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**LEADERSHIP CAPACITY BUILDING FOR  
MANAGEMENT TEAMS  
AT SECONDARY SCHOOLS  
IN THE SEKHUKHUNE AREA**

BY

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Supervisor Prof. Dr. L P Calitz

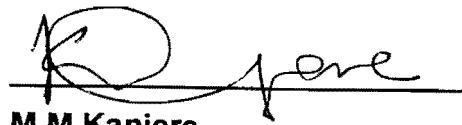
March 2001



## DECLARATION

I, Maria Matshidiso Kanjere, declare that **Leadership Capacity Building for Management Teams at Secondary Schools in the Sekhukhune Area** is my own creation and work. Sources used in this study have been fully indicated and acknowledged by means of complete references.

Signature :

  
M M Kanjere

I, **ARLEN KEITH WELMAN** the undersigned hereby declare that I have revised the language of the D.Phil. thesis **LEADERSHIP CAPACITY BUILDING FOR MANAGEMENT TEAMS AT SECONDARY SCHOOLS IN THE SEKHUKHUNE AREA**, written by **MARIA MATSHIDISO KANJERE**.

In my opinion the standard of the language is acceptable, provided that the mistakes I indicated have been corrected.

(Signed) A. K. Welman M.A. (English) (U.P.), B.Ed.(U.P)  
Pretoria  
5 March 2001

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## ABSTRACT

Most organisations have recently observed the importance of making use of teams and empowering them in their working situations. This is due to the fact that teams can enhance the performance of an organisation in the sense that they are quick to respond to a crisis, are thoughtful in their planning and capable of making sound decisions especially when complex problems have to be solved. Management teams if well-empowered should be prepared to apply their full potential to all the situations that may arise.

Building the capacity of the management teams is not an easy task. Creating a dynamic team takes a lot of effort and commitment from those involved, consequently the organisational leader and the team itself have to be thoroughly prepared both mentally and emotionally. The predominant outlook and strategies should be identified and serve as a point of departure, in order to bring coherence and understanding in a team.

The team members will have to co-operate closely so that they can work towards the same goals. This will help the team to become interdependent and to share the same desire to succeed. In an organisation communication serves as an important factor that brings people's ideas, feelings, anxieties and perceptions together. It should thus be encouraged in a team. Effective communication brings out openness, trust and compassion amongst the team members. Team members should therefore be prepared to share valuable information with each other except when the information is regarded as highly confidential.

In an educational institution the principal as leader has to adhere to certain principles, in order to establish a successful management team. He will have to subordinate his managerial role in order to achieve higher productivity and significant results through a team. He has to yield in order to receive. However this does not imply that he should abandon his responsibilities as an educational leader and manager of an institution.

The principal should have a future vision for the school and set goals that can take the institution to its greatest heights. He should however also involve others in setting organisational goals. This is because people are not likely to fully support goals or missions in respect of which they had no opportunity to help to formulate. The principal should also be prepared to work as a team coach and as its mentor.

It is the responsibility of the principal to instill organisational commitment by setting the right tone at a school. He has to ensure that a positive and healthy climate prevails in the organisation since that helps in the formation of good relationships. He has to accommodate the needs of the individuals in the team and in the school.

Nevertheless both the principal and the management team will have to realize that teamwork is not something that occurs on its own, but it is something that has to be planned for and developed. Cooperative work facilitates a good team spirit, which is nurtured in a positive school climate.

Both the principal and the management team have to work together to ensure the achievement of the organisational goals and objectives. This is because the school has to work as a unit in order to guarantee success. People who are merely grouped together to perform certain tasks but are isolated in their mission end up causing confusion, regression and failure in respect of the whole operation.

Hence it is imperative for management teams to be empowered in order not to see themselves as isolated entities but as an interdependent workforce.

Key Words :

- ❖ Leadership
- ❖ Capacity building
- ❖ Management teams
- ❖ Empowerment



- ❖ Mentoring
- ❖ A vision
- ❖ Team building
- ❖ Team work
- ❖ Team organization
- ❖ Team spirit

## OPSOMMING

Die meeste organisasies het onlangs die betekenis van spanne besef asook die betekenis van spanbemagtiging in werksituasies. Die rede hiervoor is dat spanne die doeltreffendheid van 'n organisasie kan verhoog in die sin dat hul snel op 'n krisis kan reageer, deeglik kan beplan en in staat is om verstandige besluite te neem, veral wanneer ingewikkelde probleme opgelos moet word. Ten einde bestuurspanne deeglik te bemagtig, moet hulle bereid wees om hul volle potensiaal te benut in alle situasies wat mag ontstaan.

