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Motivating the School's Teaching Staff: Methodology for Building a Management Model

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Abstract

The article addresses the issue of managing professional motivation among teaching staff in general educational institutions. In the Russian education system, this issue has long been recognized and addressed; however, its contemporary relevance is intensified by the necessity of comprehensively solving two groups of tasks: further improving the quality of general education and ensuring the stability of the teaching workforce. The subject of the study is the theoretical and methodological justification of a model for managing the professional motivation and job satisfaction of teaching staff. The foundational principles for constructing the model are the systemic, process-based, socio-axiological, professionally-environmental, competency-based, scenario-based, and person-centered psychological approaches. The paper demonstrates that the management model implies the alignment of procedures and tools for managing professional motivation with organizational processes aimed at enhancing the effectiveness of professional activity and ensuring professional motivation. To this end, special management mechanisms are proposed. These mechanisms are oriented toward identifying existing and current motivational orientations of teaching staff; revising the determining space of professional motivation that influences the value-meaning structure of teachers' professional readiness; and forming a scenario repertoire for organizing professional motivation within the context of tasks aimed at enhancing the effectiveness of collective, group, and individual activities.

Keywords: model of managing professional motivation, model justification, processes of managing professional motivation, management mechanisms, requirements to model implementation.

1. Introduction

Currently, the general education sector is facing a situation in which, against the backdrop of an increasing threat of staff shortages, the dependence of education quality on teachers'

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professional motivation is becoming increasingly evident. Undoubtedly, motivational support for teaching staff has always been a significant resource for enhancing the effectiveness of professional activity. However, today it acquires special importance not only due to rising demands for education quality but also due to the necessity of ensuring workforce stability in general education. This seemingly obvious and trivial dependency raises a number of acute and controversial issues that require special consideration. Among the primary issues is the problem of theoretical and methodological justification of a model for managing professional motivation and job satisfaction of teaching staff in their professional activities (hereinafter referred to as the management model) – as a set of goal-functional, content-related, and methodological guidelines necessary for organizing relevant work with the teaching staff.

Let us focus on the established practices of managing teachers' professional motivation. Previous research has shown that the mechanisms of the motivation management system do not always correspond to the realities of school practice (Kurbatov, 2016; Kuchina, 2015); regulatory frameworks for effective teacher motivation and its objective assessment are still in the process of formation (Yakovlev, 2016; Krasnoshlykova, Prikhod'ko, 2016); and in many schools, the necessary strategies and tools have not yet been defined (Bakulin, 2015; Volga, 2014, etc.). Under these conditions, many leaders of educational institutions face difficulties requiring thorough analysis of the conditions, processes, and mechanisms of teacher motivation. As a result, teachers often find it difficult to understand on the basis of which indicators and how exactly certain incentive measures are formed. Unsurprisingly, within the teaching community, questions regarding normative stimulation, expansion of its evaluation criteria, development of objective control tools, and more flexible management instruments are increasingly raised and discussed.

This indicates that professional motivation and teachers' satisfaction with their professional activities have not yet become clearly defined objects of management and development.

2. Methodology

The methodology of the study is aimed at justifying a model for managing professional motivation. The essence of the matter lies primarily in identifying the main processes of managing professional motivation and the adequate mechanisms for them within the context of tasks related to collective, group, and individual activities of teaching staff. The problem is addressed through the integration of theoretical and methodological approaches (systemic, process-based, competency-based, etc.) combined with the principles of conceptual modeling and methods of value-meaning specification and decomposition of complex systems.

3. Discussion

In general terms, the essence of employee motivation (whether pedagogical or otherwise) can be reduced to a structural dependency of the state of professional readiness on the stimulation of professional activity:

$$MoW = Rpro - P Apro,$$

where

MoW – employee motivation, *Rpro* – employee's professional readiness, *P Apro* – stimulation of professional activity.

Stimulation is commonly understood as a process of external influence on an individual, group, or collective aimed at increasing their work activity to achieve organizational goals (Sistema..., 2016, etc.). The structural dependency (*Rpro* – *P Apro*) is fundamental for constructing a management model, as it allows simplifying the task of managing professional motivation to such an extent that the model retains key management elements while permitting qualitative analysis and clear interpretation of the results of planning, organizing, regulating, and monitoring professional motivation. Thus, the question arises regarding the necessity of generalizing this structural dependency within the management model, taking into account the main management processes and mechanisms. For the model-building to serve as a reliable foundation for managing professional motivation, it must be theoretically and methodologically substantiated. Only under such conditions can we expect that the practice of managing teachers' professional motivation will meet the requirements of completeness, rationality, and consistency.

