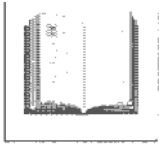


UNIT 1: STAGE 1: THE MIXING STAGE



Read Text

INTRODUCTION

In any given institution, members of staff are appointed from various districts, regions or provinces. Many of these individuals might be newly appointed, promoted or displaced from their previous schools. All these educators bring together a baggage of varying experiences, cultures and even perceptions.

Finding themselves suddenly in a common venue with untold demands placed on them can be a daunting experience. It is therefore only natural that such individuals will experience a high degree of anxiety. Coupled with anxiety will be immense feelings of suspicion and mistrust.

OBJECTIVES

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

- define the concept of Team Building
- demonstrate an understanding of your work environment
- mix freely with each other, thereby reducing mistrust and suspicion
- state the barriers of 'mixing' within the team building process.

CONTENT



Read Text

The first stage in team building is what has already been identified in stage I as 'mixing' of the team building wheel.

To understand the impact of the characteristics of this first stage, the important aspects are discussed as follows:

MIXING

DEFINITION: According to “Chambers Twentieth Century Dictionary,” mixing is:

- to blend
- to mingle
- to combine into one
- to be joined.

Chambers further describes the process of mixing as the combination of the individual parts so that they become diffused yet retain their individual components. So in team building you are expected to pool your resources towards the achievement of a common goal without losing your individual identity.

THE IMPORTANT CHARACTERISTICS OF THIS STAGE ARE:

- anxiety
- expectations
- suspicion/mistrust
- isolation/rejection
- labelling.

To understand the impact of the characteristics of this first stage, the important aspects are discussed as follows:

ANXIETY

Anxiety manifests itself in the following ways:

- Uneasiness – this would be displayed by educators being restless, for example, frequently leaving the staff room or frequently behaving suspiciously.
- Fearfulness – this could be identified through acts of timidity, lack of confidence, for example, nervous behaviour, acts of restlessness.
- Doubt – this could be manifested in behaving indecisively, for example, to be constantly hesitant, apprehensive and mistrusting.
- Stress – this may be projected through strained behaviour patterns, for example being short tempered, highly tense, experiencing frequent headaches.

CAUSES OF ANXIETY

As a school manager you would for example often receive new personnel at your institution. These personnel have been removed from their familiar surroundings and suddenly find themselves in a strange environment. It is under such circumstances that these educators would

experience a natural fear of the unknown. The anxiety experienced doesn't have to only manifest itself through negative feelings. For example, the new educator might have gone through a recent promotion process successfully and hence finds her/himself at the new school. The positive feeling emanates from having been promoted, whilst the negative feeling is that of the unknown. The said educator could be a shy, reserved person and is therefore anxious about how he/she will be received by the existing educators who might perceive him/her as being 'stuck-up'.

SUGGESTED SOLUTIONS

As a manager it might help you to engage in the following to allow the new incumbent to work through his/her anxiety:

- organize a welcome. This helps the new person to have an experience with people which will help as a foundation
- conduct a tour of the institution. Guided knowledge of the physical environment enables a person to locate important facilities
- provide a clear and unambiguous job description - show key tasks and how far she can go. This is the major challenge.
- provide mentorship – someone to prop/support her in times of need.

- **EXPECTATIONS**

The new staff member would be anxious about his/her acceptance by others in the new environment. She/he would be anxious about what expectations others have of her/him.

Expectations manifest themselves in the following ways:

- looking forward to
- supposing
- anticipating
- eagerness.

CAUSES OF EXPECTATIONS

As indicated above, the new staff member might be experiencing high levels of expectations placed on her/him by members of his/her work force.

The tension could be aggravated if there are conflicting expectations between the new educator and those within her/his work environment.

RECOMMENDATIONS

As an Education Manager, it would help to meet with your new members of staff on a one-to-one basis.

The objectives of this meeting should be to:

- state the vision and mission of your school
- provide a copy thereof
- list your expectations of the new person and vice versa.

SUSPICION / MISTRUST

As a newcomer, you tend to be guarded against everybody without justification. Your mistrust may manifest itself in the following ways:

- distrustful – as seen by those that are always behaving suspiciously
- suspicious – as seen by those that are behaving nervously
- doubtful – as seen by those that always hesitate and lack confidence.

CAUSES OF SUSPICION / MISTRUST

Suspicion or mistrust could occur as a result of:

- past experiences
- misconceptions/perceptions
- lack of communication
- fear of failure
- fear of ridicule
- personal inadequacies
- negativism

RECOMMENDATIONS

As an Educational Manager, you may engage in the following activities to address mistrust and suspicion:

- one-to-one conferences in both formal and informal settings
- getting to know your educator outside the classroom – but without compromising goal, values and principles of organisation
- effective and timeous communication – using appropriate medium
- treating educators fairly – professionally with a view to developing them to their best
- providing counselling if necessary – but ensuring confidentiality
- being open and honest – but without being cruel.

ISOLATION / REJECTION

As a newcomer you will have experienced feelings of isolation. This could be because you don't know anybody in the new environment and feel rejected.

Your possible isolation or rejection may show in the following:

- loneliness - for example, those that keep to themselves as well as anti-social persons
- ridicule – for example, those that engage in name calling or mocking
- detachment – for example, those that remove themselves from others, isolate themselves
- separation/segregation – for example, those that choose to work alone
- seclusion – for example, those that remove themselves from others
- discarded – for example, those that are rejected or isolated.

CAUSES OF ISOLATION/REJECTION

These could be caused by:

- The new environment – which is likely to be different (bad or worse) - nostalgia
- Failure to socialise – awareness of differences – tribal, racial, sexual, status
- Personal prejudices – belief in self versus others which may label others as inferior/superior
- Personal inadequacies – qualifications, social status (subordinates in good cars etcetera.).

RECOMMENDATIONS:

You as a manager must address isolation or rejection by:

- welcoming the new person
- encouraging team building
- encouraging networking
- providing a support base, for example, mentorship
- providing the appropriate recognition/reward.

These provide the manager and the institution with an opportunity to provide physical company which is the prerequisite for removal of isolation.

LABELLING

As a manager, you must discourage stereotyping or labelling of new personnel but encourage mixing of staff members.

Labelling is often seen in the following ways:

- affixing derogatory names – for example snob; Mr Know-all, Ms Perfect and the I specialist.
- describing negatively for example ‘fatso’; ‘drumstick’; ‘chicken’; ‘magrizar’.
- ridiculing – for example causing one embarrassment by mocking.
- degrading – for example putting someone down, belittling.

CAUSES OF LABELLING

Newcomers are often tagged with negative labels because of:

- personal prejudices
- behaviour patterns
- ignorance
- misunderstanding
- misjudging.

RECOMMENDATIONS

It might help you as a manager to promote the following activities so as to save new personnel from being labelled by others.

- Initiate social gatherings
- Initiate cultural activities
- Arrange developmental programmes.



Read Text

SELF-EVALUATION ACTIVITY

You are encouraged to engage in an initial ice-breaker exercise.

This would take the form of drawing a brief lifeline, that is, depicting a few highlights in your life. You are expected to discuss your lifeline with your colleagues, that are sharing your experiences, cultures, background etcetera.



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



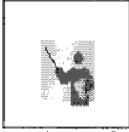
Assessment Task

SELF-ASSESSMENT ACTIVITY

How many ‘friends’/colleagues have you made at school since your arrival at the institution? Briefly relate what you have learnt about them.



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



Practise Activity

PRACTICE ACTIVITY

How many of your colleagues/'friends' have approached you in the last month? Discuss some of the reasons for seeking out your companionship.



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



Summary

SUMMARY

This unit has introduced you to some important concepts in mixing as a first step to team building. As a **learner**, you ought to have reached a level whereby your initial suspicions and mistrust no longer exist with the same intensity. Having engaged in some of the activities, you should now be able to shed off some of your anxieties and be ready to mix a little more freely.



Reflection

Learners should now be questioning their approach or attitude to newcomers.

Is the mistrust and suspicion justified or should we not be regarding new members with an 'open mind'?



Module test

UNIT TEST

- What do you understand by 'mixing' in the process of team building?

This is discussed in Unit 2.



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

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 2

Answers to this question will depend largely on your personal experiences, but you may consider including the following:

- when you left formal schooling
- receiving your first salary
- when you married (if applicable)
- your first appointment in education.

SELF-ASSESSMENT ACTIVITY

Possible answers could include the following:

- At least 4 friends e.g. Sipho, Richard, Shobana, Peggy.
- Sipho is the only child in his family.
- Thembi's mother is a School Manager.
- Richard is a very progressive and well read person.
- Peggy has won the best teacher award at her previous school.

PRACTICE ACTIVITY

- 6 approached me
- 1 – to invite me to lunch
- 1 – to accompany her to the school tuck shop
- 1 – to assist in repairing her motor vehicle
- 1 – to borrow some writing material
- 1 – for us to get to know each other better
- 1 – to accompany her to the, “Women in Management” workshop.

UNIT TEST

Mixing, according to “Chambers Twentieth Century” dictionary, is:

- to blend
- to mingle
- to combine into one
- to be joined.

UNIT 2: BARRIERS TO 'MIXING' IN TEAM BUILDING

INTRODUCTION

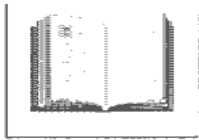
In Unit 1, you looked at 'mixing' as the first stage in the team building process. In this unit, you will progress to barriers that impede the smooth development of team building at the mixing level.

For you as a manager in education to succeed, you should work through barriers to 'mixing' in the process towards team building. It is therefore important to recognise the barriers to the mixing of learners, in the cementing exercise and to immediately make an attempt to reduce these, with the purpose of developing a common group identity. In addition to these barriers, a further attempt will be made to highlight those that have impacted more heavily on women. Efforts will also be made to make recommendations to alleviate the plight of women.

OBJECTIVES

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

- define barriers in respect of mixing
- identify barriers to 'mixing'
- identify the ills/disadvantages of labelling
- state reasons for trusting a colleague.



Read Text

CONTENT

DEFINITION

The word mixing has already been discussed in Unit 1.

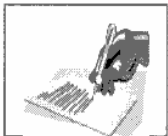
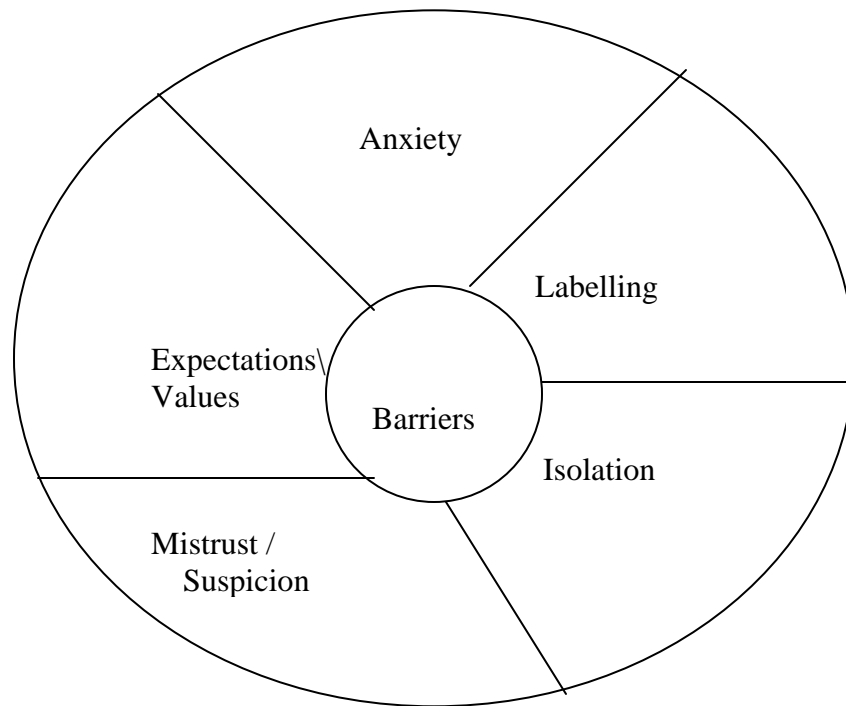
A barrier is anything that:

- bars
- obstructs
- prevents
- stands in the way of
- shuts
- blocks
- impedes.

