

RESOURCE MATERIALS

FOR

WOMEN IN EDUCATION MANAGEMENT

MODULE FIVE

UNDERSTANDING THE ORGANISATIONAL CULTURE

Department of Education and Culture
KwaZulu-Natal, South Africa

Commonwealth of Learning
Canada

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THE MODULES IN THIS SERIES ARE:

- | | |
|---|-------------------------------------|
| 1. Assertiveness | 7. Managing Conflict |
| 2. Effective Communication | 8. Strategic Planning |
| 3. Self-Management Skills | 9. Delegation |
| 4. Leadership | 10. Conducting Productive Meetings |
| 5. Understanding the Organisational Culture | 11. Report Writing and Presentation |
| 6. Team Building | 12. Interviewing Skills |

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WOMEN IN EDUCATION MANAGEMENT

MODULE FIVE

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PREFACE

The Master Strategic Plan (2000 – 2003) of the Department of Education and Culture, KwaZulu-Natal (KZN) has, as one of its main policy objectives ‘the Empowerment of Women Managers in Education’ The Education Human Resource Development Component came up with the initiative for the Women in Education Management Training Programme, to provide training in the area of Education Management.

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

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

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

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

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

The development of the course materials has been achieved through the joint responsibility and commitment of all together with eight regions of the Department of Education and Culture, KwaZulu-Natal and the course writers as reflected in the training modules.

The Province of KwaZulu-Natal is grateful for the level of human capital developed through this exercise. Altogether, 37 Course writers were trained. 10 Secretarial and Administrative Staff received training in basic desktop publishing.

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

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

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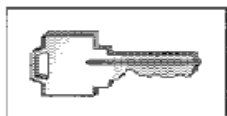
EXPLANATION OF ICONS

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



Read Text

Read the text provided in the Unit.



Key Words

Main words or concepts that are important in the Unit.



Self Evaluation

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



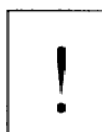
Practise Activity

Apply the knowledge and skills you have just learnt.



Assessment Task

Demonstrate your understanding and application of knowledge and skills learnt.



Important-take note!

The answers to the activity are provided at the end of the Unit.



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

Reflection



Unit Test

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



Module test

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



Summary

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

INTRODUCTION

Organisation refers to the way activities and work are planned and arranged, while culture refers to the habits and norms in the organization, including the way people generally behave. Thus, organisational culture is when a group of people work together in different ways and at different levels to meet a common objective.

OBJECTIVES

After working through this module you should be able to:

- describe organizational culture
- work with an understanding of the line function of the Department of Education
- explain the mission of the relevant Department with practical reality
- comply with the policies of the Department with practical reality
- identify reasons for customer service
- identify strengths and weaknesses in your personal professional growth and identify remedies for the weaknesses
- suggest and develop a management programme that builds confidence in the employees
- manage time more efficiently
- identify productive and ideal working relations with colleagues and improve productivity
- accept and involve women in positions of management with appreciation.

MODULE CONTENT

The eight units in this module highlight areas as shown:

UNIT 1: Organisational Planning

In this unit you will learn why and how the Department upholds the importance of women in management in its mission and goals.

UNIT 2: Organisational Structures

The purpose of this Unit is to outline the line function of the Department of Education. This serves to clarify areas of responsibility and accountability. Different levels within the organisation and job descriptions will be discussed.

UNIT 3: Selection and Promotion

In this Unit you will study how to create a climate which builds confidence in women and encourages them to apply for promotions so that they will be eligible for selection. You will also look at the importance of preparing an Employment Equity Plan.

UNIT 4: Supervision

Promoting professional growth amongst staff members in an organization is important. This Unit presents supervision as an instrument for staff development.

UNIT 5: Time Management

In this Unit you will look at what is termed 'Time wasters' and 'Time savers' in the job.

UNIT 6: Human Dimension

This Unit gives you an understanding of the various roles and behaviour of people within the organisation.

UNIT 7: Change Management

This Unit hopes to address the need for change. Without embracing the paradigm shift to appreciate and include women in management the Department will not be ready to move forward.

UNIT 8: Customer Service

This Unit looks at the treatment of customers in an organisation as part of its culture. The principle of 'Batho Pele' is presented as the instrument of the Department of Education to put people first.