Certain steps in this direction have already been taken. Several studies have thoroughly analyzed specific aspects of managing professional motivation: the dependence of motivation dynamics in professional activity on teachers' work experience (Gorbushina, 2019); pedagogical

support for managerial activities of educational leaders in motivating teachers' work behavior (Bakuradze, 2015); creating conditions for enhancing teachers' professional motivation through innovative activities (Korovina, 1999; Volchok, 2006) and through professional development (Arutyunyan, 2012), among others. Nevertheless, these and similar studies do not actually address the issue of modeling management in the essential holistic manner, leaving aside the solution of the following tasks:

- determining the theoretical and methodological approaches to model construction;
- identifying the structure and content of the process of managing teachers' professional motivation as the foundational basis for model development;
- establishing key requirements for the functioning of the model as a framework for the successful organization of professional motivation.

Obviously, the development of a management model urgently requires the application of the systemic approach as a theoretical and methodological foundation. The systemic approach allows representing the management of professional motivation as a set of elementary components (elements) through the interaction of three subsystems: management subsystem (management functions, management procedures, tools for stimulating professional activity); controlled subsystem (motives of teaching staff's professional activity, conditions of professional activity); informational subsystem (normative requirements for the controlling subsystem, normative requirements for the controlled subsystem, direct and feedback loops, stimulation regulations, reporting information).

The interaction of these subsystems enables the construction of a system hierarchy with vertical connections, while interactions within each subsystem establish horizontal connections among its structure and functions. Examples of such systems can be found in numerous works on systems analysis (Peregudov, Tarasenko, 1989; Gorlushkina, 2016, etc.).

However, such a description predominantly employs a methodology of schematization (principles and algorithms of decomposition, techniques of reduction) whereby the entire management system is reproduced as a basic principle of subsystem interaction. Schematization represents the system within a strictly defined logic, highlighting its most significant characteristics according to that principle. The emphasis on isolating subsystems and their elementary fragments (components), with a focus on rigid subordination of parts to the whole, leads to the system losing its flexibility and its ability to adapt to motivational tasks under changing conditions.

Clearly, modeling such a complex and multifaceted system requires the involvement of various theoretical and methodological approaches, each of which specifically influences the development of strategy, tasks, and processes for managing teachers' professional motivation.

What approaches are being referred to in this context?

Transitioning to a comprehensive model necessarily involves defining the characteristics of the object being modeled and, consequently, of the model itself. Managing professional motivation is not a one-time act or isolated action. It is a process extended in time, implying a structural differentiation of relationships and activities among the involved individuals into distinct aspects, key elements, and their interconnections.

The management model describes professional motivation management in invariant characteristics, based on conditions for enhancing the effectiveness of teaching staff's professional activity. The developed model is primarily oriented toward demonstrating the main processes of organizing professional motivation and the actions carried out within each process. At the same time, it is essential to consider the interaction of social and professional-pedagogical values, indicators of education quality, characteristics and indicators of pedagogical competencies, and other factors - all of which permeate the functional subsystems of the model and directly influence teachers' professional motivation and satisfaction with their professional activities.

The content, logic, and overall characteristics of the work required to develop the planned model are described by the methodology of the process-based approach, and the model itself belongs to the class of process models (Grishko, Seraya, 2018; Sharp, McDermott, 2001, etc.). It is precisely this type of model that we are dealing with when discussing procedures, forms, and tools for managing professional motivation.

By a process-based model of managing professional motivation of teaching staff, we mean a systematic representation of the tasks, content, and interrelations of such management processes, along with the mechanisms employed for their practical implementation.

To substantiate such a model, approaches must be applied that reveal the requirements for education quality, the content of pedagogical competencies, value priorities in professional activity, the determining influence of various factors on teachers' job satisfaction, and the specifics of stimulating professional activity. Therefore, in solving modeling tasks, alongside the systemic (Blauberg, 1997; Flood, Jackson, 1991) and process-based (Grishko, Seraya, 2018) approaches, attention should also be paid to the socio-axiological (Kolesov i dr., 2018; Maksimova, 2002; Maslov, Maslova, 2013), professionally-environmental (Shemyatikhina, 2008), competency-based (Kozlova, Golovatenko, 2007; Yalalov, 2008), scenario-based (Bradley, 2001; Hodgson, 2001; Popov, 2001, etc.), and person-centered psychological (Krauskopf, Saunders, 1994; Lyaudis, 1998) approaches, within whose coordinates the model being developed must be appropriately supplemented and clarified.