Barriers to 'mixing' therefore are those obstacles which prevent the realisation of mixing. In other words they stand between you and the goal.

The following diagram illustrates some of the barriers to mixing in team building.

Barriers to Mixing in Team Building



Self Evaluation

SELF-EVALUATION ACTIVITY 1

What are some of the effects of barriers to mixing in team building? Name 3 of them.



Important take note

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



Read Text

As already indicated in unit 1, the mixing stage is characterised by a multiplicity of barriers. The following sections of this unit will focus on the peculiar experiences of women in relation to these barriers.

THE EXPERIENCES OF WOMEN MANAGERS IN RELATION TO BARRIERS

ANXIETY

As indicated in Unit 1, the woman manager like all other managers may experience the following feelings of anxiety:

- uneasiness
- fearfulness
- doubt
- stress
- uncertainties

Parallel to these feelings, she would experience further anxiety in respect of the many roles she occupies. Some of these include the following:

- mother
- wife
- 'nurse'
- counsellor
- community worker

In view of the numerous roles the woman manager has to perform, her experiences of anxiety are therefore multifaceted. Given this, she constantly has to ask herself the following:

- what will the community say?
- what will my husband say?

- what will my children say?
- what will the church/temple/mosque say?
- what will the Department say?

EXPECTATIONS

Like anxiety, the woman manager's experiences of expectations as a barrier goes beyond her work environment.

Within the work environment, she constantly experiences the following:

- what are Department's expectations?
- what are the Educator's expectations?
- what are Learner's expectations?
- what are Parent's expectations?
- what are Teacher Organisations' expectations?
- what are Community Leaders expectations?
- what are my Family's expectations?

Apart from these experiences, she is constantly reminded of being a woman manager and has to work much harder in order to receive the same recognition as her male counterparts.

Other experiences of the woman manager in the work place include the following:

- putting down by male colleagues
- putting down by female colleagues
- lack of support by Departmental structures
- lack of support by some community structures
- intimidating tactics in a male dominated environment.

Besides the expectations of the work environment the woman manager is also faced with the expectations of her domestic environment.

These include the following:

- am I satisfying my family?
- do I live up to my husband's expectations?
- do I live up to my in-laws expectations?
- do I live up to my parents expectations?
- do I live up to my community's expectations?

In respect of expectations, the woman manager is constantly having to question her values in relation to those she encounters. Questions arising from this include:

- are my values the same as those of my colleagues?
- are my values the same as those of my school community?
- are my values the same as those of my home community?

- am I inculcating the correct values in learners?
- am I inculcating the correct values in my children?
- am I inculcating the correct values in my educators?

- **MISTRUST / SUSPICION**

Like the barriers already discussed, so too in the case of mistrust and suspicion, the experiences of the woman manager permeates all aspects of her work and home life.

In the work environment, her experiences include the following:

- do they trust me?
- do they trust my actions?
- do they have confidence in me?
- am I confident enough?
- do they see me as honest and open?
- can they confide in me?

Outside of the work experiences, the barrier of mistrust and suspicion is also extended into the woman manager's home environment. These are manifested as follows:

- why is she constantly coming home late?
- is she really having a meeting?
- how did she get promoted?
- is she old enough to have been promoted?
- is she really attending a two week materials development workshop at Umhlanga Rocks?
- how many males are there at the said workshop?
- what are the neighbours thinking when she's hardly at home?

Given the frequent experiences of mistrust that the woman manager endures in all walks of her life, it is only natural that her confidence becomes threatened. She may even start doubting herself and become despondent.

- **ISOLATION**

Like all other barriers, the woman manager's experiences of isolation are experienced in both the home as well as the work community.

Within the work situation, her experiences of isolation may include the following:

- loneliness
- detachment
- rejection
- dwindling confidence.

On the other hand, the confident, competent, effective woman manager is seen as a threat to both her subordinates and sometimes even her seniors. This gives rise to the following consequences:

- exclusion
- avoidance
- expulsion
- ostracism/rejection
- withdrawal of information

With regard to the woman manager's residential community, her experiences of isolation can be attributed to the following:

- self-confidence
- assertiveness
- forthrightness
- knowledge
- threat to others, particularly males.

In the extreme form and experience of isolation by the woman manager, she may ultimately choose through sheer despair to remove herself from such an environment.

This could lead to the following:

- broken home
- separation
- divorce
- suicide
- alcohol and drug abuse
- other forms of anti-social behaviour.

- **LABELLING**

Another barrier to mixing that the woman manager endures in her daily experiences, is labelling.

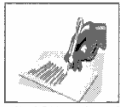
Her experiences of this in her work environment include the following:

- name calling
- tagging
- stereotyping
- degrading

Similarly, she endures further negative experiences within her community, the consequences of which are:

- isolation
- exclusion
- stereotyping

Unfortunately, labelling usually has an almost lifelong existence. Once, the woman manager experiences this, irrespective of all her positive actions, it is very difficult to shed off.



Self Evaluation

SELF-EVALUATION ACTIVITY 2

Imagine that you have received new educators or learners joining your institution and they are clearly displaying feelings of anxiousness. Explain the process you would engage in as a woman manager in education, to reduce the barriers they might be experiencing in mixing.



Important take note

Suggested answers to this activity can be found at the end of this Unit.



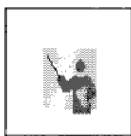
Assessment Task

SELF-ASSESSMENT ACTIVITY

As a woman Manager of your institution, you are expected to recognise signs of tension, anxiety, isolation, etcetera amongst your staff members, particularly the new ones. Cite some obvious indicators of such happenings at your school.



Please note that possible answers are at the end of this Unit.



Practise Activity

PRACTICE ACTIVITY

A woman manager's expectations go beyond her work environment. List some of the expectations she experiences as barriers.



Summary

SUMMARY

This unit has exposed you to a great variety of barriers within ‘new comers’ experiences when they initially join your institution. Some of these barriers include anxiety, isolation, suspicion, mistrust, labelling, etcetera. It also provides you with examples of some necessary activities to engage in, in order to facilitate the mixing of the ‘old’ and the ‘new’ members. It is expected that as a woman in management you will remember to include such processes at your institution in order to orientate and ‘mix’ your staff.



Reflection

REFLECTION

On completion of this unit, consider your role as a Woman Manager in Education and reflect on your position as team builder. Consider how you would manage this role, given the insight gained from this unit.



Unit Test

UNIT TEST

Having gone through this unit, indicate the strategies you would use to reduce some of the barriers to “mixing” in team building.



Important take note

Suggested answers to this activity can be found at the end of this Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATIONA ACTIVITY 1

Answers to this activity may include the following:

- anxiety
- mistrust
- low participation.

SELF-EVALUATION ACTIVITY 2

Note that there are no right OR wrong answers to your activities. Possible answers may include the following.

- Arrange a welcome
- Conduct necessary introductions
- Engage them in a tour of the school
- Introduce them to the school community through newsletters and meetings
- Recognise their expertise, both in and out of the classroom and assign appropriate tasks.
- Create a team spirit through recreational and social activities.

SELF-ASSESSMENT ACTIVITY

- Low morale amongst educators
- Formation of cliques
- Isolation of staff members
- Labelling of staff members
- Absenteeism
- Withdrawal
- Lack of co-operation
- Arrogance/rebelliousness.



Practise Activiy

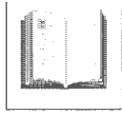
PRACTICE ACTIVITY

- Parents expectations
- Teacher Organisation's expectations
- Community Leader's expectations
- Family expectations.

UNIT TEST

- Twinning of educators/learners
- Networking
- Grouping according to interests
- Arrange social activities
- Arrange recreation/co-curricular activities
- Celebration of special occasions e.g. birthdays, Mother's Day
- Mentoring or offering pastoral care.

UNIT: 3 UNFOLDING STAGE



Read Text

INTRODUCTION

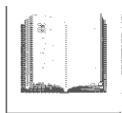
As a follow up to unit 1 which took you through the mixing stage, this unit will now focus on the unfolding of groups to become teams. It is hoped that you as a manager, will be exposed to skills that will assist you in developing groups to function as teams. Group members have so far been relating to one another in a very suspicious and unfriendly manner. Now it is hoped that you, as a manager will assist members to warm to one another, and begin to shed off whatever baggage they might have had which hinders team building.

OBJECTIVES

By the end of this unit, you should be able to :

- discuss the importance of acceptance in teams
- explain the strategies for team building
- suggests reasons for gelling with each other.

CONTENT



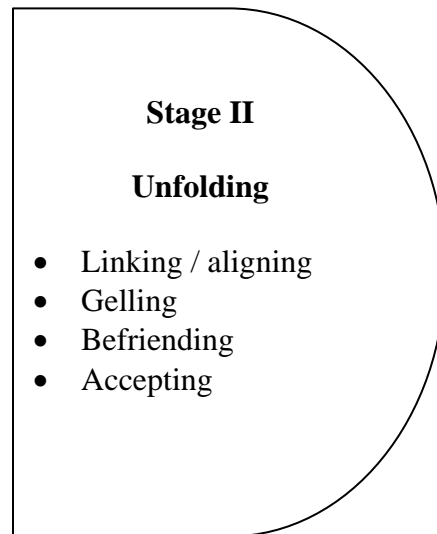
Read Text

DEFINITION

The word 'unfolding' could be defined to mean shaping, moulding or formatting. The unfolding stage is, therefore, the stage at which positive signs of a team start showing.

WHAT ARE THE CHARACTERISTICS OF UNFOLDING?

The following diagram is an extract from the Team Building Wheel which you were introduced to in the introduction to this module.



The four words in the diagram summarise the characteristics of unfolding. To get a clear picture of the presentation, each of the four qualities will be discussed individually.

LINKING :

Linking could be defined to mean connecting separate items as in a chain. Linking is also closely associated with bonding people together.

For the manager the importance of this stage should be seen as significant if your staff has to function as a team.

MANIFESTATION OF LINKING

A connected staff would be much more productive and would be manifested by:

- aligning themselves as they carry out their duties
- working together in a way that displays understanding, and accepting one another's strengths and weaknesses
- making a concerted effort to encourage bonding activities around school like birthdays, anniversaries and sporting events. You should also take advantage of cultural diversity within your institution and encourage the sharing of different cultural events.

As a focused manager, you should take advantage of members' different qualities and assign duties that will assist members to start working in pairs or small groups. You now should know who can work with whom and why.

STRENGTHS AND WEAKNESSES IN LINKING

At this stage the manager should have identified positive characteristics of individual members so as to build on these. As your aim is to ultimately build a good team, the way in which you link members is of vital importance. Linking should help you delegate responsibilities to pairs or groups that will enjoy tasks given as they would have already bonded.

WEAKNESSES IN LINKING

Some of the barriers and weaknesses of the first stage will still be problems at this stage. Members will still experience some elements of suspicion, rejection and anxiety. This is due to the fact that creating teams is not an event but a process. This crucial stage focuses more on long term plans, than short term. It is a stage that calls for focus, patience and determination.

WHY LINK?

