Lead and manage people

Advanced Certificate: Education
(SCHOOL MANAGEMENT AND LEADERSHIP)

education

Department:
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Lead and manage people
A module of the Advanced Certificate: Education (School Management and Leadership)

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Lead and manage people

Advanced Certificate: Education
(School Management and Leadership)

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Acronyms and abbreviations used in the programme

AC	Assessment Criteria
ACE	Advanced Certificate: Education
AGM	Annual General Meeting
CCFO	Critical cross-field outcome
CHE	Council on Higher Education
DoE	Department of Education
DSG	Development Support Group
EMD	Education Management Development
ETQA	Education and Training Quality Assurance body
HEQC	Higher Education Quality Committee
INSET	In-service Education and Training
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
PGP	Personal Growth Plan
PoE	Portfolio of Evidence
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SAUVCA	South African University Vice-Chancellors' Association
SDT	Staff Development Team
SGB	School Governing Body
SGB	Standards Generating Body
SMT	School Management Team
SO	Specific Outcome
US	Unit Standard

Overview

Introduction to the module

There seems to be a movement away from the term human resource management and instead "people management and leadership" is presently used when dealing with the people in the organization, which implies that it is the people in a school who 'win or lose the battle' towards achieving the set goals.

It is increasingly acknowledged that people play a critical role in the school and that people leadership and management has ultimately become the responsibility of the SMT (School Management Team) of a school. The Minister of Education, Naledi Pandor, expressed her concern about education leadership by saying:

> *"We have a (school) leadership that cannot analyse, cannot problem-solve, cannot devise strategic interventions and plans and cannot formulate perspectives that are directed at achieving success*".
> (Business Day, 30 December 2004)

This type of concern correlates with the views of Jones and George (2003:98) that refer to the role of the leader to set the values, norms and standards for behaviour, and to communicate the expectations that influence the way in which individuals, groups and teams interact with one another and co-operate to achieve organisational goals.

The task of people leadership and management reveals both a tactical and a strategic role within every aspect of planning, allocating, supporting and evaluating work, as well as developing personal and professional skills and creating an environment conducive to collective bargaining, collaboration and negotiation.

Outcomes

By the end of the module, you should be able to:

Demonstrate the personal qualities necessary for effective leadership and management of people
Plan, allocate, support and evaluate work undertaken by groups, teams and individuals
Develop the professional skills of self, groups and individuals to enhance their performance
Create an environment conducive to collective bargaining, collaboration and negotiation.
Understand and be able to apply relevant content knowledge in leading and managing people.

How does this module relate to the rest of the ACE?

This module is one of seven core modules in the ACE (School Leadership) programme. You will find that there are therefore constant cross references between this module and the other modules. This is because in working in schools we constantly need to lead and manage other people in the processes of teaching and learning and in the supporting development and implementation of policies and procedures.

How will this module be assessed?

The Department of Education has developed an 'Analytic rubric' for assessing all the modules in the ACE programme. However, individual institutions will determine the actual assessment tasks that they will use.

Learning time

This module carries 20 credits. It should, therefore, take the average student approximately 200 hours to successfully complete the module. The 200 hours includes contact time, reading time, research time and time required to write assignments.and activities. Further guidance will be provided in each of the units that make up this module.

Personal qualities for effective leadership and management of people

unit 1

Introduction 1.1
Outcomes

Values and ethic in leadership 1.2

Leadership 1.3
1.3.1 Leadership theories or models
1.3.2 Leadership for change
1.3.3 Leadership practices

Invitational theory and attitudinal change 1.4

Concluding remarks 1.5

LEARNING GUIDE
unit one

1

Personal qualities for effective leadership and management of people

1.1 Introduction

This unit is the first of four units that examine the crucial role that leading and managing people plays in the school. Because leadership implies a dynamic process of change, we will also be looking at the concept of leading and managing people through the lens of change. The title of unit 1 "Personal qualities necessary for effective leadership and management of people" indicates that the leaders need particular leadership and management competences to effectively handle the people, who form the core of the school. This involves, among other things, thinking about

Values and ethics in leadership
Leadership qualities
Invitational theory and attitudinal change.

As we work through these issues, you will notice that our focus begins with values entrenched in leadership and then we move to leadership qualities, the influence of Constitutional principles and then finally the management processes and leadership dimensions relevant during changes in the school. Managing transformation in the current South African school environment must therefore also involve us in a discussion about the ways in which our leadership values, styles and practices contribute towards the realisation of the vision of our Constitution. This is quite a long unit, but it sets the scene for the entire module.

From definitions in the literature we can deduce that leadership
is a process,
involves influence,
occurs within a group context,
involves guiding and directing followers towards goal attainment and
is visionary, inspirational, invitational and transformational.

Outcomes

By the end of the unit, you should be able to demonstrate personal qualities necessary for effective leadership and management of people in the school.

1.2 Values and ethics in leadership

In organisations worldwide, the realisation appears to be dawning that 'good ethics are good business', implying that the emphasis is increasingly on values-based and ethical leadership. As a leader in education, you need to set the moral tone in your school. Bass (1997) argues that ethics is the heart of leadership. A culture's ethical values are what define the concept of leadership and the credibility of that leadership depends on its moral purpose, trust and the hopes it engenders. Wasserberg in Bush and Middlewood (2005:4) states clearly that "*leadership* should be grounded in firm personal and professional values". It is against this background that this module uses values and ethics as a springboard for the effective performance of people within the organisation.

The previous paragraph clearly indicated that people are unlike physical resources and need to be treated differently as they have feelings, are influenced by relationships, are motivated, need to be communicated with and react to conflict and change. If people leadership and management are viewed from the unique context of South Africa, the philosophies related to Ubuntu (the importance of the individual as part of the group) particularly need to be understood. The principles that underlie other African approaches such as Lekgotla and Kgosi and their implications for management are dealt with in the *Context* module.

Ubuntu needs to be viewed in the context of individualism and collectivism as that has become a critical issue in South Africa as the organisational culture is still largely cast in a Eurocentric mould (Swanepoel, *et al.*, 2000:396), revealing an individualistic characteristic if the group is predominantly white. In contrast to individualism, black people largely reveal an Afro-centric approach, a communalistic orientation, believing that every person is very much part of the social fabric and that each person needs to find his/her own place in the social structure, becoming subordinate to the social needs of the group as a whole (Koopman, 1994:119). Central to this Afrocentric approach is the term, *Ubuntu*, which means, "I am because we are". Collectivism is opposed to individualism and intensive competitiveness, and places great emphasis on concern for people and working for the common good (Williams & Green, 1994:65).

In this regard Hofstede (1980) conducted one of the primary studies in cultural comparisons by referring to individualism and collectivism as the extent to which people think and act as individuals, based on their own self-determination, as opposed to confronting or adhering to the ways of a group of people. The Western cultures are regarded as being more individualistic than the Eastern and African cultures (Williams & Green, 1994:64). In individualistic cultures, great emphasis is placed on following one's own convictions, taking one's own needs into account, placing a priority on "doing one's own thing" and being independent of others. The extent to which a culture then subscribes - individualistic or collectivistic - will clearly influence relationships with others, and will determine the level of emotional dependency group members have on one another.

Although cultural diversity is part of the South Africa mosaic, most schools are still mono-ethnic, which implies that people are not necessarily exposed to different cultural philosophies and value systems. In many schools where the

staff component is still rather mono-ethnic, it often happens that the learner corps has become more diverse and as such, requires from the staff to acknowledge differences among the learners as well. It is particularly the diversity of the country's population that resulted in legislation that set the foundation for processes in the organisation where values such as equity, fairness and redress need to be acknowledged.

The acceptance of values such as equity, fairness and redress has resulted in a situation where educational organisations are presently looking beyond their immediate self-interest, by putting resources into the development of previously disadvantaged groups, such as employment equity, uplifting of poor learners, rooting out dishonest and exploitative workplace practices, addressing HIV/Aids among staff and learners and its effect on households. All these newly attained values also contributed to new legislation and policies which have a particular impact on schools and its management and leadership (also see the *Context* and *Policy* modules and the latter part of this module).

Most of these values are also entrenched in the **Bill of Rights** (cf. **Text 1**), which has particular implications for leading and managing the school. So rights such as "*the right to life*" compel school managers to conduct searches for dangerous weapons in order to protect the learners' right to live and participate in education in a safe environment. Because these values are largely dealt with in the *Context* module, it is here only necessary to contemplate the effect of the Bill of Rights in terms of managing and leading the people in the school.

AIM:
To review the alignment of the Bill of Rights with the management and leadership practices in your school.

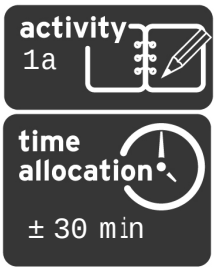
Read the Bill of Rights (summarised in **Text 1**) and then discuss with some of your colleagues its implications for management and leadership in your school. Sift through the values entrenched in the Bill and then contemplate how at least 5 of those principles may influence your decisions and/or actions pertaining to the people in your school.

Apart from the values and the philosophies that underpin South African leadership, it is of utmost importance that leaders also know what they value themselves. School leaders need to recognise the importance of ethical behaviour. The best leaders exhibit both their values and their ethics in their leadership style and actions. Leadership ethics and values should be visible because a leader should live them in his/her actions every single day. If leaders never identify with their values in the workplace, it will result in a lack of trust and if school leaders fail to live up to the school's ethical code, the staff's working culture is harmed. A negative culture can be the result of leaders that do not exhibit ethical behaviour and thus have lost the ability to powerfully influence the actions of others in the spheres of functionality, such as commitment, dedication to the work, honesty, etc.

A leader driven by ethical values, should among others
be the kind of person others choose to follow
provide a vision for the future

provide inspiration
make other people feel important and appreciated
live his/her values and behave ethically
be a role model
set the pace through his/her expectations and example
establish an environment of continuous improvement
provide opportunities for people to grow, both personally and professionally
care and act with compassion
say what he/she means and do what he/she says – ALWAYS!
not be afraid to admit that he/she is wrong or made a mistake.

Now that you have gained insight into what people expect from their leaders and what effect unethical behaviour can have, it is also necessary to reflect on yourself.



AIM:
To reflect on your own value system by drafting a personal code of conduct

Personal code of conduct
Use template 1 below to **compose your own code of ethical conduct** that would reflect YOUR deeply-felt values and beliefs (produce a neat one pager – you may even enhance its appearance by using decorative elements.) You may use the set of core values below to assist you in such formulation.

Core values

honesty	wealth	teamwork	personal growth	knowledge	respect
spirituality	aesthetics	health	commitment	partnership	nurturing
sharing	prestige	recognition	faithfulness	loyalty	social honour
hard work	reward	physical strength	knowledge expression	intentionality	self analysis
openness	happiness	optimism	creativity	self-respect	responsibility
high standards	community	freedom	independence	perseverance	ethics
equality	cleanliness	calmness	dignity	discipline	humility
family security	growth	availability	continuity	dependability	independency
friendship	kindness	patience	tolerance	cooperation	forgiveness
integrity	caring	confidentiality	truthfulness	courage	capability
trust	comfort	empathy	work – life balance	equity	compassion

high moral values	transparency	self confidence	work growth	consideration	speaking the truth

1.2.1 Template 1: Ethical Code of Conduct

I, ……..(name) hereby commit myself to

- never turn a blind eye to unethical and fraudulent behaviour ;
- act in such a manner that my colleagues will be able to trust me;
- …….

1.3 Leadership

Leadership and *management* are two terms that are often confused and the global debate on how they can be distinguished will probably still continue for many years. There are yet no clear-cut answers as there are a variety of views. Although, as noted in the *Context* module, the term "management" seems to be favoured when referring to the actions and processes that need to be place in order to reach the goals of the organisation, leadership places the focus on getting the people to move towards those goals. John Kotter (1996) says that good **management** brings about order and consistency by drawing up plans, designing organisational structures and monitoring results. Robert House (1977) adds to the preceding description of management the following: implementing a vision, the development of a strategy, coordinating and staffing and handling day-to-day problems. The two authors above award the following attributes to **leadership:** coping with change, developing a vision, giving direction, aligning the staff, communicating the vision and inspiring them to overcome the hurdles. Leadership, therefore is the ability to influence people towards the achievement of the goals.

1.3.1 Leadership theories or models

The *Context* module also refers to leadership and management, but particularly focuses on leadership styles and African models. Therefore this module will focus on leadership theories or models and attempt to provide some of the connections that exist between the various theories and their influence on transformational leadership, which is crucial in education today. In order to be able to capture the development of leadership over time it is necessary to trace leadership theories from the trait, to behavioural, through to contingency and to the neo-charismatic theories of leadership, of which the concept transformational leadership is a part. This is also necessary to help us see the similarities and/or differences among these theories. The development of the various leadership theories is represented diagrammatically in figure 1 below.

Trait →	**Behavioural** →	**Contingency** →	**Neo-charismatic**
	Ohio State studies	Fiedler	Charismatic
	University of Michagan studies	Hersey & Blanchard	Transactional
	Managerial Grid		Transformational
	Scandinavian studies		

Figure 1: Development of leadership theories (dealt with in this module)

1.3.1.1 The trait theories

According to Maritz (2003: 243) the search for personality, social, physical or intellectual attributes that would describe leaders and differentiate them from non-leaders goes back to the 1930s. Taylor (1994: 9-10) found that early descriptors of leadership attributed particular characteristics to those who became leaders. Traits were classified as those relating to personality, physical appearance, social background, intelligence and ability. It was believed that their

presence differentiated leaders from followers and even effective leaders from ineffective leaders. Smyth (1994: 12) supports the views above when he says that advocates of the trait approach have spent time attempting to correlate leadership behaviour and physical and personality traits such as age, height, weight, appearance, fluency of speech, intelligence, introversion, extroversion and so on. Leaders are according to this theory tall, intelligent, aggressive, dominating, fluent, and persuasive. Maritz (2003: 243) concurs with the above authors and adds attributes such as charisma, enthusiasm and courage. We need think of only one short or non-aggressive leader we know to see the limitations of this approach.

The inconsistencies in the trait theories led to a move away from them in the 1940s and gave rise to a new emphasis on the behavioural styles that leaders demonstrated from the late 1940s to the mid 1960s (Maritz, 2003: 243). The next section therefore deals with the behavioural theories.

1.3.1.2 Behavioural theories

The inability of researchers to reach consensus on the trait theories led researchers to look at the behaviours that specific leaders exhibited. They wondered if there was something unique in the way that effective leaders behave. Four of the best known behavioural theories are discussed hereunder, namely: the Ohio State Studies, the University of Michigan Studies, the managerial grid and the Scandinavian studies which will perhaps help shed more light as to whether or not there are specific behaviours that we can associate with leaders.

A) OHIO STATE STUDIES

According to Maritz (2003: 244) the researchers at the Ohio State University sought to identify independent dimensions of leader behaviour. They started with over a thousand dimensions and eventually narrowed them down to two categories that substantially accounted for most of the leadership behaviours described by employees. They called these two dimensions initiation structure and consideration.

Identifying leader behaviours is an important method of finding out about the leadership process. Unfortunately even this pragmatic approach has built–in problems. Therefore, situational factors needed to be integrated into the theory.

B) UNIVERSITY OF MICHIGAN STUDIES

According to Maritz (2003: 244) researchers at the University of Michigan's Survey Research Center, conducted research at about the same time as that conducted at Ohio State University. They had similar research objectives: to locate behavioural characteristics of leaders that appeared to be related to measures of performance effectiveness. The Michigan researchers also came up with two dimensions of leadership behaviour that they labelled: employee orientated and production (job) orientated. Taylor (1994: 10-11) agrees that research on the behavioural theories led to the development of models that were used to illustrate and or diagnose particular leadership styles or particular dimensions of leader behaviour.

C MANAGERIAL GRID

According to Maritz (2003: 244), Blake and Mouton (1964) developed a two-dimensional leadership grid. They proposed a grid based on the dimensions of "concern for task/production" and "concern for people". So in an organizational setting, such as a school, leadership consists of two attitudinal factors: concern for task or production (e.g. improved results) and concern for people (e.g. improved working relationships). The emphasis placed on each factor ultimately determines the kind of leadership behaviour that results. Blake and Mouton (1964) noted that individuals tend to have a dominant style that they use most often, but when that orientation does not achieve the desired results, they then shift into an alternative leadership style. Maritz (2003: 244) states that Blake and Mouton's managerial grid essentially represented the Ohio State dimensions of consideration and initiation structure or the Michigan dimension of employee oriented and production oriented. The grid has nine possible positions along each axis, creating 81 different positions in which leadership styles may fall. From the fact that Blake and Mouton provide a total of 81 leadership styles we may deduce that no one leadership style is always most effective in all situations. Since no style is always the best in all situations, good leaders have to vary their leadership styles to suit the situation in which they are operating as well as the calibre, maturity level and willingness of their followers.

D) SCANDINAVIAN STUDIES

According to Maritz (2003: 245) the three approaches discussed above evolved during a time when the world was a far more stable and predictable place. In the belief that these studies fail to capture the more dynamic realities of today, researchers in Finland and Sweden have been reassessing whether there are only two dimensions that capture the essence of leadership behaviour. They conducted new studies and discovered that there was a third development-oriented behaviour that is related to leader effectiveness. These are leaders who value experimentation, seek new ideas, and generate and implement change. While this may require more confirmation, it also appears that leaders who are development-oriented have more satisfied employees and are seen as more competent by those employees.

From the above discussion of four behavioural theories, we may conclude that the first three, namely the Ohio State Studies, the University of Michigan Studies and the Blake and Mouton Leadership grid are related and supplement one another. The researchers in the studies ended up with two-dimensional leader behaviours. These were the initiation structure and consideration; production and employee orientation; and concern for task and concern for people respectively. The fourth example is the Scandinavian studies that explored a third dimension, namely the development-oriented behaviour. Unlike the trait theories, the behavioural theories captured a variety of leadership styles, especially the Blake and Mouton leadership grid that offers a total of 81 leadership styles.

The implication of the behavioural theories, unlike the trait theories are the possibilities to train leaders and stimulate changes in and development of their behaviour to improve the quality of their leadership. This will theoretically develop flexibility in their leadership style, which would enable leaders to vary their leadership style to suit the context in which they find themselves. This leads to the discussion of the contingency theories of leadership.

1.3.1.3 Contingency theories

According to Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, and Oosthuizen (2004: 300) the earlier leadership models or theories presented so far focused on personality traits and most of the later ones looked at leader behaviour as determined by contingency or situational factors. Smyth (1994: 16) asserts that the contingency model assumes that the leader's contribution to group performance depends on the leadership style in terms of either task orientation or people orientation and the favourableness of the situation for the leader. In addition, Beard (1988: 49) asserts that the contingency theory is often referred to as the "it depends" approach to effective leadership. It assumes that there is no best approach to leadership and stresses the influence of the total set of conditions in which the leader must function. We will look at four contingency models, that is, Fiedler, Hersey and Blanchard, House's Path-goal and the leader-participation models. We will briefly discuss the first two and give a summary in tabular form of the other two.

A) FIEDLER MODEL

Fiedler (1967: 13) developed a contingency model in which three major situational variables seem to determine whether a given situation is favourable to the leader or not:

their personal relationship with the members of their group (leader- member relations);
the degree of structure in the task that their group has been assigned to perform (task structure);
the power and authority that their position provides (position power). Fiedler (1967: 13) defines the favourableness of a situation as the "degree to which the situation enables the leader to exert his [or her] influence over his [or her] group".

Fiedler's theory is to a certain extent related to Hersey and Blanchard's situational theory in that both theories deal with task orientation, relationship orientation and the situation in which the leader operates. In both theories a suitable style is recommended for a particular situation, and it will now be valuable to discuss Hersey and Blanchard's theory to take this idea further.

B) HERSEY AND BLANCHARD'S SITUATIONAL THEORY

According to Smyth (1994: 14) as factors vary with the situation, leadership styles should also vary. A leader's behaviour is the result of a blend of both personal character and the situation in which the leader must act. The basic assumptions of this view are:

People behave according to the different leadership styles. This occurs because people differ in how they perceive a situation, accomplish tasks, interact with others and make decisions.
People behave differently depending on contextual circumstances; consequently behaviour changes.
There is no single right way for people to behave.
What is comfortable and 'right' for one person may feel uncomfortable and 'wrong' for another.
An organization functions best when it capitalizes on the strengths of individuals, and encourages their recognition.

Taylor (1994: 10) observes that it is interesting to note that through such research, links were provided to the next set of leadership ideas studied that is "situational leadership". Smyth (1994: 12) concurs that if leadership is situationally based, then traits are of little consequence. The more complex situational approach was developed as part of the human relationship strategy. According to Hersey and Blanchard (1982: 83) empirical studies suggest that leadership is a dynamic process, varying from situation to situation with changes in leaders, followers and situations.

In conclusion:

Hersey and Blanchard's situational leadership theory focuses on the followers and the situation. They suggest:

Successful leadership is achieved by selecting a style which suits the context in which the leader is operating as well as the extent to which followers have the ability, maturity and the willingness to accomplish a specific task.
If a follower is able, mature and willing to perform a task, the leader may decide to relinquish control and use a more *laissez-faire* style.
If a follower is unable and unwilling, then a more directive style may be chosen.
If a follower is unable and willing, the leader needs to display high task orientation to compensate for the follower's lack of ability and high relationship to get the follower to "buy" into the leader's desire.
If a follower is able and unwilling, the leader needs to use a supportive and participatory style.

The views expressed in situational leadership theory are similar to those of the Fiedler's model, in that if the situation is favourable the leader and the leader-member relations are good; therefore high task and strong power are employed and vice versa for unfavourable situations.

The various leadership theories/models discussed above are summarized in Table 1 and Table 2 below

Table 1: Summary of the Trait, behavioural and contingency leadership theories/models

Trait theories	Behavioural theories	Contingency theories
- Leadership is basically inborn. - Has implications that leadership cannot be developed. - Leaders could not be trained to improve their existing leadership capabilities - There is correlation between leadership behaviour and personality traits, physical and intellectual attributes - There is a specific set of traits that always differentiate leaders from followers and effective from ineffective leaders - Leadership qualities are inherent and immutable. - The innate personality of a person determines whether or not he or she has leadership qualities.	Have implications of the possibility that: - Behaviour can be learned and be acquired - Leaders can be trained - Leadership can be taught - Personality can be acquired - Leadership knowledge and skill can be acquired - Educational programs can be designed for training effective leaders Leadership behaviours were grouped into: 1. Two-dimensional orientation, viz. - Initiation structure and consideration (Ohio State studies) - Production orientation and employee orientation (University of Michigan studies) - Concern for task and concern for people (Blake and Mouton Leadership grid) 2. Three-dimensional Orientation: Production, employee and development orientation (Scandinavian studies) The leader guides and motivates followers in the direction of goals by clarifying roles and tasks required.	- Demonstrate the importance to the leader of situational factors and follower needs and characteristics and they adjust leadership style accordingly - Contribution of the leader to group performance depends on the leadership style in terms of task orientation, people orientation, leader-follower relations as well as the favourableness of the situation - Often referred to as the "it depends" approach to effective leadership - Assume that there is no best approach to effective leadership - Under condition a, style x would be appropriate while under condition b, style y would be appropriate - Stress the influence of the total set of conditions under which the leaders must function - Leaders must be able to identify the situational conditions and vary the leadership style accordingly - Any one style of leadership is not equally effective in all situations - Are guided by the general orienting hypothesis that organizations whose internal features match the demands of their situations and environments will achieve the best adaptation, - Different environments and situations place different requirements on organizations, especially environments characterised by uncertainty and rapid rate of change in situations. These present different demands, both constraints and opportunities on organizations than stable environments.

The fourth and the last set of leadership theories are the neo-charismatic. These are discussed separately from other theories or models because they are the focus of this study and will eventually highlight transformational leadership in terms of change.

1.3.1.4 Neo-charismatic theories

This forms the final set of leadership studies. Maritz (2003: 251) contends that these theories have three common themes:
They stress symbolic and emotionally appealing leader behaviours.
They attempt to explain how certain leaders are able to achieve extraordinary levels of follower commitment.
They place no emphasis on theoretical complexities, but look at leadership more in the way that the average person on the street today views the subject.

For example if the leader shows the people that he or she is really interested in them and that he or she really cares, he or she also gets real commitment.

We will discuss two neo-charismatic theories, that is charismatic leadership and transformational leadership. Our discussion below will move from the theoretical framework on transformational leadership as described in literature as the point of departure. We acknowledge the differences of opinion from different authors. Some authors assert that transformational leadership is a recognized and accepted leadership approach during the period of change while others criticize it as having flaws. We will identify some strong points as well as some of the main criticisms of transformational leadership.

Gronn (1995: 14) argues that proponents of transformational leadership model herald it as ushering in a new era of leadership, and promising significant organizational change. However, such optimism does not take cognisance of some significant flaws of the model. Evidence of transformational leadership among leaders is shown to be remarkably thin and often not to be grounded in profound conceptualization of leader-follower relations. Yulk (1999: 285) maintains that theories of transformational leadership provide important insights about the nature of effective leadership, but that several writers have noted the possibility that transformational leadership can have negative outcomes for followers or the organization. Most leadership theories have conceptual weaknesses that reduce their capacity to explain effective leadership. Bass (1997:1) observed that critics argue that transformational leadership may in some cases be unethical and immoral despite the fact that it was conceived as morally uplifting and required moral maturity. Sarros and Santora (2001: 283) assert that there are strengths as well as weaknesses with transactional and transformational leadership practices. The major strengths are in the role modelling, coaching and consideration behaviours. The weaknesses are in the failure to motivate and challenge workers beyond expected outcomes.

A) CHARISMATIC LEADERSHIP

Aaltio-Marjosola and Takala (2000: 147) cite Weber (1964) who stated that charisma means literally "the gift of grace". The term was used by Weber to characterize a leader followed by people because they believe him/her to be extraordinary. Steyrer (1998: 811) concurs that charisma is part of the aura of the leader's exceptional quality and deviates from the prototypical, which

corresponds to normative expectations, to what is anticipated. Aaltio-Marjosola and Takala (2000: 147) further contend that the evocation of charisma and charismatic leadership rejects or transcends routine life. Because charisma and charismatic leadership conflicts with established order, they work like a catalyst within the organisation. The legitimacy of charisma and charismatic leadership is sociologically and psychologically attributed to the belief of the followers in the leader. In this respect, the leader is important because he or she can "charismatically" evoke this sense of belief and thereby earn obedience. Maritz (2003: 252) asserts that research indicates a high correlation between charismatic leadership and high performance and satisfaction among followers. People working with charismatic leaders are motivated to do extra work and, because they like and respect their leader, express greater satisfaction. Research has also shown that individuals can be trained and can learn to exhibit charismatic behaviour.

According to Maritz (2003: 251) there have been a number of studies that have attempted to identify the personal characteristics that distinguish charismatic from non-charismatic leaders, from these, five characteristics have been isolated. A charismatic leader has:

Appealing vision and articulation. The vision is expressed as an idealized goal that proposes a future better than the status quo; and is able to clarify the importance of the vision in terms that are understandable to others. Gardner and Avolio (1998: 39) agree when they say this idealized vision activates the followers' higher-order needs by appealing to their desire to contribute to the collective good.

Personal risk. Willing to take on high personal risk, incur high cost, and engage in self-sacrifice to achieve the vision.

Environmental sensitivity. Is sensitive to environmental constraints. Able to make realistic assessment of resources needed to bring about change.

Sensitivity to followers' needs. Perceptive of others' abilities and responsive to their needs and feelings.

Unconventional behaviour. Exhibits behaviour that is out of the ordinary.

From this discussion, we may conclude that charismatic leadership refers to leadership by a leader with special and extraordinary qualities that make him/her influential to his/her followers. In the the following section we will discuss change and **transactional** and **transformational leadership**. Maritz (2003: 252) asserts that transformational leaders are also charismatic, therefore there is some overlap in the discussion of the two concepts as will be seen in 1.3.2.2.

Think about the leadership styles exhibited in your school by yourself and others. With which of the above theories, or perhaps more than one, do you identify most based on your experiences in your school?

1.3.2 Leadership for change

Hawkins (1992: 474) defines the term transform as "to change the form or appearance or character of person or thing". In addition, Potgieter, Visser, Van der Bank, Mothata and Squelch (1997) see transformation as "change for the better". For schools to develop, they need to change for the better, there can be no growth without change, and change is the way to improve.

The South African Schools Act (RSA, 1996b), which demands sweeping educational reforms to improve educational quality, lays the basis for developing people's talent and democratically transforming society. It also demands protecting individual rights, and placing school governance in the hands of the people with direct interest in changing education, parents, learners and educators. This indicates a need for a move towards a more participatory and reflective leadership style in South African schools.

School leaders need to stimulate creativity and development and touch peoples' hearts and mind, meaning that a nearness to the leader and his or her possession of the appropriate leadership qualities lowers the level of anxiety and makes room to pay attention to the development of the followers.

According to Brundrett (1999) a central message in school improvement research is that, whilst there are some common themes to successful change, there is no magic recipe, which works for all schools. The particular context, history and prevailing circumstances of the schools must be taken into account before any decisions can be made about what needs to be changed, how it should be set in motion and how far change can go before barriers and passive resistance slow the process down. These conditions develop fertile ground for leaders who perceive their roles and themselves as transformational.

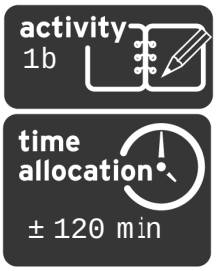
Who are the leaders of change?

Leadership is a function of the leader, the follower, and other situational variables. Northouse (2001) emphasises that every individual influencing another one is a potential leader, and the person being influenced is a potential follower. Both leaders and followers are involved in the leadership process. Leaders need followers and followers need leaders. Although leaders and followers are closely linked, it is the leader who often initiates the relationship, creates communication linkages, and carries the burden for maintaining the relationship. It follows that depending on circumstances we may find ourselves playing a leader or follower role at different times.

School leaders have to lead their followers in such a manner that the fear of venturing into something new is minimized. This will enable the followers to easily accept and try new initiatives. Leadership requires leaders to foresee a future that one cannot foretell with precision.

It is now clear that effective leadership is necessary to implement change successfully. In view of the dynamic nature of the education environment, it is necessary to possess insight into the theory underpinning leadership and change or transformation, as well as the various leadership models and in particular

transformational leadership. Mantlana (2007) conducted a thorough study in this regard in South African context which, to a great extent is reflected below.



AIM: To critically reflect on published material in terms of leadership

Study the article **Characteristics of Leaders of Change** available at http://www.sedl.org/change/leadership/character.html. Identify who are the leaders of change and how this article compares to the criteria for transformational leadership. Then reflect on the extent to which leadership in your school is geared towards transformational change.

1.3.2.1 Transactional and transformational leadership

During the past decade the debates over leadership have been dominated by differentiation between the so-called transactional and transformational approaches to leadership (Morgan and Hopkins, 2000). At this point it is essential to explain the difference between transactional and transformational leadership. Of the leadership theories discussed earlier the Ohio State studies and the Fiedler's model are examples of transactional leadership, where leaders guide or motivate their followers in the direction of established goals by clarifying role and task requirements (Maritz, 2003).

A) TRANSACTIONAL APPROACH

James and Connoly (2000) assert that transactional leadership is a result of a leader-follower exchange process, a type of transaction that usually leads to lower order improvements. The leader meets followers' needs if performance measures up to their 'contracts' with the leader. Leadership in this view is expressed by the leader's ability to make the led aware of the link between effort and reward. Transactional leadership is premised upon the assumption that there are rewards within a system, that leaders have control over these rewards, and that because followers recognize and desire such rewards; leaders may exercise power and influence over the followers. Yet while earlier models relied heavily upon such assumptions, these have increasingly been seen as insufficient to stimulate desired change.

Transactional practices help people realize what needs to be done to reach the desired outcome and may also increase motivation and confidence. Transactional practices are central in maintaining the organization and getting day-to-day routines carried out, however, such practices do not stimulate improvement. Roush and Atwater (1992) feel that transactional leaders have learned to emphasize exchanges in which the leader initiates and clarifies what is required of followers and in turn what the followers will receive if they fulfil or fail to fulfil the requirements.

From the above discussion, one may deduce that transactional leadership has to do with an exchange process where the followers have to perform specific tasks and meet set goals and then get rewards. The leader-follower exchange process is indicated in figure 1 below.