Kapasiteit uitbouing van bestuurspanne is nie 'n maklike taak nie. Die daarstelling van 'n dinamiese span verg baie inspanning en toewyding van almal wat daarby betrokke is. Gevolglik moet die organisasieleier en sy span hulself deeglik geestelik en emosioneel daarvoor voorberei. Die oorwegende uitkyk en strategieë moet geïdentifiseer en as vertrekpunt gebruik word, sodat begrip en 'n samehorigheidsgevoel in die span bewerkstellig kan word.

Die span moet nou saamwerk sodat dieselfde doelwitte nagestreef kan word. Dit sal die span help om onderling afhanklik te word en om dieselfde begeerte om te slaag saam na te streef. Binne 'n organisasie is kommunikasie 'n belangrike faktor wat persone se idees, gevoelens, angsgevoelens en persepsies bymekaar bring. Kommunikasie moet dus in 'n span aangemoedig word. Doeltreffende kommunikasie bewerkstellig openlikheid, vertrouwe en deernis onder die spanlede. Spanlede moet dus bereid wees om waardevolle inligting met mekaar te deel behalwe wanneer hierdie inligting hoogs vertroulik is.

Die skoolhoof as leier van 'n onderwysinrigting moet sekere beginsels onderskryf ten einde 'n suksesvolle bestuurspan saam te stel. Sy rol as bestuurder moet ondergeskik gestel word aan die bereiking van hoër produktiwiteit en betekenisvolle resultate deur middel van die span. Hy moet soms toegee ten einde te kan ontvang. Dit beteken egter nie dat hy moet afstand doen van sy verantwoordelikheid as leier of bestuurder van 'n onderwysinrigting nie.

Die skoolhoof moet 'n toekomsvisie vir die skool hê en doelwitte stel wat dit tot groter hoogtes kan neem. Hy moet egter ook ander betrek in die daarstelling van

sulke doelwitte aangesien dié persone nie sommer doelwitte of sendings waarin hul geen aandeel behad het nie, sal ondersteun. Die skoolhoof moet ook bereid wees om as die span se afrigter en raadgewer op te tree.

Dit is die skoolhoof se verantwoordelikheid om die regte gees by die skool te skep. Hy moet toesien dat 'n positiewe en gesonde klimaat in die skool heers ten einde die fondament vir goeie verhoudinge te lê. Hy moet ook die belange van individue, die bestuurspan en die skool op die hart dra.

Nietemin moet die skoolhoof en sy bestuurspan besef dat spanwerk nie iets is wat vanself gebeur nie, maar dat dit beplan en doelbewus ontwikkel moet word. Samewerking kweek 'n goeie spangees wat in 'n positiewe skoolklimaat kan gedy. Beide die skoolhoof en bestuurspan moet saamwerk om die bereiking van organisatoriese doelwitte te verseker. Dit impliseer dat die skool moet saamwerk as 'n eenheid om sukses te waarborg. Persone wat slegs saamwerk om sekere take te verrig maar van mekaar geïsoleer is in die betrokke opdrag veroorsaak verwarring, agteruitgang en die mislukking van die hele onderneming. Gevolglik is dit belangrik dat bestuurspanne bemaagtig word sodat hulle hulself nie sien as geïsoleerde eenhede nie, maar as onderling afhanklike werkkragte.

#### Sleutelwoorde:

- ❖ Leierskap
- ❖ Kapasiteit-uitbouing
- ❖ Bestuurspanne
- ❖ Bemaagtiging
- ❖ Raadgewing
- ❖ 'n Visie
- ❖ Spanbou
- ❖ Spanwerk
- ❖ Spanorganisasie
- ❖ Spangees





**LEADERSHIP CAPACITY BUILDING PROGRAM  
FOR MANAGEMENT TEAMS AT SECONDARY SCHOOLS  
IN THE SEKHUKHUNE AREA**

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