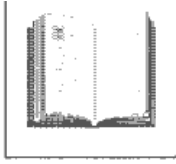


## UNIT 1 : STRATEGIC MANAGEMENT



Read Text

### INTRODUCTION

Strategic management is the process by which an organisation and its managers determine:

- where they are going in the medium and long term strategic intent
- how they are going to get there - strategic or long range planning which may be expressed in the form of a corporate plan
- ‘what they are going to do to ensure that they will arrive where they want to be... so that they move towards the achievement of the strategic plan.’

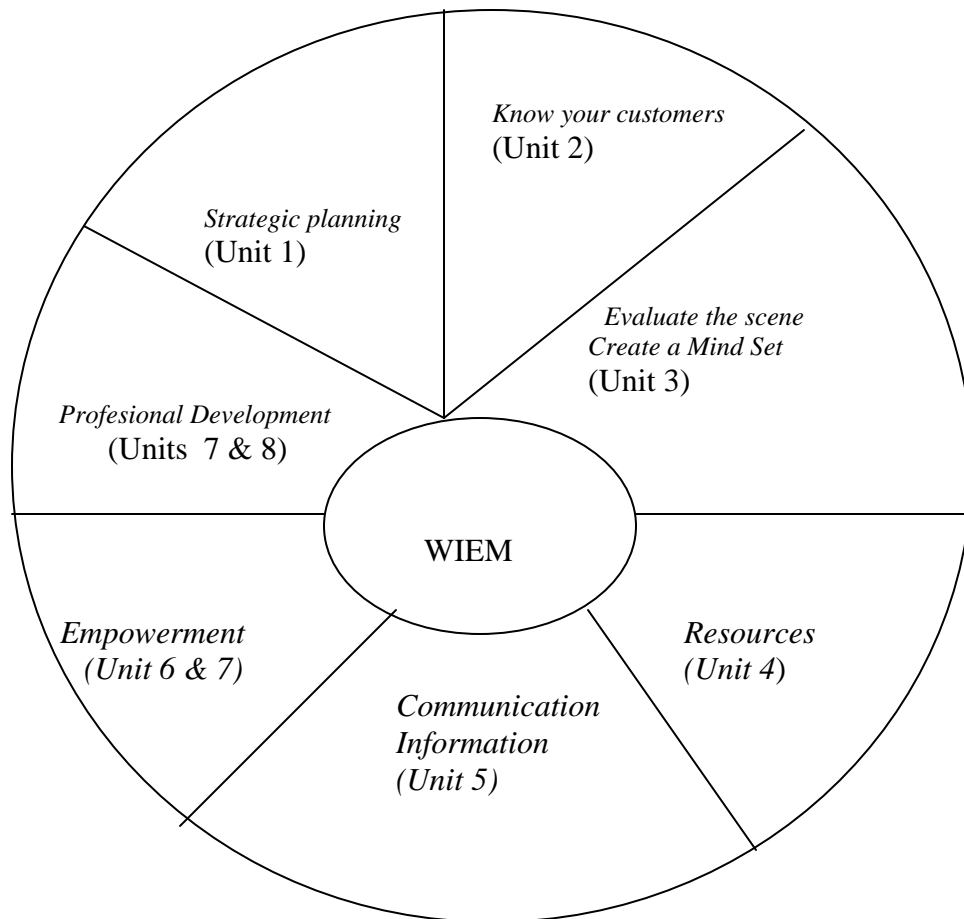
(Armstrong 1991:p 290)

There are challenges that face your organisation. Strategic planning will assist you to realise your vision. A good plan therefore, will be able to:

- expedite change
- facilitate a unified, collective understanding of the organisation’s vision
- build depth of leadership talent
- achieve measurable results that meet the needs of your organisation.
- expose you to potential problems
- ensure the immediate application of useful knowledge and information.

This Unit will highlight the importance of **strategic management** as a vehicle to success. However it is worth noting that strategic management is **not** strategic planning but the two are linked.

A diagram which highlights the flow of units discussed in this module is given on the next page.



## **OBJECTIVES**

After working through this Unit you should be able to:

- define strategic management
- distinguish between strategic management and strategic planning
- describe levels at which strategic planning is done.

## **CONTENT**



Read Text

## **THE IMPORTANCE OF STRATEGIC MANAGEMENT**

As a manager you need to be strategic in your thinking. This means that you have to project your thinking into the future of your organisation. Knowing what you want to achieve is the first step in strategic management. You will then have to organise your thoughts into long, short and medium term objectives. With a strategic plan you will be :

- focused
- motivated
- able to avert problems
- able to use resources effectively and efficiently
- committed and dedicated
- able to produce output that is shared by your colleagues.

With strategic management you know what you want to achieve at the end and how you will go about doing it. Steven Covey refers to this process as ‘beginning with an end in mind’. This means that you create a picture (vision) of what something will look like in a few years to come. This will be best reflected in your organisation’s mission statement. It is worth mentioning that formulation of a mission statement is a joint effort of senior management. However, you have to initiate the process as a manager.

As a manager, you have to think ahead and begin to identify your organisation’s mission and strategies which will be articulated in your strategic planning. One other important facet you should never lose sight of in your planning is that of the resources required to make your dream a success. Resources will include :

- human resources
- financial resources
- material resources
- time.

The role of each resource in strategic planning is broadly discussed in Unit 4.

When it comes to the implementation of what you want achieved, you have to allocate resources fairly and in a manner that will contribute towards the desired outcome.

These are the results you enjoy when following a strategic approach to management:

- direction - as a leader you share the same sentiments with your staff 'knowing where you want to take your organisation'
- you set yourselves **realistic time frames**
- link between the process of management and the strategic plan
- clear definition of targets and performance indicators.



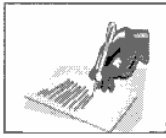
Read Text

## STRATEGIES

When formulating strategies consider these concepts:

- ***environmental scanning:*** check and scrutinize the internal and external environment of your organisation by conducting a SWOT analysis
- ***competitiveness:*** identify your customers and areas where you can give your best
- ***competence:*** know your organisation's strengths and capitalise on them
- ***resource allocation:*** be clear of the resources you need to put in place to afford your organisation an opportunity to achieve your set goals and objectives. Effective use of available resource is one step to success.

Simply defined, a strategy is the action used over a period of time to accomplish the set goal while achieving the intended outcome. To cite an example, the KZNDEC Master Strategic Plan (1999-2000:28) aims at 'Promoting the advancement of women' as a set goal. There are identified strategies that will be engaged in to help the Department realise its goals. This will take a number of years. Only when there is a significant increase in the numbers of women in managerial positions can we say the desired outcome has been achieved.



Self Evaluation

### **SELF-EVALUATION ACTIVITY 1.1**

List some concepts, you need to consider, when formulating strategies.



Important-take note!

Possible answers to this question are found at the end of this Unit.



Read Text

## **STRATEGIC PLANNING**

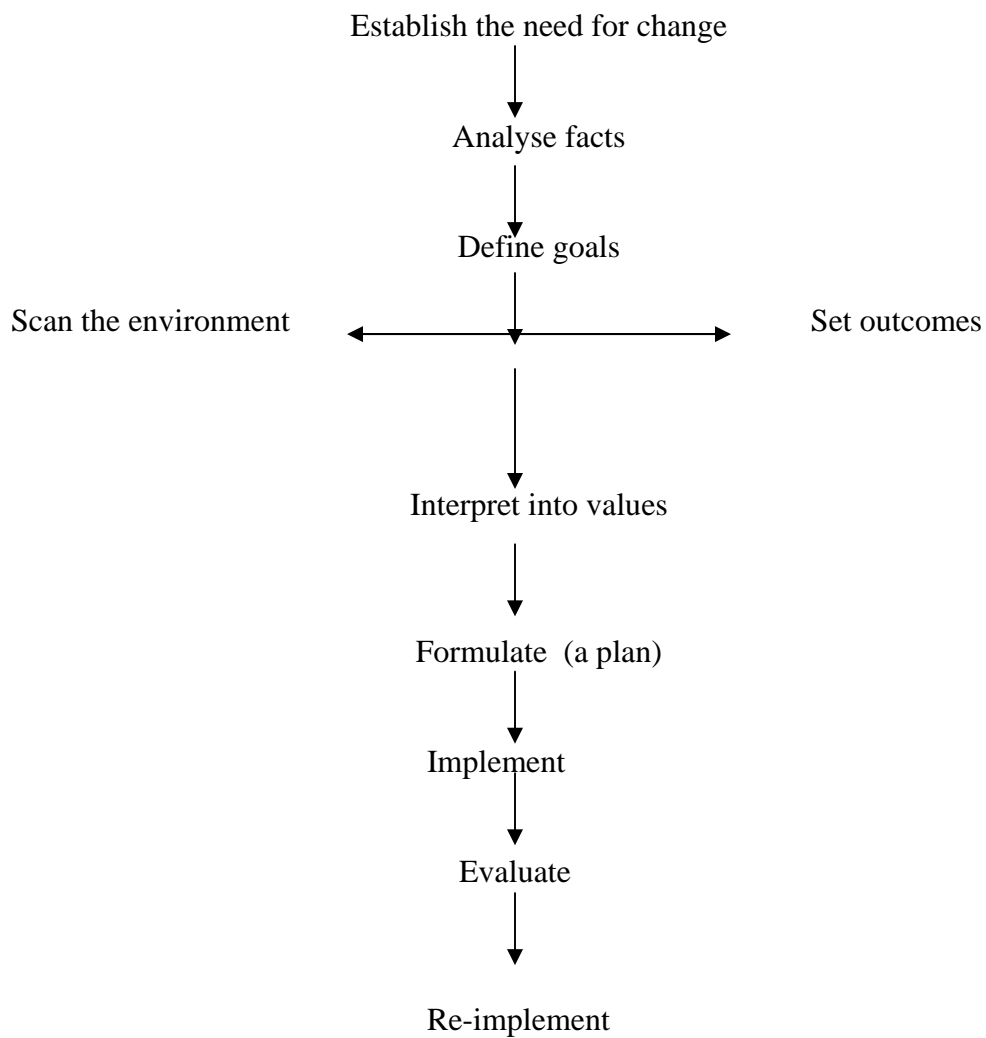
In strategic planning the organisation acknowledges the fact that it does not exist in isolation but is influenced by many other factors surrounding it. That is the reason why a SWOT analysis is very important. Strategic planning will help your organisation meet the challenges brought about by change. It affords you an opportunity to decide what you want to know in order to improve the future image of your organisation. If your organisation depicts a poor image of low productivity, strategic planning is the solution.

### **STAGES OF STRATEGIC PLANNING**

- defining your business : here you tell the world exactly what you want to be known as, for example, an educational institution.
- exposing the mission of your organisation: here you tell the world exactly why you exist as an organisation.
- defining values: you highlight what you believe in as an organisation, as well as guiding principles that will lead you to the implementation of the chosen strategies. This is the rock on which you shall build your strategic plan.

- scrutinising the environment.
- setting objectives.
- clarifying strategies.
- Prioritising.
- developing an action plan.
- Implementing.