How should one approach the problem of defining the structure and content of the management model?

From a methodological standpoint, the structure of the management model should not be determined by merely fixing the observed parts and parameters of the system, but rather by identifying and analyzing specific processes while fully preserving the system's integrity. According to this approach, the description of the model's structure stems from management strategy and objectives and includes the following main processes:

- identification of motivational orientations of teaching staff. A motivational orientation is a psychological state that drives a person to choose and perform actions aimed at satisfying their needs, interests, and goals (Mele, 1995). Identifying motivational orientations serves as the starting point for diagnosing teachers' value orientations in professional activity;
- revision of the determining space of professional motivation. Modeling professional motivation within a determining space involves revising the factors influencing the value-meaning structure of a teacher's professional readiness;
- formation of a scenario repertoire for professional motivation. In the management model, the scenario repertoire plays a special role, as it enables the comparison of suitable options for organizing professional motivation and facilitates the practical implementation of one of them.

As for defining the model's content, this issue finds a rational solution through the problem of management mechanisms. The significance of this step becomes clear when we consider that the methodological core of the management model lies in the evaluation and processing of management information. In other words, the focus is on mechanisms that synthesize various aspects of professional motivation and guide, in a specific way, the procedures of developing, making, and implementing management decisions. It is worth noting that in current practice, management mechanisms are often characterized by internal uncertainty, which significantly complicates both the process of professional motivation itself and the means of its organization and regulation.

Management mechanisms should be reviewed from a functional perspective and developed as structural regulators of the main processes of professional motivation. In this context, the specific features of each process must be reflected in the corresponding management mechanisms. Indeed, to understand how a process model should be structured, it is first necessary to identify the structural regulators that determine how and through what means professional motivation should be carried out within a given management process. Since such structural regulators are precisely the management mechanisms, the construction of a process model requires identifying the composition of management mechanisms and detailing their content with respect to all processes of managing professional motivation.

Below is the composition of the mechanisms in a structurally fixed sequence of the main processes of professional motivation management.

1. Identification of motivational attitudes of teaching staff is an *identification mechanism*.
2. Revision of the determining space of professional motivation – *the mechanism of determination*.
3. The formation of a scenario repertoire of professional motivation is a *mechanism of scenario organization*.

The content of the control mechanism, taken as such, is determined by three components: functional orientation (*O_{fun}*); structural dependence between professional readiness (*R_{pro}*) and stimulation of professional activity (*PA_{pro}*); management tools (*T_{man}*) that ensure the practical implementation of this structural dependence.

$$Mman = Ofun\{<Rpro - P Apro>Tman\}.$$

During the transition from one management process to another, the management mechanism is transformed in a certain way: the management tasks it is aimed at, the content of variables in the initial structural dependence, and the management tools involved. At the same time, whatever the forms and features of a particular management process, the key components of the mechanism (functional orientation, structural dependence, control tools) are always present in it one way or another – visibly or invisibly, explicitly or implicitly. In short, this is what the most general idea of the content of the professional motivation management model boils down to.

4. Results

Let us now proceed to examining the main processes of managing professional motivation and the mechanisms employed for their practical implementation.

Process: “Identification of Motivational Orientations of Teaching Staff”. The functional orientation of this process and its supporting mechanism is the analysis and evaluation of motivational orientations of teaching staff within the framework of the system “education quality - efficiency of professional activity.”

Motivational orientations drive action and help maintain persistence in goal attainment (Mele, 1995). Under their influence, current tasks are formed, such as enhancing the effectiveness of professional activity, participating in innovative practices, exchanging professional experience, expanding professional communication, etc. However, motivational orientations are decisive for professional development only if they encourage overcoming emerging barriers. According to their structural affiliation with professional readiness, such barriers should be classified as professional barriers.

Indeed, if one considers a teacher’s professional readiness from the standpoint of practical implementation, it becomes evident that various barriers exist - barriers that not only constrain the freedom of professional activity but also define the boundaries of individual behavior and professional growth. It is precisely these barriers that contain information about how and what hinders professional activity, what their specific characteristics are, and which motivational orientations are directly related to them.

