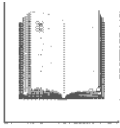


## **UNIT 1: ORGANISATIONAL PLANNING**



Read Text

### **INTRODUCTION**

The importance of an organisation has already been mentioned in the introduction to the module. It is, however, important to note that any activity in an organisation does not exist on its own. It must be directed and pre-planned. In the process of directing the activity, planning becomes of paramount importance. This Unit therefore introduces you to the central importance of organisational planning.

### **OBJECTIVES**

After going through this Unit you should be able to:

- define a mission statement
- describe the objectives of your Department
- describe a plan of action
- identify good qualities of a planner.

### **CONTENT**



Read Text

### **DEFINITION**

A definition of organisational culture was given in the introduction to the module. Organisational planning therefore refers to:

- formulation of a vision
- formulation of a mission statement to access the vision
- setting of the objectives to practically achieve the mission statement
- designing a plan of action to translate the objective into practical implementation.

From the definition above it is clear that planning must come before several preceding actions which you will now study.

## **VISION**

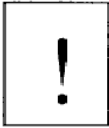
Like a dream, a vision is conceptualised in the mind in a state where everything is perfect and ideal. We normally talk of 'all things being equal' to refer to our vision. Although it is not real, it propels the mind to getting there. This leads to the Mission Statement.



Self Evaluation

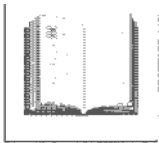
### **SELF-EVALUATION ACTIVITY 1.1**

Write down a dream you have of what you would like to achieve in your work place.



Important-take note!

Possible answers to this activity can be found at the end of the end of this unit.



Read Text

## **MISSION STATEMENT**

### **DEFINITION**

The Mission Statement is a statement of intent which commits the organisation to the attainment of an ideal which reflects the aspirations and values of the organisation and the society which it serves.

## **SETTING OBJECTIVES**

Objectives are statements outlining the measurable actions which will be carried out in order to realise the mission statement.

## **PLANNING**

Organisational planning is therefore the outline of the activities, from the area of vision, to the objective setting, to implementation.

With specific reference to the Department of Education in KwaZulu-Natal, the organisation's vision is as follows:

## **VISION**

*'To provide quality education which will fully develop the potential of each learner in a democratic environment.'* (KwaZulu-Natal Strategic Master Plan).

The vision envisages quality education in an attempt to do the following:

- fully develop each learner
- create a democratic environment

The strength of the above vision is that it is non-discriminatory.

## **MISSION STATEMENT**

*'To create an effective and efficient education system by developing and nurturing professional expertise and administrative competence and which through redress brings about equity in education provision.'* (KwaZulu-Natal Master Strategic Plan).

The mission statement of the Department of Education is committing itself to:

- developing professional expertise
- developing administrative competence
- nurturing professional expertise
- nurturing administrative competence
- redressing equity in education provision.

It is important to note that up to this level, there is no discrimination of any kind.

## **OBJECTIVES**

In an effort to achieve its mission, the Department of Education (KwaZulu-Natal) in its Master Strategic Plan committed itself to achieving its mission by:

- addressing transformation issues of redress and equity as set out in the Constitution
- promoting the Culture of Learning, Teaching and Service
- promoting Education for Peace, Human Rights and Democracy
- committing themselves to the concept of Ubuntu with emphasis on caring and integrity
- promoting sound management as expressed in Batho Pele, Good Governance and Education Management Development programmes
- providing learners with the relevant quality education which will equip them with skills to meet the challenges and demands they encounter
- assessing and evaluating the provision of education with a view to constant revision
- giving due consideration to the needs of learners, educators, parents, communities and the workplace.

## **GOALS**

The Master Strategic Plan further details the specific goals of the Department of Education – KwaZulu-Natal.

**They are to do as follows:**

- Provide learners with quality education which will equip them with knowledge, skills and attitudes to meet the challenges of the future.
- Transform schools into self-reliant and effective learning institutions which are centres of community life.
- Transform the Department into a high performance organisation that focuses on results and the quality of its service delivery.
- Promote opportunities for effective leadership and management development at all levels.
- Provide and utilise resources to achieve redress and equity.
- Promote the advancement of women.
- Develop Governing Bodies into effective support structures for learning institutions.
- Address and counteract social and health threats manifested in HIV/AIDS.

- Promote Further Education and Training (FET).
- Promote Adult Basic Education and Training (ABET).

## PLAN OF ACTION

Referring to the definition of planning above, it is evident that the performance and success of the activities in an organisation depend entirely on a properly designed plan of action.

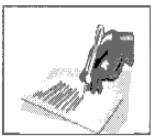
**The 6 Ps, an undisputed expression of proper planning, are detailed as follows:**

- Poor
- Prior
- Planning
- Prevents
- Proper
- Performance

*‘Poor prior planning prevents proper performance,’* refers to an exercise which is pivotal for an organisation. Poor planning refers to plans which are:

- incomplete
- not in line with the vision and mission
- not taking the availability of resources into consideration.

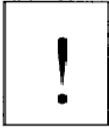
Prior planning means designing the full and complete plan before embarking on the project and if possible to pilot the plan in order to identify the loop-holes and gaps.



Self Evaluation

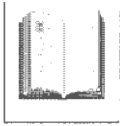
### SELF-EVALUATION ACTIVITY 1.2

From your experience as a manager, what would you consider the barriers to proper planning?



Important-take note!

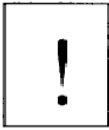
Possible answers to this activity will be at the end of this unit.



Read Text

Planning emanates from the Master Strategic Plan of the Department of Education. The Regions, Directorates and Sub-Directorates design their plans of action which are in line with the Master Strategic Plan.

This process filters down to school levels. The involvement of all stakeholders and implementers of the plan ensures the ownership of the product.



Important-take note!

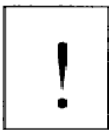
**All successful plans of action are based on proper articulated needs.**



**Practise Activiy**

### **PRACTICE ACTIVITY**

If you were a Regional Chief Director, who would you invite to participate in the task team to design a plan of action for the whole region?



Important-take note!

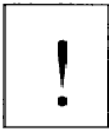
Suggested answers to the activity are provided at the end of the unit.



Assessment Task

## **SELF-ASSESSMENT ACTIVITY**

Referring to the objectives of the Department of Education in KwaZulu-Natal, that are aimed at achieving the mission, identify those that hope to address the consideration of women into management positions.



Important-take note!

Suggested answers to the activity are given at the end of the Unit.

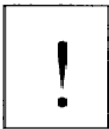


Reflection

Having gone through this Unit, reflect on:

The projects you have done as a manager -

- did you have all plans in place?
- were they reduced to writing or in a draft form?
- did you share the vision and the outline of the plan with the stakeholders?
- how would you improve your daily activities and those of your organisation?



Important-take note!

**All successful plans of action are based on proper articulated needs.**



### Summary

This Unit has introduced you to the very important tools of planning in any organisation. The highlights are the steps involved from designing a shared vision to the setting of organisational goals. The KwaZulu-Natal Department of Education's planning tools extracted from the Master Strategic Plan are included for a better understanding of its direction to achieve its goals.



### Unit Test

Outline the qualities of a good planner.



### Important-take note!

Possible answers to the Unit Test are provided at the end of the Unit.

## **SUGGESTED ANSWERS**

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

Your answer could be:

- all educators are pleased to work for the department because it is well organised
- to improve the delivery of service in the workplace
- the vision and goals of the department are achieved
- all educators are committed to quality of education

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

You may consider the following points for your answer:

- lack of vision
- lack of skills
- lack of resources
- lack of support

## **PRACTICE ACTIVITY**

The task team to draft a plan of action will be inclusive of as many stakeholders as possible. This means inviting representatives from all Directorates, sub-directorates, components, partners in education (organised labour, funders of educational programmes etc).

## **SELF-ASSESSMENT ACTIVITY**

In attempting this activity you may possibly include the following objectives:

- addressing transformation issues of redress and equity as set out in the constitution
- promoting Education for Peace, Human Rights and Service
- promoting sound management as expressed in Batho Pele, Good Governance and Education Management Development programmes.

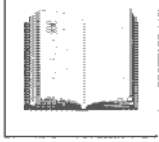
## **UNIT TEST**

To identify the qualities of a good planner you should possibly include the following:

- one who consults
- one who makes time
- one who anticipates problems

- promotes goal orientation
- achieves within a given time
- is transparent
- engages in reflection and introspection
- delegates, controls and leads.

## **UNIT 2: ORGANISATIONAL STRUCTURE**



Read Text

### **INTRODUCTION**

Organisation is defined in the introduction to the module as the way activities and work are planned and arranged. This shows that each organisation is unique. The uniqueness of the organisation is expressed in its organisational structure.

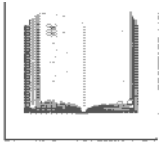
This unit discusses organisational structure and its implications to the organisation.

### **OBJECTIVES**

After going through this unit, you should be able to:

- work with an understanding of the line function of your Department
- describe the levels of management
- draw an organogram of your organisation

### **CONTENT**



Read Text

### **DEFINITION OF ORGANISATIONAL STRUCTURE**

Organisational structure is a specific framework of established posts in which people carry out certain actions for the purpose of attaining a common goal. It is a schematic representation in the form of an organisational chart (organogram).

**Each individual in an organisation should know:**

- who to report to
- who to supervise
- the chain of command.

**The purpose of the organisational structure is to ensure that:**

- there is no overlapping or duplication of functions
- tasks are logically grouped
- people are efficiently supervised
- people are effectively utilised
- people get an overall picture of the organisation
- there are clear core-functions.

The central instrument for all the above is the **JOB DESCRIPTION** which you will now study.

**JOB DESCRIPTION**

**DEFINITION**

Job description outlines the tasks and duties that a job-holder must perform at given times. Tasks and responsibilities reflect the level of operation within an organisation.

The items that are included in the job description may include some of the following:

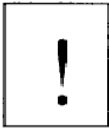
- the title of the position held
- summary of the core tasks to be performed
- the line function: to whom the individual is accountable
- the extent of authority a job-holder has
- communication channels within all levels
- other tasks involved in a position.



Assessment Task

### **SELF-ASSESSMENT ACTIVITY**

You are a principal of a public school. Outline your core-functions (main tasks) and sub-tasks of your position.



Important-take note!

Possible solutions to the activity will be provided at the end of the unit.



Read Text

### **STRUCTURE AND JOB DESCRIPTION**

You have read about structure and job description. You are now ready to explore the relationship between the two.

A well-detailed structure in an organisation improves working relationships between the employers and employees.

In the development of an organisational structure, people should be considered more than structures. Therefore, the structure depends on the involvement of people attached to a particular job. Work is divided in such a way that it is a means to motivate people to work with commitment, dedication and enthusiasm.

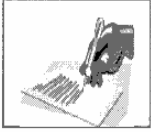
There are two types of organisational structure:

- the formal structure
- the informal structure

The formal structure is characterised by organisational charts and policies. It has clear core-functions for each position. Formal structures:

- enhance productivity
- develop a united organisation.

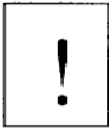
The informal structure, which is evident in small organisations is based on mutual relationships among employees and employers. The relationships emerge from within the organisation. They are not written or documented anywhere in an organisation.



Self Evaluation

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

Describe the advantages of the formal structure of the organisation.



Important-take note!

Suggested answers to this activity are provided at the end of the unit.



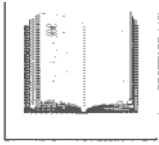
Read Text

It is important to highlight at this stage that the structures and core-functions of any position do not discriminate against who qualifies for the job. But one must mention that there are positions in the structure that may suggest limitations for other people. The example would be a position that puts a certain language as a pre-requisite in the job description.



Reflection

Imagine that you have been appointed a Provincial Co-ordinator for Transformation and Gender Equity. It is a new vacancy which is not reflected in the structure. It is not clear who your immediate supervisor is. The core-functions are not detailed. Having gone through this unit, how would you go about filling this position and understanding your job description?



Read Text

## **LEVELS OF MANAGEMENT**

In most big organisations there are different levels of management. This unit introduces you to the three following levels of management:

- top level
- middle level
- operating level.

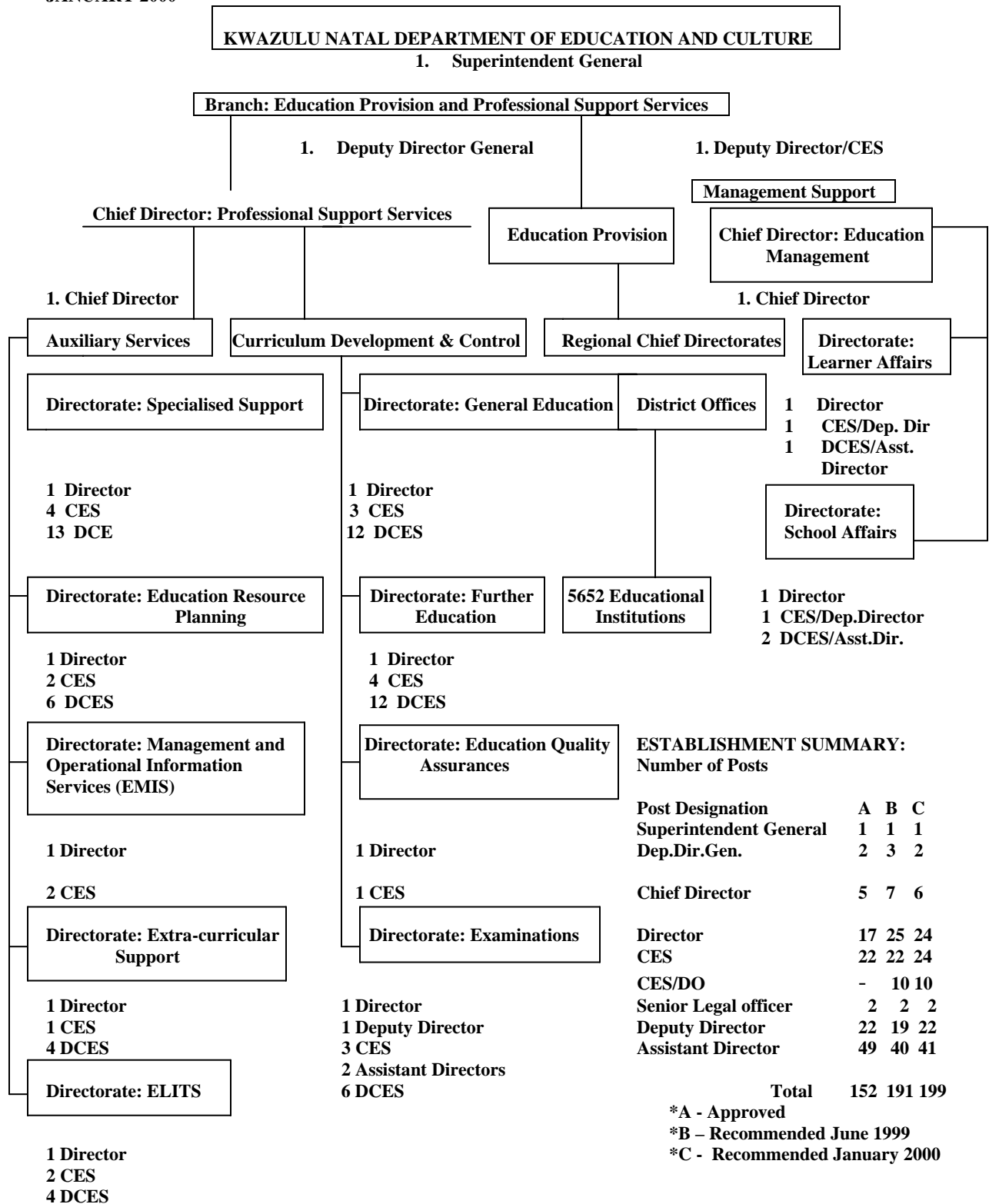
The levels of management will be discussed in close reference to the organisational structure of the KwaZulu-Natal Department of Education.