#### DIAGRAMMATIC REPRESENTATION OF STRATEGIC PLANNING



## LEVELS OF STRATEGIC PLANNING

Strategic planning occurs in three levels. Try to relate these levels to a situation at your organisation. They are:

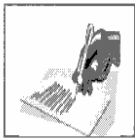
***corporate level-*** this is planning at a top management level. It attempts to:

- define the organisation's mission
- scan the environment
- analyse the available resources
- clarify desired outcomes
- develop strategies
- suggest evaluation measures.

***business level-*** at this level middle managers become active. This focuses on co-ordination of a plan. It involves:

- reviewing strategies
- allocating resources such as human, budget and physical
- identifying of tasks to implement policies

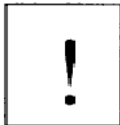
***functional level-*** this is at an operational stage. It is at this level that the strategic plan is implemented. The details are attended to and an action plan is put into practice.



Self Evaluation

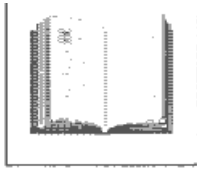
### SELF-EVALUATION ACTIVITY 1.2

What do you think are the factors that have led to many organisations failing to deliver?



Important-take note!

Possible answers to this activity are found at the end of this Unit.



Read Text

## **IMPLEMENTATION, MONITORING AND EVALUATION**

This is a very critical stage when a plan is actualised. At this stage, ensure that all role players know about the specific aspects of the plan that directly affect them. It is important that you keep them informed of what they have to do, so that at the end they have a contribution towards the achievement of the objectives.

At this stage sound management skills play a vital role. A good strategic plan will demand these skills. As a manager, you have to keep track of the implementation process by monitoring progress. Whether the plan is reaping its fruit or not, it will be evident in the outcomes via the performance indicators.

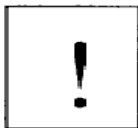
Monitoring entails the observing of time frames by all roleplayers, while ensuring that quality is not sacrificed. As a manager, you must invest in feedback. Reporting could take any form agreed upon. Close monitoring will help to identify those strategies that need to be reviewed for reimplementation.



Assessment Task

## **SELF-ASSESSMENT ACTIVITY**

All institutions are expected to have developed their action plans showing exactly how each institution intends addressing the problem in question. Mention some of the stages they have to go through in organising their action plan.



**Important-take note!**

The possible points you may consider are at the end of this Unit.





Practise Activiy

## **PRACTICE ACTIVITY**

Suppose the organisation you are employed at has never engaged itself in strategic management. Explain the levels of strategic planning you would expose your organisation to.



Important-take note!

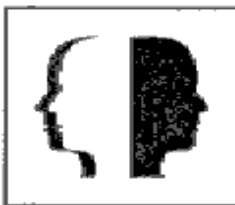
Possible points to form part of your answer are found at the end of the Unit.



Summary

## **SUMMARY**

This Unit has exposed you to very important concepts of strategic planning. The topics discussed are objectives, strategies, strategic planning, levels of strategic planning, implementation, monitoring and evaluation. What has been discussed in this Unit is very practical and you can practise these concepts to enhance your management skills and to improve your day to day functioning.



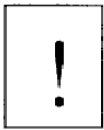
Reflection

Having gone through this Unit, think of how you would turn the image of your organisation around to an even better one.



Unit Test

Having gone through this Unit outline strategies you would use for the implementation and evaluation of your plan.



Important-take note!

The possible answers to this question are found at the end of this Unit.

## **SUGGESTED ANSWERS**

### **SELF-EVALUATION ACTIVITY 1.1**

Here are some of the points you may consider for your answer

- competitiveness
- environmental scanning
- competence
- resource allocation.

### **SELF-EVALUATION ACTIVITY 1.2**

There is no one outright answer to this question. The following are some of the points you may consider:

- lack of vision
- undefined mission and values
- non-scanning of the environment
- no objectives in place
- unclarified strategies
- no prioritising
- no existence of an action plan
- unmonitored implementation.

### **SELF-ASSESSMENT ACTIVITY**

Answers to this question may differ, but you may consider some of the following points:

- state a vision
- set goals and objectives
- outline strategies
- identify resources
- set realistic time frames.

### **PRACTICE ACTIVITY**

You may consider the following points for your answer:

***top management level which engages in:***

- defining the mission of an organisation
- scans the environment
- analyses resources and sets desired outcomes.

*middle management level which focuses on co-ordination of a plan which amongst other things involves:*

- reviewing strategies
- allocating resources

*functional level.*

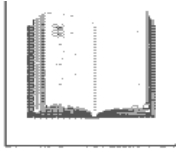
- this is the implementation level.

## **UNIT TEST**

These are some of the points you may consider:

- keeping people informed of their specific roles in the plan
- informing them of how their work contributes to the achievement of the organisation
- having a policy in place for feedback
- reviewing strategies for alternative choices.

## **UNIT 2 : THE INFLUENCE OF THE ENVIRONMENT ON WOMEN MANAGERS**



Read Text

### **INTRODUCTION**

This Unit will look at the environmental factors that affect women managers in education. In South Africa in particular, men held almost all the senior positions in the Department. Women only operated at the grassroots level and they were paid less than men. There was no communication at any level. As a woman, you were perceived as soft, non-assertive enough to take up the challenge and you could not be expected to perform at the same level as men. Men could go out to work, while you were expected to work near home, have children, look after the home. You had to look up to men for leadership. You had no role models and accepted your position as authentic. Your dual role as homekeeper and worker dictated norms for you. In this Unit you will look at the environment at home and how it has influenced work performance in the workplace. It will further articulate problems and support services for women in management positions.

### **OBJECTIVES**

After going through this unit you should be able to:

- list the types of environment that affect women
- identify the service needs for those women in managerial positions
- state how to put support structures for women managers in place
- draw a programme for development.



Read Text

### **HOME ENVIRONMENT**

Development of women is affected by culture, tradition and male prejudices. As a woman manager you have been exposed to different types of areas. These can either be rural or urban. You may further be perceived in terms of race. As a woman in the rural

area you may come from a home where as a woman, you have adhered to the community's expectations.

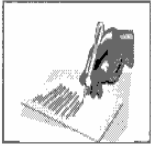
Consider the following perceptions from the home environment in a rural area :

- you are mother and/or wife
- you are governed by a certain language, values, laws and customs
- you have a particular lifestyle and habits
- you may have no access to basic needs like water, electricity and medical care
- you have no direct link with the public
- you have no right to property
- you are isolated from other women
- the community is not supportive
- you have an extended family
- your life revolves around the village
- you are surrounded by loving people who care, but have very little to offer (communal support)
- the level of education is low
- unemployment is rife
- you have no status as a woman
- you are not allowed to participate in decision making
- you have your own outlook on life based on your immediate environment
- you are constantly undermined
- you display your own kind of upbringing
- you have no exposure to other lifestyles
- you have limited knowledge and skills
- your ambition is not recognised
- your achievements are not acknowledged
- there is a distinct difference between the haves and the have nots
- poverty is rife
- illiteracy is high
- the village is riddled with crime
- your system of marriage is restricting and discriminating
- there is visible social discrimination and oppression
- people in your community are gender biased
- you are experiencing violence against other women
- customary and religious beliefs clash
- your geographical area determines your level of development
- you are expected to be passive as a woman
- you are not exposed to developmental programmes
- you do not even know what financial institutions can offer for your entrepreneurial ventures
- no telecommunication facilities.

In the urban areas, you find that women experience hardships from their homes. The following are some of the barriers:

- you are still a mother, a wife and a caregiver
- you live a different lifestyle
- you are still discriminated against
- your standard of living is too high; there is unhealthy competition
- you feel threatened by violence in towns
- you are all stressed because of chores that you engage in when the family leaves home in the morning
- you have to understand other people's cultures as you interact with them
- you must always be politically correct
- you are exposed to crime
- you can be raped and killed from your home
- you observe a rise in prostitution, trying to balance the standard of living
- you observe that moral standards are deteriorating
- you supervise study and homework
- rate of unemployment is high
- overcrowding
- everyone demands your attention
- different languages are spoken
- there is conflict between customary and religious beliefs
- you can be intimidated by a move from rural to urban areas
- you are expected to be a 'superwoman' by members of your family
- you have to engage in community projects with people who are gender biased.

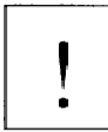
On the positive side, the home environment is your point of departure. This is where children are nurtured. It is where you find comfort. The home environment is supportive. Your family is the reason for your existence. As a wife and mother you plan, organise, lead and control the running of the home. You are exposed to the very principles of management. As a caregiver, you take some elements of this to the workplace and these are considered as positive attributes for women managers. As a woman manager you are taught to respect others, especially the men-folk in your community. You also use the same element to respect views from all your personnel. From your home, you decide together whether you are to take a holiday, for example. You all agree upon the idea before it is implemented. This is teamwork. You are expected to fail as a woman manager, which should challenge you to perform even better.



Self Evaluation

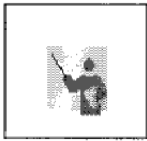
### **SELF-EVALUATION ACTIVITY 2.1**

As an education manager you are expected to understand the plight of women from the rural environment. List ten points that you consider as barriers for these women in their quest to become managers in education.



Important-take note!

Please note that possible answers to this activity are to be found at the end of this unit.



Practise Activity

### **PRACTICE ACTIVITY**

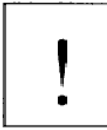
The Kwazulu-Natal province has the following departments:

- Department of Health
- Department of Education and Culture
- Department of Agriculture
- Department of Land Affairs
- Department of Safety and Security
- Department of Arts, Culture, Science and Technology
- Department of Mineral and Energy Affairs
- Department of Finance
- Department of Transport

As a woman manager yourself, link the department with the type of people below. There are departments that will have more women than others, because they are earmarked and perceived as soft departments.



List of women (these are examples only, you can add to this list): young women mothers, wives, community workers, professionals business women.



Important-take note!

Possible answers will come mainly from you. You will find some suggestions at the end of this Unit.



Read Text

## **WORKPLACE ENVIRONMENT**

It is a known fact that women in South Africa in particular, have been greatly disadvantaged. As a woman in education management, you now have great expectations from your employment. You have pride and you believe in yourself. You also expect that home is not detached from your workplace when it comes to responsibilities. The two should maintain a balance. You may find your place intimidating at first, but very fulfilling most of the time. You may expect the following problems as a woman manager:

- you are expected to fail
- you may be subjected to men's perceptions
- you are likely to receive less support from your counterparts
- you may be exposed to sexual harassment which may be:
  - verbal
  - non-verbal
  - physical
  - an offer for services rendered
  - exploitation
  - discrimination
- you feel threatened
- you may feel you are no man's equal
- you may get the impression that some jobs or duties are very gender specific.

However, you expect that attitudes in the workplace have changed. You want to express your opinions and derive fulfilment from your work. Your work is challenging. As a manager you expect that you are offered free and flexible time to spend :

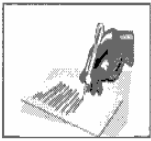
- taking care of your family
- doing housework
- shopping
- engaging in other personal activities.