Team Building is about linking together ideas, efforts, vision and goals. The following question clarifies the purpose:

Brown (1988), points out that managing requires setting aside one's ego to encourage and develop the work of others. It requires a 'big picture' and team perspective, rather an individual – achiever perspective.

GELLING

In defining gelling one would highlight the following :

- solidification/consolidating
- formation

It now becomes crucial for you as a manager, to give your staff members activities and responsibilities that will encourage consolidation of the identified potentials.

WHY GEL?

HOW DOES GELLING MANIFESTS ITSELF?

For a group of staff members to start looking at themselves as a team, there should have been some form of exercise undergone to put them together. They should have been encouraged to appreciate one another's similarities and differences.

If your staff can now work together like members of the same family, focusing on the common objectives and vision, you will have succeeded in helping them to gel.

STRENGTHS AND WEAKNESSES OF GELLING

With a well gelled staff you now have:

- a stronger team
- a more goal-focused staff
- a team that will be sharing the same vision
- a less stressful working environment.

You will then be able to assign duties to staff with confidence, knowing that the job will be done.



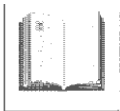
Practise Activity

PRACTICE ACTIVITY

As a manager, identify the advantages of a staff that is well gelled.



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



Read Text

Noting that people are different, you will be advised to be very honest about your strengths and weaknesses. You could consider the following:

- you are more of an administrator lacking in the social integrative aspect. This means you are good at designing tasks and activities to be used in team building
- you could be an outspoken, outgoing person. This means that people can easily relate to you and you would not have problems in building strong healthy teams.

However, there are weaknesses if members link and gel for the wrong reasons.

Examples of individuals gelling for the wrong reasons could include the following:

- late coming
- unproductivity, that is, staying and chatting in staff rooms during work time
- unco-operativeness, that is, not participating in co-curricular activities could be a weak link in the organisation.

WHY GEL?

Gelling is the crucial component of Team Building. It is about building on one another's strengths and potentials. A well constructed team should be one that has gone through several stages of development, one of which, is gelling. In the absence of a well gelled team, no productive work can be realised. You will have noticed that a number of institutions which are not aimed and focused to any vision, usually end up being dysfunctional, with members operating as individuals or as small groups. Gelling would help members to :

- be focused
- operate with a common vision
- be businesslike in their approach
- set team, rather than individual goals as key indicators
- develop a team subculture.

BEFRIENDING

Befriending would be described as an act of making friends and being **amicable**. Members at this stage should be encouraged to make deliberate and positive moves towards other members so that they can see one another as working towards a common goal.

HOW DOES BEFRIENDING MANIFEST ITSELF?

Even though it may not be possible to tell staff members to be friends, it would be desirable to encourage a friendly atmosphere, thus taking away anxiety. Members can be seen to be laughing, and caring for one another, supporting and empathising with other members.

You should be supportive to all members at this stage without showing any form of favouritism. Members could be seen to start worrying about why a member is sad, quiet and not participating, sneering or not even laughing.



Self Evaluation

SELF-EVALUATION ACTIVITY 1

What do you think are your weaknesses in encouraging a friendly atmosphere for your staff?



IMPORTANT TAKE NOTE

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

STRENGTHS AND WEAKNESSES

Some of the advantages of a group with members that have befriended one another could be :

- members supporting one another in cases of sickness
- making new members feel welcome in the institution.

LOOKING AT WEAKNESSES

The weaknesses of befriending cannot be overemphasised. Staff members could be easily influenced to do the following :

- refuse to co-operate and support one another because of lack of trust
- continue alienation by engaging in constant gossip
- retarding progress towards working to a common vision, making it impossible for management to delegate
- an unfriendly staff would more often than not increase disciplinary problems.

This situation would put stress on you as a manager because your institution would be stagnant and not dynamic.

THE IMPORTANCE OF BEFRIENDING

This is an aspect that you as a manager should work upon with all the seriousness it deserves. Your institution's image, culture and ethos would be highly compromised should staff lack that friendly attitude.

A positive, friendly staff would function in a productive way, in an atmosphere that is pleasant as it would rub off on the rest of the members in the institution.

All the barriers of anxiety, mistrust and suspicions would be greatly reduced within a friendly environment.

ACCEPTING:

In defining acceptance one needs to highlight the following:

- agreeing on terms
- complying with consent
- receiving with favour

These aspects would be seen to be essential at this crucial stage of bonding, linking and formatting. The success of your endeavours around team building would be endorsed by the fact that your members are now beginning to accept and embrace one another.

HOW DOES ACCEPTING MANIFEST ITSELF?

At this stage you should be observing factors that indicate the following:

- members showing signs of willingness to work together
- understanding of individual differences and willingness to embrace these
- members beginning to debate issues and movement towards agreeing on issues, for the sake of reinforcing team efforts over and above individual ones.

STRENGTHS AND WEAKNESSES OF ACCEPTING

As a manager whose vision is that of building a healthy strong team, acceptance should be seen to be one of the crucial cornerstones. With a staff that has fully accepted one another, you could do the following:

- encourage your staff members to set clear goals and measure their own productivity
- cross – train members so that they can help one another
- encourage your staff to be effective and productive, focusing on doing tasks right the first time, thus avoiding mistakes
- with members willing to accept one another and work together, you as a manager could delegate more of your work load so that you have more time to think and plan.

Weaknesses to acceptance are unfortunately very much a threat to this powerful part of Team Building. Teams that have bonded and befriended one another for wrong reasons could easily derail the process and objectives of team building. These could be members who do not share the same vision as yours as a manager. These are members that could easily join forces against you, leading to possible strikes.

WHY ACCEPTANCE?

You should now be at a stage where you are comfortable with the process. Acceptance gradually dictates the way in which the organisational culture of your institution develops.



SELF-EVALUATION ACTIVITY 2

WHAT DOES THIS ACTIVITY SHOW?

Use a map of the world turned upside down; display it on a transparency and request members to reflect on it. You could ask the following questions:

- first, as individuals, look at this map and reflect on what you see.
- now in small groups of four or five, share your observations, clearly stating reasons for your responses.



IMPORTANT TAKE NOTE

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



Assessment Task

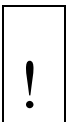
SELF-ASSESSMENT ACTIVITY

As a manager of your institution you are expected to assist members to **link**, **gel** and **befriend** one another. List at least 5 indicators of the underlined concepts.



IMPORTANT TAKE NOTE

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



IMPORTANT TAKE NOTE

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

SUMMARY

You have been exposed to a number of concepts that should help you consolidate your members as they become a solid team. Some of these include linking, gelling, befriending and accepting.

You have also been taken through some activities that will help you facilitate activities with your staff. The process of channelling new members to feel part of the same group should be clearly understood by now.



Reflection

REFLECTION

Having completed this unit, consider your role as a manager in education and reflect on your position as a manager committed to Team Building. How would you handle this stage?



Unit Test

UNIT TEST

Considering the information obtained from this unit, indicate the techniques you would use to assist your groups to unfold.



IMPORTANT TAKE NOTE

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

SUGGESTED ANSWERS TO UNIT ACTIVITIES

PRACTICE ACTIVITY

Your answer could include some of the following:

- a strong team
- a more goal-focused staff
- a team, sharing a common vision
- a less stressful working environment.

SELF-EVALUATION ACTIVITY 1

Possible weaknesses may include:

- late coming
- unproductivity, that is, staying and chatting in staff rooms during work time
- unco-operativeness, that is, not wanting to participate in co-curricular activities.

SELF-EVALUATION ACTIVITY 2

- the map, viewed from the position of the beholder e.g. someone from the North Pole, may have a different point of view
- indicate that we should respect people's opinions, as they may be arguing from a different point of view
- we should learn to be tolerant to other peoples opinion / point of view because they may see things differently from us depending on their stand point.

SELF-ASSESSMENT ACTIVITY

You could engage staff in activities that will encourage bonding e. g. birthdays, social activities also mental testing where members will think, reflect and realise that they have to accept one another's differences and similarities.

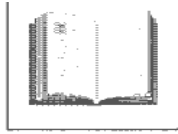
Members should show willingness to befriend and work together.

Noting that people are different you will be advised to be very honest about your strengths and weakness.

UNIT TEST

- Individual exercise immediately followed by paired work and then group work later on
- Activities that encourage team rather than individual effort
- Projects that assist members to tolerate one another's weaknesses and differences.

UNIT 4: BARRIERS TO UNFOLDING



Read Text

INTRODUCTION

You have now been taken through the process that will assist you to develop, create and reflect on skills essential for team building. This unit will look into possible barriers and hindrances you need to consider for you to take wise and informed decisions. The unit will in its approach focus more specifically on women managers.

OBJECTIVES

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

- identify barriers towards unfolding
- state reasons for befriending colleagues
- explain barriers in respect of unfolding.

CONTENT

DEFINITION

The word 'barrier' has already been defined in the previous unit to mean:

- Obstructs —————>shuts
- Bars —————>blocks
- Impedes —————>prevents

Barriers to unfolding should be seen to be those factors that hinder progress towards shaping a team. As a woman manager, you might feel the extra burden of helping other women shed off the barriers that could be said to be peculiar to women, like:

- getting easily irritated
- lacking assertiveness
- constrained cultural practices
- family demands
- gossip and entertainment
- 'PHD' syndrome (Pull her/him down) all stemming from being easily threatened by others.



Self Evaluation

SELF-EVALUATION ACTIVITY

Which of the barriers mentioned above have you personally experienced as a woman manager?



Note that the suggested answer is at the end of this Unit.



Read Text

For your management to be effective, you, as a woman manager, have to be extremely sensitive to how you manage these barriers. You cannot at this stage of developing your team afford to ignore these barriers as they are the weakest parts of your links to bonding. Remember that at this stage your service to your staff members should be highlighted by:

- openness
- equal and fair treatment
- democratic flair of management, respecting people for who they are.

You are at this stage challenged to take charge of these barriers as **opportunities** for you to develop your staff.

As indicated earlier on in this module and this unit as well, women have additional and unique barriers to be better seen as challenges for development. You will now be taken through some of these barriers individually.

THE EXPERIENCES OF WOMEN MANAGERS IN RELATION TO BARRIERS

• ANXIETY

In Unit 1 you were introduced to anxiety as a barrier to mixing teams. We shall now look into anxiety as experienced by women managers as they help the newly employed members unfold.

At this stage you have to cautiously guide members of your staff to be highly sensitive to those that are feeling anxious. They could be wrestling with questions like:

- am I good enough, and will I be accepted?
- if I want to do something, will I be understood?
- what could be politically and culturally correct and acceptable behaviour?

These are some of the feelings that you, yourself, could easily identify with. Newly appointed women managers could also experience anxiety about how they should relate to their staff and jobs. They could be asking:-

- will my family understand if I have to work long hours and cannot perform as a mother and wife any longer?
- will I be taken seriously should I introduce changes?

HOW DOES ANXIETY MANIFEST ITSELF?

At this delicate stage of unfolding, anxious members can easily be identified as:

- members that will be restless, especially when work related issues are handled
- people whose facial expression display elements of being unsettled
- constant interruptions needing clarity about obvious aspects.

STRENGTHS AND WEAKNESSES OF ANXIETY

For members to unfold their abilities and potentials fully, there is a need for them to be slightly anxious about their jobs. Anxiety could keep them on their toes, helping them to be focused. This can only be realised if you, as a manager, will be broad-minded and stick to your vision of team building.

You are now to look to the weaknesses of anxiety. For your team to unfold and develop to the next stage, anxiety would have to be clearly understood as to how it would defeat the objective of team building.

Anxious members would be:

- less productive as they would mostly spend their time and energy panicking
- less creative because they would not be mentally settled
- focusing on wrong aspects of the job as they would have the tendency of working in isolation, with the fear of exposing their ignorance.