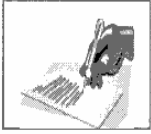
On page 16 is an extract of part of the Department of Education's (KwaZulu-Natal) organogram which is used to:

- discuss different levels of operation in an organisation
- distinguish the models of organisational structure
- highlight how people fit into the structure.

The levels of management will be discussed with close reference to the organisational structure of the KwaZulu-Natal Department of Education.

JANUARY 2000





Self Evaluation

## **SELF-EVALUATION ACTIVITY 2.2**

From the organogram of KwaZulu-Natal Department of Education on page 16, select the section – Chief Directorate: Professional Support Services and identify the middle level management.



Important-take note!

Suggested solutions will be provided at the end of the unit.



Read Text

## **TOP LEVEL**

This is the highest level in the hierarchy of an organisation. In business, it is referred to as a corporate strategy. It is where they ask questions like:

- what business/organisation are we in?
- what markets are we going to service?
- what products or services do we have to offer?
- how do we allocate resources?
- how do we identify distinctive competencies?

The organogram, given suggests:

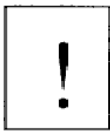
- Superintendent-General
- Deputy Director General
- Chief Directors
- Directors.

## **MIDDLE LEVEL**

This level is also involved in decision-making. In the private sector it is called the business – level strategy. This is the level which decides the type of service and how the product or service is going to reach the final client – the learner, in the case of the Department of Education.

With reference to the above organogram one may include:

- Chief Education Specialist (CES)
- Deputy Director
- Deputy Chief Education Specialist (DCES)



Important-take note!

At this point, it is important to note that other organisations have the main structure and sub-structures of the same department. Therefore a position in the middle level management can also be the top-level in the substructure. The example is:

- the District Manager (middle level in the main structure) is top-level in the District Structure
- the School Principal (middle-level in the district) is top-level in a school.



Read Text

## **OPERATING LEVEL**

This is the level where ‘the tyre hits the road.’ It is directly connected with where production takes place. In the corporate world it is referred to as marketing or functional strategy. It is responsible for the integration of the tools and instruments to meet the needs and wants of the final client.

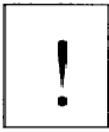


Practise Activiy

## **PRACTICE ACTIVITY**

In a school situation, which positions would you classify under:

1. Top level?
2. Middle level?
3. Operating level?



Important-take note!

Suggested solutions are provided at the end of the unit.



Read Text

## **MODELS OF ORGANISATIONAL STRUCTURE**

Most literature identifies four models of organisational structure. Models differ according to how authority and responsibility are shared. This section of the unit introduces you to the following four models of organisational structure:

- Line organisation
- Line and staff organisation
- Functional organisation
- Matrix organisation.

The unit also presents a brief exposure of these models. This will help to identify which will be the most productive for your organisation.

## **LINE ORGANISATION**

This model dates back from the ancient Biblical times of Moses and Jethro. In this model, one person has the authority, and that authority filters through from the highest level to the lowest. The person in control takes all decisions. Other people are approached to assist, in case there is a burden.

## **LINE AND STAFF ORGANISATION**

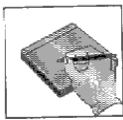
This is a structure which is set such that experts give advice to decision-makers. The advisors are indirectly incorporated in the line organisation. It is useful when people in charge of certain tasks have the necessary knowledge and expertise.

## **FUNCTIONAL ORGANISATION**

A lot of specialisation is used in this structure. The structure makes efforts to draw on as much expertise and advice as possible for the attainment of objectives.

## **MATRIX ORGANISATION**

This is a combination of different structures to give strength in the decision-making procedures. Various projects or matters take place simultaneously. People with the required expertise are selected or appointed to execute specific tasks or projects.



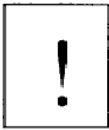
Summary

It is important to highlight that the culture of the organisation is also characterised by how the organisation is structured. People bring the skills that are required by the position as detailed in the job description. The job description presents the relationship between the person and the position. Therefore, it is evident that there is no discrimination whatsoever as to who will hold the position. The expectation is that people with the potential and relevant qualifications apply for the positions.



Unit Test

1. Does the Department of Education (KZN) have a formal or informal structure?  
Comment.
2. Having gone through this unit, how would you improve the channels of communication and line function of your organisation?



Important-take note!

The suggested answers to this unit test are provided at the end of the unit.

## **SUGGESTED ANSWERS**

### **SELF-ASSESSMENT ACTIVITY**

The functions of a school principal include some of the following:

1.     **GENERAL**
  - professional management of a school
  - timetabling, admissions
  - financial management
2.     **PERSONNEL**
  - provide professional leadership
  - guide, supervise and give advice
3.     **TEACHING**
  - teach subjects in classes
  - be a class teacher
4.     **EXTRA AND CO-CURRICULAR ACTIVITIES**
  - recruitment
  - promotion
  - promote extra-curricular activities

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

You may include some of the following:

- enhance productivity
- develop a cohesive (united) organisation
- clear communication channels
- clear core-functions

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

The middle level management is:

- Chief Education Specialist – CES
- Deputy Chief Education Specialist - DCES

## **PRACTICE ACTIVITY**

Depending on the positions of management you have in your school, you may consider the following:

### **TOP LEVEL**

- Principal
- Deputy Principal

### **MIDDLE LEVEL**

- Heads of Departments

### **OPERATIONAL LEVEL**

- Educators

## **UNIT TEST**

The suggested answers are as follows:

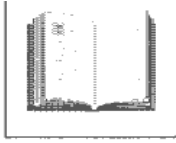
### 1. Formal

- A formal structure has an organisational chart clearly drawn. On page 16 of this unit, the chart is given as an example.

### 2. Suggest and implement some of the following:

- organisational structure in a chart form
- clear job descriptions
- a model that shows the line of authority.

## **UNIT 3: SELECTION AND PROMOTION**



Read Text

### **INTRODUCTION**

In Unit 2 you looked at organisational structure and you were able to place yourself and your operation somewhere within the structure. In establishing an effective management system within the Department's structure, it is essential to develop and encourage staff to take leadership roles in order to prepare themselves for promotion. This responsibility lies, not only with the existing managers but also with each individual, man and woman, who desires to improve themselves and who believes that they are capable of leading.

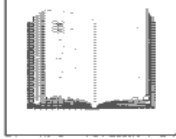
These men and women who head up the structure must go through a process of selection before they can be given the vital functions to perform within an organisation. It is important to note that wrong identification of personnel at whatever level, will seriously compromise both the individual tasks and the organisation goals.

In this Unit you will focus on the process of **selection** and **promotion** within the Department of Education.

### **OBJECTIVES**

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

- describe the selection procedures in the Department of Education in KwaZulu Natal
- identify the multiplicity of roles that many women are faced with
- state reasons for applying for promotions
- explain how interviews are conducted in the Department of Education in KwaZulu Natal.



Read Text

## **CONTENT**

### **DEFINITION OF SELECTION AND PROMOTION**

This topic suggests the following:

- there are many people from whom to choose
- that there is a method of choosing
- the positions to be filled are specific
- that the positions to be filled provide an upward movement in the career of the person appointed.

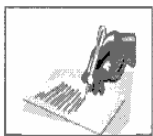
Selection and promotion, therefore, refers to the whole process of choosing individuals for specific positions.

### **HOW PROMOTIONS ARE DONE**

The process between the identification of a post and an appointment of a person to take up a post is a fairly long one. The stages in this process are as listed below:

- identification of posts
- advertisement
- responses
- communication on interviews
- preparation for the interview
- appointment.

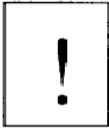
Before we discuss each of these in detail, answer the question below:



Self Evaluation

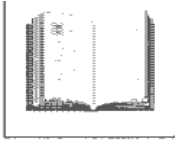
### **SELF-EVALUATION ACTIVITY 3.1**

What do you understand by the word 'promotion'?



Important-take note!

Suggested answers to this activity are included at the end of this unit.



Read Text

You are now ready to discuss the process of **promotion** and the five stages will now be looked at individually.

## **IDENTIFICATION OF POSTS**

In the Department of Education, Human Resources Directorate, co-ordinates the identification of vacant posts in the whole province. They compile a list of posts indicating where they are available.

## **ADVERTISEMENT**

The Department of Education advertises the posts throughout the country, that is, South Africa. This is done through the Government Gazette and various newspapers like Ilanga, Sunday Tribune and Sunday Times. This normally stretches over a period of two weeks.

The first step in applying for a promotion post is responding to an advertisement. This is normally placed in the Government Gazette and a variety of newspapers. The advertisement contains:

- job description
- eligibility
- documents to be attached
- closing dates
- salary scale
- benefits
- departmental forms to be used in application
- reference number
- contact person.

The applicants must ensure that they:

- understand the advertisement
- supply relevant documents, certified copies of certificates and CV
- use the correct Departmental forms which are Z83 and Z27
- have completed the forms correctly
- adhere to the due dates.

## **RESPONSES**

In KwaZulu Natal, the Department of Education, Human Resources Directorate, awaits the responses from candidates. All applications with all the relevant documentation must be submitted before the closing date specified in the advertisement.

After the closing date, all applications are then scrutinised and the sifting process begins. Applications received after the closing date are not considered and if an application does not comply with the requirements mentioned in the advertisement, it will not be considered. Thus it is very important for the applicant to read the advertisement carefully and comply with all the requirements.

## **COMMUNICATION ON INTERVIEWS**

The people who have been short-listed are then invited to attend an interview. The applicant is notified in writing, by telegram, or if necessary by telephone. The notification will indicate the date, time and venue where the interview will be conducted. This procedure is normally the responsibility of the Personnel Section.

## **PREPARATION FOR THE INTERVIEW**

### **DEFINITION OF AN INTERVIEW**

An interview can be a daunting experience for anyone, but especially for someone who has not been to an interview for some time. It is recommended that when applying for a position you must ensure that you are well prepared. An interview is about selling yourself and you have only this limited time in which to do it.

If you have been invited to an interview you must start collecting the information before - hand. Usually you are given enough time, like two weeks to prepare yourself.

The following could be useful information for you when preparing for an interview:

- be suitably dressed
- be punctual, always plan to arrive half an hour before the interview
- know how the Department conducts interviews
- look at the panel when you answer questions
- answer questions with as much information as possible
- have relevant original documentation available
- find out as much as possible about the job description for the post for which you are applying.

## **APPOINTMENT**

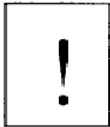
When the process of interviewing has been completed and the Personnel Section is satisfied that all the correct procedures have been followed and that a suitable candidate has been selected, the appointment is then made. Usually the process here depends on the level and the component in which the post is available. There are times where the governing bodies are expected to make the recommendations. In the posts for the districts and the regions, the Regional Chief Directors make their recommendations. The message is then communicated through by suitable means like the mail, telephone or telegram.



Assessment Task

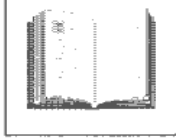
## **SELF-ASSESSMENT ACTIVITY 3.1**

Imagine you have seen an advertisement for a post in which you are interested. List 3 important details which you will include in your CV.



Important-take note!

Suggested answers to this activity are included at the end of this Unit.



Read Text

## **PROBLEMS**

While the process involved in selection and promotions is clear as shown, there are many problems involved. We will now look at some of the problems:

- the posts in KwaZulu Natal are advertised and some suitable candidates do not respond to them
- sometimes the candidates respond after the due date because they only get to know about them late
- another problem arises because the posts are placed in the newspapers which are not commonly used by the major part of the population
- the candidate does not post the application on time so therefore does not qualify for short listing
- if the documents to be attached have been certified by an institution like the Post Office, the Department of education in KwaZulu Natal does not recognise these documents, as the Post Office is no longer a Government Organisation
- sometimes the candidate does not supply all the necessary documents required for the post
- sometimes a candidate is late for the interview
- after the interview, the successful candidate is not informed timeously of the result of the interview.

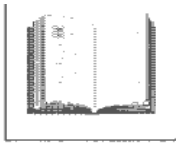
In spite of the elaborate process described above, it has been observed that not all eligible people respond to the advertisement in spite of the relevant qualifications, experience and suitability. The reasons for this are many but the ones which impact on women need to be discussed in detail. In most cases the woman's problem is centred on the different demands made on her person by the several roles which she must fulfill. The tension in these roles is what we will discuss as role conflict.



Self Evaluation

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

In order to reduce problems which occur in the selection and promotion processes, the management in KwaZulu Natal will be required to address the problems which are involved in promotions. Cite some of these problems.



Read Text

### **WHAT IS ROLE CONFLICT?**

Many people deal with role conflict on a daily basis. This conflict takes place at home and in the work place and one must be able to perform successfully in both. This is extremely difficult for both men and women. A woman has been described as someone with 'Superwoman Syndrome'. Women are expected to perform multiple roles both at home and at work. Inability to balance these, lead to role conflicts.

