other. The traditions and environment in which the school exists are important sources of experience for the students who attend the school.

COMPETENCY:

> The student has demonstrated that he/she can work with different groups in the classroom. The student will take part in some Community Activity that is important to the people there.

KNOWLEDGE: (a minimum of 3 needed for competency).

_____ can identify three classroom situations where group work could be used effectively.

_____ can identify four sources of information about community activities.

_____ can specify two local cultural events that are of importance to the people in the community.

_____ can design a group activity for a specific lesson.

_____ can give hypothetical schedule plans for participation in community or school activities (extra curricular).

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PERFORMANCE: (a minimum of 3 needed for competency).

_____ has worked with **2** different sizes of groups in 2 different class situations.

_____ has contacted one community agency for class contribution.

_____ has taken part in one community event (or some event in a community related institution - e.g. church, scouts, local theatre, sports event).

_____ had developed and carried out three lessons in which community concerns and/or influence can be specifically shown.

_____ has collected a sample of community advertising that describes possible activities in the local or national area.

E. **Have Action Review**

An assessment of the success of
the teacher training project
is made during this phase of
the Operational Cycle. To
study both short and long term
benefits of the project it
would be desirable to collect
information from graduates at
intervals of one, two, five,
and ten years after graduation.

Part of the follow-up survey can
be sent to the graduate him-
self. This would inquire about
the adequacy of the training
program in meeting the practical,
day-to-day teaching needs of the
teacher. It might also examine the
amount of advanced training that had been
sought.

Another portion of the follow-up might go to head-teachers,
inspectors, and administrators to determine the effect-
iveness of teachers who had participated in the com-
petency based program. By using several kinds of feed-
back the job of revising the program could be under-
taken. Improvements would be based on needs as
stressed by teachers and supervisors.

After changes are made in the program, the whole process
begins again. This continuous process of development,
evaluation, and improvement is needed to keep teaching
vibrant and well in Botswana.

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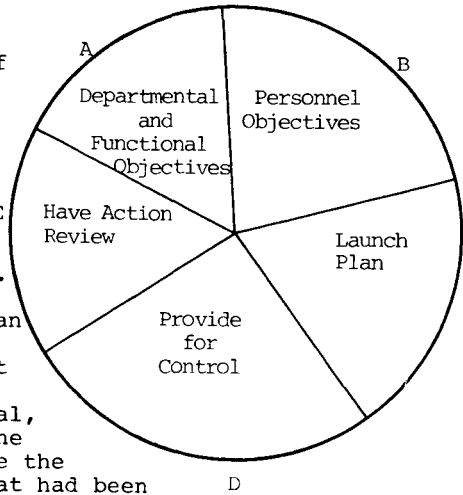
SUMMARY

Management by objectives in education as well as in business
surely has much to recommend it. In either situation it
requires much personnel involvement in designing and carrying
out the agreed upon objectives. But teaching has ever
required much involvement if it is created a challenging learning
environment. This statement by Rabindranath Tagore is in-
scribed on a plaque hung in the hall-way of the Central
Institute for Teacher Training in New Delhi, India, sums up
the real goal of teaching and the need for on-going learning,
as well. The sign reads:

> A teacher can never truly teach unless he is still
> learning himself. A lamp can never light another
> lamp unless it continues to burn its own flame. The
> teacher who has come to the end of his subject, who
> has no living traffic with his knowledge, but merely
> repeats his lessons to his students, can only is, but
> must inspire. If inspiration dies out, and the in-
> formation only accumulates, then truth loses its
> infinity. The greater part of our learning in the
> schools has been waste, because for most of our
> teachers their subjects are like dead specimens of
> once living things, with which they have a learned
> acquaintance, but no communication of life and love.

Surely educators in Botswana sincerely desire to help the
children and youth of this country to learn and continue to
learn. That is the hope of the future for Botswana.

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