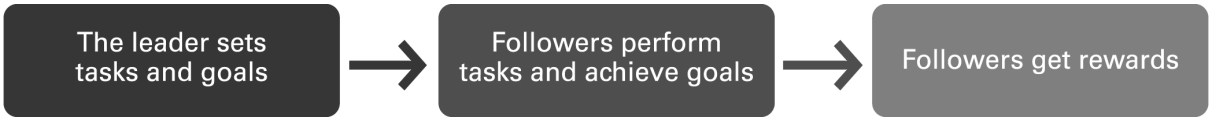


Figure 2: The leader-follower exchange process

It has, however became necessary to move towards an approach that would stimulate change and transformation in the school. In this movement towards a transformational approach, the earlier leadership theories exercised particular influences. In the summary box below we try to explain how earlier theories have impacted on transformational leadership theory.

key points

Summary box

The contribution of other leadership theories on the movement towards transformational leadership

1. The trait theories had major limitations, for example; there were no universal traits that could be predicted in all situations; traits could not distinguish effective from non-effective leaders. These limitations led to the move away from the trait theories to the behavioural theories.
2. The behavioural theories indicate that:

Because behaviour can be learned and be acquired, unlike in the trait theories, people can be trained to develop as leaders.
Leaders generally, and educational leaders, in particular can thus acquire specific behaviours, personalities, knowledge and skills that could elevate them to higher levels of leadership in order to be able to keep abreast with the demand of the transforming society in general and educational leadership in particular.
Educational programmes can therefore, be designed for the training of managers in effective leadership in order to have a constant supply of effective managers.

3. Following up on behavioural theories are the contingency theories, such as the Fiedler model and Hersey and Blanchard's situational leadership. Unlike both the trait and the behavioural theories:

The contingency theories include the production or task structure, leader-follower relationship as well as the situational variables.
The Contingency theories propagate that in order to be effective in task accomplishment, leadership has to be a function of the leader, the follower and the situation.
The leader has to vary his or her leadership style to suit the maturity level of his or her followers as well as the context in which they are operating.
The neo-charismatic theories indicate that the charismatic and transformational leaderships were an improvement of the three earlier theories. Charismatic leadership implies that followers attribute heroic leadership abilities to a leader when they observe extraordinary leadership qualities. They therefore, admire and trust the leaders. This enables the leader to earn the followers' respect and support. The most favoured of all the leadership theories is transformational

leadership, which is related to charismatic leadership. It is an extension of and builds on transactional leadership.

B) TRANSFORMATIONAL LEADERSHIP

Hellriegel et al. (2004) maintain that in the past few years many leaders around the world realized that they would have to change the way things are done if their organizations are to survive. Many now believe that the type of leadership required by leaders for their organisations is transformational.

In what ways would you expect transformational leadership to move beyond transactional leadership? And why?

The leadership style of the leader has always been viewed as a strategic factor in influencing innovation and performance. Transformational leadership, unlike transactional leadership, stimulates innovation and generates advantages for organisational performance (Garcia-Morales, et.al 2008). In short: if leaders commit themselves to acting in a transformational manner, they become committed to undertaking self-evaluation of their way of acting and act in a charismatic, inspirational, intellectually stimulating and considerate way. Such leaders encourage good communication networks and a spirit of trust (Bass 1999 & Senge 1990). According to Popper and Zakkai (1994) transformational leadership is inspirational since it arouses emotions in people that motivate them to act beyond the framework of what may be described as an exchange relationship, of give and take. This kind of leader sees the present as a springboard to achieve future aims.

Leithwood (1992) asserts that to improve leadership, leaders have to use both transactional and transformational leadership because these improve their leadership practices, implying that it is not a case that either transformational or transactional leadership is required, but both, though not always in equal measures. Leaders need to be sensitive to their situations in order to gauge the appropriate combination.

It seems that in transformational leadership power comes from creating understanding and trust while in transactional leadership power is based much more on the notion of hierarchy and position.

Among the transformational leaders charismatic leaders are to be found. They use their personal abilities to transform their followers' values by creating a sense of importance and value for the task. This inspirational character of the transformational leader inspires followers to transcend their own self-interests for the good of the organization (Maritz 2003). They are able to excite and arouse followers to make an extra effort to achieve group goals and make tomorrow's dreams a reality. Jones and George (2003) concur that followers of transformational leaders have increasing awareness of the importance of their job and high performance. They are aware of their own needs for growth,

development, and accomplishment. Followers do not only work for their own personal benefit, but also for the good of the organization.

To Pielstic (1998) transformational leadership builds good relationships: building relationship reflects the interactive, mutual and shared nature of transforming leaders. Doing what one advocates, role modelling, and setting an example describe the consistency of actions critical to building trust among followers, but the trust of the followers must be earned. Transformational leaders are caring and respond to the needs and interests of followers. The mutual relationship is equitable and considerate showing concerns for others while communicating aims and directions and having a strong sense of vision. Transformational leaders provide support and emphasize recognition and professional development opportunities.

Ramsey (1999) points out that transformational leaders are not afraid to make people uncomfortable enough to want to change for the better. Good leaders make it happen, they do not only react to it. Making change happen is challenging, rewarding and fulfilling but it can also be frustrating and demanding. Change is the real currency of leadership. Effective leaders show others what is possible through change; they serve as change agents. The ability to change things for the better is another mark of true leadership. We can learn how to make a difference through change. If we want to be good at bringing worthwhile change, we need to understand the change process. Most stakeholders do not want much change. Change is never as easy or glamorous as it might appear. It is not like leading the charge followed by a cheerful band of loyal supporters eager to go wherever you take them, BUT it can also happen that followers can be transformed to such a high level of emotional involvement in the work that over time they become "burnt out" by the prolonged stress. Individual leaders may even exploit followers to such an extent that they don't realise that they may be creating such a high level of emotional involvement that it could be to the detriment of the staff.

Transformational leadership is not without criticism and leaders striving towards transforming the organisation should be wary of the negative implications it might have, such as those indicated by Bass (1999):

A transformational leadership approach may
lack checks and balances of countervailing interest, influences and power to avoid dictatorship and oppression of a minority by the majority;
become detrimental to organizational learning and development as it may over-emphasise shared leadership, equality consensus and participative decision making and as such neglect individual contributions, creativity and innovations;
encourage followers to go beyond their own self-interest for the good of the organisation, irrationally engaging followers in pursuit of organisational ends that may be contrary to followers' best interests or personal values;
result in manipulating the followers to do as the leader wishes (due to his her charisma). It could become an exploitative situation overriding the self-interests of the followers in order to accommodate the self-interests of the leader.

Much as there are strengths and weaknesses in transformational leadership, strengths outweigh weaknesses. It is felt that the negative aspects of transformational leadership emanate from false transformational (*pseudotransformational*) leadership and that the positive aspects of

transformational leadership result from true (*authentic*) transformational leadership. In this regard, Bass (1999) argues that transformational leadership strives towards genuine trust among leaders and followers, the need for authenticity, the need for fairness, which results in the need to distinguish between *authentic transformational leadership* and *pseudotransformational* leadership".

According to Bass and Steidlmeier (2003) many leaders walk a fine line of moral probity. In their efforts to accent the positive, to make inspiring appeals, to maintain the enthusiasm and morale of followers, it may happen that they become manipulative, deceptive and amoral. Bass and Steidlmeier (2003) further argue that transformational leaders could be virtuous or villainous depending on their values. Only socialized leaders concerned for the common good can be truly transformational leaders. These are also ethical leaders. Personalized leaders, primarily concerned with their own self-interests, cannot be transformational leaders - they are unethical.

As explained above authentic transformational leadership when applied correctly will definitely improve the performance of managers and this will lead to effective and functional schools that will become "learning" organisations.

According to Jones and George (2003) all organizations, no matter how large or small, successful or unsuccessful, can benefit when their leaders engage in transformational leadership. Transformational leadership can be an enduring approach to leadership, leading to long-term organizational effectiveness.

This discussion on the theories of leadership reveals that these various theories should not be regarded as watertight compartments in practice. In fact they overlap and complement one another in the operational life situation. A summary of transformational leadership is shown in figure 3 below.

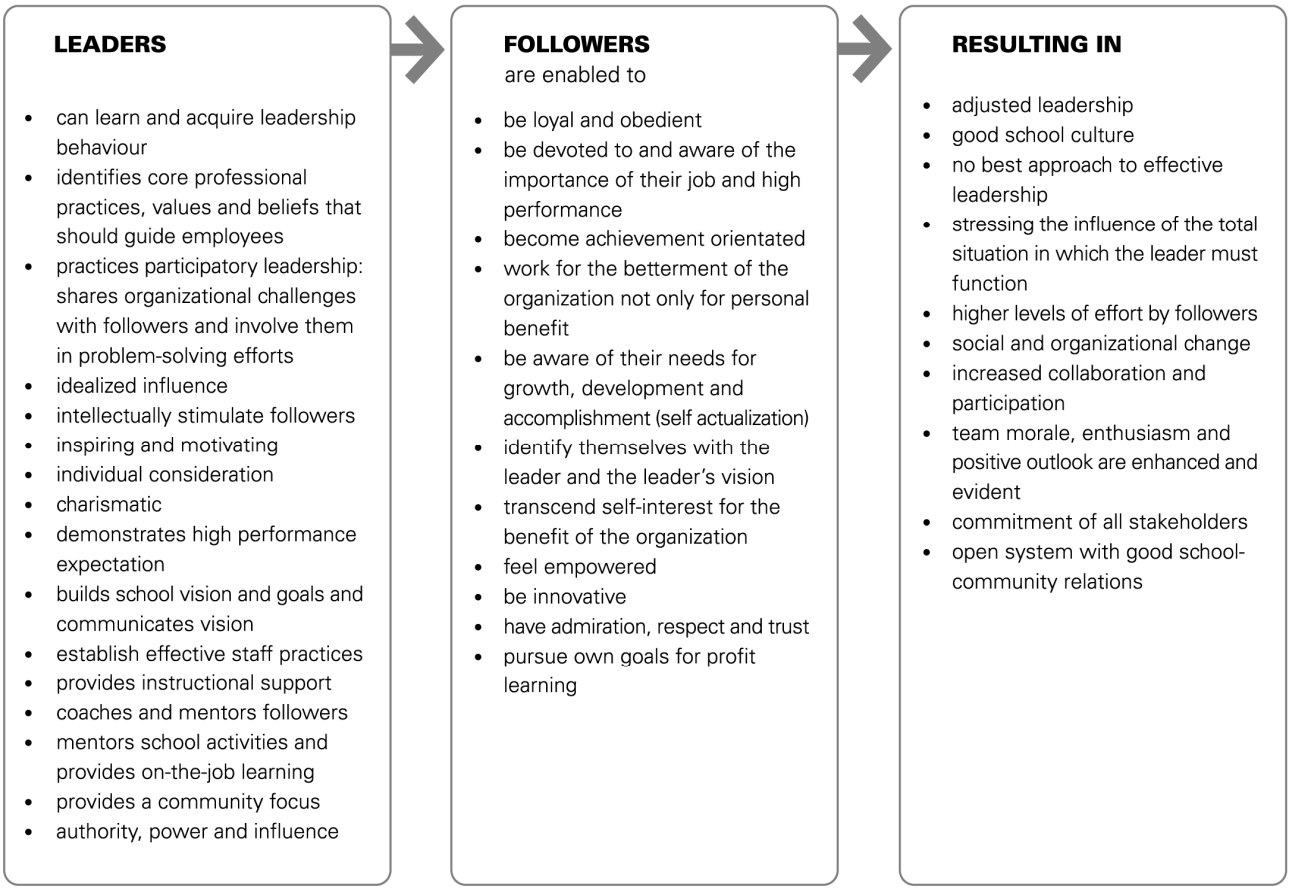


Figure 3: Transformational leadership model

Reflect on transformational leadership by completing the following table:

Main characteristics of transformational leadership	Characteristics of pseudotranformational leadership	Strengths of transformational leadership approach	Criticism against transformational leadership

1.3.2.2 Transformational leadership: implications for school managers

Now we can discuss the implications of transformational leadership for school managers and some of the school managers' roles as transformational leaders.

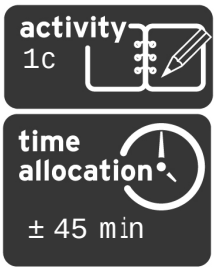
What do you think might be some of the implications of seeking to follow a transformational approach?

Well, among other things, we think that school managers need to
realise that complex and dynamic cultural changes needed for sustained school improvement are more likely to occur as a result of people involvement and a transformation of feelings, attitudes and beliefs. Leadership has to be broadly delegated among the staff for activities in which they are competent in order to achieve critical school goals.
gain commitment to a set of values, statements of "what ought to be" which then becomes the heart of the culture of the school;
articulate an appealing vision and clarify that vision in terms that are understandable to others. These managers need to appeal to the followers' desire to contribute to the school's goals and arouse the devotion and involvement of followers. The educators are then willing to take a high personal risk to achieve the vision.
incur trust and honesty by clearly defining the decisions made and how they contribute toward the school's goals;
show respect by treating educators as professionals. The participation and contribution of others have to be valued. Leaders need to understand that they need others and they appreciate others' efforts.
celebrate success and accomplishment within the school;
establish a trusting and supportive environment which will allow others to step forward and realize their own potential. Such situations allow group members to feel safe, so they will be more willing to take risks;
set a respectful tone for interaction with all stakeholders in the school community, and promote an atmosphere of caring and trust within the school. This will impact positively on the culture of the school and facilitate the transformation process;
develop social skills of advocacy, inter-group relations, team building and inspiration without domination;
exercise authority in order to lead the various activities in the teaching–learning situation in the school;
motivate and inspire others by providing a challenge and meaning to their work; build team morale, and enhance enthusiasm and a positive outlook
work with others in the school community to formulate a vision for the school. The vision must be communicated in a way that ensures commitment among staff, students, parents and others in the community;
demonstrate a willingness to change own practices in the light of new understandings gained from transformational leadership skills;
develop themselves first to become better contributors to the group. Leaders have to learn new ways of working and also to find new ways to unlearn old ones;
model problem-solving techniques that followers can readily adapt to their work. It is necessary that an inclusive approach is followed, because when people

engage in creative problem-solving, their ideas and mistakes are not criticized, and they are encouraged to try their ideas;
stimulate followers to view problems as challenges they can and will meet and conquer;
shape the actions of the followers to enable them to perform as close as possible to the benchmark;
keep abreast of trends and issues, threats and opportunities in the school environment and in the society at large;
provide moral support and encouragement by making staff members feel appreciated for their positive contribution to every initiative;
engage in behaviours that support and encourage followers and help them develop and grow;
understand and appreciate other people's points of view, culture, and needs;
show empathy and care for others;
support an effective committee structure for decision-making, facilitate effective communication among staff and provide appropriate professional autonomy in decision making;
stimulate educators to think about what they are doing for their learners;
encourage educators to pursue their goals for professional learning;
encourage staff to develop/review professional goals consistent with school goals by evaluating their own practices and refining them as needed;
facilitate opportunities for staff to learn from one another;
motivate their followers to do extra work and move to the level of superior performance, by having high expectations and expecting followers to be effective innovators;
establish a learning school where people learn from their experiences and generalize them to "real life";
recognize the importance of the strategic planning process. Not everything can or should be completed today. Understanding that it is necessary to take time to interact, learn, and share is part of learning to be a transformational leader. Focusing on the process allows each individual to be valued and his or her talents to be highlighted;
give a sense of overall purpose;
help clarify the practical implications of the school's mission;
communicate the school mission to staff and learners;
encourage the development of school norms supporting openness to changes;
serve as coaches and mentors in the professional growth and development of their members; monitor progress and provide additional encouragement when needed;
help followers understand the relationship between the school's mission and the Ministry of Education's initiatives;
work towards whole staff consensus in establishing priorities for school goals;
ensure that the process of staffing is fair and equitable;
ensure that staffing policies place staff in areas of competence and expertise;
assist in mentoring new staff members as they perform their duties by demonstrating a positive presence through visibility in the school, being accessible to staff and learners, showing interest in the learners' progress and by reviewing learners' progress;
make sure that resources and technical assistance are available to help staff improve school effectiveness;
ensure that classroom activities are up to the required standard;

implement educational reforms in a positive and effective manner by being sensitive to the staff and community's aspirations and requests, incorporating community value and beliefs and by ensuring a productive working relationship with the staff and the community;
enable and empower the staff to convert the vision into realities.

(Beare, Cadwell and Millikan (1989); Fertman and Linden (1999); Jones and George (2003); Leithwood and Jantzi (1999); Maritz (2003) Morgan and Hopkins (2000))



Finding yourself in a dynamic school environment, it is necessary to follow a transformational approach and in order to do so one must be willing to change. Complete the following questionnaire (Questionnaire 1) in an attempt to reflect on your approach. Be as honest as possible – this is the only way to improve those areas that need development.

Questionnaire 1: Transformational approach

[1] Rarely	[2] Once in a while	[3] Sometimes	[4] Fairly often	[5] Very frequently

How do I rate my approach in terms of the following?

		1	2	3	4	5
1.	**Personal Leadership Qualities**					
1.1	Am I aware of my particular talents and strengths?					
1.2	Do I act consistent with my most deeply felt values and beliefs?					
1.3	Do I have the capacity to put myself in another person's place?					
1.4	Do I have the knowledge, skill and expertise required to complete transformation?					
2.	**Importance of gifted individuals**	**1**	**2**	**3**	**4**	**5**
2.1	Do I have the ability to identify and support gifted individuals?					
2.2	Do I provide enough flexibility to make changes?					
2.3	Am I able to capture the lessons learned from successful models elsewhere?					
2.4	Can use limited resources creatively to affect change (e.g. a carrot rather than a stick)					
3.	**Stimulating transformational change**	**1**	**2**	**3**	**4**	**5**
3.1	Am I a strong role model?					
3.2	Do I create visions?					
3.3	Can I listen, but also initiate?					
3.4	Do I understand the organizational culture?					

3.5	Do I empower people to handle changes?					
4.	**Acting as change agent**	**1**	**2**	**3**	**4**	**5**
4.1	Are my school and I capable of individual and collective inquiry?					
4.2	Am I a change agent with a moral purpose?					
4.3	Do I intersect with colleagues to bring about continuous improvements?					
4.4	Do I understand the education system of SA?					
5.	**Tackling constraints**	**1**	**2**	**3**	**4**	**5**
5.1	Am I able to take risks?					
5.2	Am I inspired by a sense of mission?					
5.3	Can I manoeuvre things around constraints?					
5.4	Am I a proactive and pragmatic problem-solver?					
5.5	Am I a member of cross-institutional networks?					
6.	**Informed participation**	**1**	**2**	**3**	**4**	**5**
6.1	Do I encourage participation?					
6.2	Do I support processes of "reflect on in action"?					
6.3	Do I encourage users to become owners of problems?					
6.4	Do I keep participants informed about the cost, benefits and other factors affecting change?					
7.	**Leadership of teaching and learning**	**1**	**2**	**3**	**4**	**5**
7.1	Do I follow up on learning innovations?					
7.2	Do I translate ideas into actions?					
7.3	Do I have clear insights about how people learn?					
7.4	Do I learn from failures and try to improve?					
8.	**A willingness to trust**	**1**	**2**	**3**	**4**	**5**
8.1	Do I admit mistakes?					
8.2	Do I listen attentively to what others have to say?					
8.3	Do I show that I am willing to change my mind					
8.4	Do I trust others?					
9.	**Community and communication**	**1**	**2**	**3**	**4**	**5**
9.1	Do I communicate inclusively?					
9.2	Do I tend to ask for advice?					
9.3	Do I lay down lines of communication in the school?					
9.4	Do I communicate with more rather than with fewer?					

10.	Open to surprise	1	2	3	4	5
10.1	Am I receptive to what might happen?					
10.2	Am I wired to perceive the unexpected?					
10.3	Am I able to scan the environment and identify emerging trends?					
10.4	Do I work consciously to develop diversity of thought?					
11.	Innovations	1	2	3	4	5
11.1	Am I resourceful and resilient?					
11.2	Do I show a commitment to practical action?					
11.3	Do I have a high tolerance for complexity and ambiguity?					
11.4	Am I comfortable working on the margins of established knowledge?					
12.	Open to renewal	1	2	3	4	5
12.1	Am I willing to bring fresh blood into the equation?					
12.2	Do I recognize the right of others to be heard?					
12.3	Do I give people the opportunity and time to blossom?					
12.4	Do I tend not to control all important decisions from the top?					
13.	Understanding the outstanding	1	2	3	4	5
13.1	Do I allow for exceptional people and practices?					
13.2	Do I understand that change can be brought about from within?					
13.3	Am I capable of identifying ways to improve performance and working conditions?					
13.4	Can I identify positive aspects and work from there?					

Scoring the above questionnaire

	1	2	3	4	5	ITEMS	
NUMBER OF RESPONSES IN EACH OF THE CATEGORIES	E.G. 8	E.G. 15	E.G. 20	E.G. 8	E.G. 4	55	
	X 1	X2	X3	X4	X5	TOTAL	GRAND TOTAL
SUB-TOTALS	E.G. 8 X 1 = 8	E.G. 15 X 2 = 30	E.G. 20 X 3 = 60	E.G. 8 X 4 = 32	E.G. 4 X 5 = 20	150	275
					KEY:	210 +	GOOD TRANSFORMATIONAL LEADERSHIP QUALITIES
						150- 209	AVERAGE TRANSFORMATIONAL

							LEADERSHIP QUALITIES
						0-149	WEAK TRANSFORMATIONAL LEADERSHIP QUALITIES

1.3.3 Leadership practices

It has already become clear that a leader who wants to function effectively, needs to strive to improve his/her practices continuously. Transformational leaders should also be willing to learn new ways of working and this can only be done if one can stand back and reflect on one's own approaches, styles and practices.

Numerous studies have revealed that effective leadership is closely connected to good performance, which consequently requires a people-oriented approach because people form the core of the organisation and it is they who have to perform optimally. From the preceding discussion dimensions such as motivation, inspiration, role modelling, vision creation, support, empowerment and exploring opportunities emerged as crucial to good leadership. The following questionnaire (questionnaire 2) will assist you in reflecting on your leadership practices.

AIM: To reflect on your leadership practices

Leadership Practices Inventory
Complete the following **questionnaire** and then critically reflect on your own leadership practices. Then **write an essay** in which you highlight your strong and weak points and then indicate how you intend to improve the weak areas.

LEADERSHIP PRACTICES INVENTORY (LPI)

Rate yourself on a five-point scale as indicated below. To what extent do you say you engage in the following actions and behaviours? Circle the number that applies to each statement.

[1] Rarely	**[2]** Once in a while	**[3]** Sometimes	**[4]** Fairly often	**[5]** Very frequently

	I, as leader,					
1.	seek out challenging opportunities that test my skills and abilities	1	2	3	4	5
2.	describe the kind of future I would like to create together with my staff	1	2	3	4	5
3.	involve others in planning the action that will be taken	1	2	3	4	5
4.	am clear about my own code of ethics	1	2	3	4	5
5.	take the time to celebrate accomplishments when project milestones are reached	1	2	3	4	5
6.	stay up-to-date on the most recent developments affecting our organization	1	2	3	4	5

7.	appeal to others to share my dream of the future	1	2	3	4	5
8.	treat others with dignity and respect	1	2	3	4	5
9.	make certain that the projects I manage are broken down into manageable chunks	1	2	3	4	5
10.	make sure that people are recognized for their contributions to the success of our	1	2	3	4	5
11.	challenge the way staff do things at work	1	2	3	4	5
12.	clearly communicate a positive and hopeful outlook for the future of our school	1	2	3	4	5
13.	give people a lot of discretion to make their own decisions	1	2	3	4	5
14.	spend time and energy on making certain that people adhere to the values that have been agreed on	1	2	3	4	5
15.	praises people for a job well done	1	2	3	4	5
15.	look for innovative ways to improve what I do in our school	1	2	3	4	5
17.	show others how their long-term future interests can be realized by enlisting in a common vision	1	2	3	4	5
18.	develop cooperative relationships with the staff I work with	1	2	3	4	5
19.	let others know my beliefs on how to best run the organization	1	2	3	4	5
20.	give the members of the team lots of appreciation and support for their contributions	1	2	3	4	5
21.	ask "what can we learn?" when things do not go as expected	1	2	3	4	5
22.	look ahead and forecast what I expect the future to be like	1	2	3	4	5
23.	create an atmosphere of mutual trust in the projects I lead	1	2	3	4	5
24.	am consistent in practising the values I espouse	1	2	3	4	5
25.	find ways to celebrate accomplishments	1	2	3	4	5
26.	experiment and takes risks with new approaches to my work even when there is a chance of failure	1	2	3	4	5
27.	am contagiously excited and enthusiastic about future possibilities	1	2	3	4	5
28.	get others to feel a sense of ownership for the projects they work on	1	2	3	4	5
29.	make sure the work group sets clear goals, make plans, and establish milestones for the projects I lead	1	2	3	4	5
30.	make it a point to tell the rest of the organization about the good work done by their group	1	2	3	4	5

Transferring Ratings

After you have completed the instrument on your leadership practices transfer your ratings to the blanks below. This will make it easier to score your responses. Please notice that the numbers of the statements are listed horizontally. Make certain that the number you assigned to each statement is transferred to the appropriate blank.

1 ____	2 ____	3 ____	4 ____	5 ____
6 ____	7 ____	8 ____	9 ____	10 ____
11 ____	12 ____	13 ____	14 ____	15 ____
16 ____	17 ____	18 ____	19 ____	20 ____
21 ____	22 ____	23 ____	24 ____	25 ____
26 ____	27 ____	28 ____	29 ____	30 ____
Score:	Score:	Score:	Score:	Score:
Challenging the process (Innovativeness)	**Inspiring a shared vision** (Visionary)	**Modeling the way** (Exemplary)	**Enabling others to act** (Empowering)	**Encouraging the heart** (Motivational)

Above 20: High
15-20: Average
Below 15: Low

After you have analysed your leadership practices, the following key points will provide you with information to gain insight into your leadership behaviour. These key points will also enable you to plan your improvement strategy (activity 1d above).

Challenging the process, which refers to leadership dimensions such as
searching out opportunities,
willingness to take risks,
innovativeness,
treating mistakes as learning opportunities,
staying up-to-date, and
revealing an experimenting attitude.

Inspiring a shared vision, which refers to leadership dimensions such as
gazing across the horizons of time,
enlisting the emotions of others to share the vision by means of their enthusiasm, and
showing others how mutual interest can be met through commitment to a common purpose.

Modelling the way, which refers to leadership dimensions such as

clarity about their organisation's values and beliefs,
keeping projects on course,
behaving in a way that is consistent with the existing values,
making it easy for others to achieve the goals by focusing on key priorities,
breaking down big projects into achievable steps (small wins), and
setting an example.

Enabling others to act, which refers to leadership dimensions such as
strengthening others,
fostering collaboration,
building relationships of mutual trust,
stressing cooperative goals, and
making others feel important, strong and influential.

Encouraging the heart, which refers to leadership dimensions such as
giving recognition and encouragement to those who persist,
assisting others to climb the steep and arduous,
continuing to pursue the vision, and
celebrating accomplishments.

Now that you have conducted some self-assessment, contemplated your strengths and weakness and planned to improve your weak areas, this knowledge may be of value in creating an invitational environment and in managing yourself and the people of your school.

1.4 Attitudinal change and invitational theory

When approaching the challenges in school, it is of great importance that the leaders follow an effective leadership approach. The value of invitational theory towards success has already been stressed in the 1980's and 1990's and particularly with regard to establishing sound **attitudes** among the staff and as such invitational leadership will be dealt with as a possible strategy to achieve the required attitudinal changes.

Invitational leadership is a refreshing change from standard theories of leadership, providing an alternative approach that has largely been based on the foundational theories of Purkey (1978 – 1998), who linked the self-concept theory to how people view the world around them and consequently how this influences their attitudes towards things happening around them. The self-concept theory is based on basic assumptions such as respect, care, trust, optimism and intentionality.

Self-Concept Theory

Self-concept is a complex and dynamic system of learned beliefs that each person holds to be true about his or her personal existence and how he/she approaches things. This theory maintains that behaviour is mediated by the ways individuals view themselves, and that these views serve as both antecedents and consequences of human activity. Self-concept theory was initially developed by Jourard (1968), Rogers (1969) and Purkey (1970) and includes the following four basic assumptions:

Trust

Human existence is a cooperative activity where process is as important as product, which necessitates the recognition of the interdependence of human beings and the need to explore their attitudes. Attempting to get others to do what is wanted without involving them in the process is a lost cause. Each individual is the highest authority on his or her personal existence and needs to be trusted. Given an optimally inviting environment, each person will find his or her own best ways of being and becoming and so become more positive towards what they have to do.

Respect

People are able, valuable, and responsible and should be treated accordingly if leaders want to optimise performance through positive dedication. An indispensable element in any human encounter is shared responsibility based on mutual respect. This respect is manifested in the caring and appropriate behaviours exhibited by people as well as the places, policies, programmes, and processes they create and maintain. It is also manifested by establishing positions of equality and shared power.

Optimism

People possess untapped potential in all areas of human endeavour. The uniqueness of human beings is that no clear limits to potential have been discovered. Invitational theory could not be seriously considered if optimism regarding human potential did not exist. It is not enough to be inviting; it is critical to be optimistic about the process. No one can choose a beneficial direction in life without hope that change for the better is possible. From the

standpoint of invitational theory, seeing people as possessing untapped potential determines the policies established, the programmes supported, the processes encouraged, the physical environments created, and the relationships established and maintained.

Intentionality

Human potential can best be realized by places, policies, processes, and programmes specifically designed to invite development and by people who are personally and professionally inviting with themselves and others. An invitation is defined as an intentional act designed to offer something beneficial for consideration. Intentionality enables people to create and maintain total environments that consistently and dependably invite the realization of human potential. Intentionality, however, has various dimensions such as:

Intentionally Disinviting

The most negative and toxic level of human functioning involves those actions, policies, programmes, places, and processes that are deliberately designed to demean, dissuade, discourage, defeat and destroy. Intentionally disinviting functioning might involve a person who is purposely insulting, a policy that is intentionally discriminatory, a programme that purposely demeans individuals, or an environment intentionally left unpleasant and unattractive.

People, places, policies, programmes and processes that are intentionally disinviting are few when compared to those that are unintentionally disinviting. The great majority of disinviting forces that exist are usually the result of a lack of an invitational stance. Because there is no philosophy of trust, respect, optimism, and intentionality, policies are established, programmes designed, places arranged, processes evolve, and people behave in ways that are clearly disinviting although such was not the intent.

Unintentionally Disinviting

Individuals who function at the unintentionally disinviting level are often viewed as uncaring, chauvinistic, condescending, patronizing, sexist, racist, dictatorial, or just plain thoughtless. They do not intend to be hurtful or harmful, but because they lack consistency in direction and purpose, they act in disinviting ways. People who function at the unintentionally disinviting level may not intend to be disinviting, but the damage is done. Like being run over by a truck: intended or not, the victim is still dead.

Unintentionally Inviting

People who usually function at the unintentionally inviting level have stumbled serendipitously into ways of functioning that are often effective. However, they have difficulty when asked to explain why they are successful. They can describe in loving detail what they do, but not why.

An example of this is the "natural born" teacher. Such a person may be successful in teaching because he or she exhibits many of the trusting, respecting, and optimistic qualities associated with invitational theory. However, because they lack the fourth critical element, intentionality they lack consistency and dependability in the actions they exhibit, the policies and programmes they establish, and the places and processes they create and maintain.

The basic weakness in functioning at the unintentionally inviting level is the inability to identify the reasons for success or failure. Most people know whether something is working or not, but when it stops working, they are puzzled about how to start it up again. Those who function at the unintentionally inviting level lack a consistent stance -- a dependable position from which to operate.

Intentionally Inviting

When individuals function at the intentionally inviting level, they seek to consistently exhibit the assumptions of invitational theory. Intentionality can be a tremendous asset for educators and others in the helping professions, for it is a constant reminder of what is truly important in human service.

In invitational theory, everybody and everything adds to, or subtracts from, human existence. Ideally, the factors of people, places, policies, programmes, and processes should be so intentionally inviting as to create a world where each individual is cordially summoned to develop physically, intellectually, and emotionally. Those who accept the assumptions of invitational theory not only strive to be intentionally inviting, but once there, continue to grow and develop.

The four essential propositions of invitational theory: trust, respect, optimism, and intentionality, offer a consistent "stance" through which human beings can create and maintain an optimally inviting environment.

Invitational theory and the five P's

We can identify five areas that exist in practically every environment and that contribute to the success or failure of each individual. This involves the people, places, policies, programmes and processes. These five "Ps" make up the 'ecosystem' in which individuals continuously interact.

People

While everything in life adds to or detracts from success or failure, nothing is more important in life than people. It is the people who create a respectful, optimistic, trusting and intentional society.

Places

The physical environment offers a starting point for moving from invitational theory into practice, because places are so visible. Almost anyone can recognize smelly restrooms, cluttered offices, peeling paint, or unkempt buildings. Fortunately, places are the easiest to change because they are the most visible element in any environment. They also offer the opportunity for immediate improvement.

Policies

Policies refer to the procedures, codes, rules, written or unwritten, used to regulate the ongoing functions of individuals and organizations. Ultimately, the policies created and maintained communicate a strong message regarding the value, ability, and responsibility of people.

Programmes

Programmes have an important part to play in implementing Invitational theory because programmes often focus on narrow objectives that neglect the wider scope of human needs. For example, special programmes that label people can give individuals ideas about themselves that negate the positive purposes for which these programmes were originally created. Invitational theory requires that programmes be monitored to ensure that they do not detract from the goals for which they were designed.

Processes

The final P, processes, addresses the ways in which the other four Ps function. Processes address such issues as cooperative spirit, democratic activities, collaborative efforts, ethical guidelines, and humane activities. They focus on how the other Ps are conducted.

