Developing a motivational plan essay sample

Psychology, Motivation

A key component in a school's success is motivating stakeholders (faculty, staff, students, etc.). Motivating all stakeholders (i. e. employees) is an issue organizations (such as schools) place great emphasis when discussing the success of their organization. School leaders realize they need to infuse their staff with motivation in order to shift the workforce in the direction of a more progressive and responsive environment. In order to develop a plan to motivate their employees, school leaders find themselves pondering and researching ideas related to motivation.

Over time many of them come to the realization that they must answer questions specific questions if they are to develop a plan that works: A few of the questions they might ask are: (i) How to provide a motivational plan, which includes incentives inclusive of both traditional elements (money) and nontraditional elements? (ii) What would the nontraditional elements include? (iii) How to keep faculty and staff focused on the plan and provide them the means they need in order to make the plan successful? (iv)What effect will the plan have on the work environment/atmosphere of the school? In order to foster success, school leaders realize that school systems need motivation plans that motivate via providing incentives that are desired.

They need a plan that keep stakeholders (faculty, staff, students, parents, community, etc.) involved in the process and yields increased value to the organization's success. In order to increase the success of her school, the author of this essay set out to identify and describe the motivational plan in her school. This paper identifies the plan by addressing the motivational theories could be utilized to develop a motivation plan for faculty, staff and

students in her school. She begins by identifying and explaining motivational theories and how they apply to her school setting. Motivational Theories

The author begins by stating that the motivational theory that is best suited to create a motivation plan for the faculty, staff and students in her school is the Goal-setting-Theory. The goal setting theory is comprised of techniques utilized to increase incentives for workers to complete work effectively and quickly. This theory leads to better performance by raising motivation, staff efforts as well as increase and improve quality feedback (MSG, 2013). The author believes that the Goal Setting Theory is most applicable to her school setting because it fosters the belief that specific intentions expressed by an individual and made into goals determine the achievement a staff places on his/her tasks, which then fosters levels of desirability needed to attain said goal(s).

The author state the Goal-Setting Theory of motivation fosters his belief that plans expressed as goals, can be an important source of work motivation. In other words the higher the worker's self-efficacy as it relate to a specific task, they are more likely than not to set higher goals, and the more determination they will show in achieving them. (Goals Setting Theory, n. d.). Goals that are accepted by others result in more success and productivity. Allowing faculty, staff and students to actively participate in determining what is done and allowing them the opportunity to help set their own goals is a very powerful inducement (motivator). The Goal Setting theory makes employees feel much more involved in their services and tasks.

The belief is the employee (staff) begins to feel inclusiveness (a part of). They are not a number or machine that does the same thing from one day to the next, fostering a unique and creative feature in the environment in which employees interact. The Goal Setting Theory foster's and instills increased feelings of self-worth. These feeling keeps the employee motivated. The faculty, staff and students know that they had a hand in determining the " what" and " how" they achieve their responsibilities. This shifts the onus (obligations, responsibilities) more to them and away from the organization, which employs them. This Goal Setting Theory is the framework from which the authors' motivational plan is based upon. In combination with the Goal Setting theory, the motivational plan is grounded in part upon the author's own experiences as well as guidelines extracted from an

outlined motivational plan provided by the school. Below is a general outline of the plan: Motivational Plan Components

Motivation plans are extremely important for the success of any organization. There are very specific components that are essential to move organizations towards success. The author has identified components that are major components needed in the plan for her school. Key components of the motivational plan needed for her for her school are beliefs, mission statement, goals/objectives, parameter and tactics. The author feels like each component is greatly affects student/school success. Each component acts as a guide to help the stakeholders (teachers, students, etc.) understands and knows what they are working towards.

Each component serves to create greater understanding and inclusion of the meaning of movement towards educational success. Although stakeholders may set personal goals, it's important that there are group plans and/or goals so that stakeholders (teachers, other staff, students, parents, businesses, community, etc.) can work together to achieve them and be more motivated. Hundreds of studies reflect that employees who are given specific goals (even if difficult) perform better than those who are given easy, nonspecific goals, or no goals at all (Lunenberg, 2011). Components of the Motivational Plan

The first component identified by the author for her motivational plan is a section for " Beliefs". Beliefs are the creed by which the school functions. They are statements of faith. An example of a belief statement developed by the author is: " High quality education yields responsible citizens and vital communities." The next component, listed is the " Mission" statement. The mission is the framework of the plan. It guides the actions of the school. It basically spells out the complete goal, providing a path, and guides decision-making. It is the context from which the school strategies are formed. It's the goal for what the school wants to do. An example of the " Mission statement is: The mission of the school district is to create a path to lifetime success where students grow and thrive to their fullest potential through an environment that fosters respect, an engaging, challenging, learning experiences guided by passionate, highly qualified educators in partnership with communities and families.

The next section is the section that contains " Objectives". Objectives are statements, which briefly describes concrete actions that will be taken based on the mission and beliefs. An example of an objective coined by the author is: " Each student will achieve personal excellence by discovering and developing potential based on talents and unique needs. The next component enlisted in the author's motivational plan is " Parameters". Parameters are special considerations and factors the author think are important to work within to attain the objectives.

An example of a parameter utilized by the author is: " Decisions will be made based upon what is best for students." The last section or component enlisted on the author's motivational plan is the section titled " Tactics". This section reflect strategies the school will implement to attain the mission and objectives. An example is: " The staff will implement innovative, engaging, rigorous learning experiences that will enhance learning beyond traditional academics .

In conclusion motivated teachers, students and other staff are key elements in the success of student learning. Leaders must identify factors that motivate their employees. Teachers must identify strategies that motivate students. Stakeholders need to come together and discuss their ideas and answer questions in order to develop a feasible motivational plan. They must come together and identify and select those components that are important for the attainment of their goal. It is through this process that stakeholders can foster and increase student learning.

References

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