EXPECTATIONS

At this stage, expectation is one barrier that is shared by both you, as a woman manager as well as, perhaps, newly employed women on your staff. As a manager, you are expecting members to seize the opportunity of working together with other members, and unfold their inherent potentials. Considering your ultimate aim of building teams, this stage becomes one of your cornerstones. Expectations can be a barrier when the new members resort to the following:

- keeping to themselves and not taking the initial step to mix, for example expecting someone else to greet first
- not volunteering to do anything because they might be threatened by the new environment.

You, as a newly appointed woman manager, could be stifled in your deliberations by expectations. The fact that you are a woman manager could be a problem if you are going to expect:

- that members are automatically going to be wanting to perform without being developed
- members to work extra hard so as to prove that you are hard working and coping.



Assessment Task

SELF-ASSESSMENT

What practices do you, as a woman manager, encourage for effectiveness?



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



Read Text

HOW DOES EXPECTATION MANIFEST ITSELF?

Expectation, like anxiety, is a significant barrier for the unfolding stage. Women managers are frequently reduced to an uncomfortable position where they would:

- constantly be forced to work harder than their male counterparts, because they are expected to 'prove' themselves
- expect to be given a special kind of treatment and could therefore be very critical about everything once they realise that their expectations have not been met
- at this stage, not develop their talents, potentials, to the fullest, as they would be expecting things to be done to them and for them. For example, newly employed members would expect to be spoon fed, expecting to have things or information given to them without them making any effort.

STRENGTHS AND WEAKNESSES OF EXPECTATION

It is important that you have now realised that barriers could be used productively and positively. Assuming the members are in the right frame of mind to be developed, you can only facilitate the process by teaching them the skills, and possible techniques. Your management skills could now be challenged to help people develop.

The weaknesses of expectation could be symbolised as follows:

- frustrations – when members' expectations are not met
- unproductivity – when members do not apply their minds, expecting someone else to support them
- lack of creativity – as in members not realising that they have the potential to do and create things, always expecting to be developed first.

MISTRUST / SUSPICION

“When I trust myself, trust you, and trust the process, my behaviour becomes personal regardless of other factors in the situation”.

Jack Gibb author of Trust – A New View
of Personal and Organizational Development. Pg 321
(Reece B L and Brandt R 1996).

This quotation says it all. If you, as a woman manager, are not going to trust yourself for who you are, and the strengths that you have, then you will most likely fail to assist your staff members to handle mistrust.

HOW DOES MISTRUST OR SUSPICION MANIFEST ITSELF?

As a sensitive woman manager, you will be most likely better placed to identify and handle mistrust. This usually manifests itself as:

- women's unwillingness to open up and share because of lack of trust
- isolation due to lack of confidence that one would be accepted.

WEAKNESSES OF MISTRUST

Mistrust is one of the common barriers constantly experienced by women generally. As a woman manager, you will be challenged to first deal with it on a personal level for you to be able to help new woman managers in your staff. As a barrier, mistrust dictates the following:

- members depriving themselves of personal growth because they do not trust other members who might be offering some help
- managers failing to communicate and relate to employees because of lack of trust

- members missing opportunities of growth because they do not have confidence in themselves. This means that they do not trust that they can perform certain duties. This unfortunately affects and tarnishes people's egos such that some tend to be jealous of others' achievements.

STRENGTHS OF MISTRUST

The presence or existence of mistrust at the unfolding stage of formulating your team could be a golden opportunity for development. It is your behaviour and reaction as a woman manager that will determine the success of this process. Once members have been made aware of the existence of this weakness as well as the importance of deliberately dealing with it, you could produce the following:

- a team that is strong enough to face up to their weaknesses and which will therefore be in a better position to deal with these
- a team that will now be more productive knowing that mistrust is a weakness that has a negative impact on them as a team.

ISOLATION

This barrier has already been handled in the previous units. For the unfolding stage, isolation would include the following:

- detachment
- rejection
- loneliness.

Isolation could be experienced at different levels for women. This could be at a management, community and at the work level. For the unfolding stage to be a success, isolation needs to be clearly understood for you to achieve your team building objectives.

HOW DOES ISOLATION MANIFEST ITSELF?

Having newly appointed members that need to be gelled into the existing staff should be seen as a delicate process. At this stage of developing teams, you as a manager would be in a better position to identify isolated members. These could be realised by:

- members keeping away from old members due to fear of the unknown, lack of trust
- new members keeping to themselves not trusting that their contributions would be appreciated
- woman colleagues keeping to themselves because of certain religious or cultural dictates.

Being a woman manager, you should be proactive enough to make a deliberate move towards giving staff members activities that will draw them together, thus realising and accepting their strengths and weaknesses.



Reflection

“There are two ways of spreading the light : to be the candle or the mirror that reflects it”. Edith Wharton (1989).

Looking at your own management style as a woman manager, reflect on whether you are the candle or the mirror.

STRENGTHS AND WEAKNESSES OF ISOLATION

Isolation could be used positively if you, as a manager, are certain that members are comfortable and productive at the same time. Having gone through the mixing stage, members at least have the opportunity of working together, thus picking up another’s potential. There might be one or two members who are loners by nature even though they are still members of the same group. These are people that could be more productive and may include the following:

- computer literate/fanatic that could be used to produce materials for the team
- researchers who would probe into books, materials, libraries, digging up information for the team.

This means that you, as a woman manager, should stay focused on your vision of creating teams that are stable and reliable. You can now turn isolation into a positive factor to contribute meaningfully to the team.

Undirected isolation can prove to be a terrible weakness and can manifest itself as:

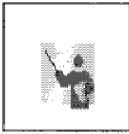
- members working and setting individual goals instead of team goals
- a woman manager working alone and not involving or developing members of her staff.



Summary

SUMMARY

This unit has taken you through barriers to the unfolding stage of team building. Barriers handled include expectations, isolation, mistrust/suspicion. You have also been made aware of the fact that with most barriers, comes the possibility of development opportunities for members. These opportunities, however, depend on how pro-active you can be as a manager, to seize them.



Practise Activity

PRACTICE ACTIVITY

List 5 activities you would engage your staff in, so that they could reduce barriers to unfolding.



Suggested answers are at the end of this Unit.



Unit Test

UNIT TEST

With the knowledge acquired from this unit, indicate the strategies you would opt for to specifically assist women managers to remove their own barriers to team building.



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

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY

These could include:

- lack of assertiveness
- family demands
- constrained cultural practice that, as a woman, you should be quiet and keep to yourself
- 'PHD' syndrome (pull him or her down).

SELF-ASSESSMENT ACTIVITY

- openness
- equal and fair treatment
- democratic flair of management, respecting people for who they are.

PRACTICE ACTIVITY

These could be:

- arrange activities that would encourage members to work in pairs, small groups of four or five.
- encourage activities around curriculum, social/sporting etcetera, to encourage members to think of group and not individual interests.
- arrange seminars with consultants to help members in their groups come up with vision and mission statements.
- encourage members to work together in their groups preparing scripts and material to conduct workshops for the rest of the staff for example, Teacher Development Appraisal.
- Initiate activities that would make members talk about themselves, their families, their interests. This will promote openness and bonding.

UNIT 4: TEST:

Possibilities could include:

- (i) Being focused on your objectives of building a team.
- (ii) Be aware of your own weaknesses that could be barriers, so that you can work on removing these.
- (iii) Be assertive, sensitive and act speedily once you have identified aspects that could spoil your plans of team building. You could restructure some groups/teams if there are too many outgoing, boisterous personalities who might be constantly at logger heads.
- (iv) Do not practise favouritism; treat all members as equals to give equal opportunities to members.
- (v) Do not abuse your position to undermine other women, because of certain strong characteristics and potentials that you may have, even though you are a leader

UNIT 5: THE DEVELOPING STAGE



Read Text

INTRODUCTION

In the previous units we looked at the Mixing Stage and the Unfolding Stage in team building.

After the group of individuals has been put together to perform a function or a task, they begin to mix and unfold as peers, as former school mates, or as a group from the same town, area, country or even continent. They then reach the **Developing Stage** which is characterised by:

- opening up and showing talents, skills, expertise and knowledge
- staging hot debates on issues
- challenging ideas as individuals independently, regardless of their group affiliation
- developing a sense of trust across the peer and the group allegiances
- sharing what is for development and progress of the task and purpose before them.

This is indeed developing towards team building for the leader to utilise and direct for the common goals and vision of the institution. This is eloquently echoed by Peter Drucker (1998) when he argues,; “Top Management work, is work for a team rather than one man”.’



Read Text

OBJECTIVES

On completion of this unit you should be able to:

- define the developing stage of team building
- identify strategies to cope with Management issues at the developing stage
- analyse ideas for more comprehension and understanding
- share skills, expertise and knowledge gained through reading, training and In-service workshops
- assign appropriate duties to build and to enhance trust
- make a critical analysis of policy provision and acts related to this faculty.



Read Text

CONTENT

DEFINITION OF DEVELOPING

Chamber's Twentieth Century Dictionary (1971) defines developing as:

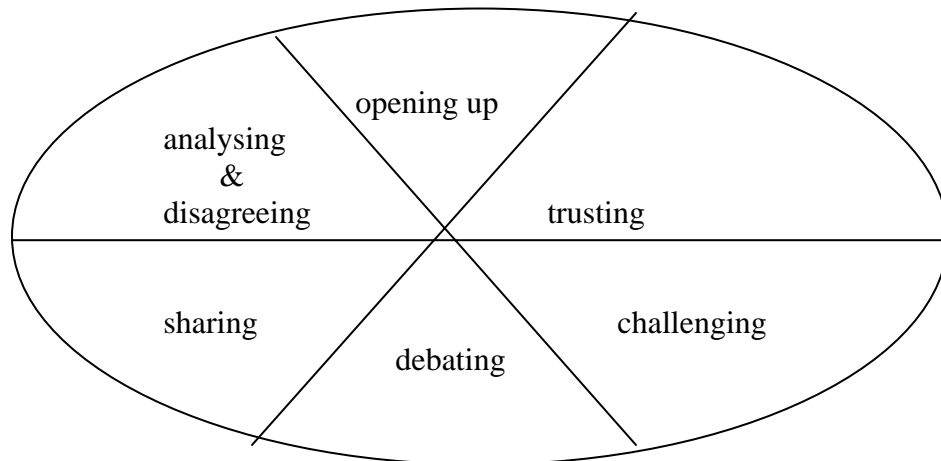
- to unroll or to lay open by degrees
- to bring out what is latent or potential
- to bring to a more advanced or more highly organised state
- to unfold or grow
- to evolve.

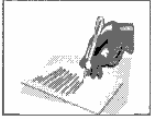
This stage towards team building can be described by all the above terms found in Chamber's Dictionary. The following diagram best illustrates the components of developing towards team building:

- This is an extract from the complete team building wheel you were introduced to in Unit 1.

The Team Building Wheel

The Developing Stage





Self Evaluation

SELF-EVALUATION ACTIVITY 1

What 3 signs demonstrate that the staff members are developing?



Suggested answers for this activity are at the end of this Unit.



Read Text

STRATEGIES FOR DEVELOPING TOWARDS TEAM BUILDING STAGE

To address this particular stage of developing towards a fully fledged team, the team leader has to realise that it will not be a magic wand, but a long rugged walk of development.

It will be a constant and even a consistent trial of strategies until a team is in place and is built. You, as a manager, should encourage positive attitudes by trying the following suggested strategies:

- Levelling the playing field for trust to unfold among staff and management members.
- Warren Dennis and Burt Manus, ('Leaders: The Strategies for Taking Charge'), hit the nail on the head when they say:

‘Trust is the glue that maintains organisational integrity’.