The analysis of the impact of different types and forms of professional barriers on the process and outcomes of a teacher’s work is presented in numerous studies (Burganova, 1999; Osipova, 2014; Tyunnikov, 1996; Shakurov, 2001, etc.). In particular, it has been shown that the effectiveness of any type of activity is determined by the ability to overcome the barriers that arise within it.

For successful management of professional motivation, it is essential not only to identify and account for professional barriers and their associated motivational orientations but also to consider the dependence of motivational orientations on the process of stimulating professional activity.

Indeed, when addressing the need to specify procedures for managing professional motivation, we are invariably compelled to clarify, on the one hand, the relationship between professional readiness and the characteristic professional barriers inherent to it, and on the other hand, the relationship between motivational orientations aimed at overcoming these barriers and the process of stimulating professional activity of the education professional.

In this case, the management of professional motivation is based on the identification mechanism (*Mid*), in which the initial structural dependency (*Rpro – P Apro*) is supplemented by professional barriers (*Bpro*) and associated motivational orientations (*Smot*), while management tools are represented by a set of identification tools (*Tid*). Thus, the identification mechanism takes the following form:

$$Mid = Ofun \{ < Rpro (Bpro: Smot) - P Apro > Tid \}$$

Process: “**Revision of the Determining Space of Professional Motivation**”. A differentiated revision of determining factors according to their significance enables a more substantiated development of the model required for managing professional motivation.

The functional orientation of this process, and accordingly of its accompanying mechanism, lies in identifying factors that exert a significant influence on professional motivation, while filtering out those that are insignificant for its activation and development.

The revision of the determining space involves, first, identifying the set of factors that determine the motivation for teaching staff’s professional activity; second, establishing the relationship between barriers to professional readiness and determining factors of professional

motivation; and third, differentiating the determining factors of professional motivation in terms of the influence of stimulation tools on the effectiveness of professional activity.

Let us focus on general issues concerning the revision of the determining space of professional motivation.

As is known, the initiating primary cause of professional activity is motives. At the same time, motives are influenced by various determining factors, which in a specific way affect the employee's attitude toward their work, which in turn is reflected in indicators of its effectiveness.

The socio-axiological, professionally-environmental, and competency-based approaches allow one to examine the characteristics and conditions of motivation management from the perspective of external determinants, while the person-centered psychological approach considers internal (subjective) determinants.

Socio-axiological factors reflect societal values, social values of education, educational priorities, and changes in lifestyle (changes in family composition, attitudes toward professional activity, free time, etc.);

Professionally-environmental factors characterize demographic changes in society, working conditions, the psychological climate within the teaching staff, leadership style, and forms and tools of material and non-material incentives for professional activity;

Competency-based factors include normative requirements for teachers' professional readiness, the composition and level of their professional competencies, and requirements for leadership's readiness to build a comprehensive system of influence on motivation.

In particular, psychological and pedagogical literature provides well-substantiated conclusions regarding the importance of establishing partnership relations within the teaching staff, a democratic leadership style, and balanced material and moral incentives for teachers (Gureev, 2001, etc.).

Often, working conditions in relation to job satisfaction emerge as primary factors in teachers' professional motivation. According to survey data collected between 2019 and 2024 by various institutional structures: 50.6 % of teachers responded that their working conditions and opportunities have deteriorated over the past two years (Indikatory..., 2024); 50 % of teachers believe that low job satisfaction results from unregulated teaching loads (Okolo..., 2021); 52.6 % attribute it to weak social protection of teachers; 48.3 % point to insufficient funding and material support for schools (Mnenie..., 2019); 26.5 % cite the lack of adequate organizational and material-technical support for students' project and research activities (Potentsial..., 2022).

Internal factors that motivate teachers to achieve high results and professional growth include: needs for self-development and self-realization; job satisfaction; a sense of belonging to the team; value orientations; interest in the teaching profession; self-assessment of one's status within the team; readiness for professional motivation; personal qualities (responsibility, emotional stability, communicativeness, persistence, confidence, etc.).

When establishing the relationship between motivational orientations and factors of professional motivation, the following essential point must be considered: factors that determine certain motivational orientations in professional activity become such only if they are imbued with a specific meaning and value. In our case, determining factors acquire concrete significance when the teacher relates them to the professional barriers that hold a distinct personal meaning for them. Therefore, the influence of determining factors on the activation or formation of motivational orientations is not direct or immediate - it is mediated through the perception and interpretation of professional barriers.

