

RESOURCE MATERIALS

FOR

WOMEN IN EDUCATION MANAGEMENT

MODULE SIX

TEAM BUILDING

Department of Education and Culture
KwaZulu-Natal, South Africa

Commonwealth of Learning
Canada

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THE MODULES IN THIS SERIES ARE:

- | | |
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| 4. Leadership | 10. Conducting Productive Meetings |
| 5. Understanding the Organisational Culture | 11. Report Writing and Presentation |
| 6. Team Building | 12. Interviewing Skills |

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WOMEN IN EDUCATION MANAGEMENT

MODULE SIX

TEAM BUILDING

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PREFACE

The Master Strategic Plan (2000 – 20003) of the Department of Education and Culture, KwaZulu-Natal (KZN) has, as one of its main policy objectives ‘the Empowerment of Women Managers in Education’ The Education Human Resource Development Component came up with the initiative for the Women in Education Management Training Programme, to provide training in the area of Education Management.

Although management issues affect both men and women, historically, women managers seem to require more training than their male counterparts. There is often the perception that many Women Managers in Education, not only in KwaZulu-Natal, but globally, frequently lack the knowledge and skills required for effective management. Consequently, these materials were developed as part of the effort to develop human capital, especially in the area of Women in Education Management.

These materials are intended for use by people involved in education. The modules cover a wide range of management issues from policy to practice. As the users are spread over various geographical locations, the materials aim to be accessible to as many people as possible, including the rural-based. At the end, the materials should produce women who are ready to take up various key management positions throughout the Province and further afield.

The rationale for developing these materials is that all regions should embark on the meaningful training of Women Managers in Education. The overall skills and knowledge training will continue to be provided to all Education Managers. These training materials generally aim at enhancing management skills. In addition the Training on Materials Development and Materials Review workshops have contributed to capacity building and developing Open and Distance Learning (COL) materials in KwaZulu-Natal.

The successful development of the training materials could not have been realised without the generous support of the collaborating SADC Ministers of Education (Botswana, Namibia and Zimbabwe) and the Namibian College of Open Learning. In this regard, the Department of Education and Culture, KwaZulu-Natal is grateful to Mrs. Matloatsie Masendu (Botswana), Mr. Tuaunda Keeja (Namibia), Mr Alfred Illukena (Namibia). Mrs Patricia Rutanhira (Zimbabwe), Mr Africa Moyo (Zimbabwe), Mr Gray Nyathi (Zimbabwe), Mr Rodgers Sisimayi (Zimbabwe) for the background training, support and advice they provided, to facilitate the realisation of the programme.

Without the administrative leadership and professional support of Honourable E.E.N KaNkosi-Shandu Minister of Education and Culture, KwaZulu-Natal, Mr N S Shamase – Deputy Director General Professional Services, Mr P M Ntshangase – Chief Director Human Resource Manager and Development, Ms A N Cele, Mr M R C Msweli and Mr S L N Kheswa, the programme would not have been successful.

The development of the course materials has been achieved through the joint responsibility and commitment of all eight Regions of the Department of Education and Culture, KwaZulu-Natal together with the course writers as reflected in the training modules. The Province of KwaZulu-Natal is grateful for the level of human capital developed through this exercise. Altogether, 37 Course writers were trained. 10 Secretarial and Administrative Staff received training in basic desktop publishing.

We are particularly grateful to the South African Breweries, Indaba Conference Centre and Umhlanga Rocks Hotel for supporting the workshop.

Finally, we thank the Commonwealth of Learning, Vancouver, Canada, represented by Ms Kgomotso Motlote, Education Specialist, for the technical support, they provided right from the inception to the completion of the programme.

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The Commonwealth of Learning and the entire Workshop Development Team are grateful to the writers, the editorial team and secretarial support staff from the Department of Education and Culture KwaZulu-Natal and the supporting SADC Ministries of Education for their untiring efforts in producing these modules.

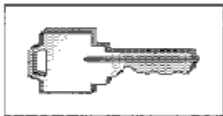
EXPLANATION OF ICONS

Icons are graphic signs that require you to undertake specific activities.



Read the text provided in the unit.

Read Text



Main words or concepts that are important in the unit.

Key Words



Carry out an activity that is based on the content you have just

Self Evaluation



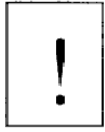
Apply the knowledge and skills you have just learn.

Practise Activiy



Demonstrate your understanding and application of knowledge and Skills learnt.

Assessment Task



Important-take note!

The answers to the activity is provided at the end of the unit.



In the light of the text you have read, think through your own Practice.

Reflection



Unit Test

There is a test which you should do before proceeding to the Unit.



Module test

At the end of every module, there is a test you should do before proceeding to the next module.



Summary

Highlights of the main ideas or concepts covered in the Unit.

INTRODUCTION TO MODULE

This module is on the exciting topic of TEAM BUILDING. It builds on the belief that professional discharge of duty at whatever level, is the business of people collectively. However, as this module seeks to show, it is not mere collectivity that is pivotal but rather the qualities and the relationships existing in that collectivity. In short, the qualities and relationships referred to above are achieved through team building.

AIMS / MODULE GOAL

The aims of this module are to:

- Identify and discuss the four stages of team building, which are:
 - mixing
 - unfolding
 - developing
 - creating.
- help you appreciate the barriers at each of the stages
- help you appreciate the peculiar circumstances of women managers
- support initiatives on gender and equity issues.

