

RESOURCE MATERIALS

FOR

WOMEN IN EDUCATION MANAGEMENT

MODULE THREE

SELF MANAGEMENT SKILLS

Department of Education and Culture
KwaZulu-Natal, South Africa

Commonwealth of Learning
Canada

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Publishers:

Published jointly by the Department of Education and Culture, KwaZulu-Natal and the Commonwealth of Learning.

Materials are not for sale

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THE MODULES IN THIS SERIES ARE:

- | | |
|---|-------------------------------------|
| 1. Assertiveness | 7. Managing Conflict |
| 2. Effective Communication | 8. Strategic Planning |
| 3. Self Management Skills | 9. Delegation |
| 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 THREE

SELF MANAGEMENT

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PREFACE

The Master Strategic Plan (2000 – 2003) 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 on 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, often lack the knowledge and skills required for effective management. Consequently, these materials were developed as part of the effort to develop human capacity 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 are accessible to as many, 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.

The rationale for developing these materials is that all Regions should embark on 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 contributed to capacity building in developing Open and Distance Learning (COL) materials in KwaZulu-Natal.

The successful development of the training materials could not have been realized 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 realization 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 the eight Regions of the Department of Education and Culture, KwaZulu-

Natal and the course writers as reflected in the training modules. The Province of KwaZulu-Natal is grateful for the level of human capacity 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 Motlotle, Education Specialist, for the technical support they provided right from the inception to the completion of the programme.

.....
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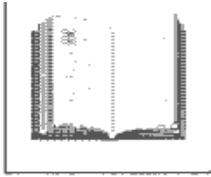
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The Commonwealth of Learning and the entire Workshop Development Team are grateful to the writers, the editorial team and secretarial support staff from the Department of Education and Culture KwaZulu-Natal and the supporting SADC Ministries of Education for working so hard to produce the modules.

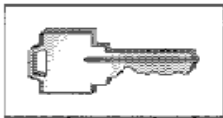
EXPLANATION OF ICONS

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



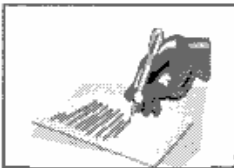
Read Text

Read the text provided in the unit.



Key Words

Main words or concepts that are important in the unit.



Self Evaluation

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



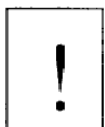
Practise Activiyy

Apply the knowledge and skills you have just learnt.



Assessment Task

Demonstrate your understanding and application of knowledge and skills learnt.



Important-take note!

The answer 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



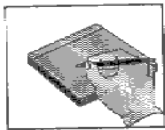
Unit Test

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

It has been common practice over the past years to assign duties and responsibilities solely according to gender. The focus was to look for a suitable female or male for the job at hand, most often male.

Of late, this practice is being challenged and reviewed. The focus is now on the suitable person, regardless of gender, that can efficiently do a job.

Management, just like other job areas, has in the past been subjected to gender imbalance. That is why we have the concept: ***Women in Education Management***.

This module discusses self-management as part of building the capacity of women in management. The aim of building women's capacity is to help bring about gender equity in the workplace. In the past, males have been enjoying the more benefits because of the patriarchal system. Workplaces have been based on what males perceived to be worth doing for a living. Organisations, rules, regulations and other arrangements were made to suit males.

While this module addresses issues peculiar to women, it also remains relevant to males.

AIMS

The aims of this module are:

- to equip the reader with knowledge and skills of self-management
- to bridge the management gap created by gender
- to sensitize the reader on the effects of gender relating to management
- to understand and develop self.

To realize the stated aims, the content in this module is presented in eight (8) units as follows:

1. Self-concept
2. Managing yourself
3. Self-development
4. Self-confidence
5. Being skilful in management
6. Resource management
7. Setting personal goals
8. Relation between self and post.