For instance, the following dependencies are characteristic for the motivation of a teacher's professional self-development:

- Job satisfaction → Barriers to professional self-realization → Motivational orientation toward professional self-realization;
- Job satisfaction → Barriers to professional communication → Motivational orientation toward developing professional communication;
- Job satisfaction → Barriers to professional self-education → Motivational orientation toward professional self-education.

These dependencies emphasize that job satisfaction motivates a teacher toward professional self-development through the overcoming of specific barriers. For example, a teacher's dissatisfaction with the outcomes of working with students who have insufficient proficiency in the Russian language (*a determining factor*), accompanied by an analysis and interpretation of the

resulting methodological difficulties (*professional teaching barriers*), ultimately activates the intention to change the teaching methodology (*a motivational orientation*).

As a rule, the impact of internal factors on motivation does not occur in isolation but through interaction with other internal and external factors. A particularly illustrative example is the dependence of a teacher's readiness for professional motivation on other factors, including their worldview, receptiveness to stimulation procedures aimed at setting and achieving specific tasks, health status, current life circumstances, and so on.

This fully applies to the psychological state of a teacher's satisfaction with the process and outcomes of their professional activity. Motivation and job satisfaction may share a common positive direction, placing them in a state of structural equilibrium. When their directions are opposite, they are in a state of structural disequilibrium. With respect to professional motivation, job satisfaction functions in two interrelated roles: as an internal factor of professional motivation and as its criterion, goal, and outcome. Regardless of which of these roles is being considered, job satisfaction must be analyzed in the context of not only external factors (e.g., salary, working conditions, sociocultural environment), but also internal factors – one of which may be the employee's readiness for motivation.

As evident, determining factors may exhibit significant interconnectivity, leading to states of equilibrium or structural disequilibrium, and interact with other factors. As a result, initial factors acquire new semantic meanings, and consequently, the content of professional motivation changes. Complex and often ambiguous interrelationships among determinants can hinder the identification of an adequate dependency ($R_{pro} - P_{Apro}$) and the overall construction of a management model – even when all significant factors appear to have been identified.

For managing professional motivation, it is crucial not only to identify the key components of professional motivation (orientations, barriers, factors) but also to rank their interrelationships in a specific context, thereby establishing a clear transition from the identification of motivational orientations to the process of stimulating professional activity. Therefore, the management model must incorporate a special determination mechanism (M_{det}), which supplements the procedures of identifying motivational orientations with procedures for filtering external and internal factors (F^{exdet}, F^{indet}) using specialized tools for their revision (T_{aud}). As a result, the determination mechanism takes the following form:

$$M_{det} = Ofun\{<R_{pro}(B_{pro}:S_{mot}:F^{exdet}, F^{indet}) - P_{Apro}>T_{aud}\}.$$

Process: **“Formation of a Scenario Repertoire for Professional Motivation”**.

The functional orientation of this process and its supporting mechanism is the creation of organizational prerequisites for managing the process of professional motivation among teaching staff.

Often, the management of professional motivation is interpreted primarily in terms of material and moral support for teachers, oriented toward general indicators of educational quality. In practice, professional motivation is frequently guided by a single assumption: substantial (primarily financial) stimulation can increase the motivational potential for teachers' professional self-development.

This approach has a significant drawback. The issue is not only that this assumption is only partially valid. Indeed, many researchers have pointed to the absence of a linear relationship between the effectiveness of professional activity and the level of its stimulation (Leont'ev, 2019; Il'in, 2008; Kozubovskii, 2006, etc.). The problem also lies in the fact that this approach often fails to clarify the directions and methods through which a teacher's professional development should proceed, or which specific personal qualities should be prioritized for enhancing professional activity. In effect, this approach completely ignores the organization of the process of increasing professional effectiveness, which risks undermining the centralizing and regulatory role of management in professional motivation.

When managing professional motivation, it is essential to first clearly define the organizational and procedural specifics of stimulating professional activity. This is possible only through the precise alignment of two specially organized processes: *the process of enhancing the effectiveness of teaching staff's professional activity*, and *the process of managing their professional motivation*. In this context, the development of a specialized scenario repertoire becomes highly relevant. The purpose and outcome of this repertoire is to maintain the integrity of the management process by incorporating reserve resources of professional self-development.

