

CHAPTER 5

GUIDELINES FOR A SUCCESSFUL CAPACITY-BUILDING PROGRAM FOR MANAGEMENT TEAMS AT SECONDARY SCHOOLS

5.1 INTRODUCTION

According to Donnelly (1990:9) the management of secondary schools is being taken more seriously than previously and much attention is being focused on senior management. Therefore this implies that schools face their greatest challenge of empowering their management teams, since they rely on the strengths and efficiency of the management teams in order to succeed. They also rely on the management teams' capability to actualize and project the school's vision.

Hoberg (1993:65) states that the principal occupies a unique leadership position and exercises influence in structural, operational and instruction matters in a school. Hence it can be deduced that the principal acts as a visionary leader in a school. He fosters the organizational commitment, culture and climate; and above all he sets the tone for success and quality in the school.

The principal as a visionary leader must know that "groups that work productively, efficiently and harmoniously generally have a skillful leader" (Glickman 1990:366). He must therefore see to it that he develops himself as well as others. Chance (1992:67) contends that a visionary leader has an awareness of group development, group roles and an ability to design groups so that their potential may be maximized.

The principal should initiate and design the capacity-building program for the management teams in collaboration with his staff. This will guarantee the acceptance and support of the program as those who will be directly or indirectly affected by will have been given a chance to make inputs. "Emphasizing the

importance of people is crucial to the effectiveness of a participatory management context" (Chamley 1992:2).

The capacity-building program itself should be designed in such a way that it considers the organizational needs and is geared towards developing human leadership potential. Chance (1992:68) argues that group development and group potential can be influenced by a number of elements such as personal and community aspirations, the nature of the school as an organization, the ruralness or urbanization of the community and the abilities of the visionary leader to work with a broad spectrum of people.

5.2 FACTORS WHICH DETERMINE A SUCCESSFUL CAPACITY-BUILDING PROGRAM

5.2.1 *A sound organizational culture*

All organizations are unique in terms of culture, climate and commitment. They are never the same. The organizational culture covers all the aspects of the school that cannot easily be expressed easily in terms of a common language. These aspects include things such as the organizational tone, value system, the standard by which merit is judged, personal relationships, habits, unwritten rules of conduct and the practice of educational judgement. Basson (1991:620) describes the organizational culture as the invisible force behind behaviour, decisions and creations of man.

In referring to culture, Brown (1995:8) agrees that culture is the pattern of beliefs, values and learned ways of coping with experience that has developed during the course of an organization's history, and which tends to be manifested in its material arrangements and in the behaviour of its members. Culture gives the organizational members an identity and paves the way for unity. It supports the constructive forms of behaviour because it shapes the way people recognize and react to events in their work lives.

Hanson (1996:58) argues that an organizational culture is the tie that binds the school system together. Culture shapes the organizational members' view of the world since it is composed of shared beliefs, expectations, and patterns of behaviour, values, assumptions, perceptions and artifacts.

Bezzina (1993:23) believes that schools develop their own cultures, complete with norms, roles, expectations, symbols, rituals and ceremonies.

In an organization beliefs have to do with what people think. People may think that certain practices are true or beneficial to the organization, whereas others might be regarded as being of no importance. In the practical everyday life of an organization, beliefs, norms and values cannot easily be distinguished as they are intertwined.

Values as part of the organizational culture are connected to the moral and ethical codes. They set the tone on how people ought to behave, for instance an organization which values openness, honesty and integrity will expect all its members to act or behave in an open and honest manner.

Brown (1995:16) defines norms as rules for behaviour that dictate what are considered to be appropriate or inappropriate responses from the employees' perspective in certain circumstances. Norms in the schools are formulated and presented as rules that have to be adhered to. Chance (1992:73) identifies the following as examples of group norms that can be useful :

- ❖ People should be listened to and recognized.
- ❖ It is safe to say what you think in the group. Honesty is valued.
- ❖ Feelings are important. Only the ideas may be criticized and not the people who produced them.
- ❖ Feelings, behaviours and concerns of everyone in the group can be freely acknowledged and discussed.
- ❖ Objectivity is encouraged and supported by all group members.
- ❖ The group learns from doing the things, deciding on issues and analyzing ideas.

- ❖ The development of an organizational vision is a unified effort and all ideas are important.

Culture provides meaning, direction and mobilization to an organization, and it is the organization's unifying theme. Gibson (1991:47) maintains that culture influences the way people act within organizations, how they perform, view their work with colleagues and look at the future.

In an organization culture is the product of human interactions, and it reflects the past as well as the present state of affairs in schools. Lane (1992:89) is of the opinion that school effectiveness factors continue to represent sound directions for school improvement, but only if the school's culture has been sufficiently considered. Thus in building the capacity program for the management teams in schools, the organizational culture will have to be considered.

The successful capacity-building program will have to be embedded in a sound organizational culture. The culture of openness, individual development, unity and the culture of sharing the burden will have to be nurtured in a school. In addition to that, Alvarez (1992:72) contends that norms of collegiality and trust should prevail in a school.