- Active involvement of staff in making decisions which affect team building
- Recognition of staff as people who strive to achieve team characteristics. Celebrate improvements to promote a sense of pride and team **cohesiveness**
- Rewarding individuals and groups.
- Providing sufficient resources to develop staff so that they appreciate team building and share resources and information.

After the discussion on the strategies, we shall now put into perspective the intended meaning of the terms in the diagram in figure 1, and examine how they could be used and their purpose in team building:



Read Text

OPENING UP

As indicated in the previous Units of this Module, it is natural that the new members joining the institution for the first time, will in the course of time do the following in the process of developing to be a team:-

- open thoroughly or unfold to express opinions
- disclose and start communicating with others
- make available ideas that they had been holding since they were new.

Equal to these feelings, the manager will go the extra mile in communicating and opening up. This could be done with integrity and honour and could be in the following ways:

- in good faith
- in a nurturing mood
- with motherly love
- in a reconciling spirit.

The manager has an obligation to encourage the spirit of:

- opening up
- forgiving all those who have ridiculed, labelled and isolated her when she was new
- reconciliation with those who were suspicious of her when she arrived for the first time.

The above undertaking by the woman manager will characterise developing towards effective team building.

TRUSTING

As highlighted in the previous units, the process towards team building is quite a phenomenon. It develops until it is in the stage of:

- worthiness of being relied on by all
- confidence in the truth of anything you say and do
- friendship with other colleagues
- having a rest on the integrity recognised by all and sundry.

The above mantle of trust, is achieved and developed after some stages of development. The leadership is therefore under pressure to harness this stage of developing towards building a team.

This is achieved by engaging in strategies that help to target all these aspects as a manager. They do not just germinate on their own. The effective manager has to nurture and water these by, amongst other things:

- organise motivational addresses
- recognise staff achievements
- recognise and celebrate important dates together
- involve members of staff in decision making.

These efforts put together will help enhance and develop team building.

CHALLENGING

As mentioned in the previous units the process towards team building is a challenging and demanding one. Every member of staff should feel the following for an institution to claim to have a formidable team:-

- to call on to settle a matter through discussion or by any kind of contest
- to share a common group identity
- to pursue with a sense of building.

To call on to settle a matter by discussion or by any kind of contest is the amount of effort the members of any team should exert in facing the challenge of being a team. The passion to achieve and to build a team should be as if members have a common purpose. The woman manager has a role to play here, in letting all focus be on team building through her charismatic character.

The team should behave as if the institution is their own. The woman manager's characteristic of hard work is an asset.

The challenge and demand should be as if all members are wanting to win. The woman manager's ability to communicate effectively should be utilised positively as a strength.

All these should be done to develop members to be a formidable team.

DEBATING

In the process of developing towards a team, there is a time when issues are thrown to members to give their scholarly views and opinions. This is done through the following manner:-

- a contention in words or argument
- liable to be disputed.

This exercise is achieved by presenting issues to members to come out with conclusions. The agreement and the consensus reached through the debating exercise becomes a 'team's' opinion and view.

You are therefore advised to utilise the arguments and channel them positively as another mantle to building a team.

SHARING

Again in Units 1 – 4 the development of a team has been presented in perspective. It is an unfolding situation. When the team reaches the developing stage, the members of the team are able to:-

- freely contribute ideas, skills and knowledge
- own the institution to promote its ceremonies and symbols in the sense of being unique
- participate in the development of a team
- have something in common, all members having a share or a portion.

You are expected as a manager to encourage situations where all members would benefit and feel the pride of belonging to a team. The purpose of such exercises will help facilitate the building of a team.

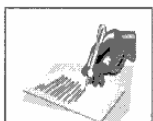
ANALYSING

It is therefore incumbent on the manager to harness all this expertise and to move vigorously towards building a team.

After the explanation of the above suggested terms on developing as a stage in team building, you are invited to meditate at what President Sara Brown and Associates, Pristine, (March 1988) say:

‘Managing requires setting aside one’s ego to encourage and develop the work of others. It requires a “big picture” and team perspective rather than an individual achiever is perspective’

It is imperative however that you, at this stage, identify the strengths and weaknesses of your staff members and complement them to be goal focused.



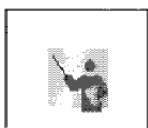
Self Evaluation

SELF-EVALUATION ACTIVITY 2

From the list of your experiences identify five strengths and five weaknesses that best describe women managers in education.



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



Practise Activity

PRACTICE ACTIVITY

You are planning a Staff Development Workshop for your women staff to advance their effectiveness.

List key points to be considered in this plan.



Possible answers will be provided at the end of the Unit.



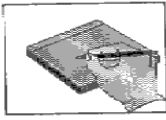
Assessment Task

SELF-ASSESSMENT ACTIVITY

As a woman manager, prioritise at least five points that you would consider when budgeting for women managers' Development Programmes.



Possible answers will be provided at the end of the Unit.



Summary

In this unit you covered most of the aspects on the developing stage in team building. The unit also covered the suggested strategies that managers can utilise, to advance the effectiveness of managers in general, and women managers in education, in particular. A variety of activities have been drawn up for you to test your comprehension of the Unit on Developing to Team Building.



Reflection

As a woman manager in education what would you consider to be strategies to advance women's strengths without letting their male counterparts in education feel isolated in developing to team building.



Unit Test

Why do you consider the Strategic Staff Development Plan to be important in developing the staff to be a team?



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

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

- involving staff in decision making by involving even the new comers who are women
- recognising improvements and achievements by staff, especially women members of staff by presenting awards or certificates.
- providing resources as much as possible and to empower the staff in operating skills.

SELF-EVALUATION ACTIVITY 2

The answer to this activity would rely upon each individual manager's comprehension, understanding and perception of their strengths and weaknesses:

| Strengths | Weaknesses |
|------------------------|--|
| • Diligence | • Lack of self confidence |
| • Accommodating | • Gets easily irritated |
| • Caring | • Family demands |
| • Task oriented | • Constrained by social and cultural Practices |
| • Courteous | • Impartiality |
| • Readily approachable | |
| • Good listeners | |

PRACTICE ACTIVITY

You may consider the following suggested key points:-

- Team Building and Team Work
- conflict prevention: through consultation
- sharing
- effective communication
- Time Management.

SELF-ASSESSMENT ACTIVITY

The answer to this activity needs you to look at your actions as a manager and identify the strategies that you have applied in various situations. Some of these may include:

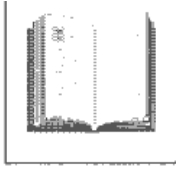
- opening up to each other freely
- debating issues until they abide by the agreement or reaching a consensus
- sharing of ideas, skills, knowledge and resources without losing their individual articulation of things.
- challenging all that hinders their development to a team
- analysing and synergising all that enhances their developing to a team.

UNIT TEST

Your answer may include the following:

- to develop trust
- to share decision making
- to acknowledge and reward
- to encourage ownership
- to increase cohesiveness.

UNIT 6: BARRIERS IN THE DEVELOPING STAGE



Read Text

INTRODUCTION

In unit 5, you looked at developing as a stage that precedes the creating stage to the process of team building. In this unit you will be exposed to barriers that impede this process to team building.

You, as a manager in education, should declare war on these barriers and work through them. These barriers should be identified for the sake of the developing stage to team building. Yes of course, more emphasis will be on those barriers that impact heavily and powerfully to women managers in education.

OBJECTIVES

After working through this unit the following aspects will be conspicuous and you will be able to:

- define barriers in respect of developing
- identify barriers to the developing stage to team building
- identify characteristics of the developing stage
- state reasons analysing issues in developing to team building.

CONTENT



Read Text

DEFINITION OF BARRIER

A barrier therefore could mean anything that:

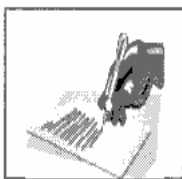
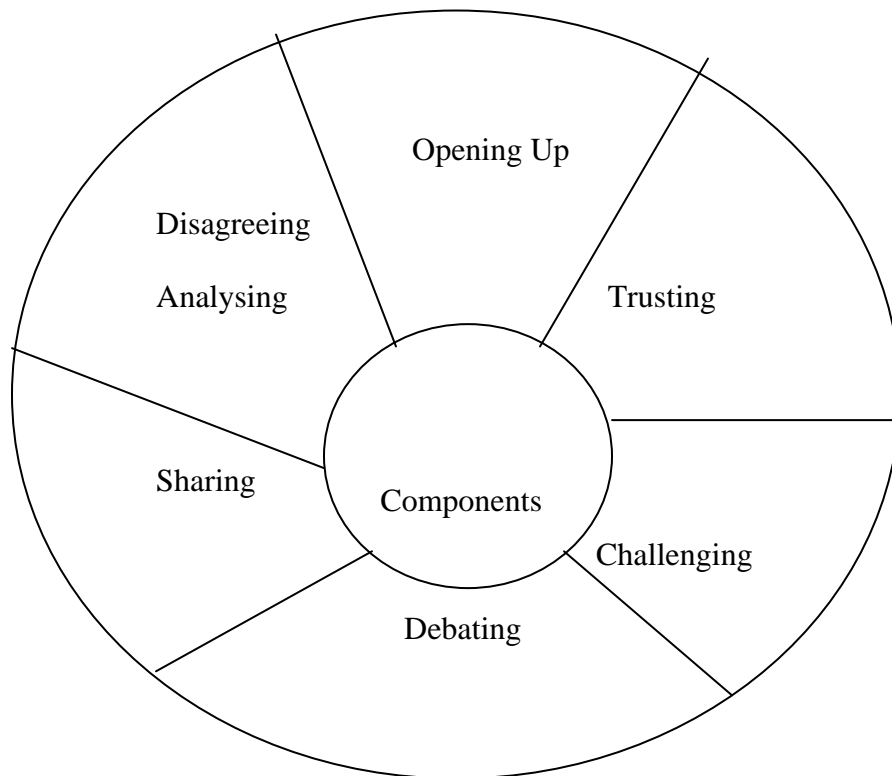
- bars
- obstructs
- prevents

- stands in the way
- blocks
- shuts up
- impedes.

Barriers in developing to team building are the obstacles that impede the realisation of developing. They stand between you and the vision.

The following diagram illustrates clearly some of the characteristics in developing team building.

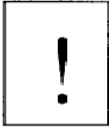
Characteristics of the Developing stage in Team Building



Self Evaluation

SELF-EVALUATION ACTIVITY

As a manager in Education, what would you regard as barriers in developing to team building?



Important-take note!

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



Read Text

As already indicated in previous Units, the developing stage is the most crucial stage to team building. Like all processes, there are hurdles, obstacles and hindrances you should overcome for this stage to progress. The following sections of this unit will focus mostly on barriers, more often than not, experienced by women managers.

The barriers women managers usually encounter in the developing stage to team building include:

- **Opening Up**

This is when one is able to unfold above the new environment and be able to express an opinion in good faith and in a reconciling spirit and mood.

- **Trusting**

You are worth being relied upon;

- for having a sense of integrity and honour
- for developing friendships with others
- for securing the confidence of others

- **Challenging**

You are able to turn threatening barriers around , requiring your experience and expertise to resolve or settle an issue.

- **Debating**

This means that you are able to listen and heed some points and yet also be able to put your own views and opinions across very eloquently. In short, this means a contention in words or in argument.

- **Sharing**

Here, you are able to contribute ideas, skills and knowledge across for all to share and be empowered. You are also able to participate in the development of the team with all other stakeholders.

- **Analysing**

In the context of developing to team building this means that members are able to:

- pursue all things to their source and come out with the general principles underlying each concept or process.