Accordingly, the scenario organization mechanism ($Msce$) is supplemented with important structural elements: the scenario design ($Dsce$) and specialized tools for scenario-based organization of professional motivation ($Tsce$):

$$Msce = Ofun(Dsce)\{<Rpro(Bpro:Smot:F^{ex}det,F^{in}det) - PApro>Tsce\}.$$

The scenario design answers the question of how to link the stimulation of a teacher's professional activity with the formation of relevant motivational orientations toward enhancing the effectiveness of their work. Thus, the scenario design provides a project-based description of professional motivation organization and establishes the conditions for its development.

The tools for organizing professional motivation are developed based on the competency-based approach and take into account the competencies, their structures, and components that meet modern requirements for teachers' professional readiness.

Let us now examine the features of scenario-based organization of professional motivation in the following key areas:

- *Motivation of team-based management of the stimulation process;*
- *Motivation of collective activities of teaching staff;*
- *Motivation of group activities of teaching staff;*
- *Motivation of professional self-development among teaching staff.*

First, it must be emphasized that teachers' participation in managerial activities also requires appropriate motivation.

The formation of a management team and the distribution of functional responsibilities among its members presuppose the application of scenario-based methodology, as it clarifies the requirements for organizing professional motivation, the tasks assigned to team members, the distribution of functions, and the organization of interaction among teaching staff during the motivation process.

It is understood that not all procedures for managing professional motivation are carried out independently by the management team. Some are implemented with the involvement of teachers who are not part of the management team, for instance, self-assessment of motivational orientations, evaluation of teaching conditions, and filtering of factors influencing professional motivation. Management team members may participate indirectly, for example, by providing consultative support or creating the necessary environment.

The mechanism of scenario-based organization of motivation for management team members includes:

- Functional orientation of managerial activities toward the tasks of planning, organizing, and adjusting the professional motivation of teaching staff. Based on the content of the scenario organization mechanism, specific responsibility areas are assigned to team members: "Identification of teachers' motivational orientations," "Revision of the determining space of professional motivation," and "Formation of a scenario repertoire for professional motivation";

- Establishment of a structural dependency between barriers in managerial activities and the motivational orientations of team members within each responsibility area. Accordingly, the scenario design of professional motivation involves evaluating and stimulating changes in this structural dependency. This dependency indicates, on the one hand, the degree of teachers' readiness to prepare and make managerial decisions, and on the other, the feasibility of applying a particular type of scenario for managing professional motivation. For example, team-based management of professional motivation may be implemented under scenarios where decisions are made by school leaders, by the management team, or by the entire teaching staff;

- Development of tools for scenario-based organization of motivation for management team members, including control instruments for assessing the effectiveness of professional motivation, and tools for material and non-material stimulation.

The growing importance of innovative development in general education highlights the need to motivate collective activities of teaching staff. Participation in collective activities implies the formation of motivational orientations among teachers that are oriented toward the future development of the educational institution and the priority directions for the teaching staff's advancement. In this case, tasks of managing professional motivation are addressed through the scenario-based organization of collective activities and the development of appropriate organizational tools.

Accordingly, for the creation and implementation of a scenario for motivating collective activities, the scenario organization mechanism is employed, which includes:

- Functional orientation of the motivation process toward the strategic development of the school;
- Establishment of a structural dependency between barriers and motivational orientations of teaching staff as the main regulator of motivation in collective activities. The scenario design involves creating an environment of competitive interaction among teachers involved in establishing and developing innovative educational practices. Indeed, it is precisely competitive interaction -supported by clear regulations and adequate stimulation tools – that motivates teachers toward active innovation, individual and collective achievements, and coordinated group actions;
- Development of tools for scenario-based organization of professional motivation, defining unified management principles, nomination criteria for process and outcome indicators of collective activity, evaluation criteria for collective work, and stimulation instruments for collective activity.

The results of teachers' competitive participation in the school's innovative development are recorded as outcomes of barrier-overcoming work. When working with barriers, teachers' motivational orientations and reflective, creative abilities are concretely reflected in a set of evaluative nominations. Nominations for assessing the effectiveness of innovative activities include: "Original methodological solution"; "Synthesis of local innovations"; "Methods and techniques for creating comfortable working conditions"; "New solution for interdisciplinary or transdisciplinary integration"; "Expansion of the didactic techniques repertoire"; "Application of new educational technologies"; "Use of summarization methods that broaden the scope of subject study"; "Creation of additional information channels in teaching"; "Enrichment of the bank of creative assignments," etc.