Your beliefs, attitudes, likes and dislikes, values and customs are part of your daily activities in your workplace. They impact heavily on your work performance. The following are the positives for the woman manager in her workplace:

- you are able to use computers, faxes and any other available communication tool
- your standard of living is improved
- you are able to monitor and ensure equality of employment of other women
- you get leave for being a parent
- you can eliminate sexual harassment
- you have a right to support and recognition programmes, empowerment and training activities. Your empowerment programmes may include:
  - literacy
  - education
  - management development
  - retraining
  - computer skills
- you can participate in establishing policies and procedures in your organisation
- you keep abreast of current issues
- you work as a team
- you derive financial rewards
- you are appraised and developed
- you work in a relatively safe environment
- promotion opportunities are available for you
- you have the latitude to a career path
- you have an opportunity to systematically work from planning → organising  
→ leading → controlling
- you become a problem solver
- you allocate resources
- you are a negotiator
- you can display your efficiency in your work performance
- you aspire to available incentives
- you are exposed to all dynamics in the department
- you acquire perfect business language
- you are regarded as a figurehead
- you can create opportunities for others
- you observe positive changes taking place
- you benefit from health care, retirement, housing, car allowance and other allowances
- there are laws and regulations that keep your employers in check.

To support a positive workplace environment the following can be done :

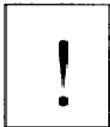
- as a manager, you must articulate your needs
- you must make budgetary plans to access funds
- you must network with other institutions for information
- you must develop yourself and your aspiring women colleagues
- unite and form groups, associations and clubs
- you can share resources
- you need to participate in all activities and engage in public discussions and decision-making
- you must demand that women are acknowledged
- encourage women not to depend on men, welfare, or to regard themselves as secondary breadwinners
- you must engage in continuous education
- you must exchange ideas and information
- you must lobby on behalf of women
- you must balance the needs of the institution and those of women in education
- you may generally improve quality of life for all your staff members.



Self Evaluation

### **SELF-EVALUATION ACTIVITY 2.2**

Think about your region and the status quo of women managers. How could you improve the environment for them in the workplace?



Important-take note!

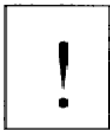
Note that possible answers may be found at the end of this Unit.



Assessment Task

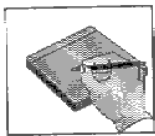
### **SELF-ASSESSMENT ACTIVITY**

As a woman in education management, describe the situation of the present environment in your workplace.



Important-take note!

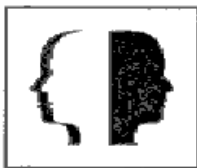
Possible answers may be found at the end of this Unit.



Summary

### **SUMMARY**

This Unit looked at the dual role of women in education management. The situation affects them both at home and at work. At home the woman manager often faces oppression and discrimination. There are traditional customs that impact on her status. In the workplace, on the other hand, the environment can be more supportive and conducive, because there are Acts, regulations and rules that protect her rights. Production and performance are the key elements. As a woman manager, you receive support and you are trained, developed and given an opportunity to go to the top.



Reflection

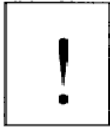
Having gone through this Unit, reflect on your involvement in improving life for women as they perform their roles at home and at work. Think of how you would make sure that you do not lose men in the process.



Unit Test

## **UNIT TEST**

Having gone through this unit outline strategies that you would use to keep women managers on the top.



Important-take note!

Possible answers will be found at the end of this Unit.

## **SUGGESTED ANSWERS**

### **SELF-EVALUATION ACTIVITY 2.1**

There are many barriers affecting rural women. You may include any of these points in your answer :

- traditional customs
- work in isolation
- you live in a village
- no access to basic needs
- no status as a woman
- poverty
- high illiteracy rate
- customs and religion clash
- no development programmes
- no exposure to any other lifestyle except yours.

### **SELF-EVALUATION ACTIVITY 2.2**

In answering this activity consider the following factors:

- do needs analysis
- do a business plan to address their needs
- write and form groups, clubs and associations for support
- have public discussions
- encourage women to be independent
- lobby on their behalf
- make sure you are interested in both their life at home and at work
- network with others for information's sake.

### **SELF-ASSESSMENT ACTIVITY**

There are other answers to this question, but you may consider these as both positives and negatives:

- sexual harassment
- subjected to men's perception of women leaders
- discriminated against
- flexible timetable
- exposed to communication tools
- problem solver

- negotiator
- received incentives.

## **PRACTICE ACTIVITY**

Please note that there is no right or wrong answer to this question. Tap your experiences as a woman manager and link departments as you wish. For example: Finance Department will link with:

- young women
- individuals in their own right
- professionals
- business women

## **UNIT TEST**

As an education manager, you expect your managers to keep good standards of performance. You will do the following:

- offer incentives
- revise strategies for development and training
- offer bursaries for further study
- be flexible when it comes to home affairs
- acknowledge their successes
- involve them in decision making
- celebrate your success with them
- assist with career management.

## **UNIT 3 : CULTURAL DIVERSITY**



Read Text

### **INTRODUCTION**

The purpose of this Unit is to expose you to the stereotypes imposed on women from the cultural perspective. You tend to be perceived as a cultural entity in the work place. As a woman in management, you have to work against this tide. The general belief is that as a woman, you were not meant to be in a leadership position. According to Stead (1985:10); traditionally women have been taught to accept their fate and express what they think is expected of them, to personalise experience, and to nurture and develop others as extensions of themselves. Men expect you to bring these attributes to the workplace. You have to be caring, feminine, peaceful and receive instructions from male superiors. This Unit will further discuss how you can assist one another in motivating women in education management. You, as a manager, are expected to take the responsibility of facilitating a paradigm shift at all levels.

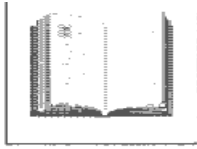
### **OBJECTIVES**

By the end of this Unit you should be able to:

- identify cultural stereotypes of women in KwaZulu-Natal as they manifest themselves even in the workplace
- list problems experienced by women in managerial positions in education
- suggest strategies to help women in education management to take up their position both in the home and the workplace
- describe ways of supporting women managers.



## **CONTENT**



**Read Text**

## **ATTITUDE**

In the previous Unit we discussed the influence of the environment on women managers. It is a known fact that tradition, in particular culture, has never been gender sensitive. Think for a moment about where you come from as a woman. You have been subjected to a particular type of education; you could previously not participate in politics and you are bound to have heard the popular saying that a woman's place is in the kitchen!

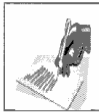
Here are some of the stereotype which still exist about women :

- a woman has no leadership position in the community
- a woman cannot take decisions on her own
- as a woman you are unable to make choices
- you do not need to be professional
- you are to be prepared for marriage
- you have to show respect at all times
- you may not own property
- your worth as a girl depends on whether you have passed the virginity test
- you are expected to look down and not in the eye of your seniors when spoken to
- you are to be soft and beautiful.
- you cannot be head of a family
- you may not give instructions to men. Africans are reluctant to accept instructions from women
- there are jobs reserved for males only. No woman can be appointed to those positions
- you are expected to take 'feminine' subjects like home economics at school
- you cannot excel academically at school
- preference is given to men to further their studies instead of women
- women managers do not read.

These perceptions have led to the following problems in the workplace for women in managerial positions :

- men resist change as they feel they are no longer in control
- men become frustrated and do not perform effectively at work
- sexual harassment - you are harassed sexually and emotionally by colleagues
- sabotage- you discover people are doing things behind your back

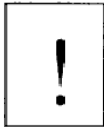
- colleagues do not disseminate information
- you are not orientated when you take up a managerial position
- you are excluded when important decisions are taken
- your instruction is not carried out by your counterparts
- your position is regarded as a token
- your performance is attributed to luck
- you are regarded as unstable and emotional and cannot be trusted with tasks
- you are scared of computers and technology as such
- you are criticised from all levels
- you discover that absenteeism is rife
- men feel threatened and insecure because you are in charge
- people have an inferiority complex because you are in a managerial position
- there is an unhealthy competition with your peers because they want to prove a point that women are not the best managers.



Self Evaluation

### **SELF-EVALUATION ACTIVITY 3.1**

As a woman manager, which of the stereotypes have you experienced in your workplace?



Important-take note!

Please note that the suggested answer for this activity is at the end of this Unit.



Read Text

## **MOTIVATION AND RESPONSIBILITY**

As a woman, you come from a particular culture. Some women have been more deprived and discriminated against than others. In order to remedy the situation, all stakeholders, both women and men, supervisors, partners of women in management, are on a learning curve. They need to undergo a mindshift.

The following are strategies are for capacity building :

- you will be trained as a public speaker
- you will be developed in writing and research skills
- you will interact with other women in management
- you will participate in campaigns on women's issues
- you will attend workshops, conferences, seminars on gender related issues
- you will sensitise all stakeholders on the issues of women in managerial positions
- you will participate in forming women managers' committees and policy-making committees
- you will be part of managers' desk teams
- you will organise talks, lectures and meetings to discuss relevant issues and the way forward
- you will encourage women managers to be pro-active and give them a platform to make decisions at the right time in the right place
- you will motivate others to apply for posts earmarked for women managers
- by being approachable you will be opening, doors for others for consultation purposes
- you may address communities and advocate for a place in society for women in management
- you have to cascade information to all levels
- you need to hold regular meetings to listen to others; good managers have a listening ear
- criticise one another constructively
- promote team work
- you need to organise guidance and counselling sessions for women in management
- as a woman, you need to understand the plight of handicapped women who are discriminated against

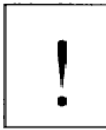
- you need to expose women managers to relevant policies that benefit women.
- you have to organise Labour Relations Units to inform women managers about their rights
- a lot of women managers do not read, you have to establish a library with management materials for them to consult
- you have to give incentives to the deserving managers to encourage others to aspire to such positions.



Self Evaluation

### SELF-EVALUATION ACTIVITY 3.2.

Imagine that you have been promoted to a new school as the Head of Department for LLC (Language Literacy and Communication). You are the only female in a managerial position. What support mechanisms do you think should be put in place to sensitise your co-workers ?



Important-take note!

Possible answers will be found at the end of this Unit.



Assessment Task

### SELF-ASSESSMENT ACTIVITY

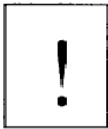
Read the following poem entitled **A work of artifice** by Marge Piercy.

- Use this poem and identify some perceptions about women that have been mentioned in this unit.
- In one sentence tell us in your own words what this poem says

## A WORK OF ARTIFICE

The bonsai tree  
in the attractive pot  
could have grown eighty feet tall  
on the side of a mountain  
till split by lightning.  
But a gardener  
carefully pruned it.  
It is nine inches high.  
Every day as he whittles back the branches  
the gardener croons,  
It is your nature to be small and cosy,  
domestic and weak;  
how lucky, little tree,  
to have a pot to grow in.  
With living creatures  
one must begin very early  
to dwarf their growth:  
the bound feet,  
the crippled brain,  
the hair in curlers,  
the hands you  
love to touch.

Marge Piercy, 1973



Important-take note!

The possible points to include in your answer are given at the end of the Unit.



Read Text

## **RESPONSIBILITY**

As a woman manager, you should realise that you need to take the responsibility to shift the minds of people who do not believe that women can make it to the top. You can do the following:

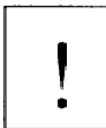
- career pathing, by realising that you are on a career journey
- advocate for policies that affirm the existence of WIEM
- have clear understanding of being a pioneer in the field of women managers
- create the right image by being productive
- engage in rigorous training sessions
- grab opportunities that develop you professionally and skillwise
- recruit others to fill in the vacuum
- find role models that you want to emulate
- study relevant courses from tertiary institutions to update your skills and knowledge
- read widely and extensively to be able to make informed decisions



Practise Activity

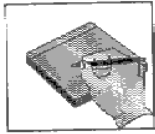
## **PRACTICE ACTIVITY**

You have joined the Region as the only female District Manager. Your peers seem to drift away from you. How can you take responsibility for your own development?