Implementing the Invitational Approach by applying the Four Corner Press

However, all these theories surrounding invitational leadership are of no value if they cannot be implemented in the organization and it is with this in mind that Purkey and Novak (1988) developed the ***Four Corner Press*** to assess the various pillars of invitational "personhood". These pillars refer to being personally inviting with oneself and with others and being professionally inviting with oneself and with others. The following is a summary of what the various quadrants of the ***Four Corner Press*** imply about being <u>personally</u> inviting towards oneself and towards others and then being <u>professionally</u> inviting towards oneself and towards others.

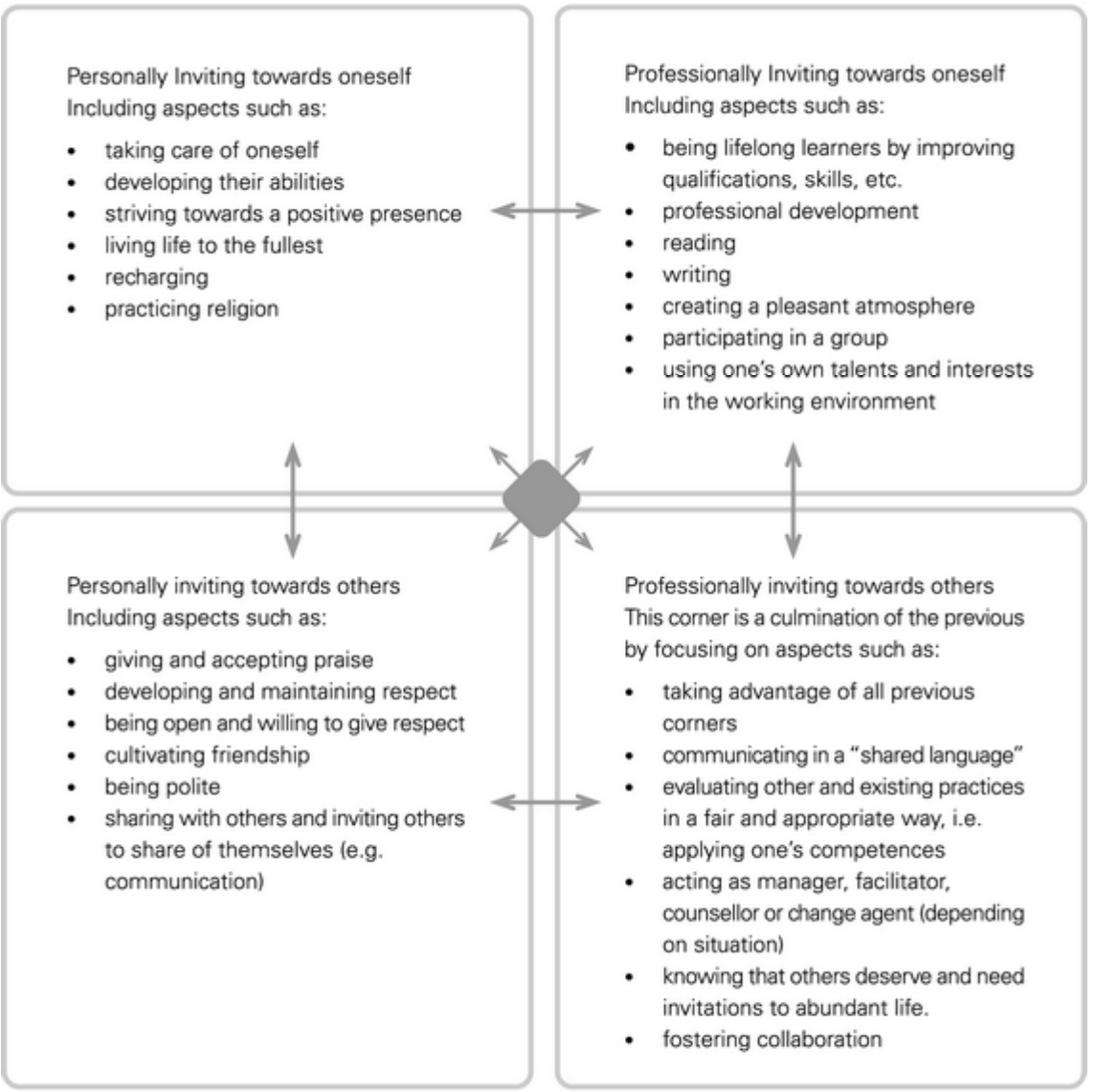


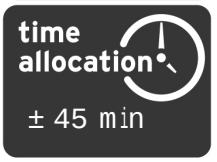
Figure 4: Four Corner Press (Purkey and Novak 1988:26; Brinson 1996:92-94)

The various dimensions of the above *four corner press* and their particular implications for transforming leadership in schools forms the core of invitational theory. Purkey and Novak (1996) posit that being professionally inviting actually means to invite success, which again implies that the expectations of the staff regarding their leaders could be of great value to guide leadership behaviour towards creating an invitational environment.

The invitational approach has been found to be an effective theory within the educational environment by researchers such as Barth (1991), Asbill (1994) and Eagly (2003) and implies that people behave according to how they see themselves and their environment. If teachers and learners are treated in a trustworthy, collaborative, compassionate and respectful manner, they will act and react accordingly towards their colleagues. The latter dimensions, in turn, will foster a school climate and culture that "invites" everyone to experience success.

Keyes and Haidt (2003) also emphasize the value of leadership that continuously attempts to diagnose the indicators present in their organizations in view of transformation towards the "ideal" state. Strahan and Purkey (1992:1-2) particularly stress the value of invitational theory as a vehicle for transformation and particularly in terms of providing a method of systematically analyzing the whole school. In terms of transformation towards that "ideal" state, this module aims at exploring what teachers in South Africa expect from their leaders by testing and constructing theories about invitational leadership and the relationship between the dispositional variables of the theory regarding others and oneself: in particular being personally inviting with oneself and with others and being professionally inviting with oneself and with others.

Purkey and Stanley (1991:16) state that "an invitation is an intentional act designed to offer something beneficial" and it is in terms of the latter that school leaders have to intentionally treat others as they would like to be treated and so contribute to cultivating a climate and culture that will be conducive to human optimization. What teachers expect from their leaders will consequently direct the leaders "intentionality" to act in a certain way. Knowledge derived from such holistic directive theory could enable principals to effectively understand and manage their schools.



AIM: To assess invitational leadership in the school.

GROUP ACTIVITY and PRESENTATION

Read the scenarios that follow and then complete the grid that appears after the scenarios to use as part of a group feedback presentation during a contact session.

Groups need to be able to:

1. Identify the 'area' described in the scenario (people, places, processes, programmes, policies).
2. Diagnose the aspects within that 'area' requiring attention.
3. Suggest actions that an invitational leader could initiate to address the issue.
4. Comment on any blockages that may arise. How could these be addressed?

Xola High School

Peter Skweyiya is the newly appointed principal of Xola High School – a job he is not too sure about as it seems a daunting task. The school used to be quite good and in the past it produced excellent results. It has undergone a steady decline since the charismatic former principal, a strict yet kindly disciplinarian, retired finally at the ripe old age of 65 ten years before. Learner numbers have declined; the buildings are very shabby, and even dilapidated. A pipe near the boy's toilet block has been seeping water for weeks and a muddy pool has formed. The toilets themselves are unhygienic and some boys refuse to enter, standing against a classroom wall to relieve themselves. Window panes have been smashed by learners and vandals alike; one classroom has a door hanging on its hinges, and youths in a passing car fired shots wildly one Saturday, which shattered a number of windows and left bullets embedded in the chalkboard of a classroom.

Mary, Head of Department

Mary is a new HoD appointed to the foundation phase of an inner city school. She is rather young to have this appointment which she prides herself on having achieved. Mary is an excellent HoD, but she could be accused of focusing rather too narrowly on her area and her area alone. She is impatient with the needs of the intermediate phase educators and refused on a recent occasion to allow her foundation phase educators to step in and supervise a couple of classes for the intermediate phase educators who had to go to a workshop on continuous assessment, even though the starting time was after the foundation phase classes had finished for the day. Her ambition is for the foundation phase to be the most organised, best equipped and efficient area in the school.

Soccer or Mathematics?

A parent storms into the principal's office waving a notice in his face. Mrs Phiri is furious because her child, Jacob, has been excluded from the soccer team. The Head of Department for Mathematics (who despises any form of sport) had decided that any learner who was failing his subject should not participate in extra-curricular activities until the learner's marks improved. Unfortunately Jacob is not so interested in mathematics but very keen on soccer – the only reason he goes to school regularly. His mother is annoyed that the HoD simply decided to change the policy about extra- curricular activities. The principal, Mrs Elizabeth, is equally surprised and sighs as she hears out the angry parent.

Mr John

Mbongeni reflects on the SMT meeting that he has just attended – his first as a new HoD in an up and coming township school. He reflects on the way that the principal, Hector John, conducted the meeting. Hector (or rather, Mr John) spoke about the need for the different departments to co-operate with one another, and how he would be guided in decisions about the use of resources according to principles and policies, not whether someone shouted louder or more often about their needs.

Mr John also spoke about everyone in the school striving together for a common goal, and that no unethical behaviour of any kind would be tolerated. Learners, parents, educators, support staff and district officials would be treated with equal respect and dignity. When someone started gossiping about a colleague, Mr John had firmly but kindly stopped the story in its tracks by chiding gently that the teller would not like to have a similar story about herself repeated to all. Mbongeni suddenly realized that he was very privileged be working with a man such as Mr John.

Men vs. Women

A particular high school is divided into two warring groups, which are divided mostly into men vs. women. The women on the staff complain bitterly about the men, saying that they do not prepare properly and keep sloppy records. The men, on the other hand, complain that the women rush home straight after school, saying that they have 'domestic responsibilities'. Any extra-curricular activities are thus run by those males on the staff who feel enthusiastic enough

to run an activity. Barbed comments are made towards each other and there have even been some pranks such as hiding mark books or registers. It has become a habit for new staff to be recruited quickly into a group. A couple of female teachers who allied themselves with the male group were accused of being on the lookout for a boyfriend. Those who don't join one of the factions become unhappy and leave quickly. The situation is not assisted by the principal who is a sweet but quite ineffectual man, and a quite domineering, assertive deputy, Joe.

Scenario	Identified Area	Problem diagnosis	Action required	Blockages Anticipated
Scenario 1: Xola High School				
Scenario 2: Mary, Head of Department				
Scenario 3: Soccer or Mathematics?				
Scenario 4: Mr John				
Scenario 5: Men vs Women				

Invitational leadership describes four core values, namely trust, respect, optimism and intentionality. Assess the extent to which your own behaviour encapsulates these values. If there are gaps, what can you do to change your behaviour?

The Four Corner Press reflects the four corners of personhood. Critically assess your own behaviour in terms of each of the dimensions. Are there areas that you need to address and what do you think can you do to create a more invitational environment in your school?

Each of the above scenarios refers to one of the five P's. You should also use those insights to assess your behaviour in terms of being invitational in all areas concerning the people, places, policies, programmes and processes in the school. This implies that you should be attentive towards instilling trust and respect among staff members and colleagues, while creating an environment in which they can act optimistically and intentionally behave in an invitational manner. In doing so, you need to attend to the various requirements of being personally and professionally inviting towards yourself and towards others. You need to think about how your own leadership practices can contribute to the positive transformation of your school.

1.5 Concluding remarks

The close interrelationship between leadership and the success of implementation of changes and policies implies that principals and SMT members should become knowledgeable and skilled in the principles that underpin personal and professional behaviour in order to enable them to create an environment that would be conducive to improved teacher performance and consequently to the quality of education in SA. In this unit we identified invitational theory as an approach that could be used to drive the transformation of schools. You need to keep this theory in mind as you engage with the ideas discussed in the units that follow.

Managing oneself and others

unit 2

Introduction 2.1

Managing oneself 2.2

2.2.1 Time management
2.2.2 Stress management
2.2.3 Emotional Intelligence

Managing groups and individuals 2.3

2.3.1 Teams and groups
2.3.2 Structuring the team and creating a functional setting
2.3.3 The value of team work in implementing changes
2.3.4 Advantages of team work
2.3.5 Effective team operations
2.3.6 Team operation phases
2.3.7 Team Role Analysis

Managing diversity 2.4

2.4.1 Diversity
2.4.2 HIV/AIDS

Concluding remarks 2.5

LEARNING GUIDE
unit two

2

Managing oneself and others

2.1 Introduction

For effective management and leadership, it is necessary to know and manage oneself, before one can lead and manage others and address the challenges that affect the people in the school.

As this course places a high premium on leadership and team work, it would also be valuable for leaders to reflect upon their leadership practices and the roles they play in a team.

Outcomes

By the end of this unit you should be able to demonstrate professional skills in terms of the self, groups and individuals in order to enhance performance.

2.2 Managing oneself

Some of the issues we will discuss in this section include:
Stress and time management
Support needs
Socio-economic well-being
Communication
Other aspects of interpersonal and professional relations.
Communication (presentation – public speaking – facilitation.

In the world of work we need to manage or organise our tasks efficiently and effectively. Many people **work** effectively in an environment where they are able to produce their work on time with high quality. However in that environment they often rely on someone to manage the time and tasks for them, which may lead to their failure in other parts in their life. A leadership expert once said: "Show me an organisation where everyone lives and works by self-managing, and I'll bet it's an organisation destined for greatness".

The following is a summary of some basic rules for **self-management**.

- Live by your values, whatever they are.
- Speak up! No one can "hear" what you're thinking without you being willing to stand up for it.
- Honour your own good word, and keep the promises you make.
- Be more productive by creating good habits and rejecting bad ones.
- Have a good work ethic, for it seems to be getting rare today. Curious, for those "old-fashioned" values like dependability, timeliness, professionalism and diligence are prized more than ever before. Be action-oriented. Seek to make things work. Be willing to do what it takes.
- Be interesting. Read voraciously, and listen to learn, then teach and share everything you know. No one owes you their attention; you have to earn it and keep attracting it.
- Be nice. Be courteous, polite and respectful. Be considerate. Manners still count for an awful lot in life, and thank goodness they do.
- Be self-disciplined. That's what adults are supposed to "grow up" to be.
- Don't be a victim or a martyr. You always have a choice, so don't shy from it: choose and choose without regret. Look forward and be enthusiastic.
- Keep healthy and take care of yourself. Exercise your mind, body and spirit so you can be someone people count on, and so you can live expansively and with abundance.

Part and parcel of self-management is time management. Henry Dobson said:

> *"Time goes, you say? Ah, no! Alas, Time stays, we go."*

Time management and self-management are two skills which once mastered can have the greatest immediate impact on overall job performance and effectiveness. They are essential skills for all successful people irrespective of one's career choice. If we can identify and focus on the activities that give us the greatest returns, we will dramatically increase our chances of becoming a high achiever. Many people spend their days in a frenzy of activity, but achieve very

little because they are not concentrating on the right things. The key is to concentrate on results, not on being busy, therefore we have to manage our time.

2.2.1 Time management

Because one often has to manage multiple priorities which are all important and urgent and at the same time deal with conflicting priorities, it is necessary to plan for the best use of your time. Here are some guidelines that we have found useful.

Plan for the unexpected
Analyse your work habits in order to determine areas for improvement
Engage in effective multitasking
Plan ahead to avoid fire fighting
Have clear expectations and objectives
Decide how flexible you should be
Identify and eliminate time wasters
Handle items once only
Balance your work and home life
Use prioritising systems to maximise your productivity
Do daily planning
Be more decisive (say "no" when it is necessary to do so)
Organise your office
Distinguish the important from the unimportant
Identify the steps needed to achieve your goals
Do desk management
Organise your office and your workstation
Identify what should be filed
Create an environment for peak productivity
Manage meetings more productively and effectively
Know which meetings you should attend
Delegate - even if you're not the boss
Know when you should say "No"
Deal with email overload
Manage and reduce distractions and interruptions
Manage your phone calls and emails
Be careful not to restrain from effective delegation, because you feel
I can do it better
I can do it faster
I want to retain control
Co-ordinate others' activities to ensure that you achieve your goals by managing your dependencies on others

2.2.2 Stress management

Stress can come from any situation or thought that makes you feel frustrated, angry, or anxious. What is stressful to one person is not necessarily stressful to another. Anxiety, on the other hand is a feeling of apprehension or fear. The source of this uneasiness is not always known or recognized, which can add to the distress you feel.

Stress management in the workplace is a reality that most of us have to face for one reason or another and coping with it is key to long-term career success. Having some stress can in some instances be helpful because it can provide motivation that allows you to work with a bit of a sense of urgency and purpose. However, too much stress, or a strong response to stress, is harmful. It can set you up for general poor health as well as specific physical or psychological illnesses like *infection*, *heart disease*, or *depression*.

When stress in the workplace reaches a high level and carries over to your personal life in a negative way, this is a sign that you need to do something to properly manage it so that it doesn't spiral out of control further.

If you're overstressed and at risk for job burnout, you may feel that a major life overhaul is necessary for you to be able to enjoy your job and avoid burnout. Here are the early warning signs of burn-out:

Chronic fatigue - exhaustion, tiredness, a sense of being physically run down
Anger at those making demands
Self-criticism for putting up with the demands
Cynicism, negativity, and irritability
A sense of being besieged
Exploding easily at seemingly inconsequential things
Frequent headaches and gastrointestinal disturbances
Weight loss or gain
Sleeplessness and depression
Shortness of breath
Suspiciousness
Feelings of helplessness
Increased degree of risk taking.

AIM: To conduct a self-analysis of your stress

Analysing your level of stress

Complete the following questionnaire and then do the scoring at the end. Think about what strategies you can use to address the problems in order to become a more effective school leader.

HOW STRESSED ARE YOU?

Find out with this short questionnaire. Simply choose the option that best fits your feelings about each statement.

	Strongly disagree **1**	Agree to some extent **2**	Strongly agree **3**
1. I feel I am in control of the success or failure I make of my life.			
2. I accept that my work has and will change and welcome the opportunities this gives			

HOW STRESSED ARE YOU?

Find out with this short questionnaire. Simply choose the option that best fits your feelings about each statement.

	Strongly disagree 1	Agree to some extent 2	Strongly agree 3
3. I have someone at school or outside in whom I can confide in.			
4. If there's a disagreement about work, I defer to other people's judgement and abilities.			
5. If something I am working on fails, I tend not to brood over the failure for a long time			
6. I'm so busy I find it increasingly difficult to concentrate on the job in front of me.			
7. I spend so long at work that my outside relationships are suffering			
8. I always get a good night's sleep without worrying about work.			
9. Recently I've found it more difficult to control my emotions.			
10. I feel tired during the day.			

Add up the numbers next to the statements you most agreed with for the first five questions, then do the same for the second five.
The lower your score in the first half the more likely you are to suffer stress in future (out of 15, e.g. below 10).
The higher you score in the second half, the more stressed you feel at the moment (out of 15, e.g. above 10).

Scores of 10 in either half suggest that you are either prone to experience stress or are feeling stressed at the moment.

Think about how you could alleviate your levels of stress.

Conduct an internet search and select a number of articles which could assist you in alleviating your stress (e.g. Google.co.za). There are also a number of Googlebooks that particularly refer to stress in education e.g. **Teachers Under Pressure** by Cheryl J. Travers, Cary L. Cooper

Here are some suggestions for successful stress management in the workplace:

1. *Try to address issues that might be affecting your stress level that you might not readily think of, especially the ones you can change. Do you travel more than an hour to school each day and feel beaten up by the time you get to school each morning? Are there ways you can lighten your workload? Do you need to learn how to say "no" to certain*

requests from time to time? Look for ways of changing how you do things especially ones you have some control over.

2. *Look for ways to improve your time management. Often, stress is a result of simply not having enough time to complete everything you need to do. Stop wasting time talking with colleagues and making personal phone calls and eliminate time wasters. Shut your door if you have trouble with people walking in and distracting you or find a quiet place where you can work undisturbed if necessary.*
3. *Find some sort of athletic endeavour to take part in as to get your mind off work. Start by going for a walk after school or late in the afternoon*
4. *Don't neglect your personal life. Remember to try to find the proper balance between your work life and your work outside of work. A separation between work and personal life is paramount.*
5. *Carefully consider whether or not you are in the right job. If successful stress management at work is just not possible and if you yearn for your time with a previous employer when things were better, maybe you're in the wrong job. Do you like what do you or is it simply a job to you? If it's simply a job there might be other jobs that are less stressful that are better suited to your personality.*

Stress management in the workplace is critical to your long-term career and long-term health. When stress management is simply not achievable through change, consider consulting a doctor for a medical opinion in case you are suffering from more than just stress.

2.2.3. Emotional Intelligence

Mayer, one of the pioneers of EI, defined EI (or EQ) in 1990 as consisting of five domains namely: knowing one's emotions, managing emotions, motivating oneself, recognising emotions in others and handling relationships (Bodine & Crawford, 1999: 34). The most straightforward definition of EI is however given by Weisinger (1998: xvi):

> *"Emotional Intelligence (EI) is the intelligent use of emotions: You intentionally make your emotions work for you by using them to guide your behaviour and thinking in ways that enhance your ability to satisfy your basic needs and to obtain results".*

EI could thus be defined as:

> *Emotional awareness as the perception and communication of emotions in the self and in others, the understanding and the use of personal and others' emotions to integrate emotions in motivation as well as the ability to manage emotions to inhibit or modulate experienced and expressed emotion and emotionally derived behaviour.*

Emotion may therefore not be separated from the other vital activities of life: "Multiple intelligences are socially based and interrelated." Emotions determine how we do in life and determine the limits of our potential to use our inherent abilities. Emotions arise from cognitive processes, physiological arousal and behavioural predispositions (Grandey & Brauburger, 2002: 269) that are influenced by experience, expression, behaviour, cognition and physiological

changes (Lord, Klimoski & Kanfer, 2002: 5). Emotions serve according to Weis (2002: 23) to improve the individuals' adaptation to situations and problems.

2.2.3.1 Neurological basis of EI

Our brains are still wired for emotion. Emotions have vital, healthy biological and psychological functions. Emotions are absolutely necessary to make decisions, solve problems, and cope with change to be a successful leader. According to neuroscientist Damatio, rational thinking (cognitive processes) cannot occur without emotion as sometimes advocated by Western cultures.

2.2.3.2 The domains of EI

When the different definitions are summarised, the hierarchical building blocks as mental abilities or domains are:

1. **Emotional awareness** that comprises:
   Self-awareness – accurately recognize, evaluate and express emotion in the self.
   Social awareness – the ability to read others' emotions accurately.
2. **Understand and use emotions** by accessing or generating feelings when they may facilitate understanding of yourself or others and facilitate thought from information derived from emotions.
3. **Emotional management** – manage internal emotional states and impulses to promote emotional and intellectual growth, act ethically and consistently as well as manage relationships more effectively by managing the emotions of others.

These domains work together in mentally healthy individuals to generate a balanced psychological and physical life. In addition, these domains and their associated competencies are needed to be an Emotionally Intelligent leader (Goleman, Boyatzis & Mckee, 2002: 37, 46, 48). These domains are furthermore arranged from more basic universal psychological processes to higher level, more psychologically integrated and complex processes. For example: the lowest undemanding abilities of perceiving and expressing emotion as seen in babies, to the highest level which concerns the conscious, reflective regulation of emotion (Hein, 2005: 7).

2.2.3.3 The effect of emotional intelligence and leadership on interpersonal relations

Albert Einstein said: "Intellect cannot lead, it can only serve. Intellect and clear thinking does not make a leader, it only gets him in the leadership door" (Goleman, Boyatzis & Mckee, 2002: 34). Although there are different perspectives regarding EI, experts agree that effective leaders should create a positive emotional environment in an organisation through a common vision as an image of what the future holds, communication, interpersonal skills and empathy, as part of their EI make-up. The latter allow leaders to show respect, motivate to reach for a dream, guide, inspire, listen, develop a passion and persuade employees (Zigramy, Blanchard, O'Connor & Edeburn, 2004: 214 – 216; Wong & Law, 2002: 250).

Rosete and Ciarrochi (2005: 389, 391) additionally found that EI, particularly perception and understanding of emotions, accounted for most of the variance

between transformational leadership and personality. This implies that leaders should be creative, flexible, enthusiastic, and be able to inspire and motivate others by nurturing positive attitudes through empathetic relationships that allow for a synergistic relationship between technical skills, EI and IQ through interpersonal relationships that motivate and enhance job satisfaction. Leaders achieve this by sensing and being considerate of especially the achievement, developmental and feedback needs and expectations of employees (Stone, Parker & Wood, 2005: 4; Zigrami, Blanchard, O'Connor & Edeburn, 2004: 184 – 191; Covey, 2004: 161 – 171, 241).

Extensive research has revealed that leaders, who exhibit successful leadership behaviours through EI, achieve greater employee morale, performance, retention, job satisfaction and organisational effectiveness (Serio & Epperly, 2006: 52; Maxwell, 2003: 131; Moshavi, Brown & Dodd, 2003: 4). This implies that EI and leadership abilities, as seen in the interpersonal relationships of the school's principal, not only influence educators' attitudes and job satisfaction, but also learners' performance and attitudes.

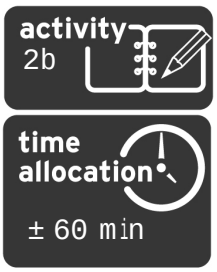
The former explains why some people with outstanding technical skills and qualifications may not be very successful leaders – they are not able to integrate and employ emotions in intra- and interpersonal relationships. EI competencies such as self-awareness, resilience, integrity, initiative, intuitiveness, optimism, empathy, motivation, influence, discipline, self-actualisation, sensitivity, respect, humility and adaptability, seem to distinguish most successful leaders from the average (Covey, 2004: 16, 17, 181; Kuter, 2004: 21, 22; Maulding, 2002: 12; Stein & Book, 2001: 18, 98; Kram & Cherniss, 2001: 254; Blanchard, 1999: 43, 47; Goleman, 1998: 38, 40, 41). All these mentioned emotional competencies could result in a positive emotional work environment, where employees are motivated and job satisfaction prevails.

Everyone watches the leader as a model and their way of seeing things, their feelings and caring behaviour bear special weight – this sets the emotional culture and climate towards the well-being of employees as well as that of the organisation (Weare, 2004: 11, 40, 57;; Cooper & Sawaf, 1997: 189). Depending on the EI, people-task-orientation and preferred style of the education leader as well as the situation, maturity and commitment of the educators, management styles may vary according to the amount of supportive and directive behaviours exhibited by the principal. For example Bill Gates, an effective pacesetter, employs division heads with complementary leadership styles and counterbalancing strengths, which actively lead people and foster teamwork. Overambitious leaders drive talent away. The number one reason for people quitting is dissatisfaction with the boss – quitting is four times higher for bosses perceived as bad. How long people stay and their productivity depends on the quality of their relationship with their direct superiors.

The advantage of EI to exemplary leaders is clearly seen in a rapidly changing environment where different leadership styles should be employed. In these situations they need to form effective teams quickly and efficiently – by leading and modelling, and interactin effectively with people – motivate, encourage and generate enthusiasm, communicate a shared vision and goals and obtain buy-in from autonomous groups. To accomplish that they must understand what people think and feel as well as the impact of emotion on thinking and decision making that results in positive outcomes for people – the integration of feeling with

thinking. Only by tuning into the feelings, will leaders meet the deeper, unspoken needs of their staff and increase human welfare by increasing positive emotions and reducing negative emotions. The integration of rational and emotional styles is the key to successful leadership without been derailed by emotions. That does not mean less emotion but rather appropriate emotion. EI enhances and assists thought in a meaningful way (Caruso & Salovey, 2004: xvii – xx, 3, 5, 6, 14, 26, 27, 44; Lord & Kanfer in Lord, 2002: 7).

A positive emotional climate does not mean 'anything goes' or *laissez-faire* chaos, but neither does it mean being autocratic. EI means warmth, communication, respect, involvement and clear goals that motivate as well as consistent rules and boundaries where staff know what is expected of them. The emotions of the leader have a ripple effect throughout the organisation's emotional climate. Feedback must be supportive and associated with job satisfaction (Weare, 2004: 112; Goleman, Boyatzis & Mckee, 2002: 10, 61).



AIM: To reflect upon your Emotional Intelligence

Analysing your level of EI in view of self-development

Complete the following questionnaire and then do the scoring at the end. Identify the areas in which you need to improve and then list activities that you think could assist you in improving your EI.

Rate Yourself		1 Never	2 Some times	3	4 Often	5 Always
1.	I know when to speak about my personal problems to others					
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them					
3.	I expect that I will do well on most things I try					
4.	I can understand the non-verbal messages of other people					
5.	Some of the major events of my life have led me to re-evaluate what is important and not important					
6.	When my mood changes, I see new possibilities					
7.	Emotions are one of the things that make my life worth living					
8.	I am aware of my emotions as I experience them					
9.	I expect good things to happen					
10.	I like to share my emotions with others					
11.	When I experience a positive emotion, I know how to make it last					
12.	I arrange events others enjoy					

Rate Yourself		1 Never	2 Some times	3	4 Often	5 Always
13.	I seek out activities that make me happy					
14.	I am aware of the non-verbal messages I send to others					
15.	I present myself in a way that makes a good impression on others					
16.	When I am in a positive mood, solving problems is easy for me					
17.	By looking at their facial expressions, I recognize the emotions people are experiencing					
18.	I know why my emotions change					
19.	When I am in a positive mood, I am able to come up with new ideas					
20.	I have control over my emotions					
21.	I recognize my emotions as I experience them					
22.	I motivate myself by imagining a good outcome to tasks I take on					
23.	I compliment others when they have done something well					
24.	I am aware of the non-verbal messages other people send					
25.	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself					
26.	When I feel a change in emotions, I tend to come up with new ideas					
27.	When I am faced with a challenge, I don't give up because I believe I will succeed					
28.	I know what other people are feeling just by looking at them					
29.	I help other people feel better when they are down					
30.	I use good moods to help myself keep trying in the face of obstacles					
31.	I can tell how people are feeling by listening to the tone of their voice					
32.	I can understand why people feel the way they do					

Transfer the above scores and then add up vertically.

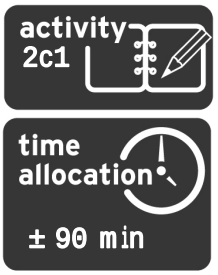
3 ____	4 ____	6 ____	1 ____
7 ____	12 ____	11 ____	2 ____
8 ____	17 ____	19 ____	5 ____
10 ____	23 ____	22 ____	9 ____
13 ____	24 ____	25 ____	15 ____
14 ____	28 ____	26 ____	16 ____
18 ____	29 ____	30 ____	20 ____
21 ____	31 ____	32 ____	27 ____
Score: /40 Above 30 = sufficient	**Score: /40** Above 30 = sufficient	**Score: /40** Above 30 = sufficient	**Score: /40** Above 30 = sufficient
Emotional self-awareness	**Emotional social awareness (others)**	**Understanding & using emotions**	**Managing your own emotions**

Schutte,Malouf, Hall,Haggerty,Cooper, Golden, Dornheim (1998)

our comments

Use the information from 2.2.3.2 – 2.2.3.3 and the content of the questions to assist you in planning for your self- improvement in terms of your emotional intelligence (EI can be improved).

2.3 Managing groups and individuals



AIM: To build team spirit

Team building exercise
[Can be done during a contact session and/or as part of a school development workshop and/or as a classroom activity with learners.]

The teams need to experience working together as a team on a specific task and then analyse their experiences.

1. Each team has to give their team a name and identify/develop a team song.
2. The teams have to go on a scavenger hunt and try to get as many items on a list as possible within the time limit (e.g. a picture of the team, a newspaper article about a group or team, an article on team work, a calendar, a CD of a well-known singer and be able to play it to the class, a cup from McDonalds, etc.)
3. After an hour the teams need to be back in the class (penalties for teams being late). The team with the most items is the winner.
4. Debriefing in group context then needs to take place by answering the following questions:
   - What was the team's strategy?
   - What roles did individual members perform?
   - How effective was the team?
   - What could the team have done to be more effective?
5. Then allow for a plenary discussion on:
   - What differentiates the more effective teams from the less effective teams?
   - What did they learn from the experience that is relevant to the strategy of effective team work and how did the personalities and skills of the various team members contribute to the functioning of the team?
6. Add these experiences to your reflective journal keeping.

2.3.1 Teams and groups

On the first level a team appears to be a situation where the members of the group are dependent on the other members to accomplish a specific learning task or assignment. Each member takes responsibility for a specific part of the task to accomplish overall success. However, on reflection it is a much more complicated process. Clearly, there is a distinction between teams and groups:

A *work group* is a group that interacts primarily to share information and to make decisions to help each member perform within his/her area of responsibility. They don't have to engage in work that requires a joint effort, but it is rather a case of being a summation of each member's individual contribution – i.e. a little positive synergy which *does not create an overall level of performance that is greater* than the sum of the inputs.

However, a *work* ***team*** generates positive synergy through a coordinated effort which results in an overall level of performance that *is greater* than the sum of the inputs.