DEFINITION OF A TEAM

What, therefore, is Team Building and what are its important aspects?

How can team building be achieved?

These questions are responded to in some depth later on in this module.

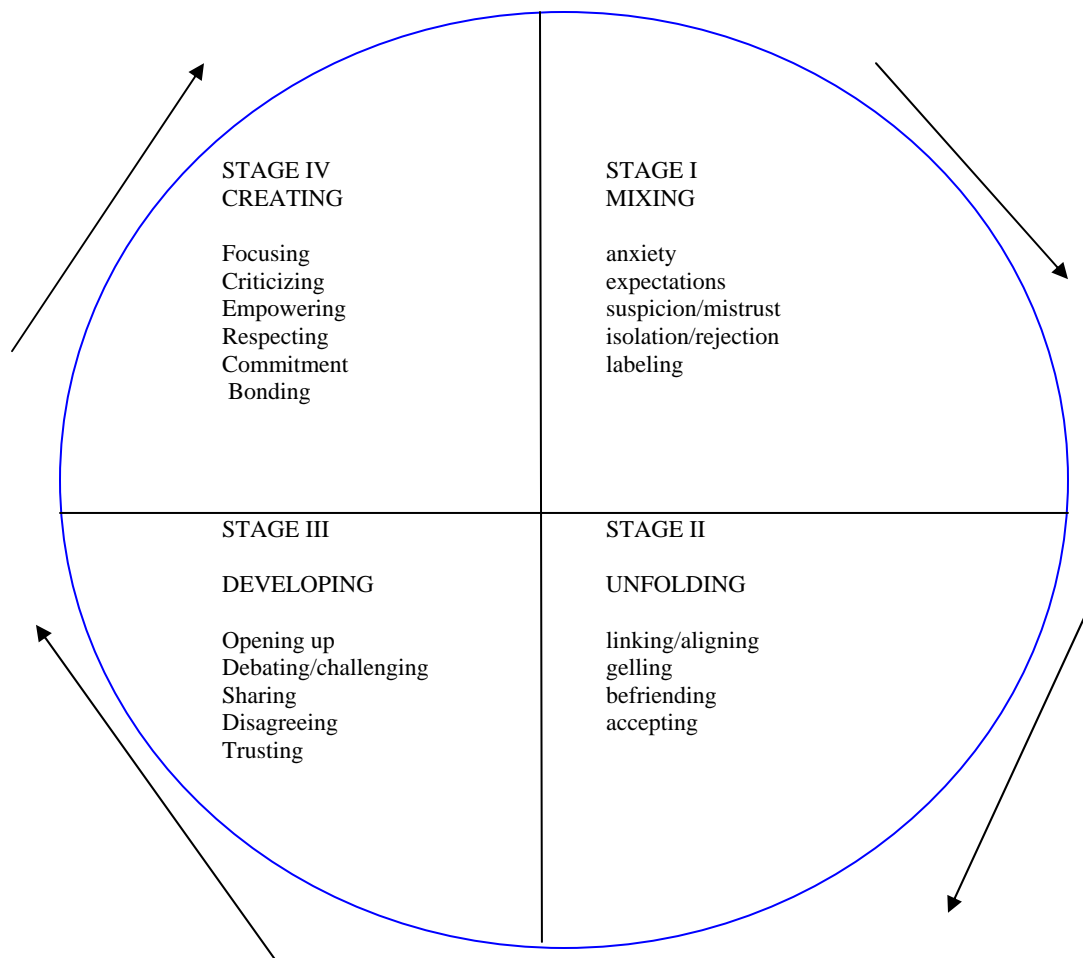
“Chamber’s Twentieth Century Dictionary” refers to a team as a set of persons working or playing together in combination. Taylor et al. share a similar view in that they refer to a team as a group of people who need one another to achieve a purpose. They focus on the co-operative nature which suggests a sense of belonging, commitment and motivation.

Charney (2000) in ‘The Instant Manager’ says:

Someone said that the membership of a club is made up of four kinds of bones. There are wishbones, who spend their time wishing someone else would do the work. There are jawbones, who do all the talking but little else. Next come the knucklebones, who knock everything that everyone else tried to do. And finally, there are the backbones who get under the load and do the work.

The following diagram gives a broad illustration of the process of team building which will be discussed in greater detail in the ensuing units.

THE TEAM BUILDING WHEEL



INTRODUCTION TO TEAM BUILDING

This module focuses on the process of team building, although we are mindful that the concept of team building is almost a pre-requisite for the writing of every module. The module further recognises the fact that team building is a conscious and concerted effort in cementing individual strengths and competencies in achieving a common vision. Team building is therefore a process and not a mere casting together of a group of individuals who find themselves in a common situation or institution. Subsequently, it becomes incumbent of women managers in education to initiate the process of team building in their institutions.

To unpack the discussion, the module is broken into the following units and their subsequent barriers:

- Stage 1: Unit 1 – Mixing
 Unit 2 – Barriers to the Mixing stage
- Stage 2: Unit 3 – Unfolding
 Unit 4 – Barriers to the Unfolding stage
- Stage 3: Unit 5 – Developing
 Unit 6 – Barriers to the Developing stage
- Stage 4: Unit 7 – Creating
 Unit 8 – Barriers to the Creating stage