It is in analysing that you are able to understand, interpret and apply concepts to team building.

BARRIERS

After discussing the processes of developing to team building, you will look at barriers as they unfold in each process. These are the following:

BARRIERS TO OPENING UP

As indicated in Unit 5 the woman manager had to work through hurdles in opening up, so that her senior managers who are usually males, staff members, learners and even the community accept her.

As she treads forward in opening up, she is uncertain and the following questions flash through her thoughts:

- How will my husband react to this behaviour?
- What will my officials think?
- What will my staff read from this behaviour?
- What will the community's response to my behaviour be?
- Will the learners take advantage of what I am trying to achieve and develop?
- What will my children experience from my behaviour?
- How will my friends react to my opening up?
- Am I assertive enough to be reckoned with?

These are some of the added burdens for the woman manager. She has to swim over all these waves of uncertainty before concentrating on the professional opening up process to team building.

You must therefore, be cautious that people, in most circumstances, support what they help create, not what is imposed upon them.

BARRIER TO TRUSTING

Like in the opening up process in developing to team building, a woman manager should be sure where she is heading before advancing with her programmes, to encourage trust amongst the staff. The woman manager's worthiness of being relied upon by all her constituencies cannot be just taken with the following enquiries:

- Why is she picking on me to be trusted?
- Why does she want me to be her friend?
- What is she up to?
- What are her credentials?

The woman manager must be sure of her objectives and stand firm on what she believes. She must move forward in the process of trusting and building confidence for all of her constituencies.

She can build firmly on organising the following to build trust:

- organise cultural and social activities
- recognise staff achievements
- involve members genuinely in decision making
- deliver visionary leadership which encourages people to be bold and innovative in the quest for better ways of developing to team building
- conduct workshops for groups to discuss and interpret changes
- execute personal briefings on new information to cascade to learners and to all levels of the institution

BARRIERS TO CHALLENGING

As in building up trust, people could be suspicious of a woman manager inviting them to challenge issues. They could start by throwing up questions like:

- Why does she not do it herself, why invite our opinions?
- Does she really need our ideas?

You should, therefore, be honest and firm in challenging other peoples' contribution to team building. Ideas, opinions, skills, knowledge and information sorted from colleagues and other stakeholders should be seen to be applied in team building and the decision making processes. Cyril Charney, in the *INSTANT MANAGER* (2000) writes: 'a candle loses nothing of it's light by lighting another candle.' That is how you can overcome the barrier of individualism in your team.

BARRIERS TO DEBATING

As in the aspect of challenging an invitation to genuinely debate burning issues to team building, your openness to argue on things could be seen as suspicious. Other people may be afraid to debate with the manager on suspicion that she is deceiving them.

It should be at this process where you debate, challenge your colleagues on issues until agreements and consensus are concluded and included when making decisions to team building.

The barrier could be that people are not free in expressing their feelings as well as their ideas both on the problem and on the group's undertakings and operations.

BARRIER TO SHARING

As in the debating aspect sharing ideas, information, skills and knowledge can take a longer time to reap benefits. This could be because you cannot be immediately believed or readily accepted.

You can also recognise at this point in time what skills, information, knowledge and expertise your colleagues have. It is therefore imperative that you explore each individual's talent for the benefit of all to share.

You as a manager, should quickly and accurately identify the following among your staff and from the community:

- the strengths and competencies of each individual member of your staff and establish mutual confidence
- the weaknesses of each of the individual staff members
- the expertise of some members of your community to utilise for developing your staff to a team. You must also scout for outside expertise to be used to develop your staff to a team.

BARRIERS TO THE ASPECT OF ANALYSING

As in sharing, the aspect of analysing in the process of developing to team building is also crucial. It could be hampered by the following aspects:

- unavailability of material resources
- underdevelopment of the leadership of the institution on aspects to be analysed
- unavailability of a clear vision by the school leadership
- unavailability of expertise, information for the manager to lead the way and the members to use to analyse issues
- lack of communication and developing skills by the manager.

For you to overcome the above barriers, the following strategies could be employed:

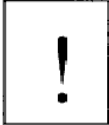
- organise cultural and social activities
- recognise staff achievements and initiatives
- involve your staff in decision-making
- deliver visionary leadership for your staff to follow
- conduct developmental workshops targeting your staff
- cascade all new information related to the development of your staff.



Assessment Task

SELF-ASSESSMENT ACTIVITY

As a manager, what would you employ as a strategy to curb barriers to trusting in your staff?



Important-take note!

Possible answers to this self-assessment activity will be provided at the end of this Unit.



Summary

SUMMARY

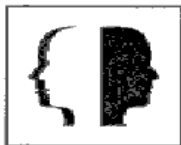
In this unit you covered most of the aspects on the barriers in developing a team. The suggested strategies to overcome those barriers as a woman manager have also been highlighted. Activities have also been drawn to evaluate and to assess yourself.



Practise Activiy

PRACTICE ACTIVITY

In the aspect of analysing, what strategies would you employ to overcome the respective barriers.



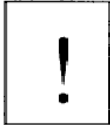
Reflection

As a woman manager, what would you consider as barriers to analysing issues in the process of developing a team.



Unit Test

Name 3 processes to developing in team building which are in the Team Building Wheel.



Important-take note!

Possible answers to the unit test are provided at the end of the Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY

Possible answers could include the following:

- withdrawal
- mistrust
- lack of communication
- suspicion
- lack of motivation

SELF-ASSESSMENT ACTIVITY

Possible answers could include the following:

- organise cultural and social activities for all staff members
- recognise staff achievements by giving incentives
- involve all your staff members in the decision making exercise
- conduct workshops for your staff to discuss and interpret changes
- hold staff development workshops to draw staff strategic development plans



Practise Activity

PRACTICE ACTIVITY

Your response may include the following:

- Organise cultural and social activities
- Recognise staff achievements and initiatives
- Encourage participative decision-making
- Offer visionary leadership
- Cascade new information

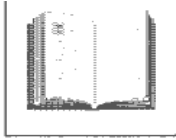
UNIT TEST

In answering the Unit Test on the processes of developing to Team Building the following may be considered:

- trusting
- challenging
- opening up
- debating
- sharing

- analysing
- disagreement
- critical thinking.

UNIT 7: THE CREATING STAGE



Read Text

INTRODUCTION

This is the final stage in the process of team building. Having experienced the preceding stages of mixing, unfolding and developing, it is the intention of this unit to help you realise that you are now confident enough to progress to the final stage of creativity. This is largely dependent on the fact that you have progressively experienced each step of the team building process with or without its hurdles.

OBJECTIVES

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

- identify reasons for respecting and supporting each other
- identify ways in which you could bond together as a team to foster trust
- critically analyse rules and activities
- perform tasks with commitment and without prejudice
- identify reasons to focus on issues rather than personalities
- share expertise and resources for mutual growth and development.



Read Text

CONTENT

DEFINITION OF 'CREATING'

The ultimate experience of creating would be recognised by the need to produce 'something' new from little or nothing. The enthusiasm and zeal with which you propel yourself to this final stage will to a large extent, be determined by the zest and drive of the manager.

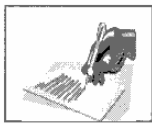
The manager's continued support and sustenance throughout the process of 'creating' cannot be underestimated if the vision of the institution is to be realised.

At this stage the team is characterized by being:

- focused and more aware of its common purpose
- able to see how each of them fits into the broader framework
- clear in respect of roles and expectations
- more respectful
- more supportive
- more inclined towards cohesiveness.

During this time, the Education manager must exploit the situation by pulling team members together, in respect of common areas of interest, values and preferences. There is clear evidence that a leadership style that emphasises team building impacts positively on its team members with regard to bonding and togetherness.

Given the maternal endowment of women, who is better than the woman manager to initiate and steer such a process!



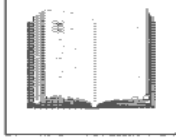
Self Evaluation

SELF-EVALUATION ACTIVITY 1

List some of the characteristics of the final stage of team-building.



Suggested answers for this activity are at the end of this Unit.

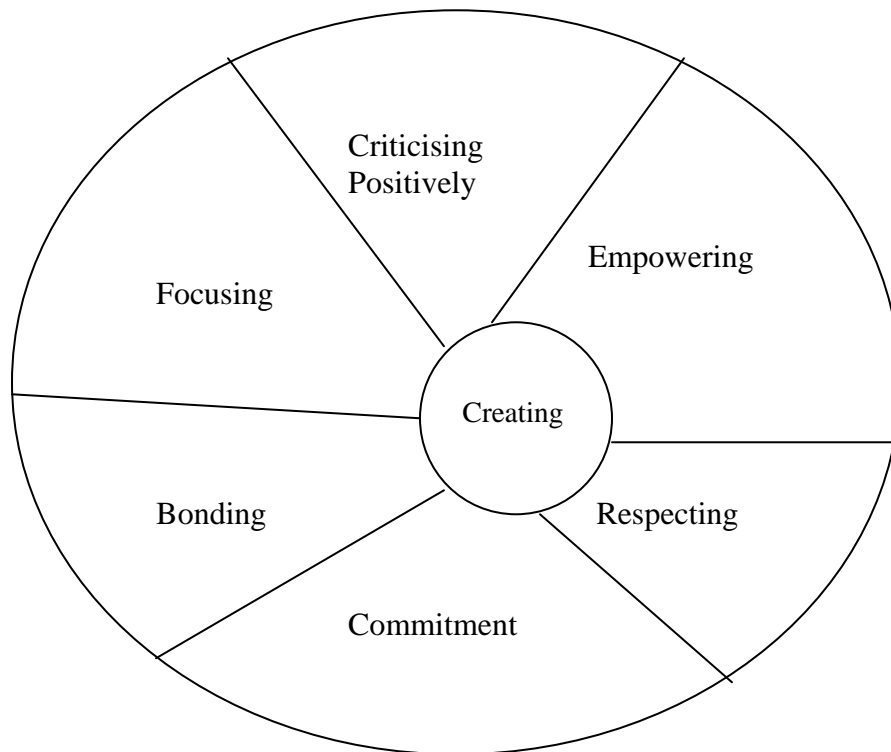


Read Text

The figure below illustrates the components of the final stage of team building.

THE FINAL STAGE OF THE TEAM BUILDING PROCESS:

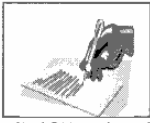
STAGE 4 – CREATING



The above diagram depicts a gradual evolution of this fourth and final stage of 'creating' in the process of team building.

You would, at this point, experience an **unobtrusive** shedding off, of negative experiences and a gradual progress towards a steady graduation of positive feelings and encounters. These would include the following, which are, by no means, exhaustive:

- positive criticism – both making and receiving
- empowering of and being empowered
- respecting (mutual)
- commitment
- bonding
- focusing.



Self Evaluation

SELF-EVALUATION ACTIVITY 2

As a woman manager, list some of the positive behaviour that you would expect to indicate respect for you.



Suggested answers for this activity are at the end of this Unit.



Read Text

The positive experiences as depicted in the final stage of team building are indicative of successful development and maturity through the various stages of the team building process.

These positive experiences are discussed in further detail.

CRITICISING

If you have successfully progressed to the creating stage of team building, then your experiences of criticism would largely embrace the positive and constructive aspects of it. You would therefore, as an effective manager, be able to both meter out positive and constructive criticism as well as receive the same. Your focus on criticising would entail some of the following:

- growth and development
- improvement
- progress
- learning and teaching
- being constructive
- being positive.

EMPOWERING

Unlike the earlier stages where you might still have been stuck with the negative feelings of, for example, mistrust and suspicion, as an effective manager, you will now experience greater feelings of empowerment. These positive feelings create the urge to also empower those within the fold.