Important-take note!

Possible answers to this activity are at the end of this Unit.



### Summary

## SUMMARY

This Unit has covered most of the bias levelled against women in managerial positions. There is a very popular statement that goes: a 'woman's place is in the kitchen'. But today, even housewives have been called house executives. It has transpired from this Unit that negative stereotypes need no longer affect women managers. There are strategies that address this imbalance. You must further take responsibility for making sure that you are ready to take up the position of being a woman manager in education.



### Reflection

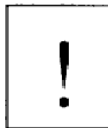
As a woman manager, how can you prove that you are able to make informed decisions?



### Unit Test

## UNIT TEST

Having gone through this Unit, what strategies would you use to support the female Director who works with male managers who refuse to take her instructions?



### Important-take note!

The possible answers to the test question are given at the end of this Unit.

## **SUGGESTED ANSWERS**

### **SELF-EVALUATION ACTIVITY 3.1**

In answering the question in this activity you may wish to consider the following points:

- position as a token
- salary lower than your counterparts
- your performance is attributed to luck
- you cannot give men instructions
- you are unstable/emotional
- you cannot take decisions on your own.

### **SELF-EVALUATION ACTIVITY 3.2**

You may consider the following points for your answer:

- take them through relevant workshops, talks, seminars
- appraise them and identify training programmes
- let them participate in decision making
- introduce them to the community for recognition.

### **SELF-ASSESSMENT ACTIVITY**

These words from the poem may refer to how women have been put down:

- attractive pot
- split by lightning
- small and cosy
- domestic and weak
- have a pot to grow
- dwarf their growth

The poem says that women are nurtured and supported to grow to their full potential, instead they are constantly put down or restricted from an early age.

### **PRACTICE ACTIVITY**

You may want to include these hints as possible answers:

- career pathing
- engage in rigorous training sessions
- grab opportunities for development and training
- network with others who have the experience



- read widely.

## **UNIT TEST**

You may consider the following points for your answer:

- workshop male managers on relevant skills, such as Conflict Resolution, Equity bills
- establish close relationships
- hold discussions to dispel their preconceived ideas
- read books on women managers and get information about how others made it
- socialise with other managers, they might give you hints
- open your door to suggestions.

## **UNIT 4 : RESOURCES**



Read Text

### **INTRODUCTION**

This Unit discusses the **resources** that you will have to consider in your strategic planning. Resources and strategic planning cannot be divorced. Before you engage in any plan, you have to take stock of the available resources and those that you need to put in place for your plan to succeed. The following resources will be discussed:

- human resources
- financial resources
- material resources
- time
- information.

As a manager at a decision-making level, one of your responsibilities is that of allocating resources. You should never lose sight of the fact that ‘management’ is a carefully planned process of using resources with judgement to achieve set objectives.

### **OBJECTIVES**

After going through this Unit you should be able to:

- identify the resources you need for your plan to succeed
- establish a human resource control system
- design strategies so that they are in line with existing resources
- describe strategic planning
- describe the role of each resource in a plan.

## CONTENT



### Read Text

Different resources are used during the managerial process such as money, people, information, materials, time and buildings. Of all these resources, people form the basic resource. As a person, you have the power to manipulate other resources so that you get the most of what you want. To get things done, you need people. Together with people as a resource you will need to :

- formulate a vision
- plan what should be done (setting objectives)
- take action (carry out activities).

This then suggests that you cannot ignore human resource in your planning. You have to make sure that the required human resource will be available to implement the strategy. Your task as a manager is to make use of your untapped human resources. Schuler et al (1992: p28) highlight the following phases in human resource planning:

- gather the information needed for strategic planning
- develop action plan to support chosen strategies
- implement the plan
- evaluate and revise the plan.

As a manager, you have to ensure that there are enough people to perform the task and that they have the necessary skills needed. If not, either you have to recruit suitable candidates or implement a suitable training programme to empower them with the skills needed.

If your organisation has a problem of constantly losing skilled personnel and you find yourself having to train new people now and then, try to find out the cause of their leaving. That will help you to come up with corrective measures.

Some of the problems that could be threatening your organisation are:

- absence of a clear vision and purpose of the organisation
- absence of a clear policy
- lack of systematic ways of identifying the training needs of the staff in relation to the organisation's plans
- limited opportunities for professional development
- conflicts not attended to

- lack of team work
- uncertainty among staff regarding their contribution to the objectives of the organisation
- insufficient arrangements for sustaining required numbers of staff within the available funds
- non or unrealistic appraisal of staff.

In your planning, make provision for retirements, deaths, resignations, promotions and transfers.



Read Text

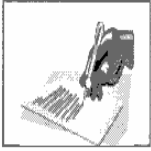
## **FINANCIAL RESOURCES**

Running an organisation is costly. This means that you must prepare a budget that reflects all expenses to be incurred in your organisation. You have to allocate money for:

- paying salaries/wages of your staff
- procurement of equipment
- day to day running costs of your organisation
- consultancy and development programmes for your staff
- new projects.

Finance will determine how far you can go with your plan of action. You have to know how much you have and what can be covered. Sometimes you may find that there is so much to be done, yet the money available is not enough to cover all your needs. You must then prioritise your needs. This simply means that, put on top of the list that which you feel is really pressing and move down until you have the least pressing need at the end. By so doing, you will be able to address the important things first, with the available money.

Note that the last need on the list does not necessarily mean that you should ignore it, but it will eventually be attended to with the spread of finance. As a manager, you should seek ways and means of supplementing your existing finance by forging partnerships with the business sector.



Self Evaluation

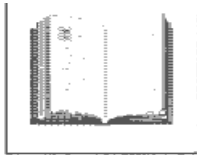
### **SELF EVALUATION ACTIVITY 4.1**

Drawing from your experience as a manager, list some of the problems that could lead to losing skilled human resource.



Important-take note!

Possible answers to this activity are found at the end of this Unit.



Read Text

### **MATERIAL RESOURCES**

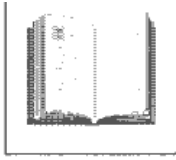
Now that you have people and finance in place, you need to identify **material resources** that will contribute to the productivity of your organisation as per plan. Ask yourself the following questions:

- what do you need in the process (that is, things to use?)
- what do you need it for ?
- are there people that can handle it; if not, what sort of programmes are needed for their development?
- how will that material contribute to the growth of your organisation?
- are there any measures in place for the safe keeping of that material?

Answers to all of the above questions should guide you through your planning. Material resources may include:

- equipment (physical resources)
- machinery
- stationery
- hardware.

## **Develop a policy on the selection and use of material.**



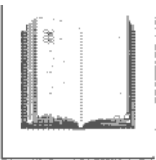
Read Text

## **INFORMATION**

Information is the thread that binds the organisation together. It is a resource that you have to use with extra caution. Your organisation must have a sound policy on information dissemination. In the previous Unit, something was mentioned regarding the flow of information. However, your strategic planning must indicate who reports to whom.

Your plan should try to address the following questions :

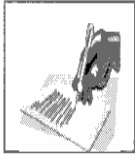
- does your staff know what to do and what is expected of them?
- why the task has to be done?
- what policy does your organisation subscribe to ?
- how do you react to various sources of information?
- where are any required resources located?
- when is the assignment due?
- which training programmes are in place for professional growth and skills development for your staff?
- when and how is the appraisal of staff done?



Read Text

## **TIME**

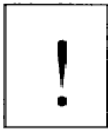
Time is the most precious resource, in the sense that while you can replace other resources, you cannot replace time. Time wasted is never recovered. To avoid losing time unnecessarily on things that are not important, you must first sort your priorities and specify the time needed for each task. Also indicate by when each task should be done. Some activities are time consuming and will overlap with other shorter activities. That is quite normal.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 4.2**

As an education manager, what do you think are the factors that lead to some resources not being fruitfully utilised to the realisation of the organisation's set goals and objectives?



Important-take note!

Possible answers to this activity are found at the end of this Unit.



Read Text

## **MANAGING RESOURCES**

Resources are an asset to effective management, so, as a manager you need to make an audit of the existing resources. In the case of human resource, the following points are worth considering in sustaining what you have:

- invest in interpersonal relationships
- resist the temptation to use coercive or any other negative power
- approach difficult situations with a positive and professional attitude
- be concerned with improving the quality of your staff without sacrificing productivity
- create an environment in which all staff members can contribute to the development of their ability
- programmes echoing economic use of equipment must be in place
- organise support means for the maintenance of existing material
- only spend what you have
- monitor your organisation's cash flow

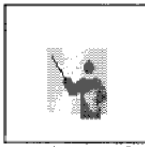
- look after the interests of your staff



Assessment Task

### **SELF-ASSESSMENT ACTIVITY**

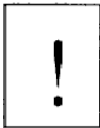
As a newly appointed manager, you have been given the responsibility of making an audit of resources so that you effect improvement in your strategic plan. Mention some of the loopholes you would work on as you channel resources for the success of your organisation.



Practise Activity

### **PRACTICE ACTIVITY**

Your organisation has been given material resources that have been identified as most crucial for the productivity of your organisation . Explain the process you would go through to ensure that they do not become white elephants.



Important-take note!

Possible answers to this activity are at the end of this Unit.



Summary

### **SUMMARY**

This Unit discussed the resources that you need to consider in your strategic planning. It dealt with human resources, material resources, information, financial resources, as well

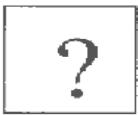


as time, as a commodity that features visibility in planning. This Unit has given you the pillars on which you can build or review your action plan.



### **Reflection**

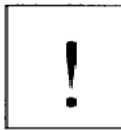
Now it is time to reflect on yourself. Think of how you would assist your colleagues in managerial positions to invest in the management of resources.



### **Unit Test**

## **UNIT TEST**

How would you ensure that existing resources are not tampered with to the detriment of your organisation.



### **Important-take note!**

The possible answers to this question are found at the end of this Unit.

## **SUGGESTED ANSWERS**

### **SELF-EVALUATION ACTIVITY 4.1**

These answers are merely a guide. You can draw more from your experience.

- absence of a clear vision and purpose
- uncertainty among the staff as to how their work contributes to the organisation's goals and objectives
- none or unrealistic staff appraisal
- unattended conflicts
- limited opportunities for professional growth.

### **SELF-EVALUATION ACTIVITY 4.2**

Some of the answers you may consider for this question are:

- lack of relevant training
- lack of selection criteria
- undefined purpose
- unmonitored process
- lack of a shared vision.

### **SELF-ASSESSMENT ACTIVITY**

These are some of the possible answers:

- overlooking people's abilities
- no involvement of staff in decision making on matters that affect the organisation
- lack of financial control
- no existence of policy regarding information dissemination

### **PRACTICE ACTIVITY**

You may consider the following answers:

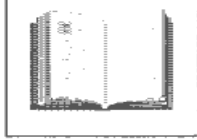
- buy only what you really need
- training programmes on how to use the materials must be arranged for the staff
- service and update existing material
- create an environment in which all staff members can contribute.