Adair (1975) designed a model to illustrate the interlocking needs of the team, which also refers to the needs of the individual.

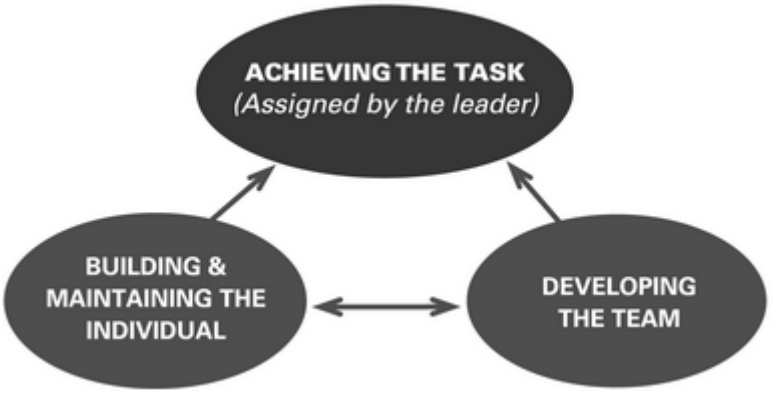


Figure 5: Adair's (1975) model of team needs

Adair also made the following valuable contributions to team work by placing the focus on the people in the team and the leaders there.

Your responsibilities as a manager for the **team** are:
establish, agree and communicate standards of performance and behaviour
establish style, culture, approach of the group - soft skill elements
monitor and maintain discipline, ethics, integrity and focus on objectives
anticipate and resolve group conflict, struggles or disagreements
assess and change as necessary the balance and composition of the group
develop team-working, cooperation, morale and team-spirit
develop the collective maturity and capability of the group - progressively increase group freedom and authority
encourage the team towards objectives and aims - motivate the team and provide a collective sense of purpose
identify, develop and agree team- and project-leadership roles within team
enable, facilitate and ensure effective internal and external communications
identify and meet training needs
give feedback to the team on overall progress; consult with, and seek feedback and input from the team.

Your responsibilities as a manager for each **individual** are:
understand the team members as individuals - personality, skills, strengths, needs, aims and fears
assist and support individuals - plans, problems, challenges, highs and lows
identify and agree appropriate individual responsibilities and objectives
give recognition and praise to individuals - acknowledge effort and good work
where appropriate reward individuals with extra responsibility, advancement and status
identify, develop and utilise each individual's capabilities and strengths

train and develop individual team members
develop individual freedom and authority.

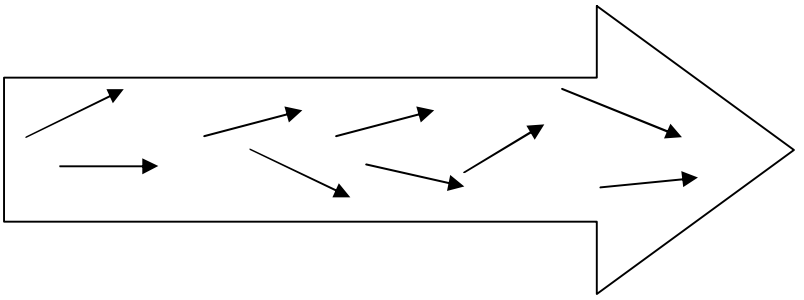
Over a period of five years Kiefer and Stroh (1993:27) also conducted research on innovative managers who obtained the highest organizational performance. This research showed that these organizations were able to optimize team effectiveness. Staff members energetically operated together as part of a larger whole. Instead of giving up their personal identity for an organizational identity, they expanded their personal identity. Who they are has become inextricably linked to a higher purpose to which their organizational self is committed. Kiefer and Stroh (1993) attribute these successes to variables such as: purpose, vision, alignment, personal power, structures and intuition. It seems as if organizations that are capable of inspired performance are characterized by:

A deep sense of purpose, often expressed as the vision of what the organization stands for or strives to create;
Alignment of individuals around this vision;
An emphasis on personal performance and an environment that empowers the individual;
Effective structures that account for the systemic aspects of the organization;
A capacity to integrate reason and intuition.

Unifying these elements points to a situation where the individual and the organization create a joint future. The latter implies a deep and overriding sense of purpose. For striving towards a shared purpose, the staff needs to be aligned.

The following figures illustrate this idea:

An unaligned organization



An aligned organisation

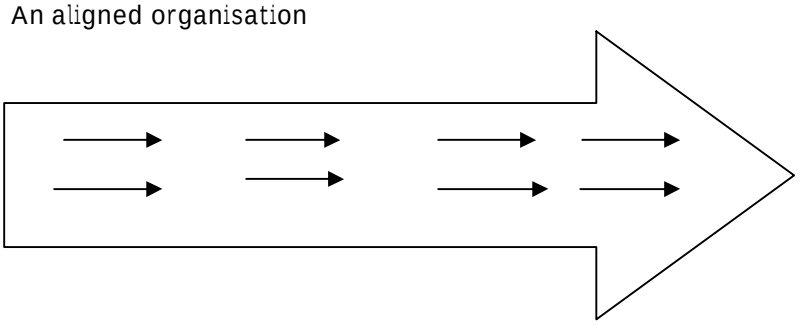


Figure 6: Unaligned and aligned organisations

Veeman, Van Benthum, Bootsma, Van Dieren and Van der Kemp (2002:87) refer to the situation where people work together to maximize functionality and where team members regard themselves as jointly responsible for the outcomes. Mistakes are treated as ways of accumulating information, rather than as failures and because the whole group becomes part of the endeavour, they experience power. This perceived power and ability must then be extended into actual ability by traditional training.

2.3.2 Structuring the team and creating a functional setting

When individuals start to feel that they do not make a difference, it is when they become victims of external forces beyond their control, such as being dominated or victimized by the boss/leader. It is therefore, necessary to ensure well-designed structures, policies and procedures which will allow the individual to make inputs and be developed towards self-actualisation. Structures should be of such a nature that the outcomes can be transferred to collective goals, while there is still room for individual performance. Self-managed work teams which are more or less permanent teams can be placed on the one end of a continuum and project teams, which function on a less permanent basis on the other end.

Team work requires a supportive non-competitive atmosphere, where individual educators can feel confident about talking about problematic issues (Heystek, Niemann, Van Rooyen, Mosoge and Bipath, 2008: 188). In order to function in "harmony", there are certain principles that team members need to adhere to.

They need to
be tolerant of ambiguity, uncertainty and seeming lack of structure
take interest in the group and the individual
possess the ability to give and accept feedback in a non-defensive manner
be open to change, innovation, creativity and joint problem-solving
create an informal, relaxed, comfortable and non-judgemental atmosphere
have the capacity to establish intense, short-term member relations
encourage group participation, consensus and decisions
value effective listening and communication that serve group needs, while keeping the group on target
cultivate a team spirit of constructive criticism and feedback
enable members to express group feelings
be concerned about team morale
clarify member roles, relationships, assignments and responsibilities
utilise total member resources
foster trust, confidence and commitment within the group
promote group norms so that they can be supportive of one another
divide labour fairly among members and synchronize efforts
provide for team-building opportunities.

(Harris & Harris 1997:29)

In terms of the effective functioning of a team, the team leaders also have an important role to play, such as
allowing teams to be experimental by testing out new styles, patterns, way of acting and combinations;
facilitating authenticity by caring about members, while allowing for differences;

being sensitive and allowing members to express their own feelings and developing a consciousness for the feelings of other;
stimulating spontaneity by responding creatively, reacting on others' sharings and not being manipulative;
being helpful, without imposing own opinions, values and systems on others, unless they perceive the intervention as helpful;
being open and flexible by considering other viewpoints, alternatives and possibilities, rather than being close-minded or locked into previous perceptions and ways of doing – being open to new innovations;
being time-conscious as the team has limited time together and has schedules to keep. It might be necessary to delimit personal inputs and avoid dominating team consciousness or diverting group from its mission;
sharing distinctive competences and permitting others to make their unique contributions to team tasks. Team participation is an opportunity to practise a range of leadership skills, whether as initiator or follower.

2.3.3 The value of team work in implementing changes

The members of staff of a school tend to respond more favourably and become more committed when they are invited to engage in making changes in their school rather than being required to implement changes imposed upon them by others. It is therefore important to make individuals and teams part of any change process. Let them help with both the planning and the implementation of change. Ownership of change is important.

Team work is as effective in instilling new professional practices as it is in guiding learning processes in the classroom. Vygotsky's (1978) theory on the social construction of knowledge contributed to the paradigm shift towards the encouragement of increased dialogue among students. It helped us to understand transformation as being more than the mere transmission of knowledge from "expert" to "novice" and rather emphasised critical engagement with others in a process of incremental change through a zone of proximal development: providing sufficient challenge to motivate change but not requiring too big a change or challenge too quickly.

When people interact in teams, they engage in a multi-directional process as they learn to give and receive information and develop new understandings and perspectives. They are involved in a process of constructing new patterns of thinking and feeling, which is a necessity in a changed environment.

In the above context team work has actually become almost a given in managerial texts over the last few decades. Working in a co-operative way is seen as a means of harnessing creativity, of responding speedily and flexibly to changing circumstances and of developing synergies that exceed the sum of individual capabilities. Team endeavours have been identified as the "dominant pattern of work in the future" as there are particular advantages to it.

2.3.4 Advantages of team work

Teams
are dynamic and participative
stimulate creativity
maximise staff expertise and experience
allow for people to give and receive information
create new understandings and perspectives and as such then construct new patterns of thinking
compel the involvement of all staff in key activities
achieve a higher work rate
remove the frustrations often experienced when decision-making is attempted in too large a group
develop new skills and expertise
facilitate professional development
increase enjoyment and commitment
make better use of time; and
allow quicker responses to new problems.

The continuum of 'working together' embraces a range of characteristics: from permanent to shifting; from formal to informal; from authorised by organisational culture to the almost hidden and from single group work activities in training incidents to general practices in a school. BUT it is important that all teams functions effectively.

2.3.5 Effective team operations

To facilitate effective team operations, it is necessary to
Focus on communication (establish lines of communication and establish a variety of forms of communication)
Account for team proximity (proximity to other teams and to each other)
Keep teams as small as possible (6-8 people)
Encourage teams to discuss differences
Encourage interaction
Train/empower the team
Have an initial face-to-face meeting to discuss the team's purpose and clarify roles and responsibilities
Ensure that activities are coordinated and integrated
Schedule periodic meetings
Include a variety of members (providing for similarities and differences)
Account for the various team operation phases (cf. Figure 7 below).

It also means judging the effectiveness of the team by means of
Performance: Successful outcomes that may be described in terms of excellence – here it boils down to the fact that the group can deliver more than the individual, implying the right combination producing the right results.
Goals: Comparing actual outcomes to expected goals, but it is important that the members understand their purpose and share their goals.
Energy: Members take strength from one another and build on the capabilities of their fellows – an effective synergy.

Structure: **Effective members create mechanisms for dealing with procedures, roles, controls and leadership in order to act in an orderly, directed, flexible and responsive way.**
Atmosphere: **Members create a spirit and culture that is open and supportive, permitting risks and mistakes and so building confidence and coherence.**

(*Harris & Harris 1996:26; Ingram 1997:119*)

2.3.6 Team operation phases

Literature reveals a wide range of theoretical models concerning the processes in group participation. Most researchers assume that if groups exist for an extended period they go through a number of phases. The most influential model has been that of Bruce W R Tuckman (1965), which refers to forming, storming, norming and performing and adjourning, which has been added at a later stage.

Figure 7: Phases of team operation

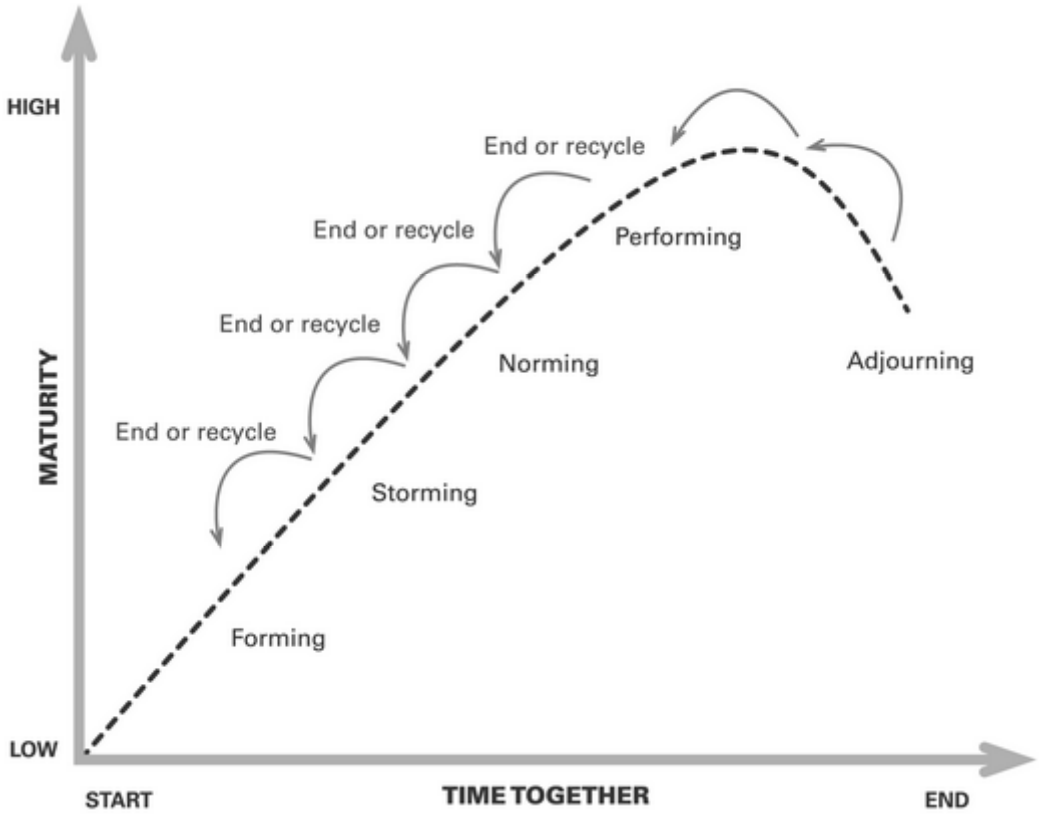


TABLE 1: PHASES OF TEAM WORK OPERATIONS

Forming stage: Team focuses on orientation to its goals and procedures. The amount of information available and the manner in which it is presented are crucial to work team development. Members may be unsure about what the team is supposed to do. This stage represents a high dependence of the group on the leader for guidance and direction. Individual roles and responsibilities are still

unclear. The leader must be prepared to answer questions about the team's purpose, objectives and external relationships. Processes may often be ignored. Sometimes the members may test the tolerance of the system and the leader.

Team building exercises can create some familiarity and assist members to feel at ease and develop a readiness to move to next stage.
During this phase the team starts to

define the project and
analyze the work to be done.

Storming stage:

At this stage competitive and strained behaviours emerge. This may involve resistance and impatience with the lack of progress. The friction usually starts when the team starts

planning the usage of resources
setting objectives, priorities and performance standards.

During this stage decisions may not come easily within the group. Team members may try to get certain positions as they attempt to establish themselves in relation to the other team members and the leader. The leader might receive challenges from some team members. Clarity of purpose might increase but plenty of uncertainties may still persist. Cliques and factions might form and there may be power struggles within the team. Conflict may appear and may even be permitted as long as it is kept at a manageable level. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. This may even encourage growth as it becomes necessary to establish trust and support structures.

Norming stage:

Team members become increasingly positive about the team as a whole, their co-members and the team's goal. The dominant view may be "we are in this together, like it or not – let's make the best of it!" Task-related and role behaviours are increasingly resolved through cooperation, open communication and the acceptance of mutual influence. Shared rules of behaviour become enforced. Here the team usually

puts in place procedures and practices
sets a schedule and milestone reviews
develops a budget (if necessary)
builds resources by recruiting, orienting and developing members.

During this stage agreements and consensus may form among the team members, who might respond well to the facilitation by the leader. Roles and responsibilities should have become clear and accepted by the team members. Big decisions are made by the agreement of the group. Smaller decisions may be delegated to individuals or small teams within the group. Commitment and unity is usually strong during this stage. The team may also engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is shared by the team members.

Performing stage:

During this stage (although this stage may never be reached) members have

come to trust and accept each other. To accomplish tasks, diversity of views is supported and encouraged, while members become willing to risk. During this stage listening and constant feedback are necessary in order to assist one another or receive help from one another. Members have by this time mostly

learned to accept and deal with conflicts
installed controls and supervision
diagnosed and started to improve their own functioning. identify reward systems
established communication channels, reporting and evaluation systems.

During this stage the team has become more strategically aware and knows clearly why it is doing what it is doing. The team should now have a shared vision and should be able to stand on its own feet with no interference or participation from the leader. The team also makes most of the decisions against criteria agreed with the leader and the team has a high degree of autonomy. Disagreements can still occur but now they are resolved within the team and necessary changes to processes and structures are made by the team. The team is able to work towards achieving the goal that was set and also to attend to relationship, style and process issues along the way. The team sometimes requires delegated tasks and projects from the leader but they do not need to be instructed or assisted, although team members might ask for assistance from the leader.

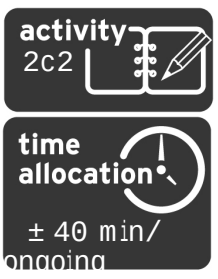
Adjourning stage:

This stage involves terminating task behaviours and disengaging from relationships. This stage is not always planned and may be abrupt. Conclusions should preferably include recognition for participation and achievement. From an organizational perspective recognition of people is helpful, particularly if members of a group have been closely bonded and may feel a sense of insecurity from this new change. Feelings of insecurity would be natural at this stage for people used to strong routine.

(*Hellriegel, 2004:341*)

2.3.7 Team Role Analysis

Teams have different needs and members should be selected for a team on the basis of their personalities, skills and preferences. Effective teams match people to various roles. If a team does not have a member in a specific role, someone has to play that role in the team. It is, however, necessary to identify the right person for the various roles. Meredith Belbin identified eight types of people as useful to have in teams. The following will guide you and the staff to compose effective teams.



AIM: To reflect on your contribution to teams

Team Role Analysis: A Self Perception Inventory: Belbin's Team

1. Complete the following questionnaire after you have carefully studied the directions below. (30 minutes)
2. Then view the contribution that your role can make to the effectiveness of the team (10 minutes).

Then go back to your school and let all staff members complete the questionnaire. Use those results to *compose the various teams* in your school. Write a report reflecting your findings (results), the plan for team division and the motivations thereof. (On site and at home.)

Directions

There are seven sections in the inventory, or questionnaire. Each section contains eight sentences. Work through each section in turn.

For each section, you have 10 points to distribute among the sentences which you think best describe your behaviour in a team situation. You dispute the points having considered your normal approach when you work in a team – the behaviour you tend to display naturally in a team situation.

What you do is spread the points to reflect the way each sentence reflects how you really feel about your performance in the team.

Example of how those 10 points could be distributed

a.	I think I can quickly see and take advantage of new opportunities.	4
b.	I can work well with a very wide range of people.	1
c.	Producing ideas is one of my natural assets.	2
d.	My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives.	
e.	My capacity to follow through has much to do with my personal effectiveness.	
f.	I am ready to face temporary unpopularity if it leads to worthwhile results in the end.	2
g.	I can usually sense what is realistic and likely to work.	1
h.	I can offer a reasoned case for alternative courses of action without introducing bias or prejudice.	

For each section, first read all the sentences and then decide how to allocate the ten points you have available. The points are likely to be distributed among a few or several sentences. In very extreme cases you might decide to give points to every sentence, or all ten points to a single sentence.

You must allocate ten points per section.

Write down the points in the boxes on the right.

Remember – there are no right or wrong answers, so please answer as honestly as you can. The value of the results will depend on the honesty of your responses.

SECTION I

What I believe I can contribute to a team:

a.	I think I can quickly see and take advantage of new opportunities.	
b.	I can work well with a very wide range of people.	
c.	Producing ideas is one of my natural assets.	
d.	My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives.	
e.	My capacity to follow through has much to do with my personal effectiveness.	
f.	I am ready to face temporary unpopularity if it leads to worthwhile results in the end.	
g.	I can usually sense what is realistic and likely to work.	
h.	I can offer a reasoned case for alternative courses of action without introducing bias or prejudice.	

SECTION II

If I have a possible shortcoming in teamwork it could be that:

a.	I am not at ease unless meetings are well structured and controlled and generally well conducted.	
b.	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing.	
c.	I have a tendency to talk too much once the group gets on the new ideas.	
d.	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.	
e.	I am sometimes seen as forceful and authoritarian if there is a need to get something done.	
f.	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere.	
g.	I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.	
h.	My colleagues tend to see me as worrying unnecessarily over detail and the possibility that things may go wrong.	

SECTION III

When involved in a project with other people:

a.	I have an aptitude for influencing people without pressurizing them.	
b.	My general vigilance prevents careless mistakes and omissions being made.	
c.	I am ready to press for action to make sure that the meeting does not waste time of lose sight of the main objective.	
d.	I can be counted on to contribute something original.	
e.	I am always ready to back a good suggestion in the common interest.	
f.	I am keen to look for the latest in new ideas and developments.	
g.	I believe my capacity for judgement can help to bring about the right	

decisions.

h. I can be relied upon to see that all essential work is organized.

SECTION IV

My characteristic approach to group work is that:

a. I have a quiet interest in getting to know colleagues better.
b. I am not reluctant to challenge the views of others or to hold a minority view myself.
c. I can usually find a line of argument to refute unsound propositions.
d. I think I have a talent for making things work once a plan has to be put into operation.
e. I have a tendency to avoid the obvious and to come out with the unexpected.
f. I bring a touch of perfectionism to any job I undertake.
g. I am ready to make use of contacts outside the group itself.
h. While I am interested in all views, I have no hesitation in making up my mind once a decision has to be made.

SECTION V

I gain satisfaction in a job because:

a. I enjoy analyzing situations and weighing up all the possible choices.
b. I am interested in finding practical solutions to problems.
c. I like to feel I am fostering good working relationships.
d. I can have a strong influence on decisions.
e. I can meet people who may have something new to offer.
f. I can get people to agree on a necessary course of action.
g. I feel in my element when I can give a task my full attention.
h. I like to find a field that stretches my imagination.

SECTION VI

If I am suddenly given a difficult task with limited time and unfamiliar people:

a. I would feel like retiring to a corner to devise a way out of the impasse before developing a line.
b. I would be ready to work with the person who showed the most positive approach, even if they are difficult.
c. I would find some way of reducing the size of the task by establishing what different individuals might best contribute.
d. My natural sense of urgency would help to ensure that we did not fall behind schedule.
e. I believe I would keep cool and maintain my capacity to think straight.
f. I would retain a steadiness of purpose in spite of the pressures.

g. I would be prepared to take a positive lead if I felt the group was making no progress.

h. I would open up discussions with a view to stimulating net thoughts and getting something moving.

SECTION VII

With reference to the problems I am subject to when working in groups:

a. I am apt to show my impatience with those who are obstructing progress.

b. Others may criticize me for being too analytical and insufficiently intuitive.

c. My desire to ensure that work is properly done can hold up proceedings.

d. I tend to get bored rather easily and rely on one or two stimulating members to spark me off.

e. I find it difficult to get started unless the goals are clear.

f. I am sometimes poor at explaining and clarifying complex points that occur to me.

g. I am conscious of demanding from others the things I cannot do myself.

h. I hesitate to get my points across when I run up against real opposition.

Scoring

Simply transfer the points you allocated as you went through the questionnaire onto the table below. The scores for Section I must be written in the first row, the scores for Section 2 follow in the next row, and so on.

Example of how to transfer scores to Belbin self–assessment score chart

I	g 1	d	f 2	c 2	a 4	h	b 1	e

Belbin self–assessment score chart

I	g	d	f	c	a	h	b	e
II	a	b	e	g	c	d	f	h
III	h	a	c	d	f	g	e	b
IV	d	h	b	e	g	c	a	f
V	b	f	d	h	e	a	c	g
VI	f	c	g	a	h	e	b	d
VII	e	g	a	f	d	b	h	c
Add up scores above (vertically) Total								
	Implementer	Co-ordinator	Shaper	Plant	Resource Investigator	Monitor Evaluator	Team Worker	Completer Finisher

Reflection on your typical behaviours and practices in the teams in which you work can help you to identify your dominant style of participation (although you might also sometimes act 'uncharacteristically' as well). This in turn may help you to reflect on the roles you are probably best suited to play in such teams and, perhaps, the competences you need to develop in order to play other kinds of roles. Having gone through a self-reflection in this way, you should be better able to use the tool to help you with team formation at your school. An explanation of the Belbin team roles is provided on the next two pages.

EXPLANATION OF BELBIN TEAM ROLES

PLANT (PL)	RESOURCE INVESTIGATOR (RI)
Creative, imaginative, unorthodox, solves difficult problems **Personal characteristics** • **Are often:** ▸ Introverts ▸ Intelligent ▸ Founders of new organizations ▸ Inventors of new products • **Weaknesses:** ▸ Communicating with and managing ordinary people ▸ Can be impractical, forgetful and unorthodox	Extrovert, enthusiastic, communicative, explores opportunities and develops contacts **Personal characteristics** • **Are often** ▸ Extroverts ▸ Inquisitive ▸ Pleasant ▸ Relaxed • **Weaknesses:** ▸ Loses interest once initial enthusiasm has passed. ▸ Quickly bored, variable in diligence and talkative
CO-ORDINATOR (CO)	**SHAPER (SH)**
Mature, confident and trusting. A good chairman. Clarifies goals and promotes decision-making **Personal characteristics** • **Are often** ▸ Mature in approach ▸ Characterised by gaining other's confidence ▸ Self-confident ▸ Able to provide broad perspective on matters • **Weaknesses:** ▸ Not necessarily the most clever and creative member of the group ▸ Tend to build up own empire ▸ Manipulate other people ▸ Tend to get involved with colleagues on a personal level	Dynamic, outgoing, highly strung, Challenges, pressurizes, finds ways round obstacles. **Personal characteristics** • **Are often** ▸ Extroverts ▸ Highly motivated ▸ Energetic ▸ Achievement orientated ▸ Driving ▸ Opinionated ▸ Assertive ▸ Goal directed • **Weaknesses:** ▸ Prone to provocation and short-lived bursts of temper ▸ Aggressiveness ▸ Impatience ▸ Opinionated
MONITOR EVALUATOR (ME)	**TEAM WORKER (TW)**
Sober, strategic and discerning, Sees all options. Judges accurately **Personal characteristics** • **Are:** ▸ Relatively unemotional and sober ▸ Somewhat reserved /withdrawn ▸ Serious ▸ Imperturbable ▸ Analytic thinkers	Social, mild, perceptive and accommodating. Listens, builds and overts friction **Personal characteristics** • **Are:** ▸ Mild ▸ Sociable ▸ Adaptable ▸ Diplomatic

▸ Discerning judgers ▸ Taking decisions after considering all relevant info ▸ Seldom wrong • **Weaknesses:** ▸ Lacks drive and ability to inspire others ▸ Over critical ▸ Skeptical ▸ Over careful and slow in decision making	• **Weaknesses:** ▸ Indecisive in crunch situations ▸ Over-sensitive to the actions of other people
IMPLEMENTER (IMP)	**COMPLETER-FINISHER (CF)**
Disciplined, reliable, conservative and efficient. Turns ideas into practical actions **Personal characteristics** • **Are usually** ▸ Practically orientated ▸ Self-controlled and disciplined ▸ Hard workers ▸ Very reliable ▸ Not spontaneous ▸ Systematic in approaching problems • **Weaknesses:** ▸ Somewhat inflexible, ▸ Slow to respond to new possibilities ▸ Resistant to change ▸ Non-enterprising	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time **Personal characteristics** • **Are usually** ▸ Tense ▸ Introverts ▸ Self-motivated ▸ Ensuring that tasks they accept, are completed ▸ Giving a lot of attention to detail • **Weaknesses:** ▸ Inclined to worry unduly. ▸ Reluctant to delegate ▸ Afraid of failures ▸ Fussy, difficult to satisfy ▸ Uncertain

2.4 Managing situations that impact on the group

2.4.1 Diversity

An important and broad-based challenge facing organizations, is that of adapting to people who are different. The term used to describe this challenge is *workforce diversity*. .

Niemann (2006) did extensive research in this regard. The following are abstracts from her research. Workforce diversity means that organisations are becoming more heterogeneous in terms of culture and gender, but it also includes diversity in terms of age, the disabled, and people with various sexual orientations. The issue of diversity is not only limited to South Africa, but is also applicable to numerous other countries such as the USA, Canada, Australia, Japan and European countries.

2.4.1.1 Cultural diversity

Managers have to deal with the different perspectives of the different people in order to manage the diversity in their institutions. The various cultures have different ways of approaching life. In unit 1 there has already been a reference to the individualistic and collective approaches which dominate the racial and cultural divide in South Africa. According to Swanepoel *et al.* (2000:397) organisations in South Africa have to deal with this *Euro-centric versus Afro-centric approach*. It seems as if the Afro-centric approach forms a close parallel to *transformational leadership* where leaders work to create a climate and culture where each individual and group can achieve their full potential. In doing so, transformational leaders could facilitate collectivism in South African organisations, coming to terms with one another's differences, acknowledging them, putting them in perspective, and discovering and dealing with the strengths and weaknesses of different ideologies, in order to improve the aggregate potential of South African organisations, thus creating the best prospects of unity through diversity.

Hofstede (1980) found that those who subscribe to an individualistic culture tend to:
show greater independence from their employment organisation;
strongly defend their personal or leisure time;
demand more freedom and scope in their jobs;
want more autonomy in their jobs;
prefer to make decisions individually, rather than collectively;
pursue their own needs and ambitions with less regard for others' needs;
acknowledge that they are responsible for looking after themselves;
show interest in individual reward schemes, and
find individual objectives more appealing, such as achieving freedom and autonomy in making decisions, earning promotion and pay increases.

While those, who subscribe to a collectivistic culture, tend to:

prefer to work for large organisations;
take others into account more often and to a larger extent;
prefer group decisions;
consider mostly what is good for the group;
believe that if they help the group, the group will look after them;
find individual reward systems unacceptable, as they threaten their core values and beliefs, preferring a scheme that rewards the group or team performance or an equal distribution of rewards amongst all members of the group, and
want to carry their whole team with them to achieve organisational objectives, getting their whole group's views across and their needs met.

Educational institutions will therefore have to function in an entrepreneurial manner and bring about paradigm shifts in the process of cultivating a new, shared culture.

Implications of cultural diversity for school management

According to Williams and Green (1994:8) the workforce today is much less traditional and thus results in a tendency to ignore differences, But this also poses various dangers, such as reinforcing stereotypes, increasing lack of tolerance within the group, misunderstandings, frustrations, defensiveness, criticism and aggressive behaviour. Educators who are exposed to situations of diversity have to educate the learners and provide them with tools and an understanding of the future, but what if they are not equipped to do so? From the investigation it seems that many educators lack the necessary skills which are required to equip learners for diversity and that in itself poses a challenge to the management of educational institutions.

It is in cases like these that there is a need for transformational leaders, who have to be creative in the identification of the sources of tension and able to manage and redesign the system in order to address unproductive balances. Senge (1999:278-279) feels that people in an organisation have to work through diversity issues with responsibility, integrity and a willingness to do something about them. It is necessary that people learn to recognise their own power and capabilities, and to set up groups and learning projects to help curb their innate resistance to differences.

Managers will need to shift their philosophy from treating everyone alike, to recognising differences and responding to those differences in ways that will ensure employee retention and greater productivity, while simultaneously avoiding discrimination. This shift includes, for instance, providing diversity training and revamping programmes to make these more "user friendly" to all groups. The exploration of diversity can increase creativity and innovation as well as improve decision-making by providing different perspectives on problems. Robbins (1994: 11) is convinced that, if diversity is not managed properly, it could potentially lead to a higher staff turn-over, difficulties in communication and increased interpersonal conflicts.

According to Hamel (2000:133) it is natural for people to focus on anything that is different, and it is particularly this natural inquisitiveness that should form the basis of training for diversity. The quality of an individual's experience can only be enhanced when working with someone who is different. Management has to

create situations where people get to know others who are different from themselves (O'Mara, 1994:5). When diversity in a system has to be managed, it is therefore important that people start to value differences, which will add to their own knowledge and understanding of reality, and which act as sources of creating new and exciting forms of life. Valuing differences thus forms the essence of synergy, which implies that the focus should become the encouragement and management of diversity and not merely the accommodation thereof.

Although the approach to managing diversity may vary from one institution to another, the following could form a framework for diversity management and could be integrated into any diversity management initiative:

Conduct self-evaluation to create a better understanding of others: People should be encouraged to evaluate themselves and to confront ethnic, cultural and gender stereotypes they might hold (Robbins 2003: 31). People should realise the importance of knowing themselves as people with an implicit understanding of diversity and its related prejudices and inequalities (http://www.hrzone.com/articles/diversity.html). A person, therefore, needs to recognise his/her own perceptual limitations and should be able to appreciate the rich resources in the hearts and minds of other human beings. When a person starts to value differences, then those differences can add to his/her own knowledge and understanding of reality (Williams 2001:102). Covey (1992(a):277) regards the valuing of differences as the essence of synergy – implying the management of similarities and differences.