Your experiences during this stage will embrace the following:

- capacity building
- sharing
- contributing
- developing
- assisting.

RESPECTING

Having displayed characteristics of empowering and being empowered, you will naturally be seen to illustrate mutual respect. Respect shown to you by your staff members may be identified by the following:

- total acceptance of you
- seeking advice from you
- consulting you
- sharing with you
- bonding with you
- accepting your criticism with no ill-feeling.

It is your responsibility as a manager to ensure that mutual respect remains a constant and compelling characteristic of your institution. Should you begin to identify symptoms of its dwindling, it is your duty to develop ways of reinforcing it in the work environment.

COMMITMENT

Having successfully reached the stage of commitment in the creating stage, you are well on your way to achieving the ‘success story’ in your team building project.

Once you have effectively managed to create mutual respect in your work environment you will observe that commitment follows as a natural consequence. Commitment maybe identified by the following:

- eagerness and enthusiasm
- going beyond regulated times
- readily sharing
- eagerly assisting
- constant urge to update and keep abreast

- extra and co-curricular involvement
- voluntary service.

You, as a manager, must establish strategies of maintaining zeal and sustaining enthusiasm. This will assist you and your staff to remain committed.



Remember: a committed manager plus a committed staff produces **committed learners**.

BONDING

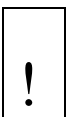
Having successfully steered your educators through positive experiences of the creating stage in team building, they would naturally have bonded to some degree. These experiences as indicated earlier are as follows:

- criticising
- empowering
- respecting
- commitment
- bonding.

As an effective and perceptive manager, you would identify bonding through the following:

- closeness to one another
- caring for each other
- consideration for each other
- sharing among themselves
- selflessness
- generosity
- helpfulness to others.

As a manager, you must capitalise on the manifestations of team building, such as bonding, and utilise this to optimise productivity.



Remember a bonded staff is united and supportive.

FOCUSING

The final experience of the creating stage is that of focusing. Every educational institution ought to have a vision and a mission statement which is known by all stakeholders. It is the manager's duty to ensure that everybody remains focused for the vision and mission to be realised. A focused staff is on the threshold of creating. As a manager, you need to harness focused and committed persons and to develop ways in which to maintain their enthusiasm.

Focused persons are likely to display the following characteristics:

- goal directed
- determined
- persistent
- committed
- clear and specific
- logical.

Once you have successfully directed personnel through the various stages of the final stage of team building, you may now talk of a staff that:

- is empowered
- mutually respect each other
- engages in positive criticism
- is fully committed
- has successfully bonded
- is most importantly focused.

Having **shared** the above experiences it is incumbent on the manager to recognize that the staff has **gelled** as a team.

WHAT THEN IS YOUR RESPONSIBILITY?

It is to facilitate the process of creating

WHAT IS CREATING?

It could mean the following:

- initiating 'things' or ideas
- forming 'new things'
- creating new 'things'
- being innovative
- being entrepreneurial.

As a manager, it is your duty to encourage and promote the 'creating' stage of team building.

STRATEGIES FOR ENHANCING THE ‘CREATING’ STAGE IN TEAM BUILDING

This could be done through implementing various strategies. Some of these are:

- providing on-going motivation programmes
- arranging addresses by mentors
- arranging workshops / programmes by mentors
- ‘show and tell’ programmes by key figures and influential figures
- organising, twinning, networking with other successful figures
- setting examples as a manager.



Practise Activity

PRACTICE ACTIVITY

As a manager, which of the above positive experiences of team building exist at your school?



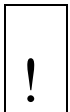
Possible answers to this activity are at the end of this Unit.



Assessment Task

SELF-ASSESSMENT ACTIVITY

As a manager in education, what strategies would you employ for enhancing the ‘creating’ stage in team-building.



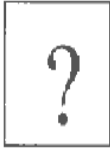
Possible answers to this activity are found at the end of this unit.



Summary

This unit has introduced you to a number of issues and experiences in the final stage, that is 'creating' in the team building process. These issues have embraced the definition, characteristic and strategies that you as an Education Manager would develop and implement in the 'creating' stage. It has also graduated you through the various developmental stages of team building, that is: 'mixing'; 'unfolding', 'developing' and finally 'creating'. It has revealed to you the characteristics, experiences and barriers of each stage. Having accomplished this, the material equips and empowers you with the required tools and mechanisms to initiate, support and sustain each of these processes. Your ultimate and successful arrival at the final stage, that is the 'creating' stage is crucial, in that it puts 'the seal on team building'.

What is, therefore, significant for you as manager is to realise that having reached this final stage of team building, which is punctuated with positivism, you need to develop strategies for the enhancement of team operations. This unit has exposed you to some possible strategies on which it is hoped you will build.



Unit Test

UNIT TEST:

Having gone through this unit, what are the four important stages of team building?
List two characteristics of each stage.



- Possible answers to the unit test are given at the end of this Unit

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

Answers to this activity will vary in accordance with your experiences as an Education Manager. Your answer may however include the following:

- focused and more aware of common purpose
- clear in respect of roles and expectations
- more respectful
- more supportive
- more inclined towards cohesiveness.

SELF-EVALUATION ACTIVITY 2

Answers to this activity will differ in respect of your experiences as an Education Manager.

These might include the following:

- frequent communication with you
- executing your directives diligently
- practicing loyalty towards you
- being respectful/courteous
- honouring your requests
- behaving civilly towards you.

PRACTICE ACTIVITY

Please note that answers to this activity will differ from individual to individual and will depend largely on your personal experiences as an Education Manager.

Remember though that once a team has been built, some of the following feelings should be experienced:

- gelling
- bonding
- sharing
- respecting.

SELF-ASSESSMENT ACTIVITY

As an Education Manager, you may consider including the following strategies to enhance the 'creating' stage in team building.

- providing on-going motivation programmes
- arranging addresses by mentors
- arranging appropriate workshops/programmes by mentors

- organising networking/twinning of educators
- arranging ‘show and tell’ programmes by key and influential figures
- setting examples as manager.

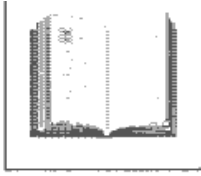
UNIT TEST

The four stages included in this unit provide a wide classification which is merely a guide. You, as an Education Manager, may want to extend or consider alternative stages, without losing the intended essence of the unit.

The four stages and characteristics thereof are as follows:

| STAGES | CHARACTERISTICS |
|-----------------------|---|
| Stage I: Mixing | <ul style="list-style-type: none">• anxiety• isolation |
| Stage II: Unfolding | <ul style="list-style-type: none">• linking• befriending |
| Stage III: Developing | <ul style="list-style-type: none">• opening up• trusting |
| Stage IV: Creating | <ul style="list-style-type: none">• respecting• bonding |

UNIT 8: BARRIERS TO 'CREATING' IN TEAM BUILDING



Read Text

INTRODUCTION

In unit 7, you examined 'creating' as the final stage in the team building process. You have also been exposed to concepts and issues that characterise 'creating' and give it its very essence. The creating stage is that ultimate stage that cements and finalises the process of team building. It is that stage that indicates to you that you 'belong', that you are part of a bigger picture. It jolts you to the realisation that you are merely one cog in the wheel and that for the effective functioning of the wheel, all the cogs have to be synchronised. Similarly, a team has to be built through a well designed process. You have done this in the preceding units. Hence, this unit offers you the opportunity of reflecting on your own experiences as a woman manager and the practices and procedures you employ in building a team.

It also creates the opportunity for you as a manager to identify and work through the barriers that exist in the 'creating' stage of team building. The unit further accentuates those barriers that especially influence and impact on the position of women as managers in Education.

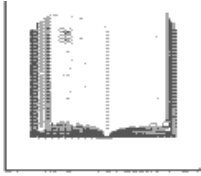
OBJECTIVES



Read Text

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

- define barriers in respect of 'creating'
- identify barriers in 'creating'
- state reasons for respecting a colleague
- identify the strengths and weaknesses of criticism
- identify the strengths of commitment, bonding and empowerment
- list the advantages of being focused
- work through the identified barriers in respect of 'creating' in team building.



Read Text

CONTENT

DEFINITION OF BARRIERS

As already identified in unit 7, you have successfully experienced all the preceding stages of team building and have also worked through their subsequent barriers. Having now been exposed to the prime and most prospective stage that is, the 'creating' stage of team building, it is clearly indicative that you have enjoyed some degree of success in the team building exercise. Your success as an Education Manager in the process of team building will ultimately be measured by the skills you employ in working through the barriers you encounter.

Some of the barriers you experience may include the following:

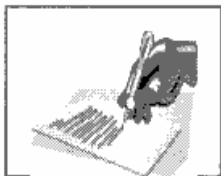
- negative criticism
- labelling
- demotivation
- discouragement
- avoidance
- laziness/disinterest
- professional jealousy.

BARRIERS EXPERIENCED BY WOMEN MANAGERS

Whilst the above barriers focus on the experiences of the Education Manager in general, it must be noted that as a woman manager, you will further experience those that are peculiar to your situation. These may include:

- failure to accept you as an equal / leader
- failure to take you seriously
- failure to accredit your inputs
- professional jealousy
- frequent fault finding / negative criticism
- frequent 'putting down'
- being critical of your clothing, your physical appearance, disposition, etcetera
- lack of support by some men and women
- frequent attempt to make you feel 'guilty' in respect of your domestic commitments
- convenient interference of your assertiveness for aggression
- sexual harassment
- frequent attempts at intimidation

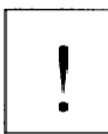
- considering you a threat and making this obvious



Self Evaluation

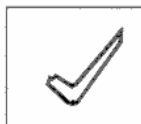
SELF-EVALUATION ACTIVITY 1

As an education manager, list some of the barriers that you would experience.



Important-take note!

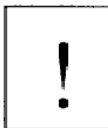
The suggested answers to this activity are at the end of this Unit.



Assessment Task

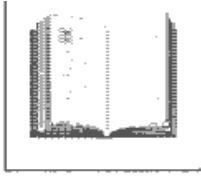
SELF-ASSESSMENT ACTIVITY

Now, as a Woman Education Manager, identify those barriers that are peculiar to you.



Important-take note!

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



Read Text

BARRIERS AS IMPEDIMENTS TO WOMEN MANAGERS

NEGATIVE CRITICISM

Criticism is not necessarily a negative experience. Seen and experienced, positively, you must regard it as a skilful art.

It ought to characterise some of the following:

- reviewing with the intent to improve
- censuring with the intent to do better
- observing with the view to making positive recommendations
- criticising with the view to enhancing development
- judging with constructive recommendations.

Unfortunately, experiences have taught women otherwise. As a woman manager, your experiences of criticism are frequently negative. This experience is thrust upon you, not just by your subordinates, but often by your seniors as well. These practices may be attributed to the following:

- seeing you as a threat
- personal insecurities you encounter
- lack of confidence
- attempting to put you down
- attempting to discourage and demotivate you
- attempting to frustrate you.

THE 'PUTTING DOWN' SYNDROME

You have observed as a woman, that this negative experience is one of those that impact more heavily on your general performance. Although it is a syndrome that has always existed, it is only recently and more especially with our new constitution, that as a woman you have become confident enough to realise that:

- it violates your basic human rights
- it violates your rights as a woman
- legislatively you could respond to this practise.

It is important for you to understand why you as a woman manager often experience the, ‘putting down syndrome’ by both males and females. It is also important to look at these separately, since they often manifest themselves differently.