## **UNIT TEST**

Here are a few of the points you could mention :

- invest in human relationships
- refrain from coercive language
- adhere to sound recruitment procedures
- invest in quality
- organise support means for maintenance.

## **UNIT 5 : COMMUNICATION OF PLANS**



**Read Text**

### **INTRODUCTION**

The previous Unit discussed the importance of having a plan of action. The plan helps you to achieve your set objectives.

This Unit will look at ways and means of communicating the plans to stakeholders. It will focus on:

- dissemination of information
- feedback.

The Unit will also assist you in playing a vital role in keeping everyone informed in your organisation. As a woman manager, people are looking at you from different perspectives. Some may have their doubts as to whether you can manage.

### **OBJECTIVES**

After going through this Unit you will be able to:

- list various means of communicating plans
- use different ways for dissemination of information
- give feedback
- define the concept of communication.

## **CONTENT**



Read Text

### **DEFINITION OF COMMUNICATION**

‘Communication is the process by which information is exchanged in order to initiate action or solve a problem’. (Better Schools Resource Material for school Heads, Module 2 1993: 44). There are many definitions of communication but it all boils down to sending and receiving a message for various reasons by various means. In this Unit we are focusing on sharing information about a plan in place and how as a woman manager, you would ensure that information reaches all corners of your organisation.



Read Text

### **DISSEMINATION OF INFORMATION**

In Unit 2 we realised that every organisation exists for a purpose. You, as a manager, have a responsibility to ensure that your organisation’s plan is communicated effectively and efficiently.

There are different forms of communication that you can use to disseminate information within your organisation. We shall focus on the following:

- written
- verbal

Written information amongst other things includes:

- notices
- circulars
- memos and letters
- notices

- policies
- faxes.

There are important points to bear in mind as you present your message in the form of a text. Know who you are writing to. In cases of correspondence, like notes and memos, be positive, you do not know who else might read what you wrote; therefore refrain from being negative. If you are sending out a circular, perhaps to inform your staff of the A to Z of your plan, be specific. Have someone responsible for ensuring that the circular has reached every staff member. People affected by that particular circular must acknowledge by signing. This will eliminate chances of not having things done. Proof read everything before you distribute for information consumption. A dictionary or your computer will help you to check spelling errors. Write legibly. You want the reader to get the message. .

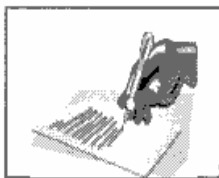
You can use the following tools to convey information:

- faxes
- e-mails
- notice boards
- diaries.

You can divide your notice board into two. In one half, write TODAY. Under this section you can indicate the day's plan which amongst other things, may be to inform the staff of an event that will take place on that day or perhaps a cancelled event which was supposed to take place on that day. Make sure that you remove the message at the end of the day to avoid confusion.

You may mark the other half of the board : THIS WEEK. Under this section only the week's plan is shown. This will help you keep pace with your annual action plan and also include changes that you come across.

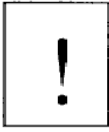
As a manager, you involve your staff as much as possible. Your School Management Team (SMT) must be clear about all plans. Never be the only one who knows what has to be done.



### Self Evaluation

#### **SELF-EVALUATION ACTIVITY 5.1**

From your experience as a woman manager or an aspiring woman manager, what often distorts written information?



**Important-take note!**

Possible answers to this activity are at the end of this Unit.



**Read Text**

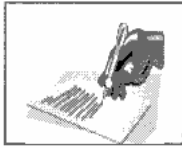
## **VERBAL INFORMATION**

Information can also be conveyed verbally. This is the most commonly used form in daily life. It is not usually recommended for management purposes, because it has no written record. It is recommended that you conclude your communicated plan by putting it on paper. This will help you to eliminate breakdowns. Verbal information includes:

- talks
- meetings
- discussions
- conversation
- brainstorming.

You should keep the following points in mind when communicating a plan verbally:

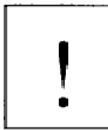
- how you send your message; it is influenced by style
- be sensitive to the listener
- be focused
- be formal where necessary
- mind body language; it may send a different message.



Self Evaluation

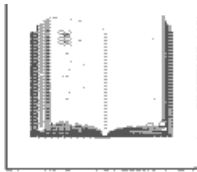
## **SELF-EVALUATION ACTIVITY 5.2**

What do you think is a handicap for many women managers when disseminating information regarding plans within their organisations?



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

## **FEEDBACK**

It is common that people come together to work on a particular plan for implementation. From the planning session, they begin to work as individuals or groups and no longer as a team. As a woman manager, you have a task to prove your potential and to keep your staff working as a team.

While people will be assigned different responsibilities as individuals or groups, it is important to keep track of progress made. Make room for all people tasked with the responsibility of reporting back and ensure that feedback reaches the whole staff in one way or another. What is important is that the staff should be kept abreast of the developments or progress regarding the plan. 'Feedback will allow you and your staff to discuss current problems and set future goals'. (Sherman et al 1996 p 315). These goals must then be translated into objectives with the aim of taking your organisation forward.



Feedback could take the following forms:

- Reports
  - written
  - verbal
- Appraisal
  - by peer
  - by you as a manager
- Responding to a message
  - verbally
  - non-verbally

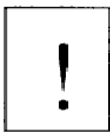
Feedback is a very important part in the communication of plans, because that is when you are able to pick up the effects of your plan. It is an indication of whether the objectives will be achieved or not. Feedback must follow a two-way flow.



Assessment Task

### **SELF-ASSESSMENT ACTIVITY**

You were a teacher at Bhekeni Comprehensive High School for some years until the principal retired. One of his weaknesses was non-dissemination of information regarding plans. You happen to be appointed as the first woman principal at the very same school. What would you do to improve the situation?



Important-take note!

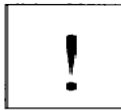
Possible points to include in your answer are given at the end of the Unit.



### Practise Activiy

## PRACTICE ACTIVITY

You are a school principal at one of the former disadvantaged schools. You were lucky to get a sponsor who visited the school and conducted an audit. After that audit you were required to specify all you consider to be important tools for communication. Make a list of what you need.



Important-take note!

Possible points to go into the answer to the above question are to be found at the end of the unit.



### Summary

## SUMMARY

This Unit has discussed communication as an important vehicle of moving towards achieving set goals and objectives of a plan in place. It focused on the definition of communication, dissemination of information which covered verbal and written information, and feedback. Feedback included reports, appraisal and responding to messages. It has therefore made you aware of various forms of conveying information and the importance of ensuring that information reaches all the targets or stakeholders. Always bear in mind that information is power. Sharing it with your staff is helping them to realise your plan.



### **Reflection**

Having gone through this Unit, play the role of a District Manager (DM) and inform your staff of your expectations regarding the action plan in place. Imagine how you would approach this role drawing from the knowledge gained from this Unit.



### **Unit Test**

### **UNIT TEST**

Having gone thorough this Unit, outline the strategies you would use to ensure effective communication in your organisation.



### **Important-take note!**

The possible answers to this question are found at the end of this Unit.

## **SUGGESTED ANSWERS**

### **SELF-EVALUATION ACTIVITY 5.1**

There is no specific answer to this question as situations will be different. Here are some of the points you may consider:

- not being specific
- illegible writing
- grammatical and spelling errors
- non-existence of records for reference
- information not reaching everyone through correct means.

### **SELF-EVALUATION ACTIVITY 5.2**

You may consider the following points:

- information reaching only certain people while others are left out
- putting in too many things at a time
- failure to distinguish between formal and informal ways of disseminating information
- being emotional
- not being clear
- not reading widely.

### **SELF-ASSESSMENT ACTIVITY**

There is no single answer to this activity. The following are some of the points you may consider:

- hold staff meetings
- issue circulars
- write letters to parents
- send internal memos
- have discussions
- have brainstorming sessions
- talk to your staff and parents
- have telephonic conversations
- fax information where necessary.

### **PRACTICE ACTIVITY**

You may consider the following points for your answer :

- telephone

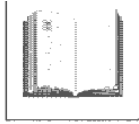
- computers for e-mail
- notice boards
- diaries
- fax machine.

## **UNIT TEST**

Situations would definitely be different, but you may consider the following for your answer :

- work closely with your SMT
- assign staff members different responsibilities
- invest in feedback (two-way flow)
- give a listening ear to your staff.

## **UNIT 6: PROMOTING THE PARTICIPATION OF WOMEN AS MANAGERS**



Read Text

### **INTRODUCTION**

Women in management is a new concept. It is a known fact that more women are entering positions in management. The South African Constitution embodies a firm commitment to ensuring equality between men and women. This is evident as far as the enhancement of the legal status of Women's Rights is concerned. However, there is a lot of negativity and misconception on gender-related issues. This is not about women believing that men are bad, that families are not important and that children are a nuisance. This Unit will put a plan into action to sensitise people towards the crucial roles played by women, thus contributing to a process of transformation by drawing attention to the problems of women and by helping them solve these problems.

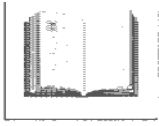
The Unit will further expose learners to the understanding of the managerial tasks and political systems. The Unit will be sold to all stakeholders and campaigns will be put in place to address needs. It will highlight a vision, mission statement, goals and outcomes.

### **OBJECTIVES**

After working through this Unit, the learner will be able to:

- list the needs of Women in Educational Management
- draw up a plan of action based on the vision, mission and goal of the Department of Education and Culture
- make and distribute material
- discuss the importance of Woman in Educational Management.

## **CONTENT**



Read Text

## **SENSITISATION**

### **DEFINITION**

Sensitisation refers to the process of creating awareness of the concept of Women in Educational Management. The KwaZulu-Natal Department of Education and Culture (KZNDEC) Master Strategic Plan( 1999-2000) has a mission, vision and goals in place.

### **VISION**

‘ To provide quality education which will fully develop the potential of each learner in a democratic environment.’ ( KZNDEC Master Strategic Plan :1999 p 16)

### **MISSION**

‘The Department will provide learners with the relevant quality education which will equip them with skills to meet the challenges and demands they encounter.’ (KZNDEC Master Strategic Plan p16)

Among the KZNDEC goals is ‘the advancement of women’ which is a goal that encompasses:

- opportunities for women in managerial positions
- gender stereotypes
- provision of relevant facilities (in the work environment)
- gender representation
- relocation process.

Opportunities for success have to be created for women, as they are doubling up in numbers in the workplace. There are more women according to population statistics than men and yet the demographic representation does not translate that statement. There is a challenge for the Department to make a new mark in their setup by giving support to and being sensitised to the concept of Women in Education Management.

Women are generally perceived to be hardworking, achieving, competitive, meticulous and persistent. There are challenges that face them as they climb the ladder.

Listed below are some of the challenges :

- becoming more productive: as a Woman Manager you are expected to do just as well as men, if not twice as better, with less experience and exposure.
- the focus is on performance, completed task, adhering to time frames and maintaining high standards.
- Superwoman: women are expected to work smarter and do more.
- mobile and flexible: women are to be mobile and can be relocated when necessary.
- considerate: women in Management are expected to create opportunities for the qualifying women to climb up the ladder. This will outrule the 'Queen Bee' perception that, women in higher positions stifle those who are still aspiring.
- building a career: they are expected not to do a job but 'to build a career on a journey to a destination.' (Hauter: 1993, p43)
- orientation: women get into positions without orientation and are expected to understand the dynamics and culture of the organisation.