Strive towards a balanced and an objective approach to ensure the recognition of differences: All aspects of diversity should be recognised and emphasised (such as race, gender, religion) without reinforcing traditional biases and stereotypes. Robbins (2003:31) feels that panels with representatives from the diverse groups may be beneficial in the following ways: providing opportunities for people to explore their experiences and values, enabling them to see how others might differ from their experiences and values, and helping them realise that those differences are real and valid. When working co-operatively, learning takes place and a better understanding of diversity is created (http://www.hrzone.com/articles/diversity.html).

Managers could include both Eurocentric and Afro-centric strengths in the institution. They could then extract the best management tools from the groups, thereby ensuring a representative variety, the strength of which will help South Africa to compete in a highly competitive world. Management could work towards reconciling individualistic and collectivistic value systems, rather than working towards institutional and individual change. Institutions that provide for an ongoing cultural awareness and diversity training will be building capacity to accept and work with the working population at hand.

Reward good work: The performance agreement should be reinforced by the organisational structure and system to stand the test of time. It is thus necessary to involve the staff members of the institution in setting the standards or criteria for acceptable and exceptional performance. A lack of a uniform set of criteria and an overall vision may lead to a breakdown in the organisational culture of the institution.

Provide substantial support: An important success factor for diversity initiatives is the commitment of top management. The institution must consequently take a stance on diversity. Organisations that have successfully adopted diversity programmes have strong support from top management and have placed a high

priority on diversity in their objective setting. Diversity success is achieved by management attendance at training events, long-term evaluation of management results, and managerial rewards for increasing diversity.

It is important to establish various support structures to operationalise the management of diversity, such as a diversity steering group (made up of diverse individuals, representing groups identified by the diversity audit), diversity project teams (utilising project management principles) and mentors to assist and support new appointments.

Team building will strengthen the support system, as teamwork utilises high-interaction group activities and increases trust and openness among staff members. The participants should be divided into teams or subgroups, making the membership of each small group as diverse as possible. Allow leaders to ask how aspects such as marginalisation affect the overall competencies and capabilities of the institution, and what could be done to equip staff to handle questions about rank, power, privilege and prejudice.

Integrate diversity into management strategy: Diversity management must be implemented as a proactive measure and strategy to enhance institutional/organisational performance. Such a strategy could form part of the school's employment equity plan in order to create an environment conducive to diversity and employment equity implementation, by

Conducting a diversity needs assessment: The particular needs of the school must be identified by using scientific needs analysis instruments such as diversity audits and focus group investigations. Audits will enable the school to define and examine the needs of its staff, thereby allowing staff to participate in an early stage of strategy development, and provide a baseline to measure ongoing progress. Such an audit will also facilitate the process of tailoring the strategy to meet the specific needs of the school.

It is important to create a school environment that is truly fulfilling for each person, that nurtures the self-esteem and self-worth of each person, and that creates opportunities for all to mature into independence (Robbins, 2003:32). A diversity-needs identification will also contribute to the identification of prevailing stereotyping, bias, prejudice and assumptions. As all staff members will participate, different perspectives will emerge, and a climate of openness and co-operation can be established.

Developing a shared vision: A school should work on "upscaling" itself and that could be done by developing a shared vision and setting organisational goals – there must be an "I understand and I am committed because it's a win for me too" – approach.

Management should focus on cultivating team spirit by enhancing participation and consensus. Management should go heavy on guidelines and light on procedures, so that, as circumstances change, people in the institution have the flexibility to function, while exercising their own initiatives.

Compiling an action plan: During a diversity session participants should be encouraged to develop action plans. Such action plans should be specific in terms of planned activities, and how the plans can be maintained, reinforced, monitored and evaluated. Here project teams can produce project plans for implementation and submit them to the Diversity Steering Group for approval. Decisions as to how to manage affirmative action in the school could also form part of the action plan. Whether affirmative action is going to be the mere application of measures for the sake of it, or whether it is going to be a movement beyond tolerance to true acceptance, is important. However, the

most important aspect should not be that management reflects the ethnicity and sex of the population, but rather that staff members are supervised and empowered to perform successfully, and that equality and acceptance is part of their working relationships.
Monitoring and evaluating: The diversity strategy should be monitored on a continuous basis in order to identify successes, shortcomings and areas of improvement and modification. Any changes in training should occur only after consultation with all stakeholders, and should be communicated to all staff. According to Robbins (2003:31) the most important form of evaluation is the quantifiable impact the strategy has in terms of performance and results. It is thus necessary to monitor and evaluate the process continuously, creating an atmosphere of giving and accepting feedback in a non-defensive manner.
***Empower the staff to cope with diversity*: Workshops should be arranged to allow staff to participate in group discussions with representatives from diverse groups. They will be able to participate in activities that are designed to change attitudes, for instance, exercises in which they learn to realise what it is like to feel different. Through such exercises, the participants can experience what it feels like to be judged according to something over which they have no control.**

Use two or more facilitators, provided that they are representative of race and gender. Guest speakers from minority groups will also enrich a diversity programme.

A study of diversity training by various authors (Swanepoel *et al*., 2000:398*:* Senge, 1999:278-279; O'Mara, 1994: 5; Covey, 1992(a): 207 & 208,303; Covey, 1992(b):284) revealed that empowering programmes should include aspects such as:
The identification and handling of stereotyping, bias, prejudice and assumptions.
Assistance to learn about, understand and value differences.
Diversity as a system change process.
The movement towards institutional and individual change.
Conflict management and problem-solving skills.

The above emphasises the fact that it is the coming together and merging of interests that are necessary to create synergy. Diverse people have to work together, and institutions should take care that the tension and conflict resulting from differences do not destroy the harmony and unity an institution seeks to achieve.

2.4.1.2 Gender diversity

The bulk of the pre-1980s workforce in the world has been men, working full-time to support non-employed wives and their children. Now such employees are the true minorities in Western countries.

The South African National Baseline Survey, conducted in 2000 by the Department of Labour, found that gender inequities are narrowing (Department of Labour, 2000).

Assuming that everyone is the same and that differences have no place at work is a form of prejudice, which at best, may be attributed to a lack of true acceptance, or at worst, assuming that everyone wants to be the same, but

somehow started off wrongly. Diversity tension is often created because people feel that they are being marginalised or treated unfairly, and this signals that these problems have to be addressed (Niemann, 1994:44). When work is unfair, workers do not work hard, are far less committed to the organisation, and are less likely to be co-operative or helpful (http://www.hrzone.com/articles/fairness).

If an organisation wants to plug into the full potential and commitment of the people working for it, it must realise that employees judge the fairness with which they are treated. Perceived unfairness could thus affect people's orientation to the work environment, making them more likely to participate in conflict, resulting in less productive employees.

Educational institutions will have to create a work environment in which diversity is accepted, by providing employees with managers and supervisors who genuinely accept backgrounds and orientations different from their own. Such organisations will more likely benefit from diversity, rather than suffer because of it.

Implications of gender equality for school management

Equality means a state of being equal (the same) referring to equal: rights, treatment to all others in a specific group. In a school context it implies affording all learners equal and meaningful educational opportunities; more money implies more subjects, more class periods, more equipment, better paid teachers, better qualified teachers; more of everything and better of everything.

Viewing the status of disadvantaged groups in terms of empowerment, Mill already more than three decades ago (1971:487) stated that any system where the skills of those groups are lost, is wasteful. The latter implies that measures to rectify such a system should be taken, necessitating purposeful actions of redress and empowerment to elevate women from their position of subservience. Mill (1971:456), an expert on the concepts of power, attributes the position 'powerlessness' to the fact that they are mostly denied a free and rational choice as to how to lead their lives. Instead of a life of 'rational freedom', they can only 'choose' a life of servitude. This denial of freedom and autonomy equates to a use of force, which in reality is an abuse of power.

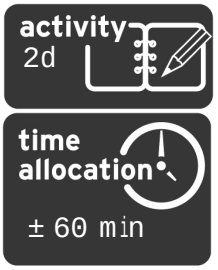
Foucault (1988:189) places the concept of power in perspective when he argues that power is not localised in one social sphere, but is diffused throughout the multitude of institutions that constitute society, implying that if power is everywhere, it must be opposed everywhere.

The Employment Equity Act stipulates that:

> *Measures must be designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce. (RSA 1998: Article 15)*

This Act also requires that an employment equity plan be prepared, setting targets bound by date to transform the present composition of employees to a composition that is more representative of the demographics of the region or country.

Niemann (2002:193) recommends that school leaders should facilitate:
the drafting and implementation of an equity policy
the cultivation of a gender- and race-sensitive culture in the school and the classroom, elevating disadvantaged groups from their positions of subordination, and which needs to find expression in all school activities, planning and documents, free of all forms of sexism and racism
the eradication of forms of harassment in schools by development programmes: girls and women must be equipped with the necessary skills to handle harassment, victimisation, intimidation, hate speech and all forms of sexism
the creation of a safe environment in which education can flourish
the review of gender and race imbalances in enrolment, dropout rates, subject choices, career paths and expected performances
the establishment of an environment in which all groups can develop to their full potential
the reporting of cases of inequality that might occur and making educators attentive of aspects such as the misuse of stereotypical language, examples, pictures, comparisons and ways of addressing learners
an awareness of biases in the classroom so that even the hidden curriculum could become gender- and race-sensitive – free from stereotypical treatment – in order to ensure that all members are treated equally
the training and empowerment needs of all the groups on the staff
the creation of networks so that staff can act as support systems for one another and act as mentors for novices.



AIM: To investigate the perceptions of your school's staff in terms of gender equity

Perceptions on Gender

Provide a reflective report on the perceptions of your school's staff regarding
Gender stereotyping
Gender roles

Use the questionnaire below to gather information from at least 5 staff members at your school. Then write a short report on what you have learned.

How do you feel about the following statements?	AGREE	NEUTRAL	DISAGREE
1. Working husbands and wives should equally sacrifice their careers for home duties.			
2. It is just as important for fathers to go to their children's school activities as it is for mothers.			
3. Males and females are equally suited for management careers.			
4. Women have as much ability as men to make management decisions.			
5. A marriage is happier if the husband has more education than his wife.			
6. Husbands and wives should plan the family budget together.			
7. Girl learners are more hardworking than boy learners.			
8. Females make better receptionists than men.			
9. The husband should be the head of the family.			
10. A model for equal opportunities should be encouraged.			
11. Women are just as capable as men to run a business.			
12. Gender should not disqualify a person from any career.			
13. Women should take the passive role in courtship.			
14. A child will be better adjusted if both parents are responsible for child rearing.			
15. It is wrong for a man to enter a traditionally female career.			

2.4.1 HIV/AIDS

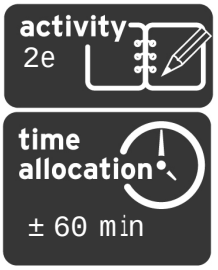
It is estimated that by 2010, South Africa will have suffered two million deaths from AIDS – add to this the many millions of children orphaned by the pandemic. 'Child-headed households' have become a new census category for schools in South Africa.

HIV/AIDS and related issues such as 'safe sex', condoms, and sex education have become slogans of the day in schools. Schools also have to face the fact that they have staff and learners living and working with, and dying from AIDS. This is probably one of the biggest areas of change and challenge in organisations in the next few years.

According to the 2007 HSRC report on educator morbidity, 12,7 % of all educators are HIV positive. The HIV prevalence is highest in the 25-34 age group (21,4%), followed by the 35-44 age group (12,8%). Educators in the 55 and older age group have the lowest prevalence rate (3,1%). There are major racial differences in HIV prevalence: Black Africans have a prevalence of 16,3% compared to whites, coloureds and Asians, whose HIV-infection rates are less

than 1%. Figures such as those above compel the various provincial Departments of Education to face the changes that HIV/AIDS will bring about in schools. KwaZulu-Natal, Mpumalanga and the Eastern Cape have the highest HIV prevalence, implying that they may lose about between 16,8 – 42,2% of their educators within the next few years. These figures affect every school, and school leaders will have to cope with a large staff turnover, frequent absence from work due to illness and with people suffering from emotional trauma.

With almost 13% of South Africans educators suffering from HIV/AIDS or being HIV positive, one of the biggest challenges that the education sector will have to tackle in the foreseeable future is to set up policies that will embrace staff members with HIV/AIDS and staff members dying from HIV/AIDS. An even bigger challenge for schools is that both school leaders and teachers must be empowered to deal with the consequences. Schools will have to be able to survive, handle and still flourish, regardless of the changes that HIV/AIDS will bring into the workplace.



AIM: To assess the possible consequences of HIV/AIDS on your school

HIV/AIDS

Download the latest HSRC report from www.hsrcpress.ac.za and compile an overview of the HIV/Aids profile in your province/district. Then write down your own scenario of the possible consequences thereof for you school in particular.

Suggestions for dealing with HIV/AIDS in schools

In the light of the above, a school must start developing a planned approach to HIV/AIDS in the workplace. According to Puckett and Emery (1998:125) the leaders should:

facilitate the documenting of the school's point of view about HIV/AIDS: Will the organisation support staff with HIV/AIDS and if so, what actions should be taken? Does the school want to put policies in place to help the loved ones of staff and learners that die from HIV/AIDS?

develop a formal policy for HIV/AIDS. Consult existing policies within the education sector – the ideal is to rather use one of the existing policies and build on it, as that makes the transition less stressful

involve the staff in deciding how, to whom, and under what circumstances the school's point of view about HIV/AIDS will be communicated

collaboratively develop a framework on how, to whom, and under what circumstances HIV/AIDS education will be provided. It should be determined if this education should form part of the planning or implementation process of the policy; whether education would only become necessary when a case of HIV/AIDS is diagnosed in the workplace; or whether it should form part of the HIV/AIDS prevention campaign.

think strategically on how the school is going to deal with the effect HIV/AIDS might have on the staff in future

continuously engage in communication with the staff.

It is essential that leaders possess the necessary knowledge about HIV/AIDS in order to deal with the school's response to HIV/AIDS, and to develop relevant programmes and support structures. Members of staff have to be convinced about their leaders' commitment to their well being and their commitment to do what obviously needs to be done to minimize the effect of HIV/AIDS on the school.

2.5 Concluding remarks

It is clear that leaders need to manage themselves as well the people in the organisation. To do so, it is necessary to be knowledgeable and skilled in those areas, especially when focusing on team effectiveness and problematic issues that might arise in the school environment.

Staffing

unit 3

Introduction 3.1
Outcomes

Staff provision 3.2

3.2.1 Analyse and plan: conduct a situational analysis
3.2.2 Advertise
3.2.3 Job specifications and description
3.2.4 Selecting, short listing, interviewing process
3.2.5 Selection criteria
3.2.6 Interviewing
3.2.7 Induction, Development, Mentoring and Assessment

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LEARNING GUIDE
unit three

3

Staffing

3.1 Introduction

Quality education is greatly dependent on sound selection and appointment procedures. It is important to get the best person for the job.

According to SASA (section 20(i)) the selection of staff members has been delegated to governing bodies. This delegated function was changed to a more centralised decision-making structure for Departmental appointments with the Education Amendment Act of 2006. In the centralised staff appointment, an official distanced from the local school makes the decision, according to criteria other than or not congruent with the local need, which may imply that people may be appointed in schools where they will not perform at the best possible level because they are not in the right environment.

Outcomes

By the end of this unit you should be able to plan for effective staffing, allocation, support and evaluation of work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities

3.2 Staff provision

The appointment of an educator in a specific post in a specific school is not a single and isolated incident, but a whole process. Heystek (2008) explains it by means of the following diagram:

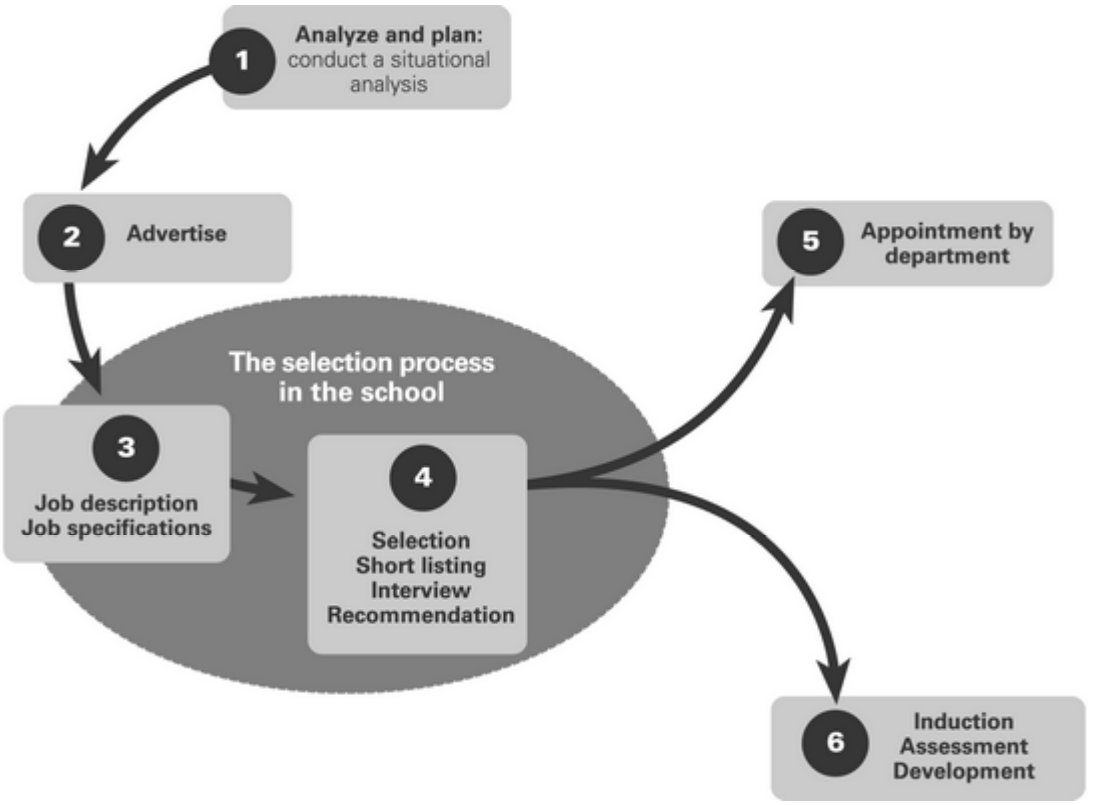


Figure 8: The talent management process

3.2.1 Analyse and plan: conduct a situational analysis (Step 1)

In order to conduct proper planning, it is necessary to embark on job design and job analysis.

Job design refers to the way in which the school is structured and the work is divided into different tasks and responsibilities required to conduct quality teaching. This implies strategic thinking about how the work should be organised in order to obtain the necessary work performance from every staff member. Job redesign can take place in a horizontal and a vertical manner.

Horizontal redesign refers to reconsidering the fundamental way in which work is organised or structured, such as

Job rotation: Staff members are rotated from post to post without disturbing the workflow. In this way the educators are exposed to a variety of content, which could consequently curb boredom (e.g. swopping the Maths educators in the

senior phase with those in the FET phase). This could also be done with other tasks and responsibilities in the school (e.g. drawing up the time table)
Job enlargement: Where the job description of the posts are expanded to include an increased number of duties and tasks (not more complex) (e.g. distributing the moderating task – this can also be very empowering).

This results in a **job analysis** whereby there is a systematic process of collecting information about every post and exploring the activities of that particular post.

It would therefore, be necessary to start with a **situational analysis** of how the school is presently structured and how the workload is organised. It would therefore be necessary to draw up an organogram of the school. There are however a number of recognised structures. The following are most commonly used in South African schools:

a) Tall structures

Tall structures rarely exceed 8 levels of management. This is firstly because layers (i.e. management levels) decreases the span of control. Secondly the disadvantages of the tall structure begin to outweigh the advantages of tall structures.

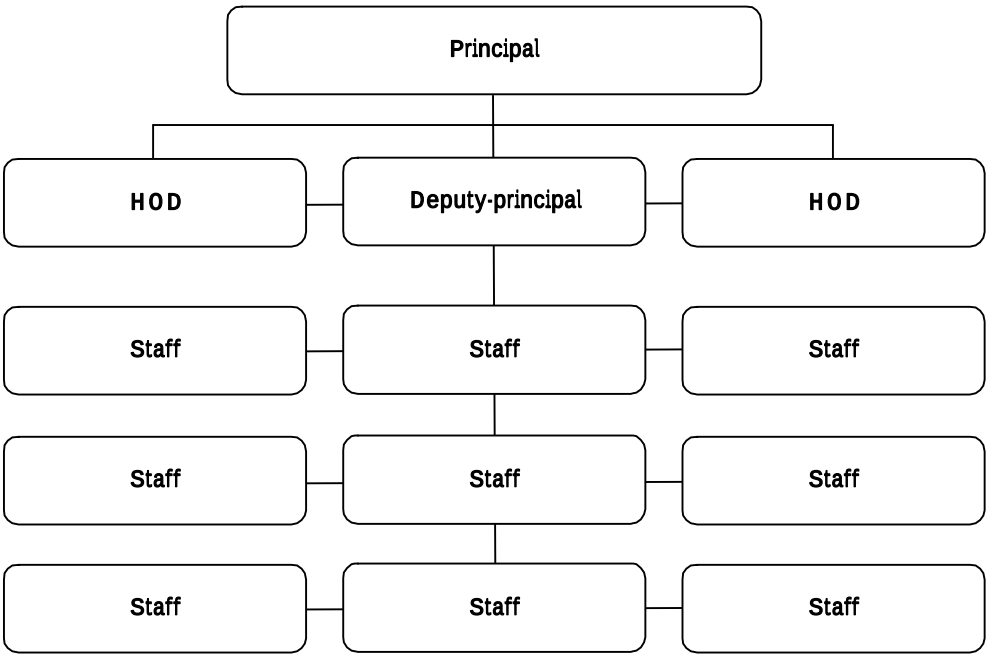


Figure 9: A tall school structure

TABLE 2: ADVANTAGES AND DISADVANTAGES OF TALL ORGANISATIONS

Advantages of tall organisations	*Disadvantages of tall organisations*
There is a narrow span of control, i.e. each manager has a small number of staff members under their control. This means that staff can be closely supervised.	The freedom and responsibility of staff members (subordinates) are restricted.

Advantages of tall organisations	*Disadvantages of tall organisations*
There is a clear management structure.	Decision making could be slowed down as approval may be needed by each of the layers of authority.
The function of each layer will be clear and distinct. There will be clear lines of responsibility and control.	Communication has to take place through many layers of management.
Clear progression and promotion ladder.	High management costs because managers are generally paid more than subordinates. Each layer will tend to pay its managers more money than the layer below it.

b) Flat structures

In contrast to tall organisations, a flat organisation will have relatively few layers of management. This means that the "Chain of Command" from top to bottom and the "span of control" is wide. Due to the small number of management layers, flat organisations are often small organisations

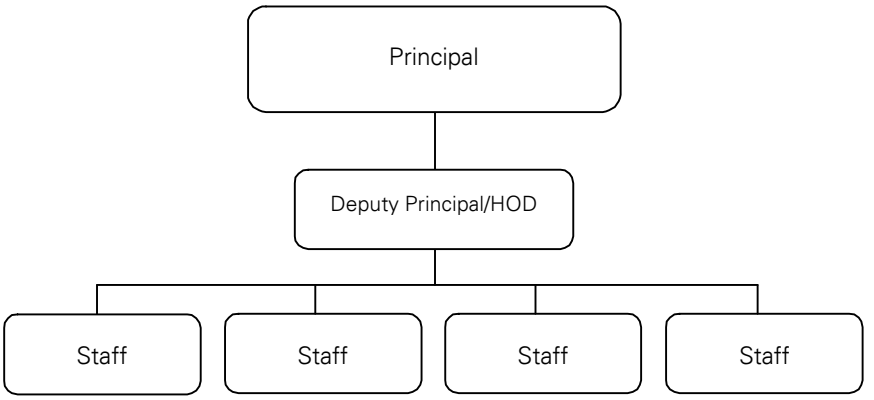


Figure 10: Flat school structures

TABLE 3: ADVANTAGES AND DISADVANTAGES OF FLAT ORGANISATIONS

Advantages of flat organisations	*Disadvantages of flat organisations*
More/greater communication between management and staff.	Some staff members may have to take over some supervisory roles.
Better team spirit	May limit/hinder the growth of the organisation.
Less bureaucracy and easier decision making	Structure limited to small organisations.
Fewer levels of management.	Function of each department/ person could be blurred and merge into the jobs/roles of others.

c) Hierarchical organisations

In a hierarchical organisation employees are ranked at various levels within the organisation above one another. Each employee's role within the organisation

is clearly defined as well as the nature of their relationships with other employees. At each stage in the chain, one person has a number of workers directly within their span of control. Hierarchical organisations comprise various spans of control, which get wider as we move down the structure.

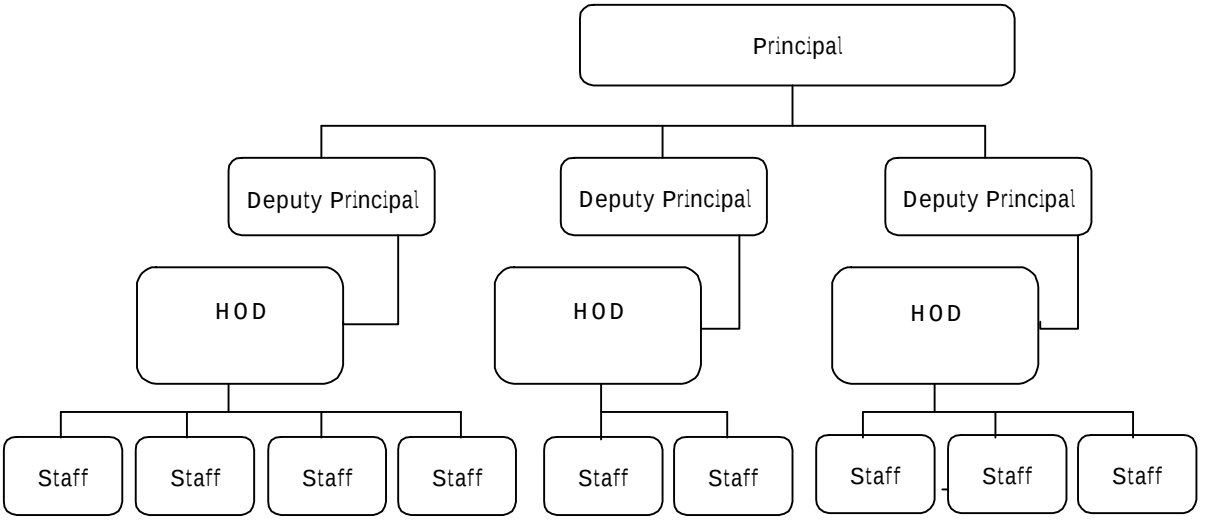


Figure 11: Hierarchical school organisation

TABLE 4: ADVANTAGES AND DISADVANTAGES OF HIERARCHICAL ORGANISATIONS

Advantages of hierarchical organisations	*Disadvantages of hierarchical organisations*
Authority and responsibility are clearly defined.	The organisation can be bureaucratic and respond slowly to changing needs of stakeholders and the education sector.
Clearly defined promotion path.	Communication across various sectors can be poor especially horizontal communication.
There are specialist managers and the hierarchical environment encourages the effective use of specialist managers.	Departments can make decisions that benefit them rather than the school as a whole, especially if there is inter-departmental rivalry.
Staff members are very loyal to their department within the bigger organisation.	

activity 3a

time allocation ± 60 min

AIM: To critically view the staff structure of a school in view of improvement.

GROUP ACTIVITY: **Oral Presentation**

Prepare an organogram of one of the schools in your group. Indicate the tasks assigned (e.g. subjects/learning areas) as well as the level (grade) and the staff members presently holding the posts. Then critically reflect on it in terms of how you think it could be improved.

3.2.2 Advertise (Step 2)

Advertising is an integral process that is part of the selection process. It is based on the job description and must provide the potential candidates with sufficient information when applying for the job in question. The advertisement should also clearly indicate the job description, the main responsibilities attached to the post, the name of the school and its geographical position, how to apply and the minimum qualifications required. This will normally be in the provincial newspaper, although schools may also advertise the same post in other public media.

activity 3b

time allocation ± 30 min

AIM: To prepare an advertisement of a vacancy

Advertisement

Find a published advertisement for a teaching post to use as a guide and then write your own advertisement for a post at your school to be placed in the newspaper or government gazette.

3.2.3 Job specifications and description (Step 3)

During the job analysis process the activities within each post are explored which leads to the

Job specification: The minimum acceptable characteristics an educator must possess to be able to do the job.

Job description: The nature of the job content, environment and conditions under which the job is to be carried out:

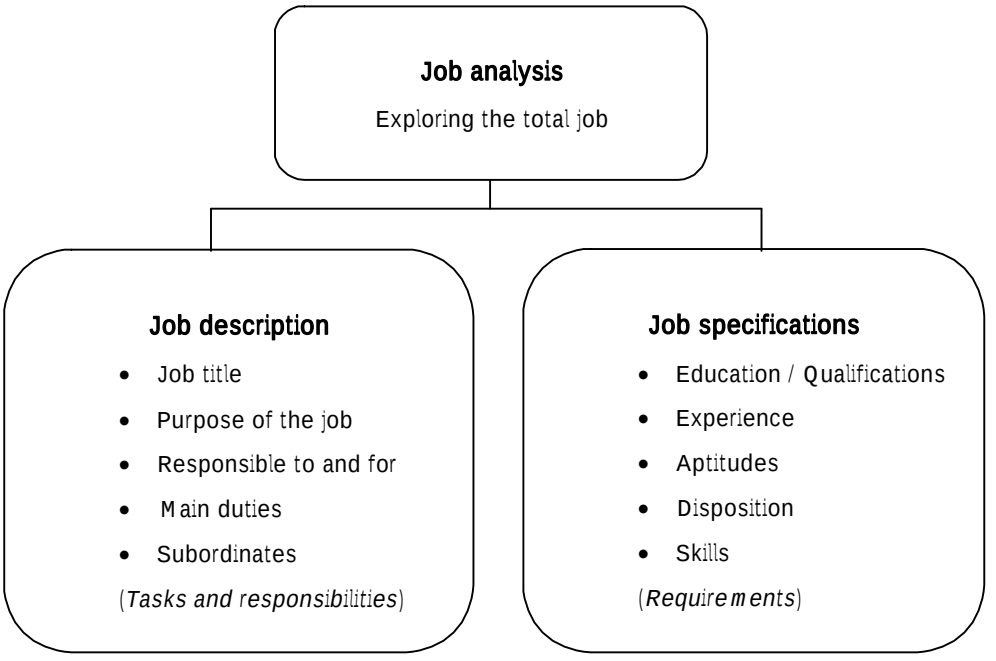


Figure 12: The job analysis process

3.2.4 Selecting, short listing, interviewing process (Step 4)

The principal plays an important role in the recruitment and then retainment and development of staff (Watkins 2005:83). The principal as the professional leader must initiate these processes. Heystek (2008) conducted substantial research in this regard. The following reflects an appropriate process suggested by his work:

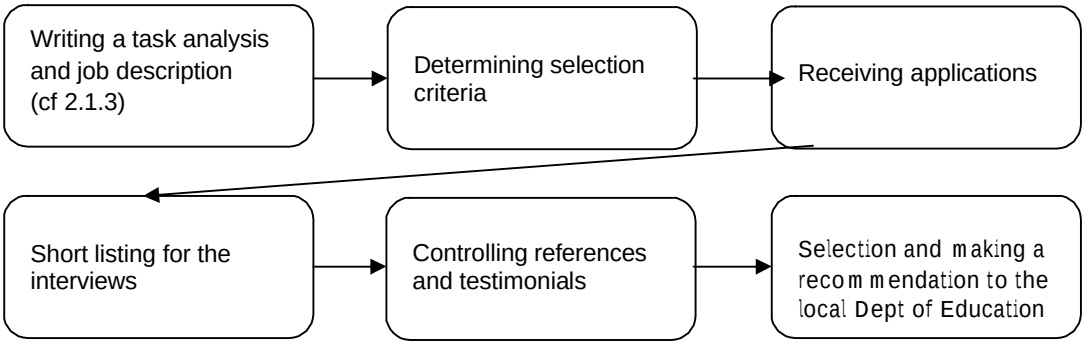


Figure 13: Selection process.

3.2.5 Selection criteria

Determining selection criteria

Heystek (2005) indicated that the next step in the selection process is to determine certain criteria against which candidates will be evaluated. In this manner it can be determined to whom the post will be awarded. Selection criteria often differ from the job description because the criteria will actually identify those persons with the ideal characteristics and will ensure that the successful candidate will fit in the specific post to which he/she is appointed. The selection criteria are important because the candidates must be weighted against the combination of the selection criteria and the job description. The selection panel must be able to indicate, after the selection process, why the candidates were recommended in a specific priority order and why other candidates were not successful. This verdict must be clear from the selection criteria and the job description.