MALES

Men may put you down as a woman manager for some of the following reasons:

- patriarchal influences which have hailed the male as the Head of a household
- cultural barriers which reinforce the headship position of males
- religious barriers too, which further confirm men’s status
- the ‘Male Ego’ which wouldn’t allow him to see you giving him directives or instructions
- difficulty in accepting you as an equal
- envy for your ability as a woman to focus on more than one issue at a time and be able to execute these effectively.

FEMALES

Women’s reasons for putting you down as a woman manager will vary from those of males, and will embrace the following:

- professional jealousy
- seeing you a threat
- the ‘Why you and not me?’ syndrome
- suspicion and mistrust in respect of your promotion
- that you may be ‘showing them up’

As a manager in education, what strategies would you employ for enhancing the ‘creating’ stage in team-building.

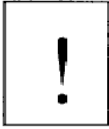


Practise Activity

PRACTICE ACTIVITY

Consider your own institution and indicate who puts you down most. Is it the males or the females? How do you recognise this?

As a manager in education, what strategies would you employ for enhancing the ‘creating’ stage in team-building.



Important-take note!

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



Read Text

SEXUAL HARASSMENT

As a woman, you would know that the practice of sexual harassment in the workplace has always existed. It is however, only recently that it is being recognised as a form of violence which violates an individual's human and constitutional rights.

Sexual harassment may be categorised by:

- unwelcome physical contact
- unwelcome verbal conduct with sexual overtures
- sexual assault
- rape
- indecent assault
- persecution in the workplace
- sexual innuendoes or suggestions
- unwelcome display of sexual pictures / graphics.

As a manager, it is imperative that you recognise and realise sexual harassment instantly. It is more important that you make efforts to eradicate such practices if you cannot wait to be regarded as a fair, effective and efficient leader.

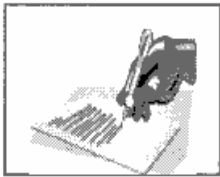
Sexual harassment may be an indication of:

- sexual favours to and from someone
- personal inadequacies
- attempts to distract from the work situation
- appeal for career "opportunities"
- hidden frustrations
- appeal to increase obligations
- abuse of power
- abuse of position
- abuse of authority

- to ‘show’ you up.

An assertive and competent manager will address sexual harassment through numerous professional programmes. Some of these may include:

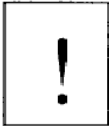
- arranging workshops/seminars on sexual harassment for learners, staff, parents, etcetera
- inviting key speakers from Abuse Desks and Advice Desks
- arranging programmes on Legislation and Women’s Rights
- establishing a School Policy on Sexual Harassment
- holding workshops on Policy, increasing awareness and encouraging ownership
- organising programmes on assertiveness.



Self Evaluation

SELF-EVALUATION ACTIVITY 2

What would you list as the reasons for sexual harassment?



Important-take note!

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



Read Text

PROFESSIONAL JEALOUSY

Like negative criticism and the barrier of being constantly ‘put down’, you will note that another prevalent barrier to your performance is that of professional jealousy.

Unlike the barriers discussed earlier, professional jealousy may be exerted in some very subtle ways and, therefore, much more difficult to identify and work through. However, as a successful woman manager, you would inevitably have experienced it. The task then is for you to identify it and be able to work through it.

WHAT THEN IS PROFESSIONAL JEALOUSY?

You would understand that at its core this type of jealousy is directed at your profession. It could be described as the following:

- intense rivalry in respect of your profession
- extreme envy of your profession
- highly incensed by your job
- acutely embittered by your post as an education manager.

You will have noticed that most negative expressions towards you as education managers, pertain largely to you professionally and not necessarily towards you as an individual.

Professional jealousy may be easily identified by the following:

- fault finding and frequent negative criticism
- lack of appreciation
- celebration of your weaknesses and errors
- non-developmental attitude
- non-supportive
- non-co-operative
- encouraging gossip around you
- reluctance to acknowledge your successes.

STRATEGIES TO REDUCE PROFESSIONAL JEALOUSY

In order to avoid exacerbating this barrier, it should be addressed by providing:

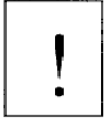
- social activities
- recreational activities
- cultural activities
- transparency in respect to job expectations
- sharing through non-professional activities.



Assessment Task

SELF-ASSESSMENT ACTIVITY

As a manager, list indicators of Professional Jealousy within an institution.



Important-take note!

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



Read Text

LABELLING

It is common for you as a woman manager to experience labelling in the workplace. Like most other barriers it would impact on your performance. What is of importance though is how you work through these barriers in an effort to minimise their effects.

Some common labels you may have been given could be:

- 'Iron -lady'
- 'Cold fish'
- Miss Frosty
- Miss Hitler
- Miss Perfect
- 'Smoothie Sue'

Let us examine why women managers in particular are more likely to be labelled negatively. Considering some of the above labels, you could attribute this to the following:

- being firm and direct
- discouragement of familiarity
- discouragement of fraternisation
- wanting things done well
- your persistence in respect of perfecting things
- your determination for professionalism.

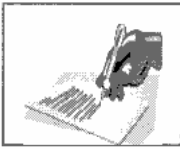
Once you have understood why labelling is a common barrier it is important that you establish strategies for reducing or eradicating labelling, particularly in the creating stage.

Don't lose sight of the fact that you have successfully bonded and gelled and are hence ready for the creating stage of team building. The presence of any barrier in this final period may hamper creativity.

STRATEGIES TO ADDRESS LABELLING IN THE CREATING STAGE

These may include the following:

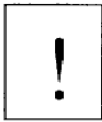
- hold frequent, short staff meetings with the specific purpose of addressing negative practices
- turn around and replace negative labelling with positive ones
- use labelling to hone in on certain management styles that are perhaps less receptive
- use labelling to examine and perhaps change negative practice
- organise professional development programmes that address practices such as labelling amongst others.



Self Evaluation

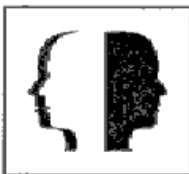
SELF-EVALUATION ACTIVITY 3

List possible reason why women are more likely to be labelled.



Important-take note!

The possible answer to this activity are found at the end of this Unit.



Reflection

Reflect on your practice as a Woman Manager and consider who you are more acceptable to. Is it males or females and why is this so?



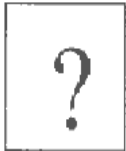
Summary

SUMMARY

Like the 'creating stage of team building, this unit also introduces you to a number of significant issues and practises that could exert untold influence on the ultimate seal of team building. Central to all of this, is the presence of will entrenched barriers that could impact negatively on your performance as a woman manager. This unit further examines the presence of barriers in respect of the creating stage. It looks at possible reasons for the existence of some barriers at this level. More than this, it exposes you as a manager to those barriers that are peculiar to you as a woman.

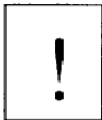
The unit also allows you to reflect on the possible strategies that you may establish to reduce or eradicate these barriers.

The final unit is important in that, it places the final seal on team building. The success of this process will, therefore depend on how you come through each stage and how you work through the subsequent barriers of each stage.



Unit Test

Having gone through this unit, list some of the barriers you would encounter in the 'creating' stage of team building. Identify possible solution to the above.



Important-take note!

Possible answers to this unit test are at the end of the Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

Your answer may include the following:

- negative criticism
- labelling
- demotivation
- discouragement
- avoidance
- laziness/disinterest
- professional jealousy.

SELF-ASSESSMENT ACTIVITY

Answers to this activity may vary in accordance with your experiences as a Woman Manager.

Your response may however the following:

- professional jealousy
- sexual harassment
- 'Putting Down' Syndrome
- lack of support by men and women
- failure to accept you as an equal or leader
- convenient confusing of assertiveness for aggression
- intimidation
- making you feel 'guilty' in respect of your domestic commitments.

PRACTICE ACTIVITY

Answer to this activity may vary from institution to institution and may also depend on factors such as:

- percentage of male staff members
- percentage of female staff members.

Experience in respect of MALES may include the following:

- patriarchal influences which may have hailed the male as the Head of a household
- cultural barriers which reinforce the headship position of males
- religious barriers emphasising the male as Figure head
- the male ego which wouldn't allow him to take directives/instructions from you as a woman manager
- difficulty in accepting you as an equal
- envy in respect of your ability to handle several issues simultaneously.

Experiences in respect of FEMALES may include the following:

- professional jealousy
- seeing you as a threat
- The “Why you and not me” syndrome
- suspicion and mistrust in respect of your promotion
- that you may be showing them up.

SELF-EVALUATION ACTIVITY 2

Possible answers to this activity may embrace the following:

- sexual favours to and from someone
- personal inadequacies
- attempts to distract from the work situation
- appeal for career “opportunities”
- hidden frustrations
- abuse of power
- abuse of position
- abuse of authority
- to “show you up.”

SELF-ASSESSMENT ACTIVITY

Your answer to this activity may include the following. Note that the list is not exhaustive.

- frequent negative criticism
- lack of appreciation
- delighting in your weaknesses/errors
- non-developmental attitude
- non-supportive
- non-co-operative
- encouraging gossip around you
- reluctance to acknowledge your successes.

SELF-EVALUATION ACTIVITY 3

A. This answer may include the following:

- being firm and direct
- discouragement of familiarity
- discouragement of fraternization
- wanting things done well and thoroughly
- your persistence in wanting to perfect things
- your determination for professionalism.

B. Your response may include the following barriers:

- negative criticism
- the 'putting down' syndrome
- sexual harassment
- professional jealousy
- labelling.

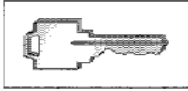
UNIT TEST

Possible solutions to this activity may include the following:

- Hold frequent short staff meetings with the specific purpose of addressing negative practices
- Turn around and replace negative labelling with positive ones
- Use labelling to hone in on certain management styles that are perhaps less receptive
- Use labelling to examine and perhaps change negative practices
- Organise professional development programmes that address practices such as labelling amongst others

MODULE TEST

1. Describe the 4 main stages of Team Building
2. List 5 possible barriers encountered in the process of Team Building. Describe how these barriers can be identified.
3. What strategies would you use to motivate your team in Team Building?
4. In your opinion, who should spearhead the process of Team Building in an institution, and why?
5. What would you consider to be the strengths and weaknesses of a woman manager?
6. Why do you think a Staff Strategic Development plan is crucial in developing your staff to be a team?
7. What are your personal barriers as a woman manager, and how do you intend to work through these?
8. As a woman manager indicate what process you would engage in to 'mix' your staff?
9. 'Creating' has been described as the final stage of Team Building. What is your understanding of this stage, and why is it final?



Key Words

GLOSSARY

| | |
|---------------------|--|
| assertiveness | - Ability to fully express one's feelings or to be honest, open and direct. |
| barrier | - element that hinders the intention of building a team |
| cog | - one member of the team |
| creating | - process of producing something 'new' from little or nothing. |
| developing | - to build to an advanced stage, to evolve, to bring out what is potential. |
| empowerment | - process of giving authority to carry out any task. |
| chance | - to advance the process of team building; to uplift. |
| gelling | - ability to bring together; to bond and to build on each others' strengths and weaknesses. |
| magriza | - granny |
| mixing | - to mingle and to pool resources towards the achievement of a common purpose. |
| pivotal | - central, in the middle of 'focusing beyond' the task. |
| strategies | - devices to overcome a barrier. |
| stress | - any adjustive demand caused by factors within the new environment that needs coping behaviour. |
| motivation | - ability to influence people to perform better |
| team | - refers to persons working together for a common purpose. |
| team building wheel | - a diagram showing the process of building a team. |
| unfolding | - Shaping or moulding. |

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WOMEN IN MANAGEMENT

MODULE 6

TEAM BUILDING

**WRITERS: MANDRAJ SHOBANA
MSIMANGO PEGGY B
SIBIYA RICHARD B**

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