On the other hand, women expect that they will have :

- places provided for their young ones
- flexitime for their multiple roles
- opportunities provided for their spouses in case of relocating
- people in positions who will understand their cultural backgrounds
- needs for services to deal with stress
- opportunities where they will bridge the gap eg. computer literacy programmes
- working from home if there is a crisis
- other women working with them instead of working against them
- retraining to sharpen their skills

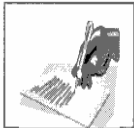
Women have many strengths that help them deal with challenges in managerial positions. Among these are :

- hardworker : you can cope with demanding roles;  
you want to excel, that is, you want to do your best;  
you are results driven.
- Achievers : you are excited about what you do; put in long hours of  
work; constantly expand your roles and future plans  
(Stead:1985 p3)
- Meticulous : you are organised, systematic, project oriented and  
take pride in what you do.
- Persistent : you are a survivor, driven to produce results, focused and  
complete tasks.



The other side of the coin reveals that women can be easily stressed by:

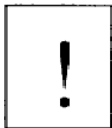
- negativity                      -      not all people will support your promotion.  
There will be groups that will work against you and you are expected to deal with such situations in a professional manner.
- gender stereotypes           -      both men and women will be reporting to you.  
Many stereotypes are based on culture and will not be easily done away with. Men need to be sensitized to the idea of Women in Management.
- fear of failure                -      you usually doubt your abilities and need constant assurance . You do not want to take risks. You end up not being productive.
- imbalance between home and work                this is one of the greatest challenges that face Women in Management. You want to do justice to both situations. It is not always possible.



Self Evaluation

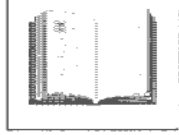
### **SELF-EVALUATION ACTIVITY 6.1**

What are the expectations on the performance of Women in Educational Management?



Important-take note!

Possible answers to this activity are at the end of the Unit.



Read Text

## **MARKETING**

The ability to talk entails:

- establishment of and maintaining relationships
- networking
- breaking barriers

Women have the capacity to invest in relationships. 'The more you can learn from others, the more you give back by helping others.' (Hauters: 1993, p64) The ability to talk is one of the best communication tools for women. It is used for discussion inside and outside the organisation for the purposes of information dissemination, networking and bringing about change to improve on affective management.

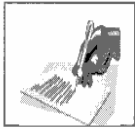
### ***Approachability***

- sensitive
- easily maintain balance of roles
- motherly (counselling, guidance and development).

### ***Credibility***

- friendly, but firm
- people-task orientated
- setting achievable goals
- open-minded
- doing things administratively correctly
- professionalism
- ability to deal with conflict.

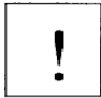
Awareness is the first step to change. If you are a doer, you are driven to produce results. You are motivated by achievement and competition. As a woman, you are vulnerable to a chaotic work environment. If you can do things administratively correctly and display professionalism, you can earn yourself credibility as a woman manager.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 6.2**

Mention and discuss four ways in which a woman in an educational managerial position can prove her credibility.



Important-take note!

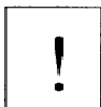
Possible answers to this activity are at the end of the Unit.



Practise Activiy

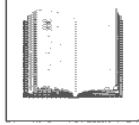
## **PRACTICE ACTIVITY**

Suppose you are a woman Principal of a high school. There are male principals in the nearby institutions. How would you break the barriers of non-communication that exist between you and the other principals because there is no communication at all ?



Important-take note!

Possible points to go into the answer to this question are to be found at the end of the Unit.



Read Text

## **ADVOCACY**

### **DEFINITION**

The South African Pocket Oxford Dictionary edited by William Branford (1991) defines advocacy as ‘pleading in support of.’ In this Unit **advocacy** is used in the context of pleading in support of the advancement of women into more senior management positions in education.

In South Africa, the female population outnumbers males, even in educational institutions. When it comes to the working world, the number of women in senior management is incomparable to that of men. There are more men in higher positions than women. Research has revealed that women can excel in their jobs. They can give the best of themselves. This leaves one wondering, ‘why do so many hard-working, motivated career women still feel on the outside looking in?’ (Hauter 1993 p9)

### **CHANGE**

There are three levels targeted for change. These are :

- senior managers
- women in management
- aspiring women managers

For change to take place, all stakeholders must have a goal to achieve. Stakeholders must understand the concept of women in management. The senior managers as well as women in management must support the idea. Aspiring women managers must work themselves up to it, with the support of senior male managers and those women already in management. When we talk of the advancement of women, it must be a joint effort. One can talk of equity when there are visible changes in the appointment of women into senior positions.



#### Assessment Task

### **SELF-ASSESSMENT ACTIVITY**

A woman is expected to fulfill multiple roles, that is, being an executive at work and a wife or mother at home. How can you assist her to cope with the demands of both work and home?



#### Summary

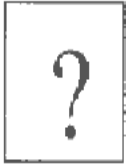
### **SUMMARY**

The Unit has introduced you to some very important concepts. There is a vision, mission statement and a goal on the advancement of women. All stakeholders will be aware of such concepts. Senior management will be able to address this issue while women will be preparing themselves for upward mobility. It is hoped that there will be more women in such positions.



#### Reflection

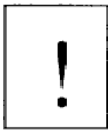
Having gone through this Unit, reflect on what you would do to promote the advancement of women if you were a woman director in the office. How would you encourage women to aspire for senior positions?



Unit Test

### **UNIT TEST**

Having gone through this Unit, how would you ensure that women representation is realised in all sections in your department?



Important-take note!

The possible answers to the test question are given at the end of the Unit.

## **SUGGESTED ANSWERS**

### **SELF-EVALUATION ACTIVITY 6.1**

You are to :

- be focused
- complete tasks
- adhere to time frames
- maintain high standards.

### **SELF-EVALUATION ACTIVITY 6.2**

- friendly but firm
- people and task orientated
- sets achievable goals
- open-minded
- does things administratively correctly
- upholds professionalism
- is able to deal with conflict.

### **PRACTICE ACTIVITY**

- establish networks
- use your communication tool
- establish relationships
- Invite women in managerial positions outside your organisation to address your group.

### **SELF-ASSESSMENT ACTIVITY**

The following are some areas which may, given the correct focus, help the woman manager to cope with her multiplicity of roles:

- prioritisation of tasks
- time management
- stress-relieving activities e.g. gym, joining a club
- refusal to be stereotyped
- acknowledging and accepting assistance from stakeholders.

## **UNIT TEST**

- encourage women to apply for the advertised posts
- you would develop posters and stickers to sensitise women on managerial positions in education
- invite aspiring women to participate in the Regional Action Plan on 'advancement of women' as a goal
- organise 'women' forums to talk and discuss strengths of women and their ability to make it as managers
- establish a newsletter on women in management issues eg. changing weaknesses into challenges.



## **UNIT 7 : EMPOWERMENT OF WOMEN IN EDUCATIONAL MANAGEMENT**



Read Text

### **INTRODUCTION**

The emergence of women into management gives both men and women an opportunity for more rewarding personal and professional lives. As a woman, you are looking for meaningful work and self-fulfillment. You can learn more about your unique gifts, talents and personal qualities.

As a woman you should be aware of your limited potential, in certain areas and should strive to bridge that gap. Realisation of your shortfalls is the first step to personal development. You can succeed with the right knowledge and relevant skills. Acquisition of skills begins with you identifying the relevant development programmes that will equip you with the long sought after management skills. This will pave the way to your climb up the ladder of success to more senior managerial positions. The old saying holds that, when you empower one woman, you empower the whole nation.

Without the right skills and knowledge, you may fear taking right decisions at the right time. You lack confidence in yourself and you cannot be creative or productive. Knowledge is power, it will transform you from being dependent to interdependent. However, you will still be facing a number of challenges. Hauter(1993:65) contends that 'To take advantage of the many new opportunities ahead, you will have to develop skills to meet the needs of the present, while actively anticipating the needs of the future'.

While Unit 1 focused on awareness campaigns to promote the participation of women as managers, this Unit will deal with the empowerment of Women in Educational Management. It will:

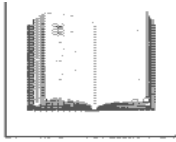
- assess the training needs of Women in Educational Management (WIEM)
- identify training programmes
- draw up a plan of action
- solicit supportive environment.

### **OBJECTIVES**

At the end of this unit you will be able to:

- describe ways of equipping women with managerial skills
- prepare a plan of action for training programmes
- identify training needs and set up programmes for women managers.

## CONTENT



Read Text

## SKILLS AND KNOWLEGDE

Many a time you may fail to be an effective manager. Sometimes you may ask yourself, why things fall apart, while others can make it happen? Let's take a look at some of the qualities of an ideal manager.

- |                            |   |  |
|----------------------------|---|--|
| <b>Visionary</b>           | : | as a woman manager, you guide others by developing and sharing a vision, mission and strategies to achieve your intended outcomes. You have to monitor progress towards your vision and manage parameters of your action plan. |
| <b>Responsible</b>         | : | You have to take responsibility and be accountable.  |
| <b>Exemplary</b>           | : | You have to set examples for others, by mentoring aspiring managers.   |
| <b>A leader</b>            | : | You also direct others towards attaining set outcomes, motivate aspiring women managers and other stakeholders<br>You delegate without abdicating and invest in discipline.  |
| <b>Innovative</b>          | : | You have to initiate change by making room for innovations. To assist your staff cope with change, create opportunities for staff development, training and coaching.  |
| <b>Communication</b>       | : | Communicate your plans to the staff and invest in feedback.  |
| <b>Independent thinker</b> | : | You can make informed decisions.   |
| <b>Optimistic</b>          | : | You have to be a positive thinker.   |
| <b>Committed</b>           | : | Be focused and passionate about what you do.   |
| <b>Competitive</b>         | : | Be the best in all you do.   |

As a developing woman you have value by displaying the following abilities:

- managing personal and work – related issues
- fine tuning and re- evaluating beliefs
- maintaining ethics and values
- challenging stereotypes
- being open minded
- balancing your needs

All organisations are there for a purpose. As a manager, you need to ensure that everybody is clear about what has to be done. This highlights the vision of your organisation. You have to set objectives. Being visionary means you are able to focus on the future with a positive mind that you will get there. Everyone in your institution must subscribe to the vision beginning with you as a leader. Your commitment to the vision creates a unity of purpose which reduces confusion. This will allow you and your staff to be innovative.

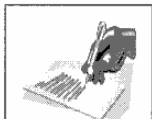
You must recognise your special gifts, talents, abilities and personal qualities and capitalise on them. From many discussions about women in management, the following observations about women emerge :

- they still honour their commitment to stereotype roles, that is, you are subservient to a man and his perceptions
- sometimes they develop an inferiority complex
- display ignorance - little knowledge and exposure
- fear - of making mistakes and not wanting to take risks and learn from mistakes
- dependency - they rely on what others do and say
- sensitive - they are too cautious and do not want to be criticised
- not assertive - sometimes they say yes when they actually mean no
- lack of experience - and exposure limited experience is a hindrance in the new position when they need to be proactive
- easily threatened by - success they feel intimidated by men

- afraid to speak - out in front of men      this could perhaps have to do with cultural dictates that result in this kind of behaviour, for women to respect men as superiors
- multiple roles -      they can be confusing and lead to stress
- tolerant -      they are not tolerant of others who may not be performing on the same level.