#### **Look at the following:**

At home a woman's responsibilities include:

- childbearing
- homemaking
- cooking
- being a mother
- supervising homework for children
- attending to illnesses
- shopping
- clothing the family
- taking children to school
- maintaining the home
- paying accounts
- nurturing the children.

At work a woman's responsibilities include:

- job performance
- community work (unpaid provision)
- income earning
- disciplining.

Role conflict, if not understood and resolved can lead to frustration, wrong assessment and resignation. Here are more situations of Role conflict for women at home and in the work place.

### POSSIBLE ROLE CONFLICT FOR WOMEN

HOME	WORKPLACE
You are expected to be subordinate to the husband	You are a leader
You plan and organise the whole household	At work you are to be subordinate to your superiors according to job description
You have to care for all the needs of your family	You have to be totally committed to the designated area as per job description
You do not get financial rewards	You earn a salary and this is like a reward
You are taken for granted	You have rights
There are no time frames	You know when to start and when to finish because you work within time frames
There are many different expectations from the family	There are many expectations from your employer and colleagues
You have an obligation to do certain activities	You are required to perform/comply

**HERE ARE POSSIBLE CONFLICT SITUATIONS FOR MEN AS WELL**

<b>HOME</b>	<b>WORKPLACE</b>
He is expected to be a leader and a decision maker	He is in a subordinate position
Cultural background may prevent him from assisting in duties at home	He is expected to give of his best at work
He is in control of everything including wife and children	He can only concentrate on what has been assigned to him

The picture which emerges from the conflict situation reveals the following about women:

- **They need to balance work commitments with home commitments.**

Sometimes a promotion post may require that she moves away from the home and the children. The choice she makes may be advisedly to be with the family and she therefore does not apply.

- **They need clearances or permission either from husband or parents or boy friend.**

In the event of a disagreement between her and any of the parties she is likely not to go against the other party. Women are generally non-confrontational.

- **They are more particular with their hygienic surroundings.**

Quite often chances of promotion are better where posts exist at poorly developed places. Problems in these places may range from poor sanitation, accommodation, water supply and transport. Making a choice between these conditions and remaining at home is like no choice at all. The woman is likely not to apply because of this.

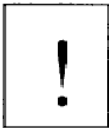


#### Assessment Task

### SELF-ASSESSMENT ACTIVITY 3.2

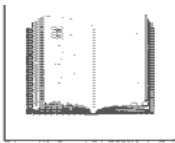
Consider the roles of men and women on a daily basis. Make suggestions on how to balance work and home on a daily basis. Observe some of the dilemmas listed below.

1. As a manager I experience conflict with my husband, and I wonder, what is my role?
2. I am a wife, mother, manager, community leader and a student. All these add stress. I am overloaded with work in the workplace and at home.
3. I have more responsibility, as a working mother.
4. Every member of the family needs my support and attention; I am a pillar of strength and rush from one commitment to another.



Important-take note!

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



Read Text

### DEFINITION OF CONFIDENCE BUILDING

Many people fail to achieve their goals because they doubt themselves. This is not restricted to a particular group. The lack of trust in themselves deprives them of better opportunities and new horizons. Many women are also affected by the lack of confidence in themselves as leaders. They do not take the initiative to apply for higher positions. Instead they merely wait to be 'sought after'. Adapted from Fansher & Buxton (1984: 32)

Most of the stereotypes which many women perceive to be in existence, work negatively against their confidence as managers.

Traits admired in men are often rejected in women. Hampton (1977) demonstrated how gender affects the interpretation of certain qualities:

**MALE**

dynamic  
firm  
good  
go-getter  
confident  
courage of his convictions  
human  
makes decisions quickly

**FEMALE**

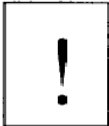
aggressive  
inflexible  
prickly  
pushy  
stuck-up  
stubborn  
emotional  
impulsive



Practise Activiy

**PRACTICE ACTIVITY 3.1**

Take time to reflect on yourself and then list 5 negative feelings about yourself and 5 positive feelings about yourself.



Important-take note!

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



Read Text

**Definition of Leadership Development**

As an Education Manager you are a person who inspires and motivates your colleagues to give of their best. As a successful leader you must be committed to the organisation of the Education structure and want to see the same kind of commitment from your colleagues.

The successful leader must:

- have a thorough knowledge of the job and field
- have a vision of service, excellence and achievement
- display strength of character
- have an in depth understanding of the people's strengths, weaknesses, hopes and goals
- be knowledgeable about Departmental development, circulars and policies.



Read Text

## **GOALS**

Goals are outcomes that you want to achieve. There are short-term goals as well as the long-term goals. Every successful leader has them. Properly established goals will allow you to move toward your vision and help you to develop as a leader. It is therefore necessary for you to be aware of the goals you must set in order to be a successful leader.

### **GOALS MUST :**

- be clearly stated and attainable
- be measurable
- have deadlines
- require action steps
- be revised and changed as necessary.



Practise Activiy

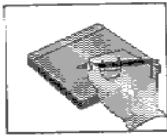
### **PRACTICE ACTIVITY 3.2**

List 2 goals that would develop your leadership skills that you would like to achieve in the next year.



Important-take note!

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



Summary

### **SUMMARY**

The above factors on role conflict have an impact on both men and women, at home and in the work place. A woman, when having a child, will have to take accouchement leave and this affects the continuity of her work. This never concerns men. Continuous absence from the work place may prevent the woman from applying for promotions.

A woman may not apply for promotion if it means that her family will be disrupted in any way. A man will, as he knows that the family will be cared for even if he is to be relocated.

If a woman is a single parent, she might refrain from applying for promotion, as she fears additional responsibility as she knows this will result in overload.

Thus the importance of understanding role conflict must be emphasised as many capable women who could be employed in management positions are being overlooked. This Unit has also highlighted the reasons that could cause both men and women to hold back from applying for promotion posts. This unit has also hopefully motivated you to develop yourself. Remedies have been suggested to the problems, but most of all, it is hoped that it

has challenged you to take your future into your own hands. With promotion comes added responsibility and accountability and it is imperative that skills are developed to meet the additional demands.



### Reflection

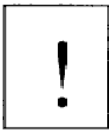
Find an advertisement of a recently advertised promotion post. Read through it carefully. Practise completing the Z83 and Z27 forms.

- Briefly write down responses to the following as honestly as possible:
- What training have you taken to improve your professionalism in the last year?
- What are your personal career objectives?



### Unit Test

1. Outline the stages in the process of promotion stating briefly the roles of people who take part in this.
2. Prepare a checklist of all the documents that would be submitted when applying for a promotion post.



Important-take note!

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

## **SUGGESTED ANSWERS**

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

Please note that the answer to this activity will vary depending on your experience as an Education Manager.

### **SELF-ASSESSMENT ACTIVITY 3.1**

- Personal data
- Educational background or qualifications
- Referees

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

- Suitable candidates do not respond
- Candidates respond long after due date because they received the notification late
- Posts are placed in newspapers which are not commonly used by the major part of the population
- Candidates do not post their applications on time and therefore do not qualify for shortlisting

### **SELF-ASSESSMENT ACTIVITY 3.2**

#### **WORK**

- Know your job
- Avoid bringing too many family problems to the workplace
- Maintain your femininity
- Do not take on extra duties
- Manage your time well
- Discuss serious problems with your leader

#### **HOME**

- Make the family feel that what you are doing is to your benefit
- When you are called to be a housewife – enjoy it
- Learn to say no
- Do not take on too many extra mural activities that may interfere with family matters
- Do not be hard on yourself
- Be aware of each others needs
- Give quality time to your family

### PRACTICE ACTIVITY 3.1

POSITIVE	NEGATIVE
Happy Loving Accepted Successful Secure Joyful Capable	Fear Insecurity Failure Anger Rejection Sadness Frustration

### PRACTICE ACTIVITY 3.2

- Have deadlines
- Establish properly as a leader

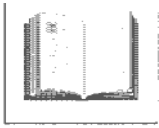
### UNIT TEST

1.
  - Identification of posts – personnel section and human resource
  - Advertisement – human resource
  - Responses – candidates
  - Communication on interviews – short listed candidates
  - Appointment – governing bodies and sometimes regional chief directors recommend.
  - The applicant does not understand the advertisement

2.

CHECKLIST	√
Z 83 Z 27 Identity Document Drivers Licence Professional Qualifications Matric Certificate Supporting documents: (Published and Unpublished)	

## **UNIT 4: SUPERVISION**



Read Text

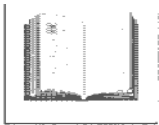
### **INTRODUCTION**

In Unit 3 you learnt about the process of building confidence to take up management positions. As a manager, amongst other tasks, you are expected to do a lot of supervision of resources. Managers are also supervised. This unit takes you through the models and styles of supervising human resources to help sustain the culture of an organisation. It deals with how people supervise and how to develop a plan of professional growth.

### **OBJECTIVES**

After working through this unit you should be able to:

- distinguish between the different methods of supervision
- describe the Development Appraisal System
- identify the types of workers
- design a staff development plan
- supervise your staff meaningfully.



Read Text

### **CONTENT**

#### **DEFINITION OF SUPERVISION**

This is a process through which a person (supervisor) provides assistance to others (supervisees) to improve the quality of work. Supervisors are mostly concerned with the development and growth of those who report to them. This process goes beyond the mere monitoring of projects, but extends to the point of developing a plan of action.

Monitoring refers to the control of the implementation of projects with the aim of achieving a desired outcome. It identifies needs and areas to be supervised. Monitoring is one of the elements in supervision.

Supervision refers to giving support and assistance with the aim of improving the staff members. Supervisors are faced with challenges of:

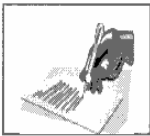
- helping the staff to establish a clear sense of direction
- increasing willingness of staff to explore new procedures
- giving staff assurance and greater security in any process of change.

Therefore, supervision, if carried out correctly will lead to a staff development programme. This unit discusses staff development at a later stage.

## **WHO SUPERVISES WHO?**

The culture of organisations in supervision follows an organisational structure and the line of authority. The supervisor is the person who occupies an immediate higher position than the supervisee. Later in this unit you will look at the other side of supervision when models of supervision are presented.

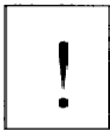
To give examples, referring to the Department of Education, the Director supervises the Deputy Directors, the school Departmental Head supervises the educators in the same department. It is worth mentioning that a supervisor does not necessarily supervise the staff in the immediate rank below that of a supervisor. Supervisors are responsible for the downline of the structure.



Self Evaluation

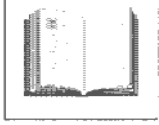
### **SELF-EVALUATION ACTIVITY 4.1**

In a school, the Deputy Principal is a supervisor. Who are the supervisees of the Deputy Principal?



Important-take note!

Note that the possible solutions to this activity are provided at this end of the unit.



Read Text

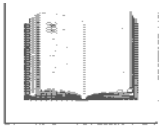
## **MODELS OF SUPERVISION**

This unit presents three models of supervision which are normally practised in an education system. In some cases supervision models are not part of organisation culture, but a reflection of an individual supervisor's personality. Organisations recommend methods and models of their preference, hence the staff development programme.

The following are the three models of supervision practised in educational institutions:

- Traditional supervision
- Peer supervision
- Clinical supervision.

The exposure of each model will follow after you have completed the next activity further on.



Read Text

## **TRADITIONAL SUPERVISION**

This is a high supervisor – low supervisee involvement model. The supervisee remains passive while the supervisor actively does something about the direction. The supervisor on his own:

- decides when to make observations
- collects data, using self-designed instruments that disregard any conditions that might exist
- completes the evaluation form and rates the supervisee.

Most supervisees resent this traditional approach which resembles a 'watch dog' mentality.

The merits of using this model are that it:

- requires little time or skill
- requires minimal contact between the supervisor and supervisees
- requires little training for supervisors, therefore is not costly.

## **PEER SUPERVISION**

This is also called ‘co-operative, professional development.’ In this model, the two or more experienced and competent members of staff, with the appreciation of collegiality (shared functions) agree to work together for their own professional growth. The managers who recommend this model recognise that:

- staff members have much to share
- staff members are more likely to seek assistance from each other.

This model on the surface appears not to involve a person who is in the immediate higher position. To be effective, the basis of it is that it must emanate from the manager. The manager (supervisor) must facilitate and support the use of peer supervision as an effective tool for growth and development.

The supervisor must demonstrate and establish a climate that is conducive for the staff to practise the peer supervision model. Amongst other things the manager must:

- establish a set of shared values of co-operation
- provide the necessary resources to the staff members.

## **CLINICAL SUPERVISION**

Unlike traditional supervision which is aimed at rating a person, clinical supervision is aimed at improving delivery in the workplace. It is based on the close collegial (shared functions) relationship between the supervisor and the supervisee. It is effective to those workers that are committed to improvement.

There are steps to be followed by the supervisor in order to identify areas that need development. The following steps are important:

- meet with the supervisee to establish rapport
- collect data on area of focus agreed upon with the supervisee
- analyse data so that it gives meaning to the supervisee
- meet with the supervisee to discuss what has been observed in relation to the area agreed upon
- meet with supervisee to review and make recommendations.

The three models discussed above do take note of the fact that people differ in their personalities. What works best with one person will not apply to another person. This unit presents to you the different types of supervisees you may come across as a manager.

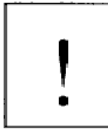


Assessment Task

## **SELF-ASSESSMENT ACTIVITY**

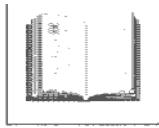
As a school principal, which model would you apply for a newly appointed educator? Why?

Will you apply the same model for an educator who is your deputy principal? Why?



Important-take note!

The suggested answers to this activity will be provided at the end of this unit.



Read Text

## **SUPERVISEE TYPES**

There are different types of people, and they present themselves differently under supervision. Glickman (1981) identifies a few different types of worker personalities which you must consider when selecting the type of supervision model. They differ according to their:

- level of commitment
- level of abstraction.

Commitment refers to the willingness to devote energy and time to a given task. Abstraction refers to the level of technical skills and ability to generate multiple options for a problem. Therefore it depends on whether the level is high or low. The types of supervisees are as follows:

- Drop out – a worker with a low level of commitment and low level of abstraction
- Unfocused worker – a high level of commitment and low level of abstraction
- Analytical observer - low level of commitment and high level of abstraction
- Professional - high level of commitment and high level of abstraction (TOPS)

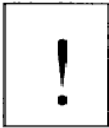


Practise Activity

## **PRACTICE ACTIVITY**

Having gone through these three models, identify the kind of supervisee personality that will respond positively to the following models of supervision:

- A. Traditional supervision
- B. Peer supervision
- C. Clinical supervision



Important-take note!