Currently the Pam (Personnel Administrative Matters) forms the basis for the job description of an educator in the country. Each school may adapt the description according to the requirements of the local school.

Job specific criteria

The job specific criteria are the criteria directly related to the teaching aspect. This will be the qualification needed to do the work as well as the experience and indication of the quality of teaching work.

Non-job specific criteria

The governing body will consider these criteria, which may have an influence on the educator's actual performance. Success in the class does not only mean academic results but also other aspects of quality education for example to lead the learners to become good citizens, set a personal example and fit in with the values of the community.

Examples of non-job specific criteria that may be included are:

i. *Personal qualities.*
These are qualities like ability to create good relationships, communication skills, supportiveness, response in conflict situations, dedication to education and the school.

ii. *Attitudes and values.*
This will relate to the community and school and how this person will fit in with the local situation. Examples are attitude towards discipline, learners with special needs and change. Issues such as religion and language may be a criterion but these criteria may not be used as discriminatory factors in the selection process. The South African Constitution and other legislation do allow freedom of choice and freedom of association and allow governing bodies to select the language and medium of instruction for the school (SASA section 6) as long as governing bodies do not discriminate unfairly. These Constitutional rights therefore also allow non-job specific criteria to be used as selection criteria as long as they are not used in an unfair and discriminatory way.

Receiving the applications and short listing
A central person from the administrative section of the office, for example the secretary, should be appointed to receive all the applications for a certain vacancy. As the applications are received, they should be dated and placed in a file according to the particular post number. This will ensure the integrity of the process and will also provide a method by which the incoming applications for a certain post may be monitored.
Short listing the candidates for the interview
Most of the time you will receive many applications and the purpose of this step is to select the few that you think will be appointable and therefore shortlist these candidates. These short-listed candidates will go through the next selection step which will be the interview.

The application form should request the applicant to include documents, testimonials and references from which the paper selection will be made. The selection panel in the school, or a few nominated members from this panel, will go through all the application forms and select the best few candidates for the interview. During this preliminary sifting all applications whose applicants do not meet certain requirements, are eliminated and the applicants are informed by letter that their applications have been unsuccessful. The names of the remaining applicants are then placed on a short list to be subjected to further selection.

The preliminary selection process is as important as the final selection that will follow. The documents, testimonials and references must be used during this part of the selection process. Most of the time it will first be paper selection, which will include:
the information on the official application form will be compared and the candidates that do not meet the minimum criteria will be excluded from the rest of the process;

the testimonials and relevant documents must be studied according to the selection criteria as well as the job description. If there are still some uncertainties about candidates, the selection panel may use the references to get clarification about problem areas. This process must identify the candidates that will be invited to the next selection step; and
the references can also be used before and after the interviews. Before the interviews they may be used to clarify uncertainties about a candidate before a decision is made about the final shortlist. After the interview, references may also be used if there is still uncertainty about which candidate will be the best for the post. The referees will know the candidates and may provide important information.

Governing bodies must be aware that the non job specific criteria may be sensitive issues and must be used with care and sensitivity. There are legal implications for certain questions therefore it is even more important that governing bodies must be explicit in drafting the criteria and be aware of the principles of fair and unfair discrimination in the appointment of staff founded in the Constitution's Bill of Rights.

Verification of the candidate's references and testimonials
This step may be performed earlier in this process. The references and testimonials may also be used for selection purposes when you are in the process to determine the short list for the selection interviews.

This may also be the last step when it is difficult to determine which candidate to select. If two candidates are very similar in performance the process of verification of personal information or issues may help to make the final decision.

The purpose here is to make sure that you have the best and personal information about the candidates.

3.2.6 Interviewing

Many people have experienced strange or inadequate interviews with ill-prepared interviewers. Reflect on your own experience of being interviewed for a school based position and write down pitfalls of sound interviewing.

Heystek (2008) provides a valuable exposition of the interview as selection instrument. He suggests the following:
Interviews are not the best predictor of a successful appointment, but it is the most commonly used instrument during the selection of the candidates. A well planned and detailed interview can assist to make the best possible option within the limitations of the interview as selection instrument.
The interview must be used with some of the other suggested methods. Although a personal interview is one of the best-known and oldest selection techniques and is regarded as a decisive method (or the only method) in the selection process we cannot rely on the interview alone to make such important appointment decisions.

The aim of the interview is to gather information. It may clarify something that was not clear from the paper selection or gather new information such as the

opinion of the person, believes, attitude and reaction of the person in certain situations. It gives the school the opportunity to determine if the candidate will be the best suitable candidate for the post, while the candidate gets the opportunity to determine if he/she will fit in the school and the post (Pratt and Bennett, 1989:136).

First determine the criteria for the post and then ask questions. Ask a question for every criterion. The questions must not be too general. This may provide the opportunity that the candidate can give an answer that is generally acceptable (Seyfart, 1996: 60).

The questions for the interview will be based on the selection criteria. You can use the statements in the criteria and turn them into a question or set a question so that you can get an answer that will help to determine if the person complies with the criteria. We recommend that you use a semi-structured interview. You will have for example one question that each of the panel members will ask. Anybody can ask more detailed questions if they need more detail from the person if the answer was not clear enough. All the basic questions will be asked of all the candidates while the extra questions will differ from person to person.

Questions to be avoided during interviews
Questions requiring answers already on the application form
Questions requiring yes/no
Questions requiring answers on specific children
Questions regarding HIV/Aids
Leading questions
Unconstitutional questions (on race, sex, religion, sexual orientation etc.)

The following activities may also be used during the final steps.
Informal meeting or meal with the candidates
This might be more applicable for the principal's post than for a level 1 teacher. You can invite all the candidates to have a meal with the selection panel or representatives of the selection panel. This might happen on a separate day from the interviews.
Include the learners in the interview process
In South Africa the learners are official members of the school governing body which is responsible for the recommendation of the new staff member. Although learners under the age of 18 may not be included in decisions, which lead to contractual activities, like in appointing staff members, they can add a valuable perspective to the selection panel.
Teach a class
For an appointment in a level 1 teacher's post a simulated class situation may also be used. A few selected learners or even the selection panel can serve as a class and the candidates have to teach a previously arranged lesson and then an unprepared lesson. The actual teaching activity may be 10-15 minutes and then the interview may continue without the learners if learners attended the teaching section.
In-basket activities
This will be focusing on the appointment of the principal or deputy heads and maybe the heads of departments. In these activities the candidates have to perform certain management and leadership activities, for example, they have to write a letter, do an interview, solve a conflict situation or assist a teacher who is

breaking down. This is a carefully constructed plan that will test the management and leadership skills of the candidate. This exercise will need experienced and trained assessors with very specific criteria to determine the success or failure of a candidate.

1. *Types of interviews*

Interviews may be divided into the following three main groups:

Structured interviews: If an interviewer decides on a structured interview, an interview schedule is compiled prior to the interview. There is no deviation from the questions in the questionnaire during the interview. Closed questions (where only a specific answer is required) as well as open-ended questions (where the candidate must explain and motivate and clarify) can be used. It is preferable that inexperienced or less skilled selection panels use this type of interview.

Semi-structured interviews: A semi-structured interview is partially planned. The more important or main questions will be determined before the time. It requires deciding on the most important questions that you want to ask and will cover the most important selection criteria. The panel may start with these questions and then have a second round of questions where other questions may be asked to get more detail or to get clarity about issues that may be of concern for the panel. It is also allows that panel members may ask extra questions while they are busy with their main question. This type of interview will require more skills, knowledge and experience but is recommended for the selection at least for the management posts in the school.

Unstructured interviews: An unstructured interview requires highly skilled and experienced interviewers on the selection panel. A list of topics about which questions may possibly be put is drafted prior to the interview. This must be planned carefully to ensure that all the selection criteria will be covered during the interview. This type of interview may be more applicable for the appointment of a principal or other senior managers in schools. Unstructured interviews have the advantage that they offer the interviewer a degree of freedom and that the interview may be adapted to the situation concerned.

General problems experienced with interviews

Interviews are the most used personnel recruitment technique in the selection process. Despite its wide scope, an interview is a poor predictor of work success however. The following general problems should be avoided during interviews:

ignorance about the work - If the selection panel is not acquainted with the post, faulty questions may be put forward, faulty inferences may be made and time wasted with irrelevant discussions.

decisions taken too early - Interviewers tend to make a decision concerning a candidate too early, that is before adequate information is available.

stressing negative information - interviewers accord negative information more importance than positive information.

personal preferences - interviewers often submit to prejudices or personal preferences during interviews, for example, an assumption modern and well dressed people will be the best teachers.

order in which applicants appear - interviewers are often led by the order in which interviews are conducted with applicants.

quotas - if the interviewer has set a quota, for example, for different races or according to gender issues. (Bush and Middelwood, 1997:150).

Improving the interview process
The following guidelines may assist selection panels to improve the decision after the interview.
use a structured interview format - in a structured interview exactly the same questions are put to the candidates and answers are evaluated on a standardised evaluation scale. This kind of interview is especially useful for selection panels that have little or no experience about interviewing people or who are not knowledgeable about the subject area.
The semi structured interview uses a few basic questions which you will ask all candidates. This leaves the freedom to ask more questions when something is not clear from a candidates answer. This format of interview can be used by experienced and skilled interview panels.
training of interviewers - in order to increase the validity and reliability of interviews, selection panels must be trained. The training must include a variety of techniques, for instance, putting questions, following up questions, listening, observation and unprejudiced information. This is important because in the South African governance and management system the SGB, and therefore the selection panel, is elected every three years.
keep a written record of the interview – Use the selection criteria form for the written record. This will help to compare candidates with each other. Detailed information may help to make clear distinctions between good candidates. This record can also serve later as evidence if there are any queries about the interview criteria and selection procedure.
use more than one interviewer – The guidelines formulated by the ELRC require more than one member for the interview panel. This ensures that impressions may be compared. This puts greater emphasis on areas where there is consensus and opens discussion in areas where there is no consensus. It will enhance the reliability and validity of the interview because different opinions are used for the final decision.
get the applicant to talk - the main aim of an interview is to learn as much as possible about the applicant. By creating a friendly, open climate for discussion, rapport can be created with the applicant. Keep a record of what is said and compare it with the biographical information.

> Use the interview as *one aspect* of the selection process - The interview should be viewed as only one of the aspects of the selection process. Other aspects such as biographical data, tests, telephonic enquiries and testimonials could all contribute to selecting the most suitable candidate for a certain post (Pratt and Bennett, 1989: 137 – 139).

2. The interview committee

The interview process and interview committee of the governing body must be established according to the agreement in the ELRC and as it is now included in Chapter B of the Personnel Administrative Measures (PAM) pp 76-77.
Interview Committees shall be established at educational institutions where there are advertised vacancies.
The interview Committee shall comprise, in the case of public schools:
one departmental representative (who may be the school principal), as an observer and resource person;
the Principal of the school (if he/she is not the department's representative), except in the case where she/he is the applicant;

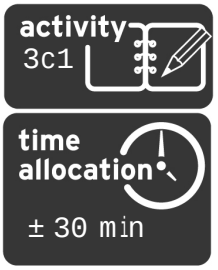
members of the school governing body, excluding educator members who are applicants to the advertised posts; and
one union representative per union that is a party to the provincial chamber of the ELRC. The union representatives shall be observers to the process of short-listing, interviews and the drawing up of a preference list.
Each Interview Committee shall appoint from amongst its members a chairperson and a secretary.
All applications that meet the minimum requirements and provisions of the advertisement shall be handed over to the school governing body responsible for that specific public school.
The school governing body is responsible for the convening of the Interview Committee and they must ensure that all relevant persons/organisations are informed at least 5 working days prior to the date, time and venue of the short listing, interviews and the drawing up of the preference list.
The Interview Committee may conduct short listing subject to the following guidelines:
The criteria used must be fair, non-discriminatory and in keeping with the Constitution of the country.
The curricular needs of the school.
The obligations of the employer towards serving educators.
The list of shortlisted candidates for interview purposes should not exceed five per post.
The interviews shall be conducted according to agreed upon guidelines. These guidelines are to be jointly agreed upon by the parties to the provincial chamber.
All interviewees must receive similar treatment during the interviews.
All the conclusion of the interviews the interviewing committee shall rank the candidates in order of preference, together with a brief motivation, and submit this to the school governing body for their recommendation to the relevant employing department.
The governing body must submit their recommendation to the provincial education department in their order of preference.

> Where the Principal is an applicant, a departmental official may assist the school governing body.

Comments about the selection committee
It is not particularly specified that parents must be the majority in the selection committee. It is therefore the decision of the local SGB to convene the selection committee. It is advisable that there must be parents as members of the governing body. As long as the selection committee makes the selection criteria open and accessible to all the parties, including the candidates, they may determine the criteria according to the needs of the local school and community. principles of expertise and involvement must be applied in this situation. It means you can co-opt a person with specific knowledge, for example, mathematics if not one of the selection panel has enough knowledge to determine the subject knowledge and standard of the candidates. It may be a head of department or subject advisor or even a parent that has sufficient knowledge that may be co-opted. It is important that the chair of this meeting considers the composition of the selection committee and does not allow that any member, parent, teacher or non-teaching staff member contributes too much about activities which they are not knowledgeable or involved with.

a head of the department or senior teacher with particular subject knowledge must preferably be part of the selection panel and if necessary can be co-opted. with the appointment of a principal it will be ideal to get two other principals from neighbouring schools to be part of the panel who will make the selection.

The legal framework for the selection and appointment of teachers must always be taken into account. The schools must make sure that they abide by the legislation and principles determined in the policies. There cannot be any unfair discrimination and school-governing bodies must be able to motivate the choice of the candidate for the post. Other factors like equal opportunities for every person and the promotion of previously disadvantaged communities must be considered when schools make the appointments. The appointment panel must make sure that they ask *the same key questions* of all the candidates, especially if there are candidates from more than one cultural or race group. If candidates do not have equal opportunities during the interviews it may create problems after the appointment of the candidate.



AIM: To critically analyse possible staffing problems in the school

Staffing problems at Wentworth High
Read through the following case study and answer the questions that follow.

Wentworth High is a large secondary school with about 800 learners and 40 staff members and is known for quality schooling.

Jo-Anne Winston has been the head of the school for the past ten years. Although she had been managing the school effectively, she is suddenly faced with a number of problems that need to be addressed rather urgently.

During the first term of the year the HoD for Maths resigned at short notice and Jo-Anne had to do some head hunting. The post was advertised and applications were received. She has to supervise this staffing problem in order to make sure that a competent person is appointed.

Apart from the above, a new teacher, Mr Lee, continuously ignores the girl learners in the class and only assigns tasks to the boys. The girls reported the situation to Jo-Anne Winston and she realised that the staff needs some gender sensitisation.

Questions

1. During the selection and appointment process, the principal and SGB have to obtain some information on the candidates. Make practical suggestions on how the interviews should be conducted. Also provide directives in terms of the type of questions to be asked/not to be asked of the candidate.
2. Provide a detailed exposition of how Ms Winston could address the gender discrimination in the classroom in terms of

a. possible disciplinary actions against Mr Lee, (cf unit 4 for information on disciplinary actions, and
b. the gender sensitization of the staff.

Role of the unions

Heystek (2008) refers to Chapter B of the Personnel Administrative Measures (PAM) pp 76-77, where it is stated that the unions must be informed about the meetings for the short listing and then also about the selection meeting. Written invitations are recommended. Union representatives may attend these meetings. Their role is to ensure that procedures are followed correctly and there is no unfair discrimination against candidates. Unions may not prescribe to governing bodies which criteria they may or may not use, although in an open and democratic society and in a spirit of trust and collaboration it is advisable that the governing body must discuss and explain their criteria to union members at the short listing meeting. Union representatives may advise governing body election committees that some of the criteria may be problematic but they cannot prohibit the selection committee from using the selection criteria. The union representatives may lodge an official complaint after the selection process. These complaints and grievances are normally resolved in a similar process as any other grievances in schools, namely through the Education Labour Relations Council (ELRC) or conciliation, mediation or arbitration (Rossouw 2004).

There is a specific grievance procedure to prevent grievance from becoming a dispute as registered in the ELRC as indicated in Chapter H of the Personnel Administrative Measures (Republic of South Africa 1998). This grievance procedure is applicable for any grievance from the daily activities in school to the appointment of educators.

3.2.7 Induction, Development, Mentoring and Assessment (Step 6)

3.2.7.1 Induction

Now that the new staff member has been identified, interviewed and appointed, he/she needs to be introduced to the school, the staff and the SGB. This process is commonly known as induction. Generally, an induction programme includes the following activities:

Familiarisation with the school's purpose, vision, mission and development plans
Understanding the conditions of service
Familiarisation with the school's history and culture
Socialisation with educators, SMT, SGB members
Staff development policy
Understanding school processes and systems
Clarifying roles, responsibilities and functions
Performance and career development planning
Activities designed to reduce anxiety and fear and to enhance morale and motivation of new educators and non- educators.

Do you think that the scenario sketched below is a realistic example of educators' experiences of induction?

Mandiswa Ndende is a primary school educator with fourteen years teaching

experience based at a school in a Durban south suburb in Kwa-Zulu Natal. He has taught at four different schools. He has yet to experience being involved in an induction process as a new staff member. At all four schools he had to self manage immediately without being familiarised through the benefit of an induction process.

Does Mandiswa's experience sound familiar?
Does your school have a planned induction process that covers the points listed above? If not, why not?

Suggested framework for an induction programme of a new staff member
Step 1:Welcome new staff member
Step 2:Assistance from other staff member
Step 3:Orientation such as
introduce to colleagues,
tour of school,
explain duties,
introduce to school policies, community info, school rules and procedures, record keeping etc.
Step 4:Conduct a needs assessment about what the new staff member is still unsure about and still needs support with
Step 5:Ongoing assistance and development, such as
meetings,
mentors,
information meetings,
seminars,
skills training,
peer observations,
social functions.

3.2.7.2 Professional development

Professional development refers to all activities that aim at empowering an educator to perform his/her duties better or more efficiently and effectively in achieving enhanced learner performance. It is concerned with improving the teaching skills and subject knowledge of an educator to enable him/her to provide quality education to learners.

Teaching requires its practitioners to keep abreast of new developments, otherwise the staff may result in worn-out, unimaginative, unenthusiastic educators who no longer enjoy teaching and constitute a danger to the academic performance of learners. The type of educator who prefers to remain at the same post without aspiring to professional advancement and promotion and has never attempted to acquire higher qualifications, is a well-known phenomenon in teaching as the post-apartheid government in South Africa discovered. As a result, the government has put pressure on under-qualified and un-qualified educators to up-grade their qualifications.

Mandated professional development is the initiative of the government or the institution itself. The Department of Education mandates in-service training activities on the basis of gaps gleaned from the introduction of new policies. On a regional basis workshops are conducted regularly by trained officials and contracted teacher training institutions to help educators in up-dating their knowledge and skills and so enable them to cope with policy changes and contribute to the quality of learning and teaching process.

The South African Council of Educators (SACE) is another body that is charged with the duty of professional development of educators. In enhancing the professionalism of educators SACE is expected to promote professional development by engaging educators in professional activities that expand their knowledge base and so enhance performance. In fact, the powers awarded to SACE incorporate professional development as one of its main duties (SA, 2000). New legislation enacted on the 27 April 2007, deals extensively with how SACE should carry out its mandate of professional development of teachers (SA, 2007). This piece of legislation introduces the concept of Continuing Professional Teacher Development (CPTD) as the new system that SACE will manage and implement.

The legislation provides incentives and obligations for teachers to develop professionally under the CPTD scheme. By undergoing professional activities under the categories of school-led programmes, employer-led programmes, qualifications programmes including upgrading of qualifications, programmes offered by NGO's, teachers unions, community based and faith-based organisations and self-chosen activities, educators will be awarded professional development points (PD-points). Each teacher should earn a target number of PD-points in each successive three-year cycle by undergoing professional development activities endorsed by SACE. Earning PD-points places the teacher in a better position for performance recognition and promotion than those who do not. All teachers will be expected to earn the maximum allowable PD-points in a three year cycle failing which the teacher will be accountable to SACE. However, the Act does not specify what action will be taken in case a teacher does not earn the required PD-points. SACE should ensure that educators do not amass PD-points at the expense of learners' achievement, while at the same time, SACE should ensure that teachers' workloads is such that it allows them to earn the necessary PD-points.

To achieve continuity in professional development, schools should also conduct their own professional development programmes. It is crucial that the principal and the Heads of Department view professional development within the school as their task. (Bondesio & De Witt, 1991: 274). It is necessary that educators and administrators work in teams, conduct action research, participate in seminars, coach one another and plan lessons together.

Key principles for a staff development plan

One award based staff development scheme had as its aims:
The empowerment of teachers and the promotion of a range of values related to reflective practice, professional collegiality, and the development of critical pedagogy. Through our dialogue about professional development and school

improvement, we had been able to articulate for ourselves a set of values which, if fully realised in practice would lead to a range of outcomes which are centrally concerned with the empowerment of teachers to:
develop their capacity for curriculum debate;
develop their self- awareness and sense of professional growth;
increase their ability and motivation to engage in decision-making;
increase their capacity for honest self-evaluation and identify weaknesses and related development needs;
develop a critique of educational policies at both local and national levels;
increase their ability to build and test theories.

(Frost et al 2000 :21 adapted).

Staff development is of course, closely linked with appraisal. The following extract emphasises the linkages clearly, and also captures the concept of the provision of quality education as core:

Issues related to the appraisal of staff have come into sharper focus with the move towards self-management. In accounting for megatrends in education, we referred to growing concern for quality and equity and emergence of the service ethic. Schools and school systems are coming under increasing pressure to ensure that the needs of all students are addressed. There will be no place for teachers who cannot play their part. … The responsibility for ensuring the highest standards of teaching is shifting to the school level, with particular attention given to procedures for the selection, placement, promotion, appraisal and on-going professional development of teachers, including, of course, the principal and other leaders.

(Caldwell & Spinks: 143-144).

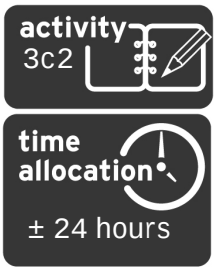
Consider the following:
The extract clearly emphasises the increasing responsibility and accountability being placed on schools. Is your school ready to be accountable for the quality of education you provide to your learners?
What steps are you taking to ensure that your staff's skills are developed in an appropriate and integrated manner, related to the needs of the school?

BUT
Fullan & Hargreaves (1992:27) pose the problem that

> *"Many staff development initiatives take the form of something that is done to teachers rather than with them, still less by them."*

What effect do you think initiatives that are ***done to*** people have, as opposed to initiatives that involve stakeholders from the start?
Do you think that the practice described in the quotation is true in your school, or not?
If it is, what do you think you can and should do about it? If it is not true, what strategies and practices have you adopted?
It is clear that staff development is an imperative, but it also necessary that it is conducted in a responsible and well-planned manner. The SMT, together with the staff, needs to draft a staff development plan and also design a number of staff development opportunities. Before any such activities could take place, it is

necessary to conduct an analysis in order to strategically draft such plans and programmes.



AIM: To draft a staff development plan for the next two years and to design one development initiative (Portfolio activity)

Staff development planning

Conduct an analysis of the staff's training needs in your school. Use the questionnaire and the templates below (table 1, 2, 3) to strategically plan for the development of your staff. Follow the directions provided below.

Directions

1. Conduct a development analysis at your school by targeting ALL the staff members.
    a. Use the outcomes of the latest IQMS to obtain information on the staff's strengths and weaknesses.
    b. Use a questionnaire (questionnaire 3.1 is an example) to extend the existing information on the staff's development needs and calculate the scores.
    c. Use the information that you gained from the above endeavours to compose a summary of the five areas most in need of development.
    d. Ensure that the data from the IQMS, the completed questionnaires and the summary are included in the assignment.
2. Involve the SMT of your school and draft a staff development plan for your school, taking into consideration
    a. the vision and mission of the school (provide a short introduction to the plan in which you explain how the development plan is aligned with the vision and mission of the school)
    b. the inputs from the SMT members and whoever you regard as necessary to involve (provide a *list of names* of the people involved and *motivate* how these people fit into the structure of your school - also include the *minutes* of those meetings)
    c. your strategic development objectives for the next two years. (You may use template 3.1 for your strategic plan).
3. Such a plan has to culminate in a number of development opportunities in order to be implemented. Draft a development programme (use table 3.1) for at least one empowerment opportunity, which could be presented in one or two days or in a few hours per occasion over a period of time.

Questionnaire 3.1: Staff development needs analysis	
SECTION A: BIOGRAPHICAL INFORMATION	
1.1 Gender Male Female	
1.2 Age 20-29 30-39	

40-49 Over 50	
1.3 Total years of teaching experience 0-10 More than 10	
1.4 Position you are presently holding Head of Department Master Teacher Senior Teacher Teacher	
1.6 Please state your academic and professional qualifications	

SECTION B: EMPOWERMENT NEEDS

KEY: Use the following key to indicate the extent of your agreement or disagreement.
Indicate your choice by means of an [X].

1. Not at all	2. To a limited extent	3. Uncertain	4. To a large extent	5. Very much

	Rate the extent to which you need empowerment in the following areas	1	2	3	4	5
2.1	Extra-curricular activities					
2.2	Curriculum-related dimensions					
2.3	Decision making					
2.4	Motivating staff members					
2.5	Curriculum					
2.6	Learner assessment and achievement					
2.7	Creating positive learning environment					
2.8	Effective use of resources					
2.9	Accountability					
2.10	Human relations Financial matters					
2.11	Financial matters					
2.12	Policy matters					
2.13	Legal matters					
2.14	Meeting procedures					
2.15	Negotiations					
2.16	Parental involvement					
2.17	Handling learners with HIV/Aids					
2.18	Conflict and bullying					
2.19						
2.20						

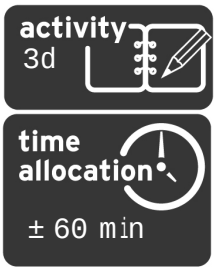
3.COMMENTS In case you need to say anything in respect of this exercise, feel free to use the space provided below. Also add detail with regard to aspects above (e.g. if you need development in how to handle conflict, you may specify that it should be focused towards dealing with conflict between learners, etc.)

Template 3.1: Strategic staff development plan

Area to be developed	Action to be taken (provide detail)	People responsible	Due date	Control (how & by whom?)
e.g. financial management	e.g. 3 hours workshop on financial control measures: school budget, receiving and recording money, safety measures, school financial accounts and financial procedures.	e.g. SGB member for finance, principal, school financial clerk/officer.	e.g. first term next year.	e.g. SGB, report to SGB in the second term.

Steyn (2002) suggests the following framework to be used when composing a staff development programme	
FRAMEWORK	EXAMPLES
Title of programme	*Management Development*
Programme purpose	*To empower educators for management responsibilities*
Specific programme objectives	*To provide educators with knowledge regarding management tasks and styles*
Organised for	*All educators*
Brief outline of content (Provide a brief outline)	
Duration	*2 hours for 5 Thursdays*
Number of participants	*12 staff members*
Funds located	*R2500 – provide a budget*
Methods	*Workshops, seminars, experts*
Programme	

(Provide an outline of what is planned for every session)	
Participation	*Group discussions and role play*
Programme resources needed	*Tables and chairs, writing material, etc, etc*
Programme leadership	*Principal*
Programme evaluation	*Who is going to conduct the evaluation, e.g. Participants*
Evaluation criteria	*set criteria according to which programme is to be evaluated e.g. relevancy*



AIM: To compare and contrast practices at your school with those at selected South African schools

Viewing effective practices

Read the summary information below from a study on five effective schools in South Africa and then answer the questions that follow the summary.

A SUMMARY OF SELECTED PRACTICES AT FIVE EFFECTIVE SCHOOLS IN SOUTH AFRICA

Selection and appointment of staff

Regulations that were introduced after 1994 allowed schools greater participation in the selection and appointment of teachers. The input of the school extended to those appointments by the State as well as the School Governing Body. The time taken to fill posts varied between 7 days and 4 months. The efficiency in staff recruitment was directly dependent on whether the school had a clear recruitment strategy and a grooming programme. School A and School B mentioned that they actively sought out teachers to fill posts through the following measures:

Using professional networks to identify candidates

Approaching teacher training institutions and requesting the best students for teacher training at their schools

Asking to be forwarded the names of the most promising students from teacher training institutions

Induction and orientation

In two schools, School B and School C and to a limited extent in School A, induction programmes proved fruitful.

Detailed policy manuals assisted new teachers in understanding the ethos, vision and the expectations of teachers. These policy manuals unpacked how the school's administration and management should function.

A "hand-over" period was encouraged for positions that were senior and supervisory.

Subject policies also assist new teachers in understanding the focus of the department and performance expectations.

Supervision also plays a role in staff induction.

Deployment of Staff

Principals allocated roles and tasks based on an assessment of the staff member's strengths.

In School C, several teachers noted that not all were equally good at extra- mural activities and the principal allocated appropriate tasks.

In School A, the principal allocated roles and tasks based on staff member's strengths.

Grooming of leaders

Good leaders also focus on raising the leadership capacity of their schools.

Examples:

School C:

A House system operates in this school. Teachers and learners are allocated to houses for academic, sporting and administrative functions. House heads, grade heads and within houses allows four people to be appointed, one to each house. The House system also encouraged leadership in learners as each house would then have sporting captains and leaders of cultural activities.

School A:

'Acting' heads operate in order to prove themselves and receive guidance from HODs. The school also has volunteerism which allows people to demonstrate their potential.

School D:
A grooming programme is run for teachers to take up HOD posts. The principal also allowed individuals to take up greater responsibility by teachers taking the initiative.

Staff Development
Supervision and feedback on performance are the most common ways in which skills are developed in schools.
This is done through:
Effective monitoring of curriculum delivery
Good supervision
Provision of constructive, supportive feedback
These measures are particularly favoured due to them being cost-effective.

Supervision and Feedback on Performance
Schools must have quality assurance mechanisms in place. These varied between schools with the following being implemented:
Conducting reviews of teachers' planning documents
Conducting reviews of learners work
Classroom visits
All schools were in the process of instituting an Integrated Quality Assurance Management System. (IQMS).
(Summarised from Roberts and Roach, pp. 31-33.)

The conclusion of the study points to two important factors about leadership in the schools studied:

A true distribution of leadership
What would happen to the schools if the principal left or was incapacitated suddenly? In most of the schools, the systems and procedures are well entrenched and leadership functions have been shared so that the school functions well in the principal's absence. This was seen when the departure of the principals to attend meetings did not have a negative effect on the operation of the school.
The principal as the conductor of an orchestra or choir
In the schools visited, although some principals recognised that they struggled to delegate tasks, it was recognised that the principal must be a co-ordinator and director, rather than being responsible for carrying out each and every task him- or herself. Just as conductors guide individual performers whose instruments or voices have distinct sounds, they also ensure the overall performance is seamless and different elements complement each other.
This analogy extends to the way in which the principal draws out the best performance from each staff member. This is done by identifying skills development opportunities, grooming leadership potential and recognising individual strengths and weaknesses – and allocating tasks based on this analysis and providing training and support where necessary.

Adapted from Roberts and Roach, p. 50.

Questions based on the summary:

1. Compare and contrast the reality at your school with the information provided in the summary points.
2. Which of the practices presented in the summary points do you think you should begin at your school?
3. Does the list of selected practices remind you of other examples of good practice that you think you should begin at your school? What are they?
4. In your opinion, what do you think enables the principals concerned to set in place the practices that are described? Do these principals have a clear sense of where they need to be?
5. How do you think the principals concerned get the behaviours they require from their staff?
6. "A golden thread of teamwork appears to run through each school's activities." Do you agree or disagree with this statement. Why? Why not?

Figure 14: The principal as conductor

3.2.7.3 Mentoring: roles, duties and criteria for sound mentorship

As mentorship is dealt with in detail in one of the elective modules, only the key elements of mentorship will be addressed here.

Mentoring refers to a relationship between a junior and a senior, primarily to support the personal development and career advancement of the junior person. Mentoring is fundamentally a personal relationship built on trust, respect, understanding and empathy. This relationship must be based on a common goal: to advance the professional, academic and personal growth of the mentee. The mentor needs to take the mentee under his/her wings and to provide advice and guidance on how to survive and get ahead.

key points

Mentoring can be described with reference to the different **roles** of a mentor. Mentors are:

Relationship builders, people who display great human skills in building and maintaining relationships.
Advisors, people with caring experiences willing to share their knowledge.
Supporters, people who give emotional and moral encouragement.
Tutors, people who assess and give specific feedback on one's performance.
Sponsors, sources of information and assistance in obtaining outcomes.
Models, of the kind of person one should aspire to.

Mentors should be change agents who are committed to transformation in view of improvement. Good mentors should:

Possess a sound knowledge of the current policy frameworks and how the school operates.
Have sufficient experience in the area in which guidance and mentorship is to be provided.
Have an innovative and progressive approach to issues of educational change and school improvement.
Possess the skill to establish a productive and effective relationship with mentees.
Have the ability to listen with empathy.
Have the ability to help a mentee to work things through and establish his/her own insights.
Be able to pose "critical questions" in order to make frequent shifts of perspective.