There are further barriers that face women in education. Listed below are some of them:

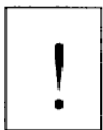
- unaware of promotion vacancies
- do not read widely
- lack of encouragement by colleagues
- lack of encouragement by family members
- post seen to be too good for a woman to be considered.



Self Evaluation

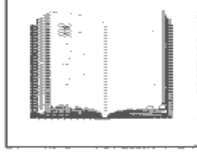
### **SELF-EVALUATION ACTIVITY 7.1**

There are posts advertised for Superintendent of Education Management (SEM) in your region. What would you consider to be the attributes of a good Superintendent of Education Management (SEM) ?



Important-take note!

Possible answers to this activity are at the end of this Unit.



## **Read Text**

### **SUPPORT**

As a woman manager who has already achieved some degree of success, you will become a role model to aspiring women managers. The battle still continues for you, however to sustain your credibility. This calls for you to engage in suitable professional and personal support programmes for your own personal and professional growth.

Here are some of the programmes which may be useful:

#### **PROFESSIONAL SUPPORT**

- management skills
- interviewing skills
- writing
- reading
- communication
- study programmes

#### **PERSONAL SUPPORT**

- develop relevant connections
- solicit family support
- acquire survival skills
- join social clubs and exercise
- celebrate victory
- volunteer in the community
- get enough sleep
- always surround yourself with positive people and achievers; avoid losers
- blow your own horn

There should be systematic and extensive programmes for women to prepare for leadership positions. Important skills should be mastered such as organisational skills, such as, note taking, writing reports, giving report backs, public speaking, chairing meetings and research. Research skills are important for gathering information and presenting it. This means that you, as a woman, will be able to carry out research on situations and working conditions of women. You can then contribute by making recommendations that result from that research.

Now you need to identify ways and means of getting the most out of what you want. Listed hereunder are some of the support measures you can engage in :

- continuous training
- exposure through conferences
- networking
- bursaries for women to study
- development of management resources centres with reading material on management

- training programmes for partners of WIEM.

These are some of the workshops that could enrich you:

- |                         |  |
|-------------------------|--|
| - policy development    | - labour relations                     |
| - materials development | - service excellence                   |
| - management skills     | - project management                   |
| - team building         | - writing proposals and business plans |
| - conflict management   | - holding meetings                     |
| -strategic management   |  |



Read Text

## **ORIENTATION AND INDUCTION PROGRAMMES**

This programme targets newly appointed staff. As a manager, you will be exposed to a number of things that are expected of you specifically in your job as a manager. This could entail amongst other things:

- your roles and responsibilities
- records to be kept
- policies to be implemented.

## **INTERVENTION PROGRAMMES**

Tertiary Programmes offered by Distance Learning:

- |              |                |
|--------------|----------------|
| - Seminars   | - Lectures     |
| - Workshops  | - Discussion   |
| - Meetings   | - Role Playing |
| - Talks      | - Case Studies |
| - Simulation |                |



Assessment Task

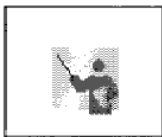
### **SELF-ASSESSMENT ACTIVITY**

You are a Director in the Provision section. You have a newly appointed Chief in your section. She has gone through orientation and induction courses and she has also undergone training in a few areas such as basic management skills. What professional support measures would you put in place to sustain her newly acquired skills?



Important-take note!

Possible answers to this activity are at the end of this Unit.



Practise Activity

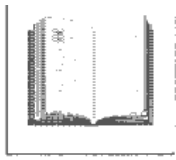
### **PRACTICE ACTIVITY**

You are a female Principal at Shine School. Three staff members have joined your staff. One of them is Head of Department, the other one a teacher, fresh from College and the third one is a Deputy Principal. What sort of programmes would you expose them to?



Important-take note!

Possible points to be considered are at the end of this Unit.



### Read Text

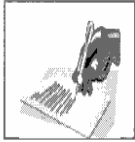
Having identified support programmes that will best address your staff needs or your needs as a member of the School Management Team, you need to draw an action plan that clearly specifies what needs to be done (task /programme), how it will be done (technique), by whom will it be driven (responsibility), who will be affected (target), by when that particular task will be done (time frame) and finally how you will see that it had an effect (indicators or measurable performance).

Hereunder is an example of an Action Plan. The idea is to expose you to one of the structures you can use in drawing up yours. Always bear in mind that an Action Plan will reflect your specific needs.

### PLAN (*Adapted from Stead 1985 p37*)

RESPONSIBILITY	PROGRAMME	TECHNIQUE	TARGET	TIME FRAME
Supervisor	Orientation	Lecture, Workshop	Newly Appointed Managers	1 month after appointments
Supervisor	Basic Management Skills Communication Skills, Writing Skills	Workshop Gaming Lecture Discussion	Newly Appointed WIEM, Aspiring Women	Continuously
Section Head	Team Building Conflict Resolution Mentoring	Workshop Lecture Role Playing Discussion	Supervisors WIEM	continuously
Section Head (Corporate Services)	Technical and Administrative Skills	Workshop Discussion Lecturing	Newly Appointed WIEM Aspiring Women	Beginning of every financial year
Section Heads	Information Dissemination	Meetings Discussions Circulars	All Aspiring Women Managers	By June 2000
EMD Co-ordinator	Project Management	Workshop Lecture	All Managers	Continuously
EMD Co-ordinator	Labour Relations	Workshop	All Managers	Yearly
EMD Co-ordinator	Service Excellence	Workshop	All Managers	Yearly
Library Advisor	Research Skills	Workshop	All Managers	Yearly

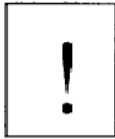




Self Evaluation

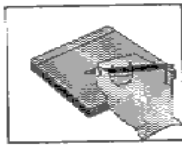
## **SELF-EVALUATION ACTIVITY 7.2**

Now that you have seen what an Action Plan looks like and what it reflects, draw an Action Plan that shows Skills Development and Support Programmes to be engaged in, within your institution.



Important-take note!

Possible answers to this activity are at the end of this Unit.



Summary

## **SUMMARY**

This Unit has dealt with ways of imparting knowledge and skills to all educational stakeholders, namely, both males and females, supervisors, newly appointed women managers and aspiring women managers. It has listed the training programmes and strategies that can be used in dealing with the identified needs of the different stakeholders. Hopefully, as a manager, you will be able to select training modules that are specific to the needs of your team. It has further suggested support in trying to decrease the levels of stress, thus enabling you to be an effective woman manager.



Reflection

After going through this Unit, think of how you would support a woman manager who has a double role to play, that of being a home executive and being a woman manager at work.



Unit Test

## **UNIT TEST**

Outline the techniques you would use as a manager to train and develop a woman manager in Basic Management Skills, Research Skills, Communication Skills and Project Management.



Important-take note!

The possible answers to the test question are given at the end of the Unit.

## **SUGGESTED ANSWERS**

### **SELF-EVALUATION ACTIVITY 7.1**

Please draw some answers from your experience. The following attributes will add to those you already know:

- Visionary
- Optimistic
- Innovative
- Accountable
- Committed
- Independent thinker
- Firm
- Competitive
- Balanced

### **SELF-EVALUATION ACTIVITY 7.2**

*see sample of action plan*

### **SELF-ASSESSMENT ACTIVITY**

In addition to the answers you may think of , consider the following:

- continuous training and development
- development appraisal
- exposure through conferences and networks
- bursaries earmarked for women managers to study locally and internationally
- establishment of a Resource Centre with reading materials on management issues
- training programmes and discussion with partners of woman managers in education.

### **PRACTICE ACTIVITY**

You may include the following points in your answer :

- orientation and induction sessions
- workshop on Basic Management skills
- invitation to the Resource Centre for Library orientation
- collection and distribution of all relevant documentation from the Province as well as from the Regional Office.
- introduction of the Principal to the Principal's Forum for networking purposes
- circulation of an Action Plan to all Principals of schools.

## **UNIT TEST**

As a manager you may consider the following strategies and any other that you may think of:

### **BASIC MANAGEMENT SKILLS:**

- workshops
- gaming
- lectures
- discussions

### **RESEARCH SKILLS**

- workshops
- reading

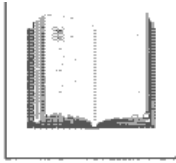
### **COMMUNICATION SKILLS**

- workshops
- gaming
- lectures
- discussions
- talks
- role playing

### **PROJECT MANAGEMENT**

- workshops
- lectures
- videos

## **UNIT 8 : DEVELOPING PROFESSIONALISM**



Read Text

### **INTRODUCTION**

Developing professionalism is about taking responsibility for your outcomes. You are charged with a responsibility of ensuring that resources are employed efficiently and effectively. You are to make decisions on how best to utilise the department's resources. This Unit will expose you to the principles of professionalism as evident in ethics, career management and maintenance of discipline. As a woman manager, you need to portray an image of a successful, effective, responsible and motivated manager. You must give quality service to your organisation. You want to share your experiences with other women in education management, those aspiring to be managers in education and your supervisors. You also realise that your performance depends on team work and sharing. You mean business. You want to demonstrate your successes from being a home executive to being a chief executive manager in the boardroom. In order to derive fulfillment in what you do, you need to be professional and subscribe to performance measures as set out by the profession.

You have been exposed to the skills and knowledge from the previous Unit, so you are empowered. You have learned what it means to be a manager. You have gained the knowledge to cope with stress and emotions. There are demands from your bosses, peers and your task as a manager. You are also responsible for the development of yourself. Your stakeholders have set measures in place to support you as a woman manager. You therefore have to maintain standards. This Unit will therefore pave the way forward for you.

The Unit will comprise the following:

- ethics
- career management
- discipline.

### **OBJECTIVES**

After working through this Unit you should be able to:

- explain the concept of professionalism

- formulate ethical standards
- identify different career choices and opportunities
- list disciplinary measures.

## **CONTENT**



Read Text

## **ETHICS**

As a woman manager you are a professional. According to the South African Pocket Oxford Dictionary(1987), being a professional means ‘belonging to or connected with a profession; having or showing the skill of a professional; engaged in specified activity as one’s main paid occupation...’Professionalism has its own standards and places service above personal gain. (Dull: 1981; p90). Its activities are intellectual and service driven.

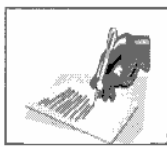
As a professional you need to subscribe to a code of ethics. Ethics refers to the way we live and operate. Ethics is concerned with conforming to a set of standards of behaviour in a professional role. It refers to the right way to live and behave. Ethical decisions should be guided by principles. Behaving according to ethical principles is very important for women in education management. They are the guiding principles. According to the Principals’ Hand Book(Volume2:1992) :

- actions and behaviour should conform to known standards, laws, rules and directions
- actions should be personally comforting so that a person should feel good about what was done
- all actions should be impartial, fair and consistent
- behaviour and actions should display equal respect for all persons
- decisions should reflect concern for the consequences of actions taken
- behaviour and actions should exhibit respect for reason, evidence and truth.