Note that the suggested answers will be provided at the end of this Unit.



Read Text

## **STAFF DEVELOPMENT**

This is defined as a process designed to foster personal and professional growth for individuals within the organisational climate. It contributes towards the competency of the workers in their assigned professional roles.

Supervision which is well structured to improve the culture of the organisation should therefore result in the well-designed staff development plan. This unit takes you through a supervision tool which is used by the National Department of Education in South Africa. It is referred to as the Developmental Appraisal System (DAS).

## **DEVELOPMENTAL APPRAISAL SYSTEM**

This is a supervision instrument developed by the Department of Education in collaboration with the Teacher Unions. It was piloted between 1995 and 1996. The

instrument was implemented in January 1999 and reviewed in January 2000. The aim of this tool is to improve the appraisal or supervision method.

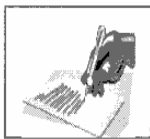
In the past, traditional supervision has been the order of the day in our education system. The introduction of DAS combines the use of peer supervision and clinical supervision.

The Developmental Appraisal System is based on the following guiding principles:

- the process should be open and transparent
- it depends on continuous support
- it is intended to entrench strength, develop potential and overcome weaknesses
- it involves relevant academic and management staff in the panel
- it gives prompt feedback and written communication
- the right to access the report by the supervisee or appraisee.

The underlying background of this instrument was to move from the 'judgemental approach' to a more 'developmental approach' kind of supervision.

The developmental approach suggests that after the process of appraising an educator, the staff development plan must be drawn up. The staff development plan must address the possible areas of improvement for the educator's personal growth.



Self Evaluation

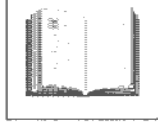
## **SELF-EVALUATION ACTIVITY 4.2**

Compare the two approaches as identified in the DAS and outline the differences between the **judgemental** and **developmental** approach.



Important-take note!

Note that possible solutions to the activity are provided at the end of this unit.



Read Text

## **STAFF DEVELOPMENT PLAN**

The DAS lays down that the Staff Development Team (SDT) be constituted in all educational centres. Each educational institution must form a team of people who will look into developing plans to assist educators realise their potential.

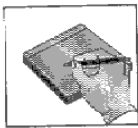
To design a staff development plan, the SDT must:

- monitor progress
- identify needs of the supervisees
- draw up a plan.

There is a dire need that people who are members of SDT's undergo formal training to be able to execute their duties professionally.

Developing a plan is a process that needs to follow some stages. The following are five suggested stages of developing a plan:

- Preplanning
- Planning
- Implementation
- Maintenance
- Evaluation



Summary

## **SUMMARY**

This unit highlights the importance of knowing your supervisees. The models of supervision presented in this unit are linked with what the Department of Education has presented. The Developmental Appraisal System therefore should be understood as a clinical supervision married with that of peer supervision. The success of any kind of supervision depends entirely on the development plan that helps members of staff grow professionally.



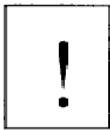
### Reflection

Reflect on your position as a manager. Have you in the last three years, contributed to the development and growth of any member of your staff through your method of supervision? If not, what plans do you have to improve your supervision method?



### Unit Test

Identify the steps to be followed in the clinical supervision model.



### Important-take note!

Note that the suggested answers to the Unit Test are provided at the end of this Unit.

## **SUGGESTED ANSWERS**

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

Your response may look like this-The Deputy Principal supervises:

1. the Heads of Department
2. the educators
3. the learners

### **SELF-ASSESSMENT ACTIVITY**

- For a newly appointed educator, a clinical supervision is recommended, because the educator still needs to be developed professionally.
- A Deputy Principal has been professionally developed. If there is another Deputy Principal in the same school, peer supervision is recommended. Since most schools have only one post for a Deputy Principal, the same model used for a newly appointed educator (clinical supervision) is suitable.

### **PRACTICE ACTIVITY**

Traditional Supervision

- drop out

Peer supervision

- professional

Clinical supervision

- unfocused worked
- Analytical observer
- Drop out

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

In your comparison between the Judgemental Approach and the Developmental Approach you may wish to include some of the following:

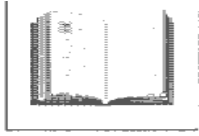
<b>JUDGEMENTAL APPROACH</b>	<b>DEVELOPMENTAL APPROACH</b>
Negative	Positive
Fault-finding	Acknowledges good work
Blames the educators	Finds ways to improve educators' performances
Excludes the educator	Includes the educator
Leads to forms of failure	Leads to ways of improvement
Policing	Supportive
Summative	Formative
Quantitative (Uses measurement and marks in appraisal process)	Qualitative (Asks subjective and personal questions about the appraisee's work)
Product-orientated	Process-oriented
Does not need to include appraisees in the evaluation report	Obligated to involve appraisees in the evaluation report

## **UNIT TEST**

Steps involved in Clinical supervision are:

- meeting with supervisee to establish rapport
- collecting data
- analysing data
- meeting with the supervisee to discuss what has been observed
- meeting with the supervisee to review and make recommendations.

## **UNIT 5: TIME MANAGEMENT**



Read Text

### **INTRODUCTION**

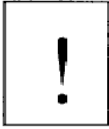
Time is experienced in different ways by different people – a business executive driving slowly through peak hour traffic every day; a family member walking four hours a day to fetch water, a parent rushing to school to drop the children and trying to get to work on time! Whatever your perception of time, it is represented by a watch or clock and normally your day is planned around it.

In the previous units organisational planning and organisational structures were discussed. The human dimension of the organisation was also covered. Whether one deals with the organisation or the individual, it is essential to plan. In this unit the aim is to cover the importance of time management, which is how to put strategies in place to ensure that maximum use of time is made.

The Unit content will highlight the following:

- how 'time' is used
- establishing your own time line
- time wasters
- time savers
- establishing efficient work habits
- time inventories
- implementing a time management programme.

It is likely, that most managers, find their time limited to complete all they would want to each day. They could feel that after a long day at the office very little was achieved. It must always be remembered that each day is only 24 hours long and that each person is given the same number of hours to complete their tasks and that there are no second chances to repeat the day that has passed. The importance of managing your time must be stressed – without time management, objectives will not be achieved.



Important-take note!

**When you want something done, you would normally ask a busy person, as you know that person will do what has been asked.**

## **OBJECTIVES**

- identify your main time wasters
- identify your time savers
- implement a time management programme
- delegate effectively
- build up disposable time
- prioritise tasks in order of importance
- manage time more efficiently



Read Text

## **How do you use your time?**

It is often a valuable exercise to look at how other people fail to use their time well, in order to gain insight into your own use of time.

Try to recognise yourself in the following examples of people who waste their time.

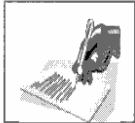
- The procrastinator - “I’ll do it tomorrow”.
- The perfectionist - “I have to do it myself, then I know it has been done properly” and “I must redo it until it is perfect”.
- The disorganised person - “I don’t know what I have done with it, but it must be around somewhere”.
- The person who says - “It is not my fault that it hasn’t been done yet”, or “as soon as I get that information, I can get going”.
- The passive person - “I simply don’t have the energy”.

None of the people described here manages their time effectively. They will have to learn skills on time management if they wish to make better utilisation of their time.



**Reflection**

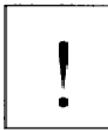
After reading the preceding five points, write down the ones you can identify with, and state the reasons why?



**Self Evaluation**

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

Draw a circle and construct a pie chart to show how you spend your work day by dividing the circle into slices.



**Important-take note!**

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



**Read Text**

### **ESTABLISHING YOUR TIME LINE**

Some people live in the past more than the present. Others live for the moment. To live only for today leads to a lack of planning and direction. Other people tend to live in the future.

It is therefore ideal to bring about a balance between the present, the past and the future. You can learn from your past how to plan your life to the full, and to enjoy what you can in the present, but this needs to be balanced out by active long-term planning.

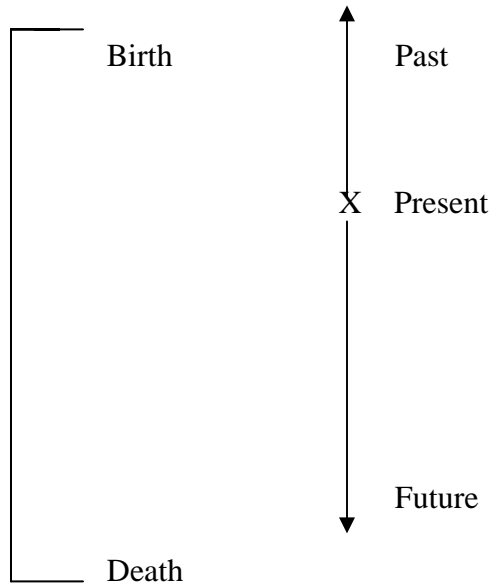
A person's life has various stages:

- birth
- childhood
- adolescence
- adulthood
- future
- death

If you visualise your life on a line which starts at a certain point in the past and from there unfolds to the future, this is called a time line.

Your first step to using your time more creatively to reach your goals and to keep a balance is to establish your time line. This is done by visualising it in your mind (space). This will enable you to control your time line and your life more effectively.

Example:





## Reflection

- Take time to reflect on your time line. Take into account how you see yourself in the future.
- Visualise yourself doing something ordinary like taking a shower or brushing your teeth. The activity must not evoke any significant emotion. Now make a picture in your mind of yourself engaged in this activity at the following times:

5 years ago  
6 months ago  
today  
6 months in the future  
5 years in the future.

This should only take a few minutes. Then put the pictures on a time line. This starts somewhere in space, runs to where you are now and then unfolds into the future. What in your picture tells you that this activity took place long ago (5 years) and not recently?

### When considering the pictures take note of:

- the distance from you, is one picture further away than another?
- clarity and brightness, if you have uncertainty or pessimism about the future, the picture of five years in the future may be misty
- size, usually the pictures that are closer to the present are slightly larger.

Look at the picture that is most clearly focused!

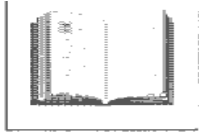
Three factors influence your pictures:

- Time – when it occurred
- Values – what your values were at that time
- State of mind – your emotional state at the time.

Your time line is the essential representation of how you perceive yourself in terms of your past, present and future. This line connects time, space, experience, personality, values, state of mind and every aspect of your being throughout your life.

Unit 6 will discuss the **human dimension** in the work place and this will give an understanding of how the above affects an individual's performance.

In order to develop a more positive attitude and take active control of your life you need to deal with your negative emotions, build on your strengths and make plans for the future.

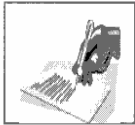


Read Text

## MANAGING YOUR TIME IN THE WORK PLACE

Understanding yourself and how you manage your time will help you identify areas in your daily life that are unproductive. In order to manage effectively you have to first manage your time by understanding your areas of responsibility.

In Unit 2, job descriptions were discussed. Before a person can manage effectively, a thorough knowledge of the job description is essential. This gives the areas of responsibility and exactly what tasks have to be completed.



Self Evaluation

### SELF-EVALUATION ACTIVITY 5.2

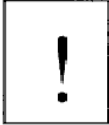
List the tasks your present position requires you to do, using the following format and allocate the estimated time required to complete each task:

Daily	Time	Weekly	Time	Monthly	Time

Tests are normally identified as:

- routine
- personnel duties
- thinking
- problem solving.

Knowing how you spend your days will help you to identify the main users of your time.



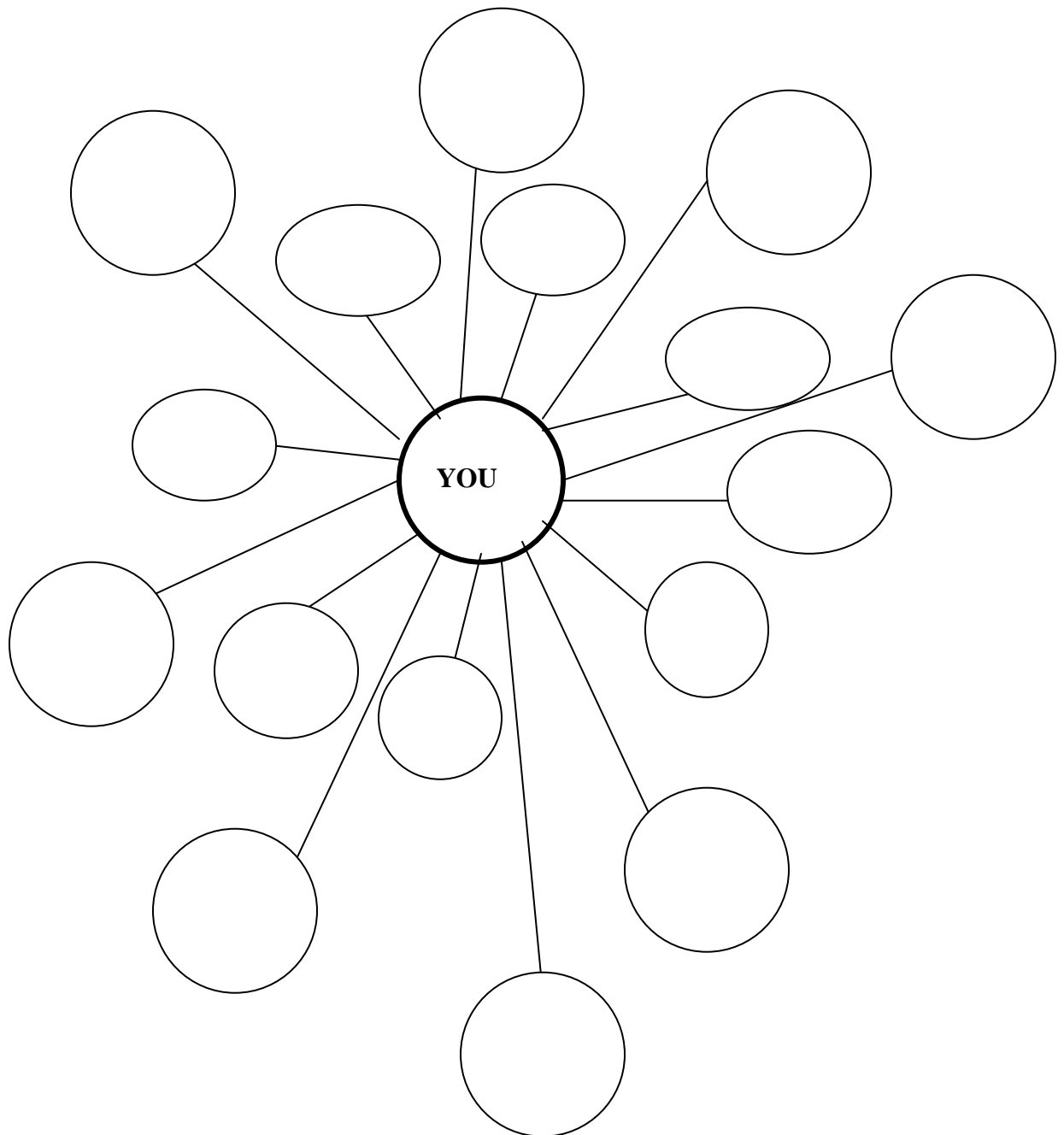
Important-take note!