The **duties of a mentor** include the following:

Taking responsibility for a number of mentees
Facilitating meetings and/or learning opportunities
Setting up and monitoring study group networks amongst mentees
Supporting mentees for the purpose of assessment and quality assurance
Liaising and collaborating with mentees, other mentors and teachers to ensure effective teaching and learning
Identifying and supporting at-risk students
Reporting back regularly on the activities and progress of mentees
Any other duty as prescribed by the Head of Department/Principal.

Mentoring relies heavily on continuous feedback. The following diagram depicts the continuous feedback loop in a mentoring relationship.

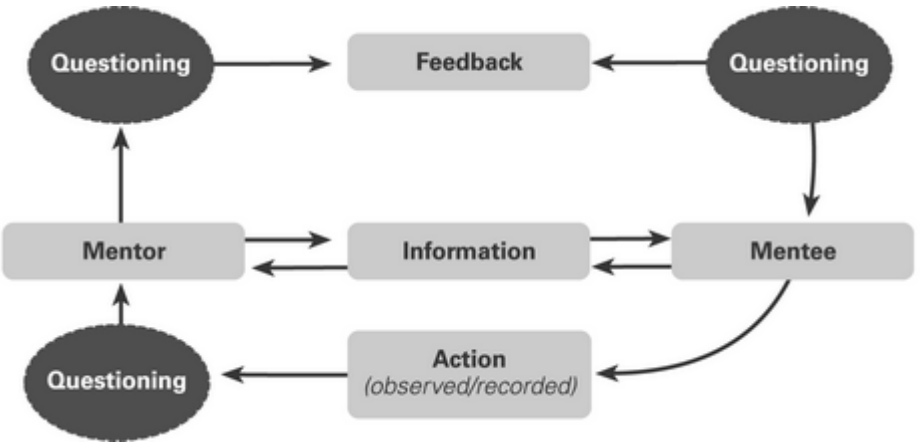


Figure 15: A mentoring loop

stop & think

Is your school ready and equipped to develop a mentoring programme?
What are likely to be the benefits for the school as a whole and for the staff, of a mentoring programme?
How could you yourself benefit from a mentoring programme?

our comments

The list below gives some suggestions on the benefits of a mentoring programme. A well-implemented mentorship programme in a school can:

Accelerate implementation and embedding of change e.g. adapting to new curricula
Effect personalised change at the levels of behaviour, beliefs and values
Encourage alignment of organisational and individual values
Help principals and other senior managers to understand and communicate the impact of change
Assist role change at any level of a school
Support SMT and functional teams through a change process such as implementing a new curriculum
Provide a non-judgmental environment to explore the personal impact of change
Support the integration of skills and knowledge development with behavioural change
Place attention on how to cascade ongoing initiatives to the team effectively.

activity 3e

time allocation ± 70 min

AIM: To suggest solutions to a variety of problems concerning mentoring

Mentoring

TASK: Read the scenarios that follow. Diagnose the problem (or identify what is being done well) and suggest action that can be taken either to address the problem, or to reinforce the good practice that is in place.

Scenario one

A mentor and mentee relationship started out well. The mentor, Vivian, the HOD of a dynamic and small, but rapidly growing, Secondary School, met a number of times with the mentee, the Arts and Culture educator, a new position, created because of the rapid growth in staff. They established

guidelines for the interaction, set targets for growth, and discussed areas for improvement. Suddenly, Vivian realized that they had not met for two months. After a first request for a meeting, then a second, Vivian was a little upset when a third attempt at a meeting was postponed because Mbongeni said that he was too busy. Vivian sighed as he thought "We need to schedule time for important, but not urgent, matters."

What is the problem here, and what can/should be done to fix it?

Jennifer is the mentor for Patricia, both in the Language department of a large Secondary School. Jennifer has been very careful to nurture Patricia through her induction period, but now feels that the time has come to push Patricia towards a higher standard of service delivery. For example, some staff have noticed that Patricia is sometimes rather abrupt, almost veering on rude, with staff who approach her with queries. And she does have a tendency to rush through her work at times, with the result that a number of learner mark entries have been incorrect. However, when Jennifer challenges Patricia on these matters in a mentoring meeting, Patricia retreats into her shell and becomes rather surly. Jennifer is now a little irritated as they had discussed the need for honest feedback and the need to be able to criticize constructively. Now when the occasion arises, Patricia does not seem to be open to anything other than very supportive discussions. Jennifer now wonders what she should do.

What is the problem here, and how should Jennifer begin to address it?

Thembi is about to go into her monthly mentoring meeting with her mentor, Xola, who is an experienced educator, manager and has a wide knowledge of the systems in the Primary School. Privately, his nickname is "Captain Chaos" because he is very disorganized with paperwork, having the distinction of the messiest desk in the school. Thembi is wondering if this meeting is going to be like the last one – Xola had arrived late, clutching many papers, and spent quite some time sorting through the random selection for the points that Thembi had noted down previously.

Needless to say, he did not find the paper, and they spent that mentoring meeting covering old ground. Thembi started wondering whether she couldn't help Xola to be more organised. She was also irritated that they did not seem to be making progress in their discussions.

What is the problem here? How should Thembi raise her concerns and what does Xola need to do?

Mentoring programmes and mentoring relationships are highly likely to experience implementation problems. As a leader and manager in your school, you need to be able to anticipate that problems and difficulties will arise. Plan how you will encourage both mentor and mentee to remain committed to the process. One way to do this is by reminding staff continually that the higher goal that should transcend all personal problems is the ultimate vision or long term plan for the school. If you are interested in exploring the role of mentoring further, consider taking the elective module on Mentoring that forms part of this programme.

3.2.7.4 The Integrated Quality Management System

Introduction

Training in IQMS should have occurred throughout the country, according to DoE plans. The purpose of this section is not so much to take you through the process of all that is entailed in implementing the IQMS, but to highlight some aspects and to ask you as a leader and manager in your school to reflect on issues around IQMS implementation.

A diagram of the planned IQMS roll out is presented on the next page. Consider how the implementation occurred in your school and district.

Figure 16: Central to the IQMS is the notion of staff development and open discussion about problems and possible solutions

Developmental and performance appraisal of actual teaching are part of the IQMS

activity 3f1

time allocation ± 45 min

AIM: To evaluate the implementation of IQMS in your school

IQMS

Examine the IQMS model illustrated below. Was it successfully implemented in your school and/or region as envisaged by the IQMS policy? Was it administered as a mere pay progression exercise or as an exercise of a quality assured management system?

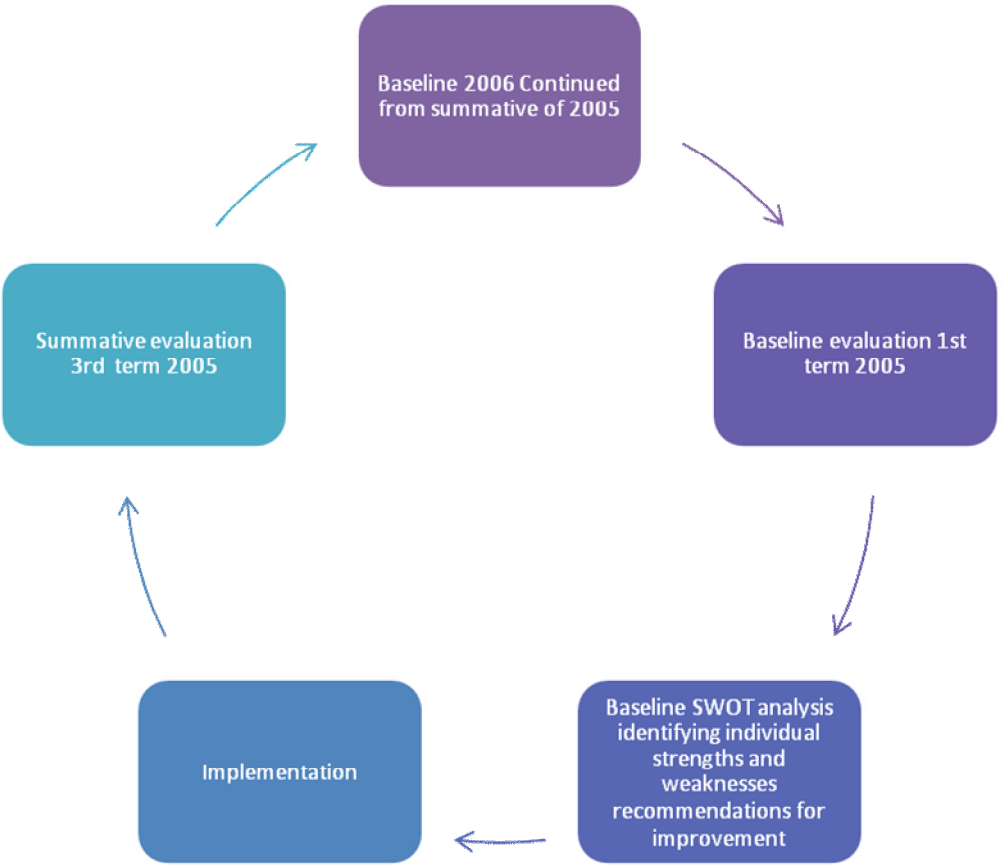


Figure 17: Example of an IQMS cycle

activity 3f2

time allocation ± 30 min

AIM: To examine the implementation of IQMS

TASK:

1. Outline the steps that you as a principal/aspirant principal undertook to ensure the successful implementation of IQMS in the past year.
2. What was the quality of IQMS implementation in your school thus far?
3. Identify any new measures that you would use to attain an integrated management of quality assured whole school evaluation.
4. Identify any gaps that exist in IQMS policy that could prevent successful implementation.
5. What suggestions could you as a leader and manager in your school make to overcome these gaps?

Some information about the IQMS on the ground

In certain regions IQMS implementation was hampered by specific limitations. IQMS implementation required the formulation of STD'S (Staff Development Teams). In secondary schools STD'S comprise the following components:

The educator who is being assessed

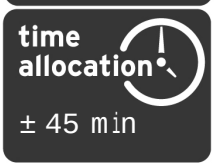
A peer from the same department of the assessed educator
A Head of Department that manages a particular learning area.

The measuring instrument necessitated for the educator to be assessed in a classroom situation in the presence of the peer as well as the HOD. According to recent feedback, difficulty was experienced with regards to **time.** It proved complex to accommodate the timetables of three personnel within the same learning area. The HOD and the peer needed to have a non-teaching period to facilitate the educator's assessment, while the educator needed to have a teaching period. The HOD needed to have several available non-teaching periods to accommodate all the personnel in his/her department. This was not always possible. Personnel shortage did not allow for the efficient administration of IQMS.

In addition, many schools felt that the descriptors in the measuring instrument need to be simplified. Certain descriptors are too similarly worded. (For example, educators experienced a problem identifying the difference between descriptors 3 and 4.)

The school improvement plan is supposed to provide support with regards to the different kinds of learner assessments. CASS, CA and OBE assessment requirements therefore need to be outlined to all relevant educators.

Did your school encounter any of the limitations as outlined above? How did you overcome this problem? Did you identify any shortfalls in the measuring instruments? What were they?
The following activity asks you to problem-solve around performance challenges identified by the appraisal process.



AIM: To prepare you as a principal with some of the performance-related challenges around IQMS

Analysing scenarios to anticipate issues around appraisal
Study each scenario below and then consider the issues that are likely to arise when each of these staff members is appraised. Identify the kinds of problems that are likely to arise and think about what strategies you as educational leader can use to address the problems.

Scenarios

The staff described below all work at Lesedi school, on the outskirts of a bustling town, which is the trading and shopping centre for a thriving farming area. The school occupies old premises, originally built by the Catholic Church but long since occupied by the Department of Education.

Post level 1

Lerato Marupeng is a newly qualified educator teaching grade 1. Her training course included a thorough grounding in OBE practice and she understands the principles well. She has arranged the desks and chairs in her classroom in small groups, and asked a furniture store in the town for a shop soiled rug which she has placed on the floor, with some brightly covered cushions that she sewed. Some planks balanced on bricks form a bookshelf, where there are a number of

readers that she sourced from a charity. She has a box filled with discarded magazines, another with plastic bottles, bottle tops, foil, paper, toilet roll holders, tissue boxes – anything and everything that can be recycled. Lerato struggles with only three pairs of scissors and one stick of glue, but she plans to purchase more art supplies each month.

Whereas Lerato has found great fulfilment in creating a lovely classroom space and her learners do many creative activities using the materials that she has assembled, Lerato has not managed to keep her paperwork quite up to scratch. Her actual lessons are better than her paper preparation suggests, and she is also struggling to manage recording the assessments for a large class. She often intends to make a note of a learner's progress or problems, but finds that time slips away. Her records exist, but are not detailed or complete. She worries about this, and has indicated to the HOD that "It sounded easy at College, but with so many in the class….."

Lerato gets on quite well with her colleagues, except for one or two "old guard" educators who have been teaching for many years, and who regard themselves as stalwarts in the school, but who are only paying lip service to OBE. Lerato put her foot in it soon after arriving at the school by exclaiming loudly that she couldn't believe that some teachers were still married to chalk and talk methods. Lerato has also been a little bit tactless with a mother who called around to enquire about her son's progress, by getting defensive and angry when the mother arrived at her classroom door and just walked in.

She has been half-hearted about helping with extra and co-curricular activities as she lives quite far away from the school and finds the school day quite tiring. She did attend the finals of the choir competition, which were near her house, but this was as an observer. Although she has had trouble juggling the heavy work load, she loves the learners and delights in their progress.

Post Level 2

Joseph Tshepane has been at the school for about ten years but has not advanced to a senior position. He is charming, well liked and friendly, although there is a moody side to him. He is well known as a ladies' man, and has dated several of the single women on the staff. In fact, two of his girlfriends had a fight in the staffroom recently!

Joseph is very keen on soccer and has built the school's senior soccer team into a winning side. Soccer arrangements take up a lot of his time and keep him out of the class, making phone calls and attending soccer league meetings. Colleagues suspect that Joseph drinks too much as he is frequently absent on Mondays and after long weekends. Whispers abound that he has TB as he gets frequent bouts of illness, especially in winter. Although the learners all like him very much, he does not spend much time on preparation, his learner records are non-existent and he frequently relies on his 'girlfriends' to set his examinations for his senior classes or to prepare worksheets for him. He has been known to sign up for upgrading courses but rumour says that he does not always attend the full course. When a colleague passed by his classroom one day, he noticed that Joseph was sitting with his legs up on the desk, puffing away at a cigarette, while the learners chatted idly amongst themselves.

The principal has spoken to Joseph about being more orderly, responsible and disciplined, which Joseph has promised to do, but it seems that he can't help himself. For example, one day, as he was chatting in the staffroom, he spotted someone through the window, arriving at the school gate. He leapt up suddenly, knocking over a chair, and disappeared, not to be seen for the next few days. The mysterious visitor asked for Joseph and let it slip that he was a debt collector. Several staff members exchanged nervous glances as they realised that Joseph owed them money as well.

Post Level 3

Ntshepeng Mazibuko is a grade 7 educator who has been at the school for 6 ½ years. If there's one thing that people can say about Ntshepeng, it is that she is meticulous about her paper work. Her files are beautifully covered and orderly. Learner records are properly filed and she takes particular care to record her observations around assessment on a daily basis.

Her orderliness extends to the classroom, which is neat and organised. Learners know that they must take responsibility for tidying up around their desks and that their workbooks must be neatly kept. In fact, Ntshepeng is so focused on neatness that she has clashed with some learners. One boy did not have a ruler and ruled off an exercise freehand. Ntshepeng became very angry and took a ruler, drawing lines all over his hand. The parent complained to the principal, but Ntshepeng became very upset, saying that she was interfering with her discipline and should be left alone to run her classroom as she saw fit.

Ntshepeng's speciality is numeracy, which she teaches very well, giving all her learners a very solid grounding. She is a bit arrogant about her competence, and has refused to attend recent upgrade courses as she says that she knows more than the district officials who do the training, so why should she waste her time? She says that they are threatened by her and don't listen to her questions in case she catches them out.

She runs netball for the senior girls, in her usual orderly style, but is a bit puzzled that the number of girls signing up to do netball is dropping. Secretly, her colleagues feel that she is too demanding of the learner's time and her frequent demands for money for transport to competitions, new uniforms and equipment, often causes tension with parents and staff alike.

Unfortunately, Ntshepeng is intolerant of anyone who does not meet her exacting standards, and she cannot understand why the school administrator has resisted her efforts to improve the administrative record keeping. Although Ntshepeng has a senior post at the school, she prefers to spend most of her time preparing lessons, marking work and improving on her own administrative systems. Ntshepeng always attends SGB meetings and is not afraid to voice her opinion regarding management issues, often a little too strongly. It is no secret that she thinks that the financial controls at the school should be sorted out and is quite upset that her suggestions have not yet been acted upon.

3.3 Concluding remarks

This unit aimed at providing a framework for staffing and the development of people as an important dimension of organisational leadership and management. The next unit will delve even deeper into the "soft" dimensions of an organization, particularly those that touch the personal side of the people involved.

Labour relations

unit 4

Introduction
Outcomes 4.1

Professional ethics 4.2

Staff discipline 4.3

Conditions of service and termination of service 4.4

Standards for Principalship 4.5

Accountability, responsibility and liability 4.6

LEARNING GUIDE
unit four

4

Labour relations

4.1 Introduction

In order to effectively lead and manage the organization sound and rigorous investment in human capital is of crucial importance. South Africa's history was for many years characterized by a political struggle, which resulted in dramatic changes in South Africa's educational landscape. Since 1994 the changes in education have posed major challenges to human resources management, as education management and leadership training was of a fragmented nature in the previous education system.

The South African government acknowledges the critical role employees play in organisations, including schools, and as a result has introduced legislative and policy changes that impact on people management.

Labour legislation provides guidelines regarding the acceptable and unacceptable human resources actions that affect employees, such as recruitment, selection, benefits and terminations.

The following form the primary regulatory and statutory laws in South Africa to be applied in the human resources sector:
Occupational Health and Safety Act (Act 85 of 1993)
Labour Relations Act (Act 66 of 1995)
Basic Conditions of Employment Act (Act 75 of 1997)
Unemployment Insurance Act (Act 63 of 2001)
Employment Equity Act (Act 55 of 1998)
Skills Development Act (Act 97 of 1998)
Skills Development Levies Act (Act 9 of 1999)
Employment of Educators Act (Act 76 of 1998)
South African Schools Act (Act 84 of 1996)
National Education Policy Act (Act 27 van 1996).

(http://www.info.gov.za/documents/acts/index.htm)

Outcome

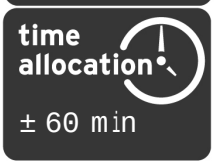
Create an environment conducive to collective bargaining, collaboration and negotiation (and conflict resolution) and be able to synthesise and apply relevant content knowledge in leading and managing people.

4.2 Professional ethics

A job is only recognised as a profession if the people behave professionally. The South African Council of Educators (SACE) has developed a Code of Professional Ethics for Educators, which provides a framework for educators' professional behavior towards the various stakeholders:
learners
parents
community
colleagues
profession
employer
Council.

Consult the Code of Professional Ethics of the SOUTH AFRICAN COUNCIL FOR EDUCATORS.

Contemplate the behaviour that is required from educators towards learners, parents, community, colleagues, profession, employer and the Council.



AIM: To review the Code(s) of Conduct of your school

Code(s) of Conduct
Study the Code of Professional Ethics and then

1. view the example of a school's Code of Conduct (below) and critically analyse it in terms of relevancy, comprehensiveness and "user-friendliness"
2. draw up staff and student codes of conduct for your school or if your school already has these, review them to keep them up-to-date. Some schools have a Code of Conduct that applies to all stakeholders – staff, students and visitors equally. (Place your school's Code(s) of Conduct in your Portfolio showing clearly the changes you have recommended on the basis of your reflection.)

Code of conduct: Willowmore primary school

Although the class teacher's primary task is to unlock learning contents for the child, the secondary task, as substitute parent, is a definite educative responsibility. As a substitute parent, the teacher will demonstrate a pedagogic love for the children in his/her care and demonstrate a heartfelt affection, attachment and deep-rooted interest in the child's welfare. By displaying a positive, caring disciplined attitude, the teacher will create a climate conducive to the development of trust, authority and understanding. Such an environment will lead to the development of self -discovery, self -understanding and eventual self -actualisation.

1. The teacher practices his/her calling in an awareness that education is founded on the Bible. He/she shall, nevertheless, in the implementation of

the policy, at all times respect the convictions of both parents and pupils in regard to religious education and religious ceremonies.

2. The teacher accepts that education has a broad national character that must be cultivated through the conscious expansion of every pupil's knowledge of the country, its languages and cultural heritages, histories and traditions.
3. The class teacher's conduct must set an example so that the child can identify with him/her. He/she instills a sense of norms and values into the child from his/her particular philosophy of life and the child identifies himself/herself with these norms and values on the basis of the example set by the teacher.
4. The class teacher must create a favourable atmosphere in the class in which the pedagogic essences can be actualised. The child should come to the complete unfolding of his/her potential in this education and teaching situation under the guidance of the class teacher. Differentiated teaching also comes into its own in his/her class since he/she knows each child and his/her potentialities and adapts his/her educative teaching to it so that every child's potential can be fully unfolded.
5. He/she must effect an educational relationship with the pupils in which the essences of trust, understanding/knowing and authority are all realised. He/she must also form good relationships with the parents in order to get to know the child better (domestic circumstances), so as to be able to guide the child more effectively.
6. He/she must get to know every child (in the formal and informal teaching situation) as an individual with his/her own unique potentialities (bodiliness, cognition, affectivity, sociability, aptitude and interest), and guide him/her towards independence, within and also outside the class situation.
7. Significant information concerning the child, acquired in this way and which adds to the total image of the pupil, must be noted on his/her tutor card.
8. Any changes in the child's performance/achievement and behaviour can be appraised/evaluated in the light of these facts. In this way the child/s total becoming is monitored on a continuous basis.
9. The class teacher should always be prepared to identify problems and to deal with less serious behaviour and learning problems himself/herself. Serious problems should be referred to the phase tutor or educational guide.
10. The class teacher guides the child with regard to:
    a. the planning of extra-mural activities
    b. use of leisure time
    c. planning a study timetable, and
    d. effective methods of study
11. The class teacher has the advantage of being very closely involved with the pupils in his/her class. It is possible for him/her to get to know each pupil with his/her own unique personal potential as well as the pupil's parents, and to make an early identification of problems the child might experience so that he/she can act preventatively rather than remedially.
12. It is compulsory for all educators to be a member of the South African Council for Educators (SACE). Although our Code of Conduct is specific to Willowmore, it is essential that all teachers are familiar with the Code of Conduct for Educators as prescribed by SACE. We support, follow and

embrace SACE's Code of Conduct. Teachers should refer to the attached document "SACE Code of Professional Ethics".

Teachers dress code

In general: Dress in a smart/casual, casual/smart way.
Gone are the days when ladies had to "wear a top to cover her bottom" when wearing pants! However it must be remembered that bare belly buttons and casual shorts belong on a beach and not in the classroom.
Teachers should strive to be well groomed and neatly dressed at all times, even on the sports field.
In the Junior classes when one often spends time on the carpet with small children it is imperative to dress in clothes which are comfortable yet professional. Remember at all times that a neat, well groomed teacher (that includes everything from hair to shoes) will portray a more positive and professional image to him/herself and to his/her learners/pupils.

According to the Code of Professional Ethics the image of the school and the way that the educators and learners behave, has a particular impact on the community.
Do you think it is important for the school to think of itself as existing within a community?
What skills do you think are necessary to build the school's image in the community and manage relationships within and across the school boundaries?
Reflection on how school leadership can assist the school to improve its status in the school community.

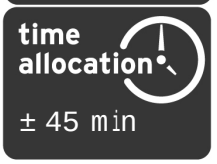
4.3 Staff discipline

Act No. 769. (2 August 2000) must be read together with the provisions of the South African Council for Educators Act (Act 31 of 2000), which aims at
providing fair procedure governing the investigation and hearing of alleged breaches of the code of professional ethics for educators;
ensuring a high standard of ethics in the teaching profession.
serving a corrective and not punitive purpose in order to protect the interests of the teaching profession as a whole.

Some of the important facts to note in terms of educators contravening the code of ethics
Any person who believes that an educator has breached the code may lodge a complaint with the Council for Educators.
The disciplinary committee may investigate any alleged breach of the code, whether or not a complaint has been lodged.
The disciplinary committee must refer an alleged breach to an investigating panel for investigation.
An investigating panel may, in investigating any alleged breach of the code interview complainants and other possible witnesses and the educator.
The educator of the alleged breach gets an opportunity to respond within the period specified in that notice.
The investigating panel must keep a record of the investigation.
If an investigating panel is satisfied that there is sufficient evidence of a breach of the code by an educator, the disciplinary committee may refer the matter to a disciplinary panel for hearing.
Once a matter has been referred for hearing by a disciplinary panel, the chief executive officer or the chairperson of the disciplinary committee must issue a summons to the educator who has allegedly breached the code.
The summons must disclose the nature of the alleged breach, the date, time and venue of the disciplinary hearing, the educator's right to be represented at the disciplinary hearing, including the right to legal representation, the educator's right to call witnesses to give evidence and to produce books, documents and other items in support of the educator's case and the educator's right to make written submissions against any recommendation of the disciplinary panel to the disciplinary committee.
The disciplinary committee may appoint one or more suitably qualified assessors to be present at a disciplinary hearing, and to advise the disciplinary panel on matters of law, procedure and evidence, or other matters requiring specific expertise.
An educator charged with an alleged breach of the code is entitled to representation, including legal representation at any disciplinary hearing.
Whether the educator pleads guilty, not guilty or fails to plead, the disciplinary panel must hear the evidence regarding the charge.
If the disciplinary panel decides that the educator has breached the code, the panel must request the parties to make representations on an appropriate sanction. This may include the leading of further evidence, including evidence on any previous convictions of the educator for breaches of the code. A certificate issued by the chief executive officer containing details of any previous convictions constitutes evidence of such previous convictions.

On the basis of the recommendation of the disciplinary panel, the disciplinary committee must recommend a finding and appropriate sanction, if any, to the Council and inform the educator concerned accordingly.
An educator who is dissatisfied with a recommendation of the disciplinary committee, may make written submissions to the Council within fourteen (14) days of his or her knowledge of the recommendation of the disciplinary committee;
The Council, after considering the recommendation by the disciplinary committee and submissions by the educator concerned, if any, may accept, reject or substitute the recommendation of the disciplinary committee wholly or in part; or refer the matter to the appeals committee for review.
Pending the completion of a disciplinary hearing, Council may request from an employer, the immediate suspension of an accused educator where said suspension would be in the interest of learners.
The Council must inform the educator in writing of its decision and the Council's decision is final.

What are your rights and responsibilities as an educational leader in your school if one of the educators who report to you acts in an unethical manner?



AIM: To reflect on disciplinary actions

Disciplining a staff member

How would you facilitate disciplinary action against a staff member who acted in an unprofessional manner towards a learner at school? In order to ensure that the right steps are followed. Study the South African Council for Educators Act (Act 31 of 2000) and the Employment of Educators Act (76 of 1998) (Schedule 2).

4.4 Conditions of service and termination of service

The Employment of Educators Act (76 of 1998) includes aspects concerning the conditions of service and the termination of service. The following need to be taken note of:

Appointments, promotions and transfers (chapter 3), i.e.
Powers of employers
First appointment or appointment after break in service of educator
Appointments and filling of posts
Transfer of educators
Secondment of educators
Termination of service (chapter 4)
Retirement
Discharge of educators
Discharge on account of ill-health
Discharge of educators appointed on probation
Certain educators deemed to be discharged
Resignations
Incapacity and misconduct
Incapable educators
Serious misconduct
Misconduct.

The following extract from the Employment of Educators Act will highlight some of the above issues and assist you to attempt the assigned activities.

Incapable educators

16. If it is alleged that an educator is unfit for the duties attached to the educator's post or incapable of carrying out those duties efficiently, the employer must assess the capacity of the educator and may take action against the educator in accordance with the incapacity code and procedures for poor work performance as provided in Schedule 1.

[S. 16 substituted by s. 9 of Act No. 53 of 2000.]

Serious misconduct

17. (1) An educator must be dismissed if he or she is found guilty of –

(a) theft, bribery, fraud or an act of corruption in regard to examinations or promotional reports;
(b) committing an act of sexual assault on a learner, student or other employee;
(c) having a sexual relationship with a learner of the school where he or she is employed;
(d) seriously assaulting, with the intention to cause grievous bodily harm to, a learner, student or other employee;
(e) illegal possession of an intoxicating, illegal or stupefying substance; or
(f) causing a learner or a student to perform any of the acts contemplated in paragraphs (a) to (e).

(2) If it is alleged that an educator committed a serious misconduct contemplated in subsection (1), the employer must institute disciplinary proceedings in accordance with the disciplinary code and procedures provided for in Schedule 2.

[S. 17 substituted by s. 10 of Act No. 53 of 2000.]

Misconduct

18. (1) Misconduct refers to a breakdown in the employment relationship and an educator commits misconduct if he or she –

(a) fails to comply with or contravenes this Act or any other statute, regulation or legal obligation relating to education and the employment relationship;
(b) wilfully or negligently mismanages the finances of the State, a school, a further education and training institution or an adult learning centre;
(c) without permission possesses or wrongfully uses the property of the State, a school, a further education and training institution, an adult learning centre, another employee or a visitor;
(d) wilfully, intentionally or negligently damages or causes loss to the property of the State, a school, a further education and training institution or an adult learning centre;
(e) in the course of duty endangers the lives of himself or herself or others by disregarding set safety rules or regulations;
(f) unjustifiably prejudices the administration, discipline or efficiency of the Department of Education, an office of the State or a school, further education and training institution or adult learning centre;
(g) misuses his or her position in the Department of Education or a school, further education and training institution or adult learning centre to promote or to prejudice the interests of any person;
(h) accepts any compensation in cash or otherwise from a member of the public or another employee for performing his or her duties without written approval from the employer;
(i) fails to carry out a lawful order or routine instruction without just or reasonable cause;
(j) absents himself or herself from work without a valid reason or permission;
(k) unfairly discriminates against other persons on the basis of race, gender, disability, sex, pregnancy, marital status, ethnic and social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, birth, family responsibility, HIV status, political opinion or other grounds prohibited by the Constitution;
(l) performs poorly or inadequately for reasons other than incapacity;
(m) without the written approval of the employer, performs work for compensation for another person or organisation either during or outside working hours;
(n) without prior permission of the employer accepts or demands in respect of the carrying out of or the failure to carry out the educator's duties, any commission, fee, pecuniary or other reward to which the educator is not entitled by virtue of the educator's office, or fails to report to the employer the offer of any such commission, fee or reward;
(o) without authorisation, sleeps on duty;
(p) while on duty, is under the influence of an intoxicating, illegal, unauthorised or stupefying substance, including alcohol;
(q) while on duty, conducts himself or herself in an improper, disgraceful or unacceptable manner;
(r) assaults, or attempts to or threatens to assault, another employee or another person;
(s) incites other personnel to unprocedural and unlawful conduct;
(t) displays disrespect towards others in the work-place or demonstrates abusive or insolent behaviour;

(u) intimidates or victimises fellow employees, learners or students;
(v) prevents other employees from exercising their rights to freely associate with trade unions in terms of any labour legislation;
(w) operates any money-lending scheme for employees for his or her own benefit during working hours or from the premises of the educational institution or office where he or she is employed;
(x) carries or keeps firearms or other dangerous weapons on State premises, without the written authorisation of the employer;
(y) refuses to obey security regulations;
(z) gives false statements or evidence in the execution of his or her duties;
(aa) falsifies records or any other documentation;
(bb) participates in unprocedural, unprotected or unlawful industrial action;
(cc) fails or refuses to –
(i) follow a formal programme of counselling as contemplated in item 2(4) of Schedule 1;
(ii) subject himself or herself to a medical examination as contemplated in item 3(3) of Schedule 1 and in accordance with section 7 of the Employment Equity Act, 1998 (Act No. 55 of 1998); or
(iii) attend rehabilitation or follow a formal rehabilitation programme as contemplated in item 3(8) of Schedule 1;
(dd) commits a common law or statutory offence;
(ee) commits an act of dishonesty; or
(ff) victimises an employee for, amongst others, his or her association with a trade union.

(2) If it is alleged that an educator committed misconduct as contemplated in subsection (1), the employer must institute disciplinary proceedings in accordance with the disciplinary code and procedures contained in Schedule 2.

(3) If, after having followed the procedures contemplated in subsection (2), a finding is made that the educator committed misconduct as contemplated in subsection (1), the employer may, in accordance with the disciplinary code and procedures contained in Schedule 2, impose a sanction of –

(a) counselling;
(b) a verbal warning;
(c) a written warning;
(d) a final written warning;
(e) a fine not exceeding one month's salary;
(f) suspension without pay for a period not exceeding three months;
(g) demotion;
(h) a combination of the sanctions referred to in paragraphs (a) to (f); or
(i) dismissal, if the nature or extent of the misconduct warrants dismissal.