As a woman manager, you will be expected to act and behave according to the developed ethical standards. These will translate in ways you will be expected to:

- be the best
- resolve all conflicts of interest
- be responsible
- be fair
- be loyal to the Department of Education and Culture

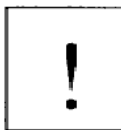
- be performance driven
- be able to make the right decisions at the right time for the right reasons
- develop a code of Ethics
- reward for achievement and expose the wrong doers
- be caring about others and the institution
- be honest
- respect confidentiality
- be empathetic
- be a leader
- be helpful



Self Evaluation

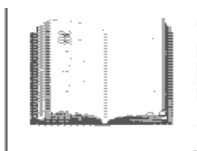
### **SELF-EVALUATION ACTIVITY 8.1**

As a woman manager, consider the behaviour of your colleagues in your institution. Your colleague addressed a group of educators on rationalisation and redeployment. She criticised the Department and accused it of dragging its feet because the issue did not affect the ‘big shots’ in the Department. Specify elements that you considered to be unethical.



Important-take note!

Possible answers to this activity are to be found at the end of this Unit.



Read Text

### **CAREER GUIDANCE AND MANAGEMENT**

‘A career means being in a satisfying and productive activity’. ( Moorhead: 1995: p559)  
As a woman manager, you want to derive pleasure in what you are doing. You have climbed the ladder and do not want to use the same ladder on your way down. You have

already proved your strengths because that is precisely the reason why you are up there. In the last Unit you acquired the knowledge and the practical skills as tools for your effectiveness. You have the experience to meet the challenges. Your options are broad enough. You have been able to build strong branches that will sustain you up there. You make the right decisions at the right time for the right reasons. George Bernard Shaw puts it clearly when he says 'The people who get on in this world are the people who get up and look for the circumstances they want and, if they can't find them, make them.' (Dent:1999,p3)

As a woman manager, you should be concerned with the following :

- leadership development
- reliable personnel
- providing the right experience and developmental opportunities for others
- getting more women aboard
- capacity building
- dual careers
- nepotism
- employee benefit
- empowerment of women in educational management
- empowerment of aspiring women for management positions in education
- practical skills acquisition
- stress management
- other job opportunities
- resistance from counterparts
- financial constraints.

According to Moorhead (1995: p561) there are six steps to a career choice. These are :

- you must be aware that you have to choose a career
- you have to check whether you are compatible with your choice of career
- you must look at your needs and your wants and compare them with the characteristics of the career you have chosen
- you must make a career choice
- you must implement your choice
- re-evaluate your position

Once you have made your choice, as a woman manager, you must use the valuable skills to enrich your organisation. Your career depends on your performance and how you relate to others. You are therefore expected to do the following:

- use your acquired knowledge and skills in all areas
- ensure that you have options
- be indispensable when redeployment, rationalisation and downsizing catches up with you



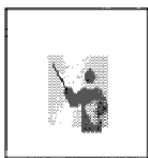
- be technology compatible
- share your enrichment with others
- consider yourself to be an invaluable asset to any other venture
- be productive rather than reactive
- update your information
- read extensively
- invest in relationships with all stakeholders
- network with other colleagues in the same position as yours
- focus on informing, guiding and supporting others
- be resourceful
- create win-win situations for others in your organisation
- be the best.

You must concentrate on mentoring where those members who are old and experienced will share ideas with new members. Mentoring helps with :

- advising the new members
- supporting
- providing information
- connecting between all levels
- avoiding friction
- promoting smooth running of the tasks in the organisation
- improving relationships
- securing of positions for all members.

Your organisation should have a mentoring programme in place. The following elements are crucial:

- identification of the goals of the programme
- teaching
- acquainting
- introduction.



Practise Activity

## **PRACTICE ACTIVITY**

As a woman manager who has been in the position of District Manager for two years, you have been requested to have an input in the induction session for the newly appointed superintendents. List the key points to include in the presentation.



**Important-note!**

Please note that the possible answer to this activity is at the end of this Unit.



Assessment Task

### **SELF-ASSESSMENT ACTIVITY**

You feel that you have reached the ceiling in your career. As a woman manager what options do you think you can take?



Read Text

### **DISCIPLINE**

As a woman manager, you are accountable to your institution. One of the tasks in your job description is that you are responsible for making sure that tasks are performed. You must do a follow-up and assign disciplinary measures to the incumbent, with a view to developing your colleagues. Discipline begins with you as a manager. You need to set an example that others can follow. As a woman manager, you must make sure that your colleagues are exposed to :

- job description
- Labour Relations Act and any other relevant acts
- organisational charter
- rules and regulations
- appraisal
- code of conduct
- a vision of your organisation
- performance standards
- administrative procedures
- communication channels
- working hours

- leave benefits
- safety measures
- benefits
- key people in the organisation
- time frames for projects
- empowerment programmes
- professional standards
- department policies
- support facilities for guidance and counselling
- recreational facilities
- reading material
- departmental circulars
- provision of incentives
- disciplinary measures
- rights as an employee of the Department of Education and Culture
- regional action plan.

It is important for you, as a manager, to orientate your colleagues on the following procedures for instituting disciplinary action :

- you receive a report from a supervisor
- you conduct an investigation
- you do not suspend a colleague without pay
- serve charges to the alleged person
- appointment of the tribunal consisting of:
  - employer representative
  - employee representative
  - chairperson
- disciplinary enquiry
- findings:
  - employee grievances
  - employer mitigates
- dispute
- appeal.

As a manager, you can have minimal incidents of disciplinary measures. The following can assist you to have productive colleagues:

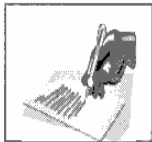
- empower
- supervise
- manage by walking around
- support the people you supervise
- delegate and do not abdicate
- be a good listener

- be the first to arrive in the morning and the last to leave in the afternoon
- let people know your whereabouts
- exercise participative management.

One of the most important documents that you must put in place in consultation with all stakeholders is the code of conduct. Your colleagues must agree on their rights and responsibilities. It is aimed at promoting positive discipline and self discipline amongst all colleagues. It is very important for you to negotiate with all stakeholders so that they own the document. Otherwise, it will be a document that does not impact on any behaviour exercise. It must include the values and practices of the institution. Your organisation's code will include the following :

- definitions
- preamble
- conduct at different levels.

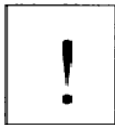
As a manager you must explain the disciplinary procedures to your colleagues.



Self Evaluation

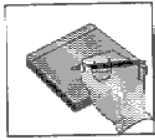
## **SELF-EVALUATION ACTIVITY 8.2**

A report came from a woman principal of Endumisweni High School, about her behaviour related to her political activities. The superintendent referred to her behaviour as unprofessional. What procedure would the superintendent follow to discipline the educator?



Important-take note!

Possible answers to this activity are at the end of this Unit



## Summary

### **SUMMARY**

This Unit highlighted very important elements of management. As a manager, you are accountable for the effectiveness of the organisation and maintaining of professional standards. The Unit further introduced you to the concepts of professionalism, ethics and discipline. You are expected to grow in your profession and expand your options to greener pastures. As a manager, you can prevent cases of discipline and improve production.



## Reflection

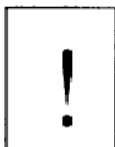
As a woman manager in education, how would you avoid being sued by colleagues for not following procedures?



## Unit Test

### **UNIT TEST**

Why is a code of conduct important for your department of education and culture?



Important-take note!

Answers to the Unit test are at end of this Unit.

## **SUGGESTED ANSWERS**

### **SELF-EVALUATION ACTIVITY 8.1**

The answer to this activity will depend on your experience as a woman manager. You may include the following in your answer:

- belittling the Department
- giving inaccurate information
- showing disrespect for senior personnel.

### **SELF-EVALUATION ACTIVITY 8.2**

For the answer to this question, consider the legal procedures as stipulated by the South African Labour Relations Act.

- receive a report from the Supervisor
- conduct an investigation
- serve charges
- appoint a tribunal
- disciplinary enquiry to be done
- findings
- dispute
- appeal.

## **PRACTICE ACTIVITY**

You may consider the following ideas:

- take problems as challenges
- reflect on your challenges
- learn from the experiences of others
- sharpen your skills
- celebrate your success
- evaluate and re-evaluate your opportunities
- study further
- consider time as an expensive resource
- bring in more goals to your action plan
- read widely.

## **SELF-ASSESSMENT ACTIVITY**

As you weigh up the options please consider the following points:

- study further
- look for greener pastures inside or outside the institution
- take a break and concentrate on things you have shelved in the interest of time
- you are well vested with technology and you may consider working from home
- look at branches that you have on your tree of success; they may be strong enough to carry you
- consider yourself an invaluable asset to your institution as well as the wider Department of Education and Culture
- be a doer and not a talker.

## **UNIT TEST**

In your answer consider the following:

- to serve as a guide for colleagues
- to inform your colleagues about professional standards
- constantly keep all employees on track
- empower your aspiring women managers to be able to draw up a code of conduct
- to simplify expected ethics.

## **MODULE TEST**

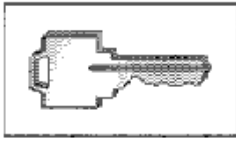
1. Discuss the three levels of strategic planning.
2. What do you perceive as strengths and weaknesses of women in management? List them under each column.

<b>STRENGTHS</b>	<b>WEAKNESSES</b>

3. Resources play a major role in the strategic planning of any organisation. As a woman manager, discuss how resources influence your strategic planning.
4. Highlight any ten stereotypes that are culturally related to women.
5. Identify ways and means of communicating plans to your staff. Explain how you would ensure that information flow is not distorted.
6. What are the qualities of an ideal woman manager?
7. How does the home environment complement the work environment?
8. As a woman manager, how does career pathing influence your way to the top?
9. You are a male Regional Chief Director. One of the goals that you have identified as a priority in the Department's Master Plan is 'the advancement of women'. Put an action plan in place for your region. State the actions, target, time frame and relate how you would measure its success.



## **GLOSSARY**



### **Key Words**

aspiring women	-	These are women candidates working themselves up to higher positions.
Gaming	-	Teaching through games
goal	-	General purpose to be accomplished.
mission statement	-	The statement of undertaking by an organisation.
objective	-	That which you want to achieve by the end of a particular action.
performance measure	-	An indicator that describes the progress in achieving the outcome.
prioritising	-	Ability to select issues according to their order of importance.
rationalisation and redeployment	-	A process of placing excess educators in an attempt to bring about equity within the Education Department
stakeholders	-	People with vested interest in an organisation.
stereotypes	-	Rigid attitude as displayed by people.
strategy	-	The action taken to accomplish a set goal in an attempt to achieve a desired outcome.
vision	-	A picture of what something will look like.

## **ABBREVIATIONS**

UNIT 1 DM	-	District Manager
UNIT 2 HOD	-	Head of the Department
UNIT 3 KZNDEC	-	KwaZulu Natal Department of Education and Culture
UNIT 4 SEM	-	Superintendent of Education (Management)
UNIT 5 SMT	-	School Management Team
UNIT 6 WIEM	-	Woman in Educational Management
UNIT 6 EMD	-	Education Management Development

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