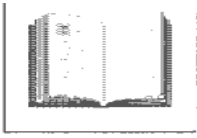
**Good time management is all about using your time productively and learning how to build up disposable time for self-development and recreation.**



### Reflection

Look at the following diagram and list the people/activities that claim your time. The size of the circle suggests the amount of time the activity or person claims.





Read Text

## TIME WASTERS

Arising from this activity you should be able to identify the time users and the time wasters in your schedule. The planning and budgeting of your time is an essential skill that all managers have to learn. The lack of proper planning adds stress to your busy schedule and can also result in you being ineffective.

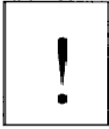


Practise Activity

## PRACTICE ACTIVITY

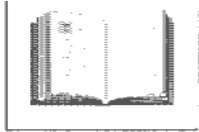
This chart shows potential time wasters in column 1. Indicate the possible causes in column 2 and the suggested solutions in column 3.

	Time Wasters	Possible Causes	Suggested Solutions
1	Lack of planning		
2	Lack of priorities		
3	Over commitment		
4	Crisis management		
5	Meetings		
6	Indecision		
7	Unclear objectives		
8	Procrastination		
9	Lack of delegation		
10	Lack of self discipline		
11	Lack of management skills		
12	Incompetent subordinates		
13	Inconsistency		
14	Socialising		
15	Cannot say 'No'		
16	Paper work		
17	Telephone calls		
18	Visitors		



Important-take note!

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



Read Text

## **TIME SAVERS**

After this exercise you will be motivated to develop time saving skills. At this stage you should also be able to highlight the areas in your life that need improvement.

Time is valuable but not a respecter of persons. By now you know that how one spends time determines how efficiently you are able to use other resources that are at your disposal. Nothing distinguishes good managers as much as their careful use of time.

### **WAYS A MANAGER CAN SAVE TIME:**

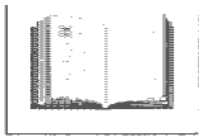
- avoid misinformation
- plan the day before for the next day
- arrive at the office early
- screen visitors
- use a diary
- make a 'things to do' list
- screen telephone calls
- prioritise
- know your tasks
- conduct meetings within time frames
- delegate
- implement time management programmes
- develop staff to take on management roles
- avoid being over staffed or under-staffed.



### **Reflection**

Think of how you spend your time, and how you can improve your management of your own time.

**Persistence and determination will produce results of which you will be proud.**



### **Read Text**

## **BUILDING EFFICIENT WORK HABITS**

To build an environment that is conducive to productive work it is essential to build effective and efficient work habits.

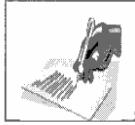
Once you have identified time wasters and time savers immediate steps must be taken to make improvements:

- start a campaign against bad habits
- implement immediate change
- establish time frames
- delegate
- build a culture of excellence of service
- plan to develop skills for staff
- establish control measures
- review progress.

## **TIME INVENTORY**

After you have identified how you use your time you must:

- discover where the areas are that are unproductive
- identify times that are productive
- identify times you are least effective
- discover if too much time is spent on one task
- highlight where improvement is necessary
- develop skills.



Self Evaluation

### SELF-EVALUATION ACTIVITY 5.3

List how you used your time during the last week from 08:00 – 16:30 and the tasks you completed.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00					
09:00					
10:00					
11:00					
12:00					
12:30					
13:00					
14:00					
15:00					
16:00					
16:30					

### IMPLEMENTING OF A TIME MANAGEMENT PROGRAMME

Many people believe that by working hard you will reach your goals. This is not the case. If your time is not planned it will be cluttered with time wasters. This could result in you becoming less and less productive. There is no relationship between hard work and positive results and it is not the most active person who gets results.

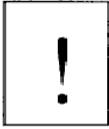
A time management programme in the work place will encourage the efficient use of time.



Assessment Task

### SELF-ASSESSMENT ACTIVITY

- You are required to initiate a time management programme. List what you should consider before implementation.
- Do you think you are a good manager of time? What strategies have you applied that have been successful?



Important-take note!

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



Summary

## **SUMMARY**

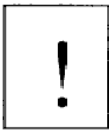
After working through this unit, you should be convinced that time management is essential. You should be able to identify time wasters and time savers and implement strategies to make more efficient use of time.

For an organisation to succeed, the organisational culture must include effective time management.



Unit Test

Prepare a Time Management programme that you think would be suitable for a manager.

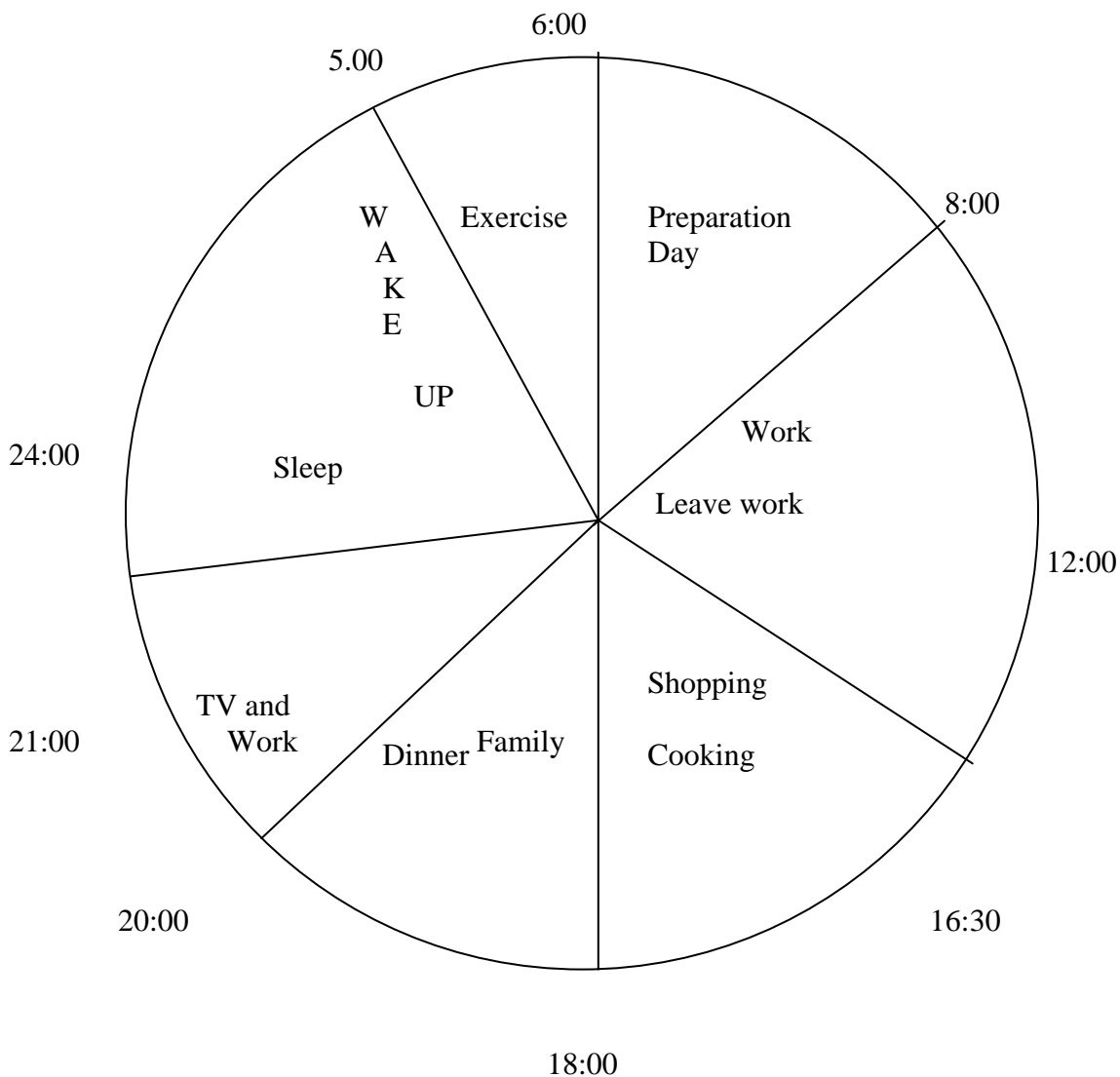


Important-take note!

Suggested answers can be found at the end of this unit.

## SUGGESTED ANSWERS

### SELF-EVALUATION ACTIVITY 5.1



### SELF-EVALUATION ACTIVITY 5.2

Daily	Time	Weekly	Time	Monthly	Time
Typing reports	2 Hrs	Provisioning Meeting	2 Hrs	Meeting Admin	3 Hrs
Problem solving	2 Hrs	Preparation	4 Hrs	Meeting C G F	2 Hrs
Admin	2 Hrs	Implementation	6 Hrs	Meeting Director	1 Hr

**PRACTICE ACTIVITY**

No.	Suggested Solutions
1.	Recognise the importance of planning.
2.	Formulate a clear mission statement with objectives and targets that have been agreed on with your staff.
3.	Don't get involved with things that are not important.
4.	Be well planned and consider problems that could arise.
5.	Delegate: don't attend unnecessary meetings.
6.	Learn to make decisions.
7.	Set goals and stick to them.
8.	Learn not to waste time: do today what can be done.
9.	Train colleagues so you can delegate.
10.	Be committed to your planning.
11.	Develop skills to help manage effectively.
12.	Train subordinates.
13.	Learn to say 'no'.
14.	Avoid socialising during office hours.
15.	Read selectively.
16.	Screen telephone calls.
17.	Screen visitors.

**SELF-EVALUATION ACTIVITY 5.3**

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	Meeting	Project	Admin.	Meeting Durban	Report
09:00		Preparation			
10:00					
11:00		Meeting	Meeting		Planning
12:00	Admin.				
12:30	Lunch	Lunch			Lunch
13:00	Planning	Reports			
14:00			Lunch		Admin
15:00		Queries	Filing		
16:00					
16:30					

## SELF-ASSESSMENT ACTIVITY

Before Implementing a Time Management Programme – consider the following:

- selling the idea to the staff
- convincing all the staff of the benefits
- setting objectives in full consultation with your staff
- setting strategies for implementation and evaluation
- instituting follow-up strategies to check implementation by everyone.

### Useful strategies may include:

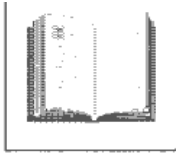
- use of diaries
- writing down all that needs to be done
- recording telephone calls
- things to do list and tick off when completed
- making dead lines and keeping them
- keep correspondence up to date.

## UNIT TEST

### Time Management Programme for a Manager

	Monday	Tuesday	Wednesday	Thursday	Friday
07:30	Planning	SMT: Thinking	Planning	Meeting	Visitors
08:00		Planning	Reviewing	Staff	
09:00	Dept.Meeting				↓
10:00		Correspondence	Visitors		↓
11:00	Personnel			Correspon- dence	↓
12:00					
12:30					
13:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Visitors	Visitors	Monitoring	Problem Solving	Correspon- dence
15:00					
16:00					
16:30	Planning	Planning	Planning		Planning
17:00				↓	

## **UNIT 6: HUMAN DIMENSION**



Read Text

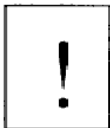
### **INTRODUCTION**

In this Unit you are going to read about people. In Unit 2 the organisation as a structure was discussed, but an organisation on its own has no life, the people bring the life. Even though people bring the life, they also come with their own unique personalities, values, attitudes and behaviour. A good manager, will have to have an understanding of the human dimension. In order for an organisation to attain its objectives, it must be understood that factors that concern an individual in an organisation such as psychological, sociological, cultural factors and human relationships between people are just as important as the physical factors.

People are also the only resource that is creative and it is the people who ensure that the organisational system adapts to the changing environment. As a manager, you must understand that the people determine the potential of the organisation - it is the people who use the relevant resources and implement strategic plans.

The manager of any department must have insight into the human dimension if he wants the staff to work productively and in harmony.

In this unit you will learn about the variables that determine employees' behaviour and how employees' behaviour can be conditioned and shaped to the advantage of the organisation. You will learn how to identify strengths and weaknesses and different kinds of personalities. You will also learn the importance of keeping your employees motivated and understanding them as a subsystem of the organisation.



Important-take note!

**People must be seen as a great asset and not a problem!**

## **OBJECTIVES**

After going through this unit, you should be able to:

- discuss the importance of the human dimension of management
- give reasons why people are an asset in the organisation
- give guidelines on how to develop positive attitudes
- identify your strengths and weaknesses
- examine the variables that determine the behaviour of employees
- explain the individual as a subsystem in the organisation.



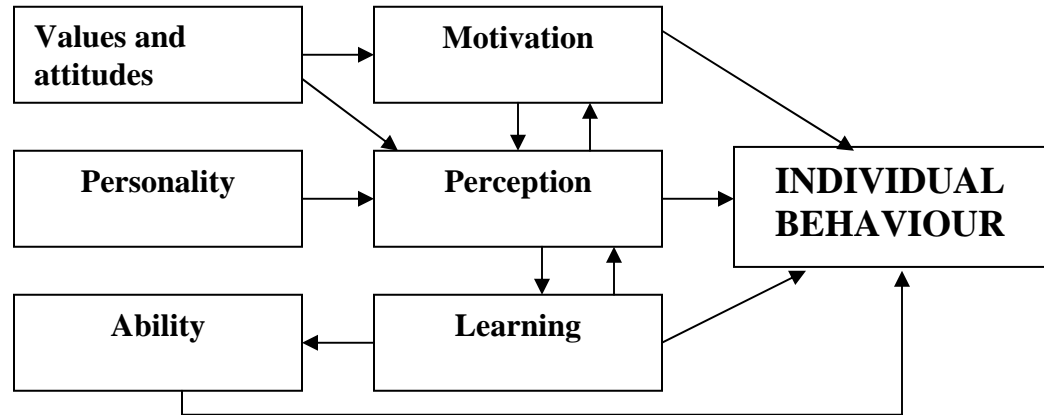
Read Text

## **THE INDIVIDUAL IN THE ORGANISATION**

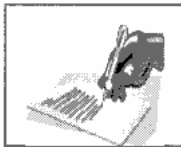
No two people are the same. The differences between them can be:

- age
- gender
- marital status
- number of dependents
- intellectual capacity
- personality
- values
- attitudes
- motivation.