(4) Any sanction contemplated in subsection (3)(e), (f) or (g) may be suspended for a specified period on conditions determined by the employer.

(5) An educator may be dismissed if he or she is found guilty of –

(a) dishonesty, as contemplated in subsection (1)(ee);
(b) victimising an employee for, amongst others, his or her association with a trade union, as contemplated in subsection (1)(ff);
(c) unfair discrimination, as contemplated in subsection (1)(k);
(d) rape, as contemplated in subsection (1)(dd);
(e) murder, as contemplated in subsection (1)(dd);
(f) contravening section 10 of the South African Schools Act, 1996 (Act No. 84 of 1996), as contemplated in subsection (1)(dd).

[S. 18 substituted by s. 11 of Act No. 53 of 2000.]

Disciplinary code and procedures for educators.(Schedule 2)
The principles underlying the Code and Procedures and any decision to discipline an educator
Code of Good Practice
Sanctions and disciplinary procedures pertaining to less serious misconduct cases
Suspension
Conducting disciplinary hearing
Steps after disciplinary hearing
Appeals

The following abstract from the Employment of Educators Act will highlight some of the above issues and assist you to attempt the assigned activities.

Sanctions and disciplinary procedures pertaining to less serious misconduct cases

4. (1) (a) The employer must delegate the function to deal with misconduct referred to in sub items (2) to (6), to –
(i) the head of the institution or office where the educator is employed; or
(ii) the immediate superior of the educator where the educator concerned is the head of the institution or office;
(b) The employer must determine in writing the specific acts of misconduct to be dealt with under the delegation referred to in paragraph (a).

(2) In cases where the seriousness of the misconduct warrants counselling, the employer of the educator must –

(a) bring the misconduct to the educator's attention;
(b) determine the nature of the misconduct and give the educator an opportunity to respond to the allegations;
(c) after consultation with the educator decide on a method to remedy the conduct; and
(d) take steps to implement the decision as contemplated in sub items (3), (4) or (5).

(3) (a) In cases where the seriousness of the misconduct warrants it, the employer of the educator may give the educator a verbal warning.
(b) The employer must inform the educator that further misconduct may result in more serious disciplinary action.
(c) The employer must record the warning contemplated in paragraph (b).

(4) In cases where the seriousness of the misconduct warrants it, the employer may give the educator a written warning. The following provisions apply to written warnings:

(a) The written warning must be in accordance with Form A attached to this Schedule.
(b) The employer must give a copy of the written warning to the educator, who must acknowledge receipt on the copy.
(c) If the educator refuses to sign the copy for acknowledgement of receipt, the employer must hand the warning to the educator in the presence of another educator, who shall sign in confirmation that the written warning was conveyed to the educator.
(d) The written warning must be filed in the educator's personal file.
(e) A written warning remains valid for six months.
(f) If during the six-month period the educator is subject to disciplinary action, the written warning and the written objection or additional information

contemplated in paragraph (g), may be taken into account in deciding on an appropriate sanction;

[Para. (f) substituted by s. 9(a) of Act No. 57 of 2001.]

(g) (i) If the educator disagrees with the written warning or wishes to add any information, he or she may lodge such additional information or written objection against the sanction.

(ii) The additional information and the objection referred to in paragraph (a) must be filed with the written warning.

(5) In cases where the seriousness or extent of the misconduct warrants it, the employer must give the educator a final written warning. The following provisions apply to a final written warning:

(a) A final written warning must be in accordance with Form B attached to this Schedule.

(b) The employer must give a copy of the final written warning to the educator, who must sign a copy to acknowledge receipt.

(c) If the educator refuses to sign a copy to acknowledge the receipt of the final written warning, the employer must hand the warning to the educator in the presence of another educator, who must sign in confirmation that the written warning was conveyed to the educator.

(d) The final written warning must be filed in the educator's personal file.

(e) A final written warning remains valid for six months.

(f) If during the six-month period the educator is subject to disciplinary action, the final written warning and the written objection or additional information contemplated in paragraph (g), may be taken into account in deciding on an appropriate sanction;

[Para. (f) substituted by s. 9(b) of Act No. 57 of 2001.]

(g) (i) If the educator disagrees with the final written warning or wishes to add any information, he or she may lodge such additional information or written objection against the sanction.

(ii) The additional information and the objection referred to in subparagraph (i) must be filed with the final written warning.

(6) (a) If the seriousness or extent of the misconduct does not warrant a formal enquiry the procedures in paragraphs (b), (c) and (d) must be followed.

(b) The employer must convene a meeting where –

(i) the educator and, if he or she so chooses, the educator's trade union representative or other employee who is based at the institution, are present;

(ii) reasons are given to the educator as to why it is necessary to initiate this procedure; and

(iii) the educator or the educator's representative is heard on the misconduct and reasons therefor.

(c) After hearing the educator or his or her representative, the employer must –

(i) counsel the educator;

(ii) issue a verbal warning;

(iii) issue a written warning;

(iv) issue a final written warning;

(v) impose a combination of any of the above; or

(vi) take no further action.

(d) (i) An educator may not appeal against any of the above sanctions but may lodge an objection in writing, against the sanction imposed, or provide additional written information.

(ii) The objection or additional information must be filed together with a record of the sanction in the educator's personal file.

(7) For the purpose of determining appropriate disciplinary actions, valid warnings for similar offences by the educator must be taken into account.

The following are the forms that need to be completed in case of written warnings to educators on account of misconduct.

Form A

[Form A substituted by s. 11(a) of Act No. 57 of 2001.]

WRITTEN WARNING

[DATE]

[NAME OF EMPLOYEE]

[PERSAL NO.]

[PERSONAL DETAILS OF THE EMPLOYEE]

This is a written warning in terms of the disciplinary procedure. Should you engage in further misconduct, this written warning may be taken into account in determining a more serious sanction.

The written warning will be placed in your personal file and will remain valid for a period of six months from the date of the written warning.

If you object to the warning or wish to furnish additional information, you may lodge a written objection or additional information which will be filed together with this warning.

The nature of the misconduct is:

SIGNATURE OF REPRESENTATIVE OF EMPLOYER:
DATE:

SIGNATURE OF EMPLOYEE:
DATE:

SIGNATURE OF WITNESS (if applicable):
DATE:

Form B

[Form B substituted by s. 11(b) of Act No. 57 of 2001.]

FINAL WRITTEN WARNING

[DATE]

[NAME OF EMPLOYEE]

[PERSAL NO.]

[PERSONAL DETAILS OF THE EMPLOYEE]

This is a final written warning in terms of the disciplinary procedure. Should you engage in further misconduct it could lead to formal misconduct proceedings being instituted against you.

This final written warning will be placed in your personal file and will remain valid for a period of six months from the date of the written warning.

Should you wish to do so, you may lodge a written objection to this final warning, or provide additional information which will be filed together with this final warning.

The nature of the misconduct is:

SIGNATURE OF REPRESENTATIVE OF EMPLOYER:
DATE:

SIGNATURE OF EMPLOYEE:
DATE:

SIGNATURE OF WITNESS (if applicable):
DATE:

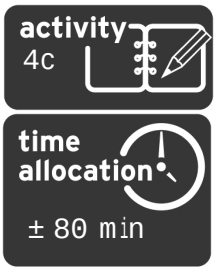
What forms of misconduct can serve as reason for dismissal/discharge or suspension and what actions should the education leader take in this regard?

4.5 Standards for principalship

The Department of Education (DoE) has attempted to address human resources problems on principal level by introducing The South African Standard for Principalship (RSA 2004). This document provides an outline of the responsibilities of school principals. This document is dealt with in more detail in the *Context* module, where the six key areas are viewed in more detail.

Leading and Managing the Learning School
Shaping the Direction and Development of the School
Assuring Quality and Securing Accountability
Developing and Empowering Self and Others
Managing the School as an Organisation
Working with and for the Community.

As you will have noted from the above, the principal is responsible for managing the school as an organisation. It is therefore important that he/she is skilled in handling a variety of staff problems that might occur in the school. The following activity revisits a number of staff matters that have been dealt with in this module from the perspective of labour relations issues.



AIM: To develop reflexive competencies in managing staff matters

STAFF PROBLEMS AT ST MARY'S COLLEGE
Read the case study below and then answer the questions that follow

St Mary's College is a medium-sized school with about 400 girl learners and 28 staff members and is situated about 5 kilometres out of town. It was established in 1950 by the Sisters of the Sacred Heart, an order of Catholic sisters. The school has grown over the years and is known as a school with established standards of quality.

Sister Mary Josephine has been the head of the school for the past eleven years. The school had 450 learners in 2004, 500 in 2005, 445 in 2006, 423 in 2007 and 403 in 2008. The declining learner numbers over the past 3 years are unusual for a school which offers quality teaching, but can be attributed to the increase in the fuel price, which made travelling to and fro quite expensive.

During the recent School Board meeting, Sister Mary Josephine presented a rather bleak financial picture. The projected deficit for 2008 is R300 000, which would probably rise to about R400 000 in 2009.

The School Board recommended that the crisis should be addressed immediately and it would be the best option to retrench 5% of the staff with an emphasis on those staff members in "less-essential" areas.

Sister Mary Josephine responded that the school's employees had never been laid off in the history of the institution and that they are actually one big "family". Most of the teachers are nuns from the nearby missionary and would not have jobs if they were retrenched. Nevertheless, since she had no other realistic short-term alternative to save the school from closing down, she reluctantly agreed to implement the retrenchment actions. She was adamant that the retrenchment process must be conducted in a fair manner and that the staff should be guaranteed reemployment if additional funds become available.

Apart from the retrenchment problem Sister Mary Josephine also had to handle some other staff problems. Pastor James, who is an excellent educator and who is also the only Accounting educator in the FET phase has been involved in a sexual relationship with one of the Grade 11 learners.

Another problem is Ms Lisa, who has serious family problems and suffers from depression. She is presently taking strong sedatives which results in her not always being able to stay awake during the full school day. She is also absent from school rather often – at least 6 days of a working month. However, she has always been a very good teacher and still tries to keep up, but does not succeed in doing so.

Another problem cropped up during a protected strike activity at the school when two of the staff members, Pastor Peter and Sister Louisa damaged the school buildings by breaking windows and doors, and threw stones at colleagues who did not want to participate in the action. The Department of Education now threatens the particular teachers (Peter and Louisa) with dismissal while Sister Mary Josephine assures the DoE that she informed the staff of the rules and regulations pertaining to a strike.

But the worst incident was when one of the teachers, Ms Sarah, was sued for negligence when one of the boy learners was hurt during an excursion. Ms Sarah took the grade 9 learners in Business and Management Sciences to a trade exhibition. On leaving the bus, the learners were directed towards the venue, while Ms Sarah accompanied the bus driver in seeking parking for the bus. As three learners tried to cross the street, they were hit by an oncoming car and one boy broke his leg. The parents are now suing Ms Sarah, as well as Sister Mary Josephine, for compensation of their medical expenses.

Diagram 1and table 2 below show the staff and task division at the school and the performance ratings of the staff.

1. Discuss the situation with your study group (simulated School Board) and come up with a retrenchment plan in terms of
    a. critically reviewing the present organizational structure (organogram) in order to identify possible solutions for the future organization structure. Draw up a structure of how you think the organization can function in future.
    b. identifying the staff to be retrenched (which guidelines are to be followed)
    c. identifying new team structures to keep the school functioning optimally (indicate the type of team structures, what is to be addressed to ensure quality teams and how the teams are to be structured)
    d. implementing the changes with the least resistance (discuss your strategy);
    e. how procedural fairness is to be applied.
2. Explain in detail how sister Josephine should handle the cases of
    a. Ms. Liza
    b. Mr James
    c. Pastor Peter and Sister Louisa (Explain whether you think the dismissal of Peter and Louisa would be legally permitted or not. Motivate your answer).
3. Critically analyse the situation of Ms Sarah and argue if she and sister Mary Josephine can be held liable for the learner's injury. Apply the criteria for a delictual claim (refer to the *Policy* module) and reason the issues surrounding responsibility, accountability and liability in this case.

(You may make assumptions: just state them clearly and incorporate them in your suggestions.)

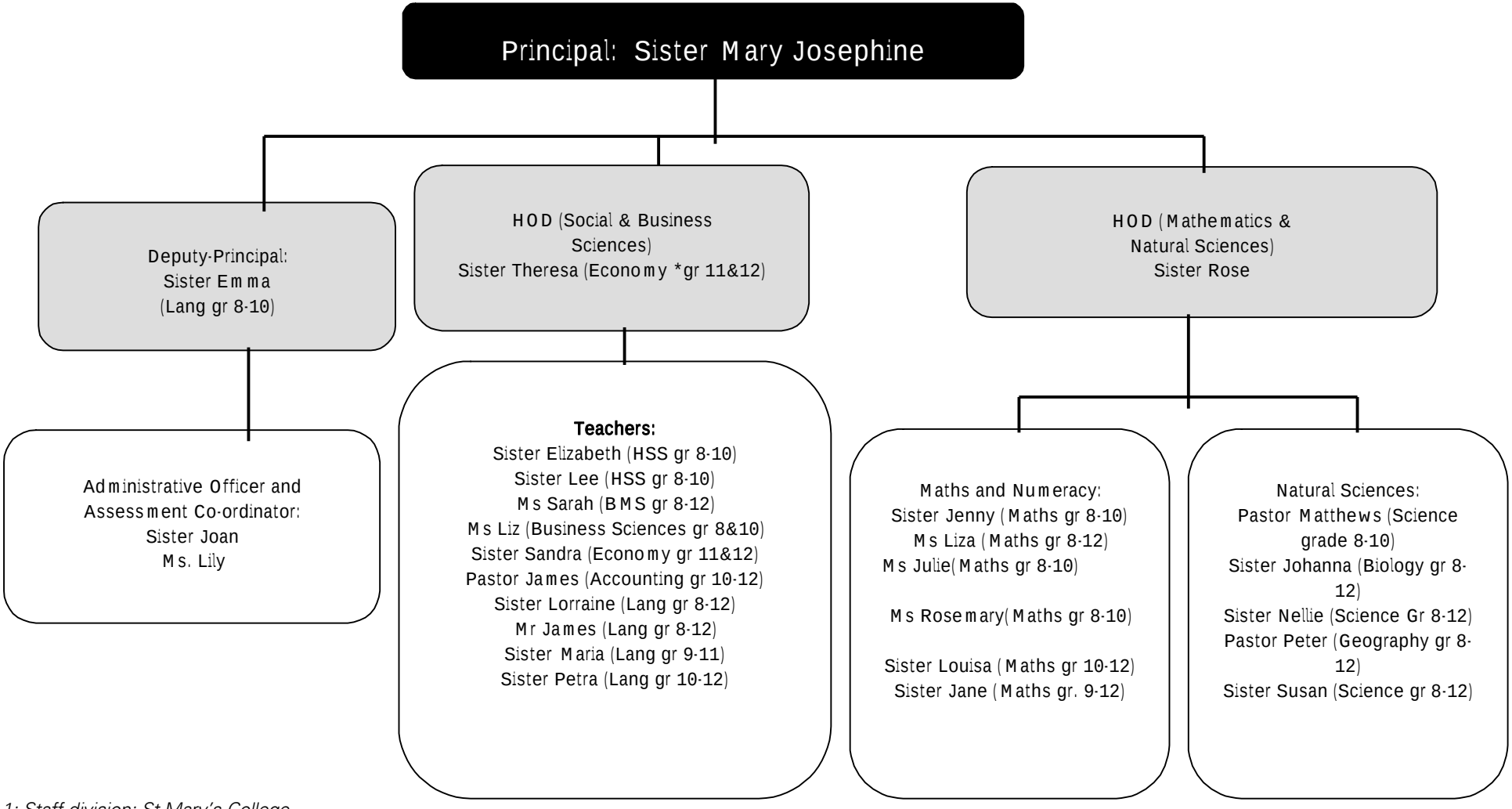


Figure 1: Staff division: St Mary's College

TABLE 5: HOW PERFORMANCE SCORES ARE REFLECTED

COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE MEASUREMENT FOR PAY PROGRESSION AND GRADE PROGRESSION FOR LEVEL 3 & 4 EDUCATORS (52 CRITERIA)

EDUCATOR: DATE:

PERSAL NUMBER: SCHOOL:

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	
Knowledge of curriculum and learning programmes	16	
Lesson Planning, preparation, and presentation	16	
Learner Assessment	16	
Professional development in field of work/career and participation in professional bodies	16	
Human Relations and Contribution to school development	16	
Extra-Curricular & Co-Curricular participation	16	
Administration of resources and records	20	
Personnel	16	
Decision making and accountability	20	
Leadership, communication and servicing the Governing Body	24	
Strategic planning, financial planning and education management development	16	
TOTAL SCORE	**208**	

TABLE 6: PERFORMANCE MEASUREMENT SCORES OF STAFF OF ST MARY'S COLLEGE

		Score out of 208
1	Sister Emma	167
2	Sister Thereza	172
3	Sister Rose	153
4	Sister Elizabeth	135
5	Sister Lee	143
6	Ms Sarah	165
7	Ms Liz	111
8	Sister Sandra	101
9	Mr James	178
10	Sister Lorraine	145
11	Pastor Jim	171
12	Sister Nina	168
13	Sister Maria	181
14	Sister Petra	133
15	Sister Jenny	151
16	Ms Liza	177
17	Ms Julia	165
18	Sister Rosemary	123
19	Sister Louisa	156
20	Sister Jane	164
21	Sister Johanna	172
22	Sister Nellie	138
23	Pastor Peter	162
24	Sister Susan	166

4.6 Accountability, responsibility and liability

Education legislation determines decisions emanating from statutory provisions by parliament and other administrative authorities, forcing new regulatory or controlling processes onto educational institutions (Stewart, 2005). Marais (2009) provides a sound argumentation surrounding accountability, responsibility and liability as follows:

> *It seems necessary to determine who takes responsibility for certain regulations and procedures in the institution and furthermore to determine who is accountable if actions are wrongfully taken (ex commissio) or omitted (ex ommissio). Accountability and responsibility are often used interchangeably in terms of leadership roles, but in fact they are not, which means that each of these concepts need to be clarified.*

Accountability is a principle mechanism for ensuring conformity to standards of action. In a free and democratic society, those exercising substantial power and discretionary authority must be answerable for all activities assigned or entrusted to them - in essence, for all activities for which they are responsible. Being accountable includes administration, governance and implementation related to the employment position and encompassing the obligation to report, explain and be answerable for resulting consequences. In contrast with accountability, responsibility can be, and often is, shared. One who is authorized to act or who exercises authority is 'responsible' and is also held to account. An individual who exercises power while acting in the discharge of official functions is responsible for the proper exercise of the power or duties assigned. A person exercising supervisory authority is responsible, but hence also accountable for the manner in which that authority has been exercised.

Joubert and Bray (2007: 3) describes authority as a right, allocated or delegated to a person by virtue of his/her qualities and capabilities, to act in a specific manner. Authority must therefore be applied to subordinates in the execution of duties, which implies that school principals may apply authority when delegating duties to educators in the fulfilment of daily tasks. Persons in an authoritative position may fulfil certain responsibilities entrusted to them by authorities or they can decide to delegate the duties – entrusting someone else to act or make decisions on their behalf, but the ultimate accountability remains with the authoritative person. However, a person in a position of authority should consider that he/she takes account for the tasks entrusted to him/her, as accountability refers to the "answerability" of a person for all actions commended to him/her (Joubert and Prinsloo, 2001), suggesting that even if the principal of a school delegates certain duties to educators, the principal remains accountable for those duties. In organizations, accountable officials cannot hide behind improper actions of their subordinates, as the accountable official always remains answerable to the superiors. In a school context it implies that a principal cannot accuse educators for wrongful acts, as he/she remains accountable for the actions and decisions of subordinates. As accountability resides with the chief executive officer of the organization, accountability does not become attenuated the further one is removed from the source of activity. School principals may, therefore delegate certain responsibilities to educators, but remain accountable for those

responsibilities, because the principal remains the residing officer who accounts for occurrences

It would seem that we can think of accountability as comprising various "phases". First of all, a person is obliged to explain or justify his/her actions or omission by providing data concerning the action, outcome, procedures or incidents. Secondly another person may question the legitimacy of the conduct described and thirdly, judgement may be passed on the conduct. The latter in return raises the question of liability, because if an action is judged to be illegitimate or wrongful, someone should provide compensation for the damage. The fundamental premise in law is that damage rests where it falls (Neethling, Potgieter and Visser, 2006: 3), implying that a person must bear the damage that he/she suffers. In contrast, there are certain instances where the burden of damage is legally recognized and shifted from one individual to another, who should provide compensation for the damage, or bear the damage suffered, in this case the accountable person. If damage is caused by the unlawful, negligent or intentional act of another, the legal duty to bear the damage is transferred to the accountable person.

The transfer of duty in bearing the damage is referred to as liability. If damage is caused unlawfully due to illegal conduct, negligence or wrongful failure to prevent the damage (*ex ommisio*), the accountable person is liable to compensate for the damage suffered as a result of his/her conduct or negligence. If the latter situation occurs in the education sector, the question resides: in the case of liability, to whom is the duty of bearing the damage referred to? In the school educators have certain responsibilities to fulfill, among others, to create a safe, sound and orderly learning environment, to protect children's human rights and perform optimally. However, if an unlawful incident disrupts the learning environment, the principal will have to account for the illegitimate circumstances, because he/she is the chief residing officer, who is accountable and therefore liable for illegitimate and wrongful activities at the school.

Conversely, the principle of *vicarious liability* complicates the issue of accountability and liability. Van Jaarsveld and Van Eck (2005: 66) contemplate the general rule concerning vicarious liability by pointing out that an employer is liable for the wrongful acts of employees committed in the execution and during the course of employment. An educator may through his/her unlawful and guilty conduct cause a learner to suffer damage to property or to him/her as person (integrity, honour, reputation or privacy). When educators perform their duties, they act as an extension of their employer. The principle of vicarious liability makes the employer (DoE) liable for damage sustained by learners as a result of the conduct committed by an educator in the course of employment. This doctrine, however is controversial as there are certain exceptions in respect of an employer's vicarious liability. Where the plaintiff in claim for damages against the employer, is successful and negligence or wrongfulness is proved, the employer has the right to claim back from the guilty party (Joubert and Prinsloo, 2001: 99), implying an action of recourse. In the school context it implies that the DoE will have the right to recourse and therefore claim from the educator in his/her personal capacity for a wrongful act committed or an incident of negligence (Van Jaarsveld and Van Eck, 2005: 69). The principal should, therefore, ensure that educators at the school are aware of changes in policy and legislation (SA 31,

2007 s8(2))[2] and the implications thereof. The principal therefore seems to be the responsible person who could be held liable if unlawful decisions are made in the school context.

The South African Schools Act (84 of 1996: section 16(3))3 states that the professional management of a public school must be undertaken by the principal, implying that the principal has ultimate authority concerning decisions pertaining to the functioning of the school. According to this Act the governance of the school remains vested in its governing body (SA 84 1996, s16(1)). The principal, who is a member of the governing body, is therefore supported by the governing body. The South African Schools Act states the responsibilities, functions and capacities of governing bodies, but fails to do so in the case of the principal (SA 31, 2007 Memorandum). However the South African Schools Act 84 of 1996 has been amended by the Education Laws Amendment Act 31 of 2007 which restricts the authorities of school governing bodies and broadens those of the principals, by stipulating specific functions and responsibilities of principals of public schools (SA 31, 2007 s8). According to the Education Laws Amendment Act (SA 31, 2007 s8) the principal is among other duties, responsible for the implementation of policy and legislation as well as informing the governing body of changes in policy and legislation. The latter implies that uninformed stakeholders such as educators, parents and SGB members, who act unlawfully, may not be held liable, as it is the principal's duty to inform stakeholders at his/her school about changes in policy and legislation – the principal remains the chief residing officer of the school.

In cases of a civil claim, the Law of Delict comes into play and it is however a necessity that school leaders are informed about how they may be held liable and when a delictual claim may be instituted against them. The following are the measures for a delictual claim:

Law of Delict
Delict (Private Law)
A culpable, wrongful act by a person who causes patrimonial loss to another or which impairs his personality. Gives rise to law action against another.
Crime (Criminal Law)
Purpose to maintain order in the interest of the public

Had there been
An act/conduct/omission
May take form of an action (commissio) e.g. create a potentially dangerous situation, not acting as expected
Or failure to do something (ommissio) e.g. fail to remove danger or exercise control over dangerous object resulting in harm to another person

Wrongfulness
Legally reprehensible act
Infringing upon someone else's rights (e.g. safe environment, right of expression)

[2] Education Laws Amendment Act No 31 of 2007

[3] South African Schools Act No84 of 1996,

Fault

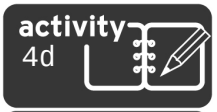
Before one can be held liable, the wrongful act must be blameworthy (culpable) – i.e. legally blamed.
Accountability is a prerequisite for blameworthy conduct – having the necessary disposition e.g. mental capacity.
Conduct must be intentional to achieve particular result/aware that a result is to follow/foresees the consequence
Or not intentional but negligent.

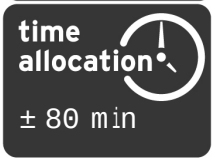
Patrimonial loss or impairment of personality

A person can only be held liable for actual harm or damage caused by conduct – either physically or emotionally
Causation
There must be a nexus (relationship) between the act and the loss (damage)

Can this principal/teacher be held liable? Use the criteria for a delictual claim to make a judgement.

Mr. Johnson is principal of Morningside Primary. Mr. Johnson asked Mr. Lee to mark the soccer field on the school premises. Mr. Lee again asked four learners to help him, who took the marking machine to the soccer field. One of the machine's wheels was broken and Peter told Mr. Lee about it. Mr. Lee told the learners to use the machine as it is, as the marking had to be done urgently. On visiting the soccer field, Mr Lee mentioned the wheel to the principal, who said that he would get somebody to fix it. Two days later, when the job had been completed and the machine removed from the field, the wheel fell out and the machine collapsed on Joe's foot and broke it. Joe's parents now want to sue Mr. Lee for compensation of their medical expenses.





AIM: To develop critical thinking in terms of accountability, responsibility and liability

Accountability and liability

Find a news article (you may also make use of the internet) that deals with one or other issue of accountability and/or liability in a South African school. Bring the article to a discussion class and prepare a 5 minute presentation on
How such a case could harm your school, and
How you think such a problem should be handled by the school leaders.

Integrated Assessment Portfolio Activity

(To be submitted on completion of the module)

AIM: Critically view your school in view of future improvement. In order to do so you have to engage in the following:

1.1 Conduct a SWOT analysis of your school in order to, in the end, identify weakness/problem areas. Also provide evidence of how the information was gathered (e.g. questionnaires, brainstorming (report/minutes) etc.). The outcomes of the SWOT analysis must be presented in table format as follows:

External Environment (Conduct a PESTE analysis)	
Opportunities	Threats
Internal Environment	
Strengths	Weaknesses

External – Threats and opportunities (PESTE-analysis)	
P	Political (e.g. legislation, policies)
E	Economical (e.g. poverty, privatisation, resources,
S	Social (e.g. language, culture, urbanization, parenthood, people development, conflict, equity)
T	Technological (e.g. computers, globalization)
E	Environmental (e.g. pollution, area situated)

Internal – Strengths and weaknesses (5 P's)	
P	Product delivery(curriculum, learning material)
P	People: human dimensions(learners e.g. level, discipline), staff (e.g. qualified, morale, attitudes, readiness), parents (e.g. support, involvement, attitudes), community (e.g. relationships)
P	Price/Financial aspects (school funds, other income sources)
P	Professionalism (development, morale, attitudes, behaviour/ climate & culture of organization)
P	Place and/or position (environment, status in community)

Identify a weakness (not one that has to do with a staffing problem) that emerged from the SWOT analysis, which necessitates change.

2.1 Compile an action plan for implementing the change by using the following template:

Provide a plan of how you are going to manage the change.
Conduct an analysis of the staff's readiness for the imminent changes. Include the completed (anonymous) questionnaires, their interpretation and the report of findings (adapt the questionnaire below to fit your needs).
Provide an exposition of how teams are to be constituted, their tasks and their ***modus operandi*** (a detailed team plan)
Explain how you, as leader, are going to employ the principles of transformational and invitational leadership to effectively implement the changes.

QUESTIONNAIRE: Readiness for change

Complete the following questionnaire by indicating the situation in your organization with an X (1=not at all; 2= to a small extent; 3= moderately; 4 = to a large extent; 5 = very much)

Change to be dealt with: *(describe)*

STATEMENT *To what extent…*	1	2	3	4	5
1. Does the school management team take responsibility for the change?					
2. Are all levels of staff informed about the change?					
3. Are you committed to the change?					
4. Does the school culture encourage continuous improvement?					
5. Has the principal clearly communicated the need for change?					
6. Has the principal presented a clear vision of the improvement that will be brought about by the change?					
7. Are there specific measures to assist you in dealing with the change?					

8. Does the change effort support other activities in the school?					
9. Has the school benchmarked itself against other schools with regard to the intended changes?					
10. Are individuals and/or teams given recognition for being innovative and for being on the look-out for problems regarding the change?					
11. Is the organisation flexible and co-operative in view of the change?					
12. Does management communicate constantly with all staff levels in connection with the change?					
13. Has the school successfully implemented other change efforts previously?					
14. Are staff members assigned particular responsibilities in terms of the change?					
15. Does the school have the ability to take decisions quickly?					
Total score					

Example of how to do the scoring

STATEMENT *To what extent...*		1	2	3	4	5	N	Total	_ X
1. Does the school management team take responsibility for the change?	No of Responses	3	2	3	1	1	10		
	Calculated value	3	4	9	4	5		25	2,5
2. Are all levels of staff informed about the change?	No of Responses	1	4	3	2	-			
	Calculated value	1	8	9	8	-		26	2,6

Problem	Action to be taken	Resources needed	People responsible	Due date	Control (how & by whom?)

3.1 View the human resource dimension of your school by ***preparing an organogram*** of the present staff position of your school. Indicate the tasks assigned (e.g. subjects/learning areas) as well as the level (grade) and the staff members presently holding the posts. Critically reflect on it in terms of how you think it could be improved and then provide an organogram that would reflect the envisaged improved situation. Present evidence of the discussions held in this regard.

3.2 Determine the culture of your school (use Culture questionnaire and grid), determine the weaknesses and indicate how you intend improving the situation.

4. Identify one of the posts that need to be filled and then write
job specifications for it
a job description for it, and
an advertisement for the post.

5. Design a staff development workshop in ONE of the following areas: diversity sensitisation or HIV/AIDS or on any legislation/policy issues that represents a challenge for your school.

6. Reflect critically on your own leadership practices, team role approach and self-management status.

Texts & Templates

The reader contains a text which was referred to in the Learning Guide and which provide the basis of activities or extensions of the discussion in the main text.

READER

TEXT 1

TEMPLATES

The various templates presented in the module can be adapted to suit your own purposes.

Reader

Text 1:

This is a summary of the Bill of Rights.
For a full version of the Bill of Rights, consult the new Constitution.
Equality: You cannot be discriminated against. But affirmative action and fair discrimination are allowed.
Human Dignity: Your dignity must be respected and protected.
Life: You have the right to life.
Freedom and security of the person: You cannot be detained without trial, tortured or punished cruelly. Domestic violence is not allowed.
Slavery, servitude and forced labour: Slavery and forced labour are not allowed.
Privacy: You cannot be searched or have your home or possessions searched.
Freedom of religion, belief and opinion: You can believe and think whatever you want and can follow the religion of your choice.
Freedom of expression: All people (including the press) can say whatever they want.
Assembly, demonstration, picket and petition: You can hold a demonstration, picket and present a petition. But you must do this peacefully.
Freedom of association: You can associate with whomever you want to.
Political rights: You can support the political party of your choice. If you are a citizen, and at least 18 years old, you can vote.
Citizenship: Your citizenship cannot be taken away from you.
Freedom of movement and residence: You can go and live anywhere in South Africa.
Freedom of trade, occupation and profession: You can do whatever work you choose.
Labour relations: You may join trade unions and go on strike.
Environment: You have the right to a healthy environment.
Property: Your property can only be taken away from you if the proper rules are followed.
Housing: The government must make sure people get access to proper housing.
Health care, food, water and social security: The government must make sure you have access to food and water; health care and social security.
Children: Children under the age of 18 have special rights, like the right not to be abused.
Education: You have the right to basic education, including adult basic education, in your own language (if this is possible).
Language and culture: You can use the language you want to and follow the culture that you choose.
Cultural, religious and linguistic communities: Communities can enjoy their own culture; practice their own religion; and use their own language.
Access to information: You have the right to any information, which the government has.
Just administrative action: Actions by the government must be fair.
Access to courts: You can have a legal problem decided by a court, or a similar structure.

Arrested, detained and accused persons: This right protects people who have been arrested, imprisoned or accused.
NOTE: All these rights can be limited if it would be fair to do so

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