The motivation of group activities is aimed at forming teachers' motivational orientations toward group-based innovative work, including subject-specific pedagogical design, socio-cultural interaction with the micro-community, organizing student volunteer movements, and conducting patriotic, aesthetic, ecological, and economic education events.

The scenario-based organization mechanism characteristic of motivating group activities includes:

- Functional orientation of scenario-based professional motivation toward enhancing the effectiveness of teaching staff's group activities. This functional orientation is achieved by forming a set of roles that predetermine the interpretation of specific problem situations and assign each participant in the group activity a distinct role. Thus, the primary focus shifts to developing those competencies directly related to teachers' professional communication;
- Structural dependency between barriers in group activities and teachers' motivational orientations as the main regulator of professional motivation. The scenario design provides for creating an environment of role-based interaction among teaching staff involved in developing a group project. To this end, barriers to group activities and motivational orientations are co-related with problem situations, the resolution of which requires teachers to assume various roles (e.g., initiator, organizer, methodologist, critic, coordinator, etc.);
- Tools for scenario-based organization of professional motivation in group activities, including unified management principles, nomination criteria for process and outcome indicators of group activities, evaluation criteria for teachers' group work, and instruments for stimulating professional self-development.

The essence of professional self-development motivation is expressed in the teacher's need for creative self-realization and professional self-assertion.

The motivation for professional self-development among teaching staff is regulated by the scenario organization mechanism, with the following characteristic components:

- Functional orientation of the professional motivation scenario toward the teacher's professional self-development. For functional focus, it is essential to consider those competencies of teaching staff whose implementation is hindered by the presence of professional barriers and insufficient motivation for professional self-development;
- Structural dependency between barriers to professional self-development and teachers' motivational orientations. In this case, the scenario design views professional self-development through the lens of a dual opposition. At one pole lies the initial state of the teacher's professional readiness, complete with inherent barriers (e.g., resistance to structural changes in education or pedagogical innovations). At the other pole are the teacher's current motivational orientations of

the teaching professionals, embodying a system of professional values and a need for professional self-development;

– Tools for scenario-based organization of professional motivation, establishing unified management principles, nomination criteria for key aspects of professional self-development, evaluation and self-evaluation criteria for professional self-development, and instruments for stimulating professional self-development.

In the practice of organizing professional motivation, it is essential to consider indicators of the effectiveness of a teacher's participation in collective and group innovation activities, as well as indicators of their professional self-development. Therefore, the evaluation of professional activity effectiveness should be based not only on its final outcomes but also on the indicators of the process leading toward those outcomes.

What requirements for the management model arise from its justification?

Firstly, it is crucial to identify the actual resources available to the general educational institution for both material (monetary compensation, non-monetary rewards) and intangible (public recognition, authority within the teaching staff, acknowledgment of specific achievements, opportunities for professional self-realization) stimulation.

Secondly, special attention should be paid to the normative-legal regulation of professional motivation. A well-developed Regulation on professional motivation of teaching staff can prevent skepticism and potential conflicts from arising at the initial stage of implementing a new stimulation system.

Thirdly, the mechanisms of managing professional motivation constitute a necessary and rational form of regulation. Scenario-based organization of professional motivation is based on three key mechanisms: Identification of teaching staff's motivational orientations; Determination of professional motivation; Scenario-based organization of professional motivation.

Fourthly, achieving the goals of professional motivation depends on the presence and degree of development of management principles. These principles must perform specific functions: Coordinate the system of managerial actions; Respond to social demands; Regulate the management of professional motivation, including the processes of identifying teachers' motivational orientations; Revise the existing determining space of professional motivation; Form a scenario repertoire for professional motivation in the formats of professional self-development and collective and group innovation activities.

5. Conclusion

The discussion of the mechanisms underpinning the management model was conducted with leaders of institutions of general education during professional development courses. To ensure a consistent analytical framework, an expert assessment matrix and a SWOT analysis algorithm were applied. The obtained results suggest that the proposed mechanisms are acquiring primary significance in contemporary practices of managing professional motivation, as they contribute to the formation of effective regulatory tools for enhancing the professional effectiveness and self-development of teaching staff.

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