The following table illustrates the key variables that determine an individual's behaviour:



Adapted from Smit PJ & CJ de J Cronje 1995, **Management Principles**, p. 264.



Self Evaluation

### SELF EVALUATION ACTIVITY 6.1

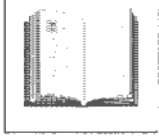
After studying the above table make a list of five good attitudes and five bad attitudes that employees have in the work place.

	Good Attitudes	Bad Attitudes
1		
2		
3		
4		
5		



Important-take note!

The possible solutions to this activity are given at the end of the Unit.



Read Text

## **THE INDIVIDUAL AS A SUBSYSTEM**

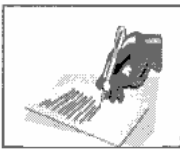
People differ in respect of their needs, values, expectations and objectives. Managers have to have insight into these differences. People also change as they build up their experience and are exposed to a new environment and new training.

Each individual is unique and the manager must learn to deal with each one differently.

Individuals influence their environment. This influence can be positive and negative. The manager needs to learn how to bring out the best in his employees to ensure they make a positive contribution to the organisation.

People like the organisation, can pursue a multiplicity of objectives. One of these may be to complete their studies while another may be to spend time with their children. These conflicting objectives can cause tension and imbalance. The manager must be aware of these conflicts and initiate measures to bring about balance within the organisation.

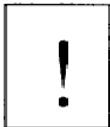
Therefore, as a manager, you need to be aware of the characteristics of people to enable you to understand why people act differently in the organisation and how other systems influence people.



Self Evaluation

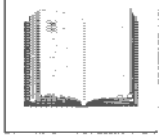
### **SELF-EVALUATION ACTIVITY 6.2**

Think of a person with whom you work, who has conflicting objectives that cause conflict and tension at work. List two possible conflicts.



Important-take note!

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



Read Text

## VALUES AND ATTITUDES

Values represent basic beliefs that a certain way of doing things is preferable to another.

Every person has their own value system – and this influences their attitude, level of motivation, perceptions and behaviour. A person who questions values can change.

To enable a manager to predict and understand how individual employees react to decisions, the following table explains the seven-level hierarchy of personal values:

Without an attitude, it can be difficult to make decisions and to react to certain events. Attitudes are formed by learning and experience – new experiences bring new attitudes, positive or negative. Thus, the challenge for you the manager, is to embrace the opportunity to be able to form good attitudes in your employees for the benefit of the organisation. This will result in good working relationships.

LEVEL	DESIGNATION	DESCRIPTION
1	Reactive	People who are unaware of themselves and others and react only to basic physiological needs (e.g. Babies)
2	Tribalistic	These individuals are very dependent and strongly influenced by tradition and the power of authority figures.
3	Egocentric	These people believe in individualism, are aggressive and selfish and respond mainly to power.
4	Conformist	These individuals find it difficult to accept others with different values, but want others to accept their (the conformists') values.
5	Manipulative	These people manipulate other people and things to attain their own objectives. They are materialistic and strive for status and recognition.
6	Sociocentric	These are people who feel that it is more important to be liked by others than to get somewhere in life. They are not at all materialistic, manipulative or conformist.
7	Existential	These people easily tolerate others with different values. They are outspoken about rigid systems, restrictive policies, status symbols and the arbitrary use of power.

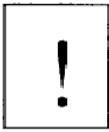
Adapted from Smit PJ & CJ de J Cronje 1995, **Management Principles**, p 266

Because there is a greater emphasis on quality of life there are increasingly more managers at levels 6 and 7, whereas before, managers operated on levels 4 and 5.



Reflection

Now that you have read through the seven-level hierarchy of personal values, think about two managers that you have worked with and what level they operated at.



Important-take note!

**If the attitude of employees can influence productivity it stands to reason that the manager should have an understanding of the concept of attitude.**



Read Text

## **DYSFUNCTION**

The following types of behaviour are clues to personal and organisational dysfunction:

- Denial
- Confusion
- Self-centred behaviour
- Perfectionism
- Dishonesty
- Focus on scarcity rather than abundance
- Controlling behaviour
- A feeling of being 'frozen' in action
- Unethical behaviour.

Managers must realise that employees who have personal issues and dysfunctional situations at work put strain on other employees and overall productivity.

An attitude can be defined as a permanent, general evaluation of people or objects. Attitudes are comprised of the following:

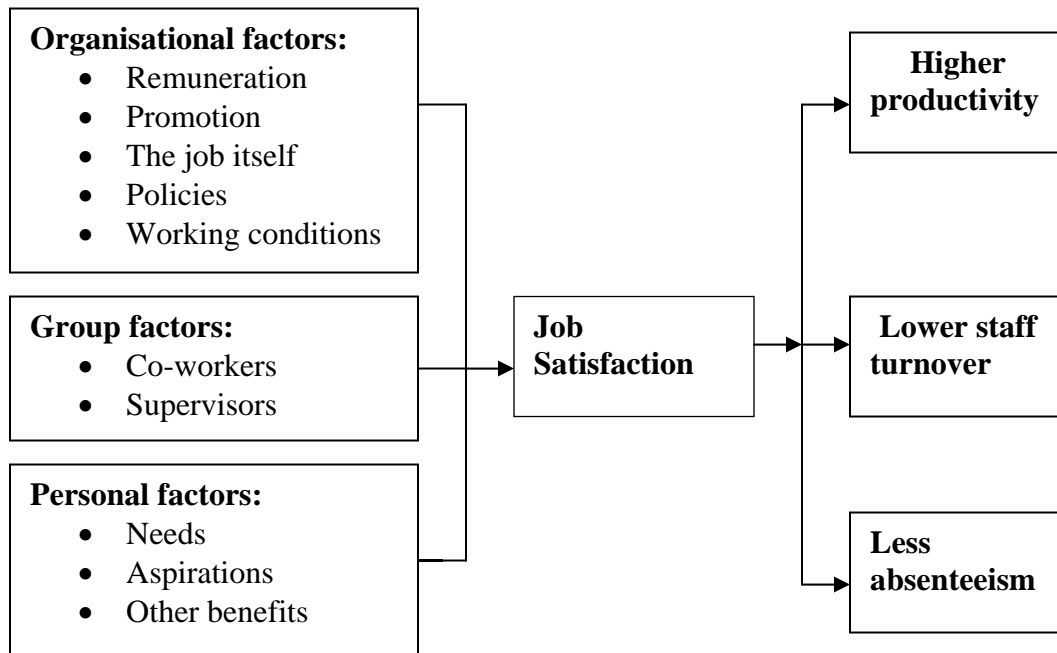
- An affective component
- A cognitive component
- A behaviour component

**For example:**

You could feel negative about a situation (affective component)  
This is based on your values and knowledge (cognitive component)  
You remain silent about your objection (behaviour component).

Thus there is no link between your behaviour and your attitude, and this is why it is difficult for a manager to predict how an employee is going to act.

The following table shows the factors that can lead to a change in attitude:



Adapted from Smit PJ & CJ de J Cronje 1995, **Management Principles**, p 269



## Reflection

After reading the above on attitudes, reflect on a recent experience in your life when you know that you had a bad attitude. Try to analyse the situation and the people who were involved, and reflect on what caused your bad attitude. How could you have improved your attitude?



## Read Text

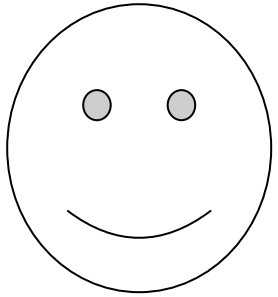
# PERSONALITY

People with certain personality traits are suited to certain jobs. Quiet and reserved persons will probably have more job satisfaction doing something on their own rather than in a selling position. Some employees are more conscientious than others and feel that working on their own will lead to promotion. Differences in personality ascribe to the fact that some individuals are better at some jobs than others.

Personality formation is best explained from the perspective of the following three factors:

- Factors that contribute to personality formation
- Stages of personality development
- Personality traits.

The following table expands further on personality:

PERSONALITY STAGES	PERSONALITY TRAITS			 <p>Personality</p>
	LOCUS OF CONTROL	AUTHORITARIANISM	SELF-MONITORING	
	0 – 1			
	1 – 3			
	3 – 6			
	6 – 12			
	19 - 25			
	25 – 50			
	50 +			
	BIOLOGICAL	SOCIAL	CULTURAL	
DETERMINANTS OF PERSONALITY				

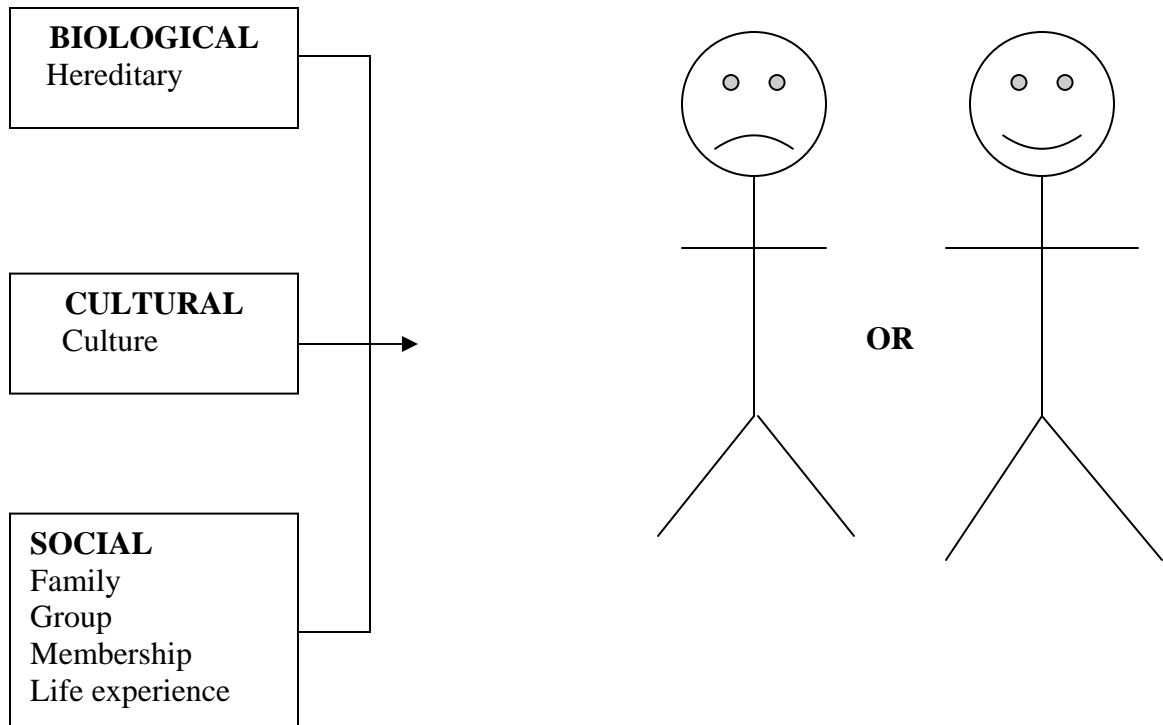
Adapted from Smit PJ & CJ de J Cronje 1995, **Management Principles**, p 269

People's personality determines how a person:

- perceives
- evaluates
- reacts

to the environment. Therefore, if you as a manager have an understanding of different personalities, the behaviour of certain individuals can, to some extent be predicted.

The following table illustrates factors that contribute to personality differences:



Adapted from Smit PJ & CJ de J Cronje 1995, **Management Principles**, p 272

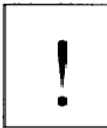
You can see from the above diagram the different variables that contribute to the development of each individual's personality.



### Practise Activity

## **PRACTICE ACTIVITY**

Take two members of your staff who come from different cultural backgrounds and make a list of their attitudes and discuss the reasons for their differences.



Important-take note!

Possible answers to the above activity are listed at the end of the unit.



### Read Text

## **WHO ARE YOU – DO YOU KNOW YOURSELF?**

This is the question which all individuals should ask themselves. What makes me unique? Everyone has special gifts, talents, abilities and personal qualities. Your strengths should be easily recognisable to you – if you don't know them, you cannot capitalise on them.

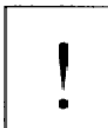
You the manager, should do this exercise with yourself and also with your employees. Remember, knowing yourself better, empowers you and also challenges you to take on responsibilities you never thought you could do.



### Assessment Task

## SELF-ASSESSMENT ACTIVITY

√	<b>Stabiliser</b>	√	<b>Analyser</b>	√	<b>Doer</b>	√	<b>Motivator</b>
	Understanding		Conventional		Bold		Generous
	Responsive		Organised		Strong-willed		Enthusiastic
	Agreeable		Orderly		Decisive		Influential
	Calm		Unresponsive		Competitive		Gullible
	Supportive		Indecisive		Self-assured		Humorous
	Dependable		Exacting		Tension-producer		Imaginative
	Traditional		Orderly		Pragmatic		Charming
	Low-key		Restrained		Blunt		Emotional
	Team player		Critical		Tough		Self-promoting
	Predictable		Disciplined		Impatient		Impulsive
	Loyal		Meticulous		Dominating		Manipulative
	Thorough		Proper		Cold		Dramatic
	Good listener		Evaluates		Action-orientated		Trusts a lot
	Logical		Works alone		Self-starter		High contact person
	Sticks to procedure		Slow-paced		Accepts challenge		Uses intuition
	Works in small groups		Non-verbal		Likes risks		Likes persuasion
	Likes structure		Business-like		Forceful opinions		Likes fun jobs
	Quiet in meetings		Respects facts		Disciplined, quick		Likes to motivate
	Methodical		Problem-solver		Works on hunches		Dislikes details
	Quiet		Likes clarity		Likes new things		Visionary
	<b>TOTAL</b>		<b>TOTAL</b>		<b>TOTAL</b>		<b>TOTAL</b>

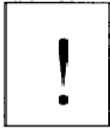


Important-take note!

Possible explanations of the various types of personality are listed at the end of the Unit.

(This activity is borrowed from Naomi Stephan's, **Finding Your Life Mission**, as printed in *The Smart Woman's Guide to Career Success*, Janet Hauter, page 74)

After you have added up your totals, if there is a clear majority from one column, you know who you are. You could also have integrated personality types.



Important-take note!

If you know your personal gifts and personality, you are better prepared to put them to work in the right environment.

If you as a manager, can work with your employees and endeavour to know their personality types, they will appreciate your interest in them and be more motivated to apply themselves productively. This is not an easy task but well worth the challenge as the outcomes will be beneficial to the Department and the other employees.



Read Text

## **THE INDIVIDUAL'S ABILITY**

As already emphasised, no two people are alike and no two people have the same ability. However, this does not make one person better than another, it simply shows that individuals have unique strengths and weaknesses.

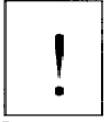
Ability means that an individual has the capacity to do the tasks required by the job. It is important for you, the manager, to make sure that an employee's ability matches the task that has been assigned to her/him.

## **MOTIVATION**

In all organisations, some employees work harder than others. Sometimes those with less ability contribute more to goal attainment than those colleagues who have greater ability. So developing the will to work is as important as being able to do the work.

The manager must consider the following:

- Why people behave in a certain way
- How they can be helped to behave in ways that are beneficial to the organisation.



Important-take note!

**The central purpose of understanding people is to motivate them to produce results.**

Staff need to be valued. The different needs of individuals demand different strategies to satisfy them. In valuing staff, you the manager, must ensure you give them:

- consideration: take an interest in your staff
- feedback: tangible indications of success
- delegated tasks: members of staff feel valued when responsibility is given to them
- consultation and participation: this gives ownership to decisions
- appreciation: always appreciate and acknowledge that an individual has contributed.

## **PERCEPTIONS**

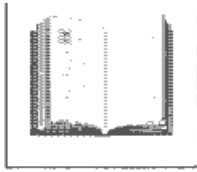
Perceptions can be defined as the process in which individuals arrange and interpret sensory perceptions to make sense of the environment. All individuals perceive situations from their own position. A manager must look at situations at work from both perspectives in order to have a better understanding.

## **LEARNING**

Employees continually learn new things in the workplace. When the manager sees behaviour change he knows that learning has taken place. Learning can be negative or positive.

The manager must encourage positive learning. This can be done by:

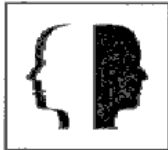
- reinforcing certain behaviour by positive consequences to encourage an individual to repeat the same behaviour
- making an effort to gradually shape employees' behaviour to the advantage of the organisation.



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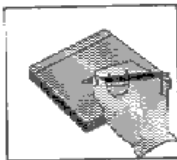
### **PROGRAMMING YOURSELF TO SUCCEED**

The most difficult task for any individual is to get over their own self- defeating behaviour. They need to know how to identify their faulty beliefs they have inherited or adopted over time and then change their programming by changing their thoughts.



## Reflection

After contemplating the above, consider any self-defeating behaviour or beliefs you have about yourself. Identify reasons why you should change your thoughts and how you would replace these thoughts with positive thoughts.



## Summary

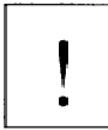
This unit covered key variables that determine human behaviour. Once managers understand these variables they are able to see each employee as a unique individual and understand their behaviour and form strategies to shape them.

It is hoped that, you the manager, see this as an opportunity to be part of forming people's lives by giving your time and guidance to your employees.



### Unit Test

Describe the six variables that determine an individual's behaviour.



Important-take note!

The answers to the unit test will be found at the end of the unit.

## SUGGESTED ANSWERS

### SELF-EVALUATION ACTIVITY 6.1

Good Attitudes	Bad Attitudes
Self motivated	Lazy
Conscientious	Unmotivated
Punctual	Devious
Productive	Disrespectful
Respectful	Reluctant to change
Willing to learn	Negative to instruction

### SELF-EVALUATION ACTIVITY 6.2

1. Commitment to self improvement, time for housework and no time to study
2. Financial restraints

### PRACTICE ACTIVITY

Employee 1	Employee 2
Male: Affluent background Social, team player Does not see task through, strong willed, Lazy	Male: Disadvantaged background Retiring, works alone, unsure Determined to succeed, willing to learn

Employee 1: had an easy upbringing that was very social and not very disciplined or productive.

Employee 2: had to work hard and wants to improve in order to succeed and earn more money.

## SELF-ASSESSMENT ACTIVITY

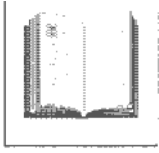
	<b>Stabilisers</b>	<b>Analysers</b>	<b>Doers</b>	<b>Motivators</b>
Explanation	Cautious and conservative. You are dependable and loyal and a long- time employee	Value precision, analytical. You are detail driven, member of a team	Driven to produce results. Like to be in charge, serious about being focused.	Passionate about having fun. Value relationships. Responsive to needs and contributions of many types of individuals .
Motivated by:	Quality and repetitive tasks. Take time to produce quality work.	Accuracy and are concerned about your actions.	Achievement and competition. Love to call the shots.	Recognition. Love the challenge of persuading others.
Appears to be:	Good natured, unhurried and amiable.	A perfectionist. You tend to be meticulous about organisation.	Aloof and lacking in emotion.	Outgoing and optimistic. You thrive on performing in the social arena.
You dislike:	Surprises. Prefer advance notice. Prefer to be proactive rather than reactive.	Snap decisions. Don't like making decisions you can't defend.	Wasting time. Often test yourself by compressing deadlines.	Anyone who can't enthuse with you.

## UNIT TEST

The following are the variables which you may describe:

1. Values and attitudes
2. Personality
3. Ability
4. Motivation
5. Perception
6. Learning

## **UNIT 7: CHANGE MANAGEMENT**



Read Text

### **INTRODUCTION**

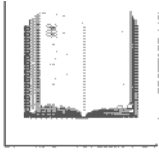
In Unit 6 you looked at human dimension which gave you an understanding of the variables that determine employees' behaviour within an organisation. This unit focuses on change management. The personnel in management must be given the opportunity to become knowledgeable about different approaches to undertaking change, ways in which they can prepare themselves and how they can support the change process. Management must be aware of the external forces that promote or negate change and the internal forces that support or inhibit the change process. Before one engages successfully in change activities, one must have developed sound problem solving skills.

Changes indeed call for extensive patience, emotional stability, self restraint and control by all members in a workplace. This unit looks at some aspects of this process of change and examines how you can improve the management of change in your workplace.

### **OBJECTIVES**

After working through this unit you should be able to:

- outline the range of changes in government policies, procedures and practice with which women in management are involved
- describe the nature of the change process and identify the key management functions and tasks associated with effective implementation of change in the workplace
- outline reasons for providing support structures in Kwazulu-Natal Education on accepting changes
- relate acceptance of and compliance to changes to national policies.



Read Text

## **CONTENT**

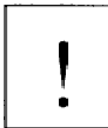
### **WHAT IS CHANGE?**

The Department of Education is meeting the challenges of changing education. However, it still needs to make and sustain significant improvements, which will depend heavily on knowledge about planned organisation. Change in management relies solely on stakeholders like The Minister and Directors and all managers to implement departmental policy. While we expect change in management, many people need to be involved with participative approaches. Participative leadership plays an important role towards change in management. In order for change to be successful in management, the first change to take place is in the attitudes of all managers. Managers are involved with decision-making every day. They make decisions when they delegate work, when they communicate with staff, superiors or colleagues. Decision-making and problem-solving go hand in hand and both are of fundamental importance when one is implementing change.

In the Education Department there is much change taking place. This includes: changes in administration, curriculum, policies, structural reforms and the new technology. Change can be imposed from the Head Office or it can be initiated within the Department at a Regional Office level, or even at a school.

Often the responses to questions on change are as follows:

- “old attitudes die hard”
- “tough times never last but tough people do” (Robert Schultz)
- “when the going gets tough, the tough get going”.



Important-take note!

**Change must never be viewed as a problem but as a challenge!**

The following situations bring about change:

- transfer from one place to another
- promotion of a new person to the department
- a female manager for the first time
- altering the way of doing something
- loss of a well respected manager
- transformation of old form to new form
- changing procedures
- growth of colleagues
- loss of someone
- tragedy
- excitement.

The essence of change means changing from ‘what was yesterday’ to ‘what it is today’ and that is often uncomfortable but it can also bring something new that is welcomed by everyone. Sometimes change is permanent, and sometimes it is temporary. Change which takes place in education is often a planned and deliberate attempt to bring about improvement, and this is called innovation. Thus, you, as the manager play a key role in the management of change and innovation.

## **RESISTANCE TO CHANGE**

For change in management there may be resistance to change as in the following:

- **Threats to needs fulfillment**

Here we look at changes which threaten to interfere with an individual’s social position, self-esteem and is likely to be resisted by the people in the organisation.

- **Fear of the unknown**

Most people in higher positions do not like to change. They prefer stability based on normal routines, duties and supervisors’ expectations. They do not want to implement educational innovations. They regard all the challenges involved in power sharing as threats.

- **Knowledge and Skills Obsolescence (becoming obsolete)**

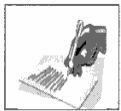
People in management positions will resist changes that make their knowledge and skills obsolete. This forces them to learn new ways of doing things like acquiring more technical knowledge, for example, or exposure to a computer. Sometimes they use defence mechanisms, for example, that they are too old, or it is expensive and the Department lacks adequate funds to run the courses.

- **Organisational Structure**

Management structures are still characterised as bureaucratic organisations. This poses major obstacles to change initiatives. These structures are rigid and hierarchical.

- **Limited Resources**

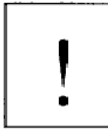
Change requires time, money and human resources. If the Department of Education lacks adequate resources to implement change and innovations, it may decide to abandon the project.



Self Evaluation

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

As an education manager, highlight situations which can bring about a change in the workplace.



Important-take note!

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



Read Text

### **REMEDIES TO REDUCE RESISTANCE TO CHANGE**

Management in education structures should play an important role in implementing educational innovation. This needs to be practised at all levels of administration, applying all the strategies available such as equity, equality, rationalisation as well as redeployment.

Here are some of the specific methods that may assist in reducing resistance to change. Adapted from Lurenberg and Ornstein, 1991.

- **Communication**

Open communication is an effective tool which helps to increase the flow of information. If circulars have been released, they must be filtered to all the relevant stakeholders. Open communication is meant to promote understanding and trust and eliminate uncertainty.

- **Participation**

In KwaZulu-Natal, the Department of Education is comprised of different racial groups who may resist change, when brought together. The manager must try to get all staff actively involved in the change process.

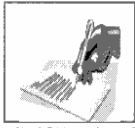
Participation in planning increases the number of good ideas, improves communication, encourages transparency and reduces grievances. Gender equity needs to be practised and implemented in most departmental structures. At the moment, transformation has begun in all departments, but more transformation is necessary at all levels of management within the department.

- **Support**

The Head Office implements policies for change and these changes must be supported by all managers and cascaded down to the schools. Managers must have a positive attitude to change and should remember to see change as a challenge.

- **Rewards**

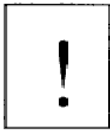
Ideally, change in management should bring salary increases or promotions. But this is not always the case. You, as a manager, must ensure that employees are recognised for their efforts. Women must be encouraged to take part in change even if the only reward is experience and developing leadership skills.



Self Evaluation

## SELF-EVALUATION ACTIVITY 7.2

List the factors that contribute to resistance to change.



Important-take note!

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



Read Text

## ROLE OF THE WOMAN IN MANAGEMENT CHANGE

As a woman manager, you are expected to be participating in change management. You should be training and encouraging the women in your Department to take on leadership roles to prepare them for management. You can hold workshops and send women on seminars to help develop their skills which will thus give them the confidence they need to apply for promotion. As a manager, you can influence results arising from changes and be part of the solution and not the problem. You must be able to manage change effectively.

**Managing change is a process involving the following important features:-**

- **Recognise the need to change – starting with yourself!**

It is vital that you become a partner in the management of change. As a woman, build your self confidence and participate positively in changes within the department.

- **Current reality - “Where are women today and where would we like to be tomorrow after the changes!”**

You as a woman should know yourself. Know what you enjoy and what you would like to do. Develop yourself and attend training courses so that you become multi-skilled.

In KwaZulu-Natal, the Department of Education has embraced the vision to promote more women in management. The present Provincial Minister of Education is a fine example of a very capable and gracious leader. She is a role model for any women who aspire to be in management. This is a challenge to all women, even those who still lack confidence but know that they are capable of managing. Women in management positions in the Department have proven that they are capable of succeeding in management as many have performed their duties diligently.

- **Mobilise commitment to the change amongst those who will be affected**

For change to be successful, the manager needs the commitment to change from his colleagues. This must be done through training, sensitising and communication.

- **Implement an action plan for change**

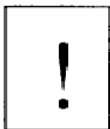
Decide on the changes that need to take place, draw up plans to implement a plan for change, monitor results and give feedback to the stakeholders.



Assessment Task

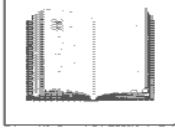
## **SELF-ASSESSMENT ACTIVITY**

Outline the stages of change in management that have been implemented in KwaZulu-Natal, Education Department.



Important-take note!

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



Read Text

## HOW TO PLAN AND IMPLEMENT CHANGE

Managing change, essentially means taking control of and shaping direction by influencing in some way the outcome of changes. This involves planning to take action on change.

If you want to plan and implement change you should ask these questions:

- Who will be involved in the change?
- How might they react to change?
- Will the change alter the jobs of the people involved?
- Will it introduce new tasks?
- Do people need to be trained for these new tasks?

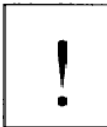
Before we attempt to answer each of these in detail, answer the question below:



Practise Activiy

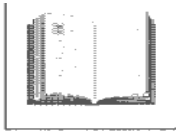
## PRACTICE ACTIVITY

What do you understand by the word “change?”



Important-take note!

Suggested answers to this activity are included at the end of the unit.



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## **PLANNING AND IMPLEMENTATION**

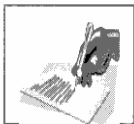
Planning and implementation involves people at various levels. In the school situation, the manager of the school, together with the colleagues are directly involved in the change. At the Regional Offices, the Regional Chief Directors take the initiative from Head Office.

When the change needs to be implemented it might not be welcomed or appreciated by all people. Sometimes they make it fail by not responding in a way in which is expected. One needs to be optimistic. Another reason which causes people to doubt change is that they are afraid to engage in something of which they are not sure.

When the change is implemented it also affects the lives of the people concerned. Change also comes with the different changes in a person's life, be it status, financial or social aspects. Change in management can also involve change in working hours and vacations.

Change management creates new tasks. This could be a new job description which is totally different from what you are used to. A person may need to research more or develop additional skills. Women managers find themselves occupying higher positions which need more commitment and dedication in order for them to succeed.. Training is needed in order to bring about change in management. Without new technical skills having been acquired, change in management will not be effective. To implement change in management, most managers are invited to workshops and seminars. After the training and workshops the managers should then cascade the information they have learnt and be trained in leadership.

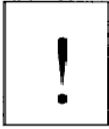
In order to implement change, the people have to be involved as this is the only way in which change will take place. Staff must be encouraged to assist with any new implementation.



Self Evaluation

### **SELF-EVALUATION ACTIVITY 7.3**

Imagine that you have been promoted to the position of Regional Chief Director. Explain the process you would adopt in redressing the situation in the region that had previously been dominated by one race, to ensure that the change in management is effected.



Important-take note!

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



Summary

This Unit has highlighted a number of important issues and strategies to be followed in change management. It has also focused on the planning and implementation of a policy of change. Women have been encouraged to participate in an active way, to assist in bringing about a change in management. This will give women an opportunity to occupy positions in management.



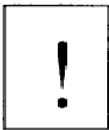
Reflection

Now that you have gone through this Unit, think of how you can plan and implement change in management as a woman.



Unit Test

Outline the strategies you can use to promote change in management in the Department of Education.



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**

These are some of the answers:

- Changing procedures
- Transfer from one place to another
- Loss of someone
- Excitement
- Female manager for the first time

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

- Threats to needs fulfillment
- Fear of the unknown
- Knowledge and skills obsolescence
- Organisational structure
- Limited resources.

### **SELF-ASSESSMENT ACTIVITY**

There is no single right answer to this activity. However, you may include the following:

- Provincial Minister in KwaZulu-Natal Education.
- Inclusion of all races in all different education components.
- Inclusion of all sexes in various positions or ranks.

### **PRACTICE ACTIVITY**

You may consider the following as your answer:

- Transfer from old to new position
- Transformation of old form to new form
- Displacement from one place to another place.

### **SELF-EVALUATION ACTIVITY 7.3**

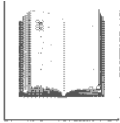
There is no single right answer to this activity, however you may use the following as your answer:

- Make recommendations to the selection panel during interviews to shortlist representatively, that is to include all races and genders.
- To make sure that all races are included in all the various inter-departments.

## **UNIT TEST**

- Know your objectives and meet them
- Ensure that you are aware of the reactions from stakeholders involved
- Involve all people in the decision-making process through use of effective communication and consultation.

## **UNIT 8: CUSTOMER SERVICE**



Read Text

### **INTRODUCTION**

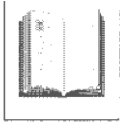
In Unit 7 you dealt with change management. It included the need for a mind shift which appreciates the inclusion of women in all the education structures in Kwa-Zulu Natal. “Batho Pele” which is the Government’s policy regarding service delivery will be looked at more closely, in this unit.

Customer service deals with servicing the customer, which may comprise both internal customers and the external customers. Customer Service must reach all people who deal with the Department. It is the right of all employees to be treated with respect and care.

### **OBJECTIVES**

After working through this unit, you should be able to :

- define customer service
- identify the reasons for customer service
- identify markers or indicators of the quality of customer service.



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## **CONTENT**

### **DEFINITION OF CUSTOMER SERVICE**

To define customer service you need to understand:

- who the customer is
- what the service is.

### **CUSTOMER**

A customer is someone who buys goods or services, especially from a shop.

### **SERVICE**

Service is something that the public needs, such as transport, communication facilities like phones, hospitals or energy supplies, provided in a planned and organised way by the Government or an official body.



Practise Activity

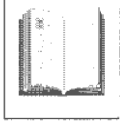
### **PRACTICE ACTIVITY**

From the information above identify what you understand to be the key issues of customer service.



Important-take note!

Answers to this activity will be provided at the end of this Unit.



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## **EXISTING PROBLEMS IN THE SERVICE**

Most institutions and organisations have experienced problems with customer service. We too, abuse or harass our customers. Here are some of the areas which have contributed towards poor service in education:

- **CUSTOMERS ARE WILLING VICTIMS**

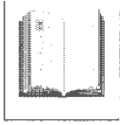
Customers accept poor service now and again. A learner who mistakenly gained three ticks instead of five does not complain to the educator. An educator who signed a contract with an insurance company accepts the over-deductions made by the salaries department instead of querying the issue. Customers put themselves up as willing victims. If the Department has removed an educator from a post, the parents of the affected learners become willing victims as it takes a long time for the Department to address the matter.

- **STAFF HAVE INADEQUATE TRAINING**

Inadequate training of the staff contributes towards problems in the service. Most of the old companies are still using traditional methods. In some work places, work is still done manually. Staff have not been sent to training workshops or been given special training to acquire new skills like computer literacy.

- **LACK OF PROPER MOTIVATION OF STAFF**

People need to do well. The main ingredient to this is motivation. It can either be positive or negative. If you as an educator want to conduct a workshop and the senior manager refuses, you become demotivated. Sometimes you are required to plan for a workshop but at the end of all your organisation you are not thanked or your contribution goes past unnoticed.



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## **SOLUTIONS TO SOME PROBLEMS**

From what you have read above, customers receive bad services. They experience problems which could be avoided. Here are some solutions to these problems :

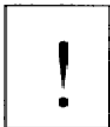
- Customers should learn not to be taken for granted and should complain about poor services and not be willing victims, be they a learner, an educator or parent, they all have a right.
- Staff should receive adequate training in the fields they are in. Short courses like basic computer literacy should be encouraged with workshops. Staff exchange should be encouraged where you find the staff who are more skilled assisting the staff who are still lacking in skills.
- People should be paid according to the services they have delivered. They need to be paid according to the effort they have put in.



Assessment Task

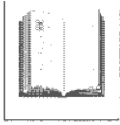
## **SELF-ASSESSMENT TASK**

Cite some of the existing problems in the service your organisation is delivering at present.



**Important-take note!**

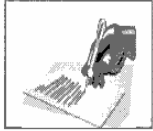
Answers to this activity will be given at the end of this Unit.



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## **RECOMMENDATIONS TO IMPROVE SERVICE DELIVERY**

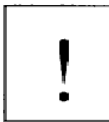
- Solicit feedback from customers
- Serve with sincerity and integrity
- Nurture your relationships with customers
- Anticipate what customers' needs are
- Be reliable and make less promises
- Be responsible at all times
- Improve delivery of service
- Develop training programmes in customer care which could be linked to performance
- Performance should be linked to output
- Take feedback seriously from both internal and external clients
- Allow each unit to come with its own strategies of improving their core measures.



Self Evaluation

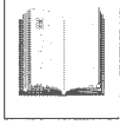
### **SELF-EVALUATION ACTIVITY 8.1**

From your experience as an Education Manager you have encountered problems in the services. What do you consider as solutions to these problems?



Important-take note!

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



Read Text

## ATTITUDES

Self-esteem plays a very important role in customer service. It is the starting point. Self-esteem can be positive or negative. It depends on how you project yourself to others. Most people suffer from low self-esteem, due to negative criticism or by being ridiculed. This then develops or creates a negative self-esteem within people. You are now going to look at negative self-esteem.

### NEGATIVE SELF-ESTEEM

Negative self-esteem comes as a result of a person failing to handle the complaints from a customer and thus takes the matter personally.

### POSITIVE SELF-ESTEEM

There are thirteen attributes of success but here you are going to be introduced to one, which is **positive thinking**. If a person thinks as one who **can** do instead of who cannot do, that person has a positive self-esteem. Instead of complaining if there is a problem, the person comes up with a solution to the problem. This person is then capable of changing whatever is changeable.

## COMMUNICATION

One of the most significant skills that we need in the customer service, is the ability to communicate properly. You can speak, listen or use body language which are all part of the skill to communicate. Communication skills are very important in maintaining balanced inter-actions. Therefore the sending of a message should lead to understanding and should result in action or change taking place.

There are three distinct parts to communication. They are:

- **Sending of the message by voice, paper, electronics or body language.**

By voice, a person can talk audibly when addressing the audience.

By paper, a person communicates when a letter is written or when sending a telegram.

By electronics, a person communicates when a message is sent through fax or E-mail.

Body language is a means of communication when a person shows anger like slamming the door or throwing something down on the table.

- **The second distinct part is when the person receives and understands the message although this is not always easy to do.**
- **The message sent should lead to some form of action or change.**

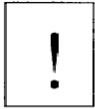
The result here is a change and if there is no change to the recipient, it means that there was no communication.



Self Evaluation

## **SELF-EVALUATION ACTIVITY 8.2**

As an Education Manager, what do you think are the factors that contribute to an attitude?



Important-take note!

Possible answers to this activity will be found at the end of this unit.



Read Text

## **THE IMPORTANCE OF TRAINING**

Training should be provided to people in customer service and in management development and other areas that are indirectly responsible for better customer service. People in the core centres need to acquire more skills especially in communication. They should be trained in how to answer the switchboard and how to keep a customer on hold if the line is busy. The Education Department needs to redress the existing gap in order to improve the customer services.

The skills used should not be specific to a particular area or structure, but should be designed to make people better or to become better managers. The training depends on the budget but the Department of Education should set aside funds to assist in the improvement of services of its staff.

Video-training can be used as this exposes people to training material on customer service through sight and sound. It is always good to learn by seeing how things need to be done and how a customer needs to be treated. Training means that the quality of service delivery will improve, and that is the objective. In order to ensure quality of service delivery, money has to be spent on training. Staff have to be taught how to deal with the customer, and assurance of quality ties in a lot with empathy. The customers must feel that they are being cared for and that their needs are in the process of being met.

Today people are prepared to pay for quality service. A good manager will ensure that all customers, whoever they may be, will be given the best service and they know that their needs will be met.

## **BATHO PELE PRINCIPLE**

‘Batho Pele’ means ‘People First’. The Government felt the need to improve the quality of customer service in all the Government departments and introduced the ‘Batho Pele’ principle. This was done to kickstart the transformation of service delivery in the Government services. The following eight principles should be used in all the Departments of Education:-

They are as follows:

- **Consultation: which means that you can tell us what you want from us.**

You should be consulted about the level of quality of the public services you receive and wherever possible, should be given a choice about the services that are offered.

- **Service standards: which means that you should insist that promises are kept.**

You should be told what level and quality of public services you will receive so that you are aware of what to expect.

- **Access: which means that one and all should get their fair share.**

You and all citizens should have equal access to the services to which you are entitled.

- **Courtesy: which means that you should not accept insensitive treatment.**

You should be treated with courtesy and consideration.

- **Information: which means that you are entitled to full particulars.**

You should be given full, accurate information about the public services.

- **Openness and transparency: which means that administration must be an open book.**

You should be told how national and provincial departments are run, how much it costs, and who is in charge.

- **Redress: which means that your complaints must spark a positive action.**

If the promised standard of service is not delivered, you should be offered an apology, a full explanation and a speedy and effective remedy. When complaints are made, you should receive a sympathetic and positive response.

- **Value for money: means that your money should be employed wisely.**

Public services should be provided for, economically and efficiently, in order to give you the best possible value for money.



### Summary

This unit has introduced you to a number of very important issues and concepts in customer service. The issues include the definition and importance of customer services, and barriers to better customer services which are seen as problems. You have also learned how to correct the problems and improve the customer service through skills, like training. You, the manager, need to keep all these issues in mind if you want to ensure that your department is giving excellent customer service to all the people that you have dealings with.



### Reflection

Having gone through this unit, think of how you as an Education Manager would approach this issue of customer service in the workplace.



### Unit Test

Having gone through this unit, outline the strategies you would use to maintain good customer service.



### Important-take note!

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

## **SUGGESTED ANSWERS**

### **PRACTICE ACTIVITY**

You may include the following points in your answer:

- Know who is the customer
- Know the definition of service delivery

### **SELF-ASSESSMENT ACTIVITY**

The following points can be included in your answer:

- Customers are willing victims
- Staff have inadequate training
- Lack of proper motivation

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

You may consider the following:

- Customers should not be taken for granted
- Staff should receive adequate training
- People should be paid according to the services they have delivered.

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

The following points may be included:

- Negative self-esteem
- Positive self-esteem

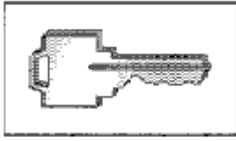
## **UNIT TEST**

As an Education Manager you may consider using the following:

- Provide adequate training for the staff
- Encourage staff to attend workshops
- Recognition and celebration of achievements
- Ensure the quality of customer service

## **MODULE 5 - MODULE TEST**

1. Mention the important tools of planning that give direction in an organisation.
2. Briefly, discuss the levels of management with special reference to the Department of Education.
3. Draw a structure that depicts the line organisation of your Department.
4. Outline the useful information that must be collected by the applicant when preparing for an interview.
5. Briefly discuss the seven-level hierarchy of personal values.
6. Discuss the methods that may assist in reducing resistance to change.
7. Outline the stages involved in the process of developing a staff-development plan in order to ensure that good use of time is made.
8. Name and discuss the eight Batho Pele Principles the Government introduced to improve the quality of customer service.



## Key Words

### **GLOSSARY**

affluent	- state of having a lot of money
consistency	- degree of thickness or smoothness
clutter	- a lot of things in an untidy state, especially things that are not useful
delegate	- a person who is chosen to vote or make decisions on behalf of a group of other people, at a conference or meeting
dimension	- a particular aspect of something; a measurement
dysfunction	- different from what is considered to be normal
equity	- a quality of being fair and reasonable in a way that gives equal treatment to everyone
espouse	- to give a particular policy, cause or belief and become interested in it
evoke	- cause to occur
gender	- the fact that you are male or female
gullible	- easily misled because of being too trusting
meticulous	- to be very careful
pivot	- it is the pin or the central point on which something balances or turns
variable	- to change quite often with no fixed pattern to the changes

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