Lane (1992:89) is of the opinion that the strength of the school culture model lies in its recognition that movement of schools towards greater effectiveness must begin with attention to the subtle, habitual regularities of behaviour that comprise the culture of the school. The school should therefore regard openness highly, in that openness facilitates effective communication and formation of relationships.

When the culture of openness in a school is well cultivated, the people will learn to value and appreciate one another. They will be free to discuss issues and express their feelings, no matter how trivial they may seem to be. "When people feel valued, their personal importance is reinforced" (Alvarez 1992:74).

The right culture of openness can make people become more than willing to learn and to help one another. This they can do in order to unfold their

capabilities and potentials. Gibson (1991:203) agrees that by expanding their capabilities, employees can maximize or at least satisfy their skill potentials.

A successful capacity-building program can create a norm for growth in the school. The school should therefore grant its members a sound culture, which can guarantee the development of individuals and groups. The culture of life-long learning should be created in a school. Because it is important for organizational members to develop skills including intergroup skills. Both students and teachers have greater and hidden expertise that will have to be exposed and worked upon.

The culture of learning in a school enables the school community to be receptive to knowledge, and to develop in such a way that the more the community acquires knowledge the more it will desire to search further. Bezzina (1993:23) emphasises that development must be redesigned to address the issues that can liberate professionals. Thus new models of governance and ideas should be made available to the management teams through the capacity-building program.

Management teams should through a well-planned program be given different roles and tasks that can match their capabilities, as this forms the basis of empowerment. Management teams will have to be encouraged to be closely knit and to work effectively together for the achievement of the organizational goals.

The other facet of culture that will have to be fostered in the school and the management team is that of sharing the burden. Bezzina (1993:23) identifies collegiality as a path towards renewal, since it involves a decision to share and learn from and with others. This element in a culture develops as the school community shares the common visions, missions and goals. The school community should also understand and care for its numbers; they should develop compassionate feelings for the organization as well as for all the other members.

The sense of oneness in a team or organization brings about unity. This sense of unity, develops as the team or organization identifies with the acceptable norms and values of the organization. However, it should be noted that the

culture of the school can be adapted or changed on account of both internal and external factors. The school's culture should not resist change but should be flexible and dynamic. Bishop (1996:200) posits that reforms are likely to fail in the face of a growing culture of resistance.

5.2.3 *A healthy organizational climate*

The organizational climate refers to the environment which prevails in the school and which gives the school its meaning and character. This environment sets the tone on how things are normally done or should be done. Basson (1991:629) mentions that the quality of human activity in an organization is greatly determined by the spirit which infuses these activities.

Organizational climate serves as the distinguishing factor in schools. Thus one school climate may be warm and welcoming whereas the other may seem to be hostile. Organizational climate is directly related to the organization's adaptability, productivity, effectiveness and work satisfaction. Thus "the conditions under which people will grow and become more effective, conditions depend first and foremost on the atmosphere in the school" (Donnelly 1990:111).

Sweeney (1992:70) states that the climate of the school reflects the "feel" or "shared meanings" of people who work and learn within it. Consequently the organizational members can experience and define the climate of the school in the same terms. In the school the principal plays an important role in fostering a positive culture through his personality and management skills. Hoberg (1993:66) points out that the principal occupies a unique leadership position and is first and foremost responsible for creating, nurturing and shaping a positive school environment in which professional responsibilities are accepted and shared collegially among the staff.

The principal should foster a positive climate in the school by creating and sustaining the acceptable physical environment, communication and discipline. Hastings (1987:25) believes that if super-teams are to be successful they must have a suitable organization environment in which to thrive. The physical layout

of the school as well as its surroundings gives meaning to the climate of the school. Schools, which have good and attractive surroundings, are likely to have a homely environment, whereas those that do not have good surroundings can easily be classified as having a negative climate.

According to the arguments by Sweeney (1992:70), teachers who highly regard respect for individuals also treat their students and colleagues with respect, and this becomes a shared value that positively influences how the other members will treat one another. It is therefore the organizational members who define the climate of the school and give it its meaning.

A healthy school climate depends on the reliability of the school community's openness and level of autonomy. Wood (1989:28) maintains that a positive, healthy school climate that includes trust, open communication, and peer support for changes in practice, is essential.

The school community as well as the management team should take it upon themselves to support and care for one another. They should be willing to work together. Glickman (1990:367) affirms that concern and sensitivity to participants' feelings create a climate of desiring to meet with each other from week to week in order to accomplish and implement the group task.

Thus, the environment of desiring to work together sets the right foundation for designing and implementing a successful capacity-building program for management teams. This will, however, be accomplished through effective communicative structures. Davies (1994:12) reveals that language is the superglue of the institution.

Communication in the institution is essential as it determines how the management team operates. It is an effective managerial tool, which if properly used can enhance the climate of the school. "Communication is very important. Great schools keep the communication lines open and the flow positive" (Sweeney 1992:73).

Open and honest forms of communication build up a positive organizational climate, which in turn will facilitate the making of effective organizational decisions. Open and honest forms of communication contribute much to the loyal atmosphere.

The school should, however, when making decisions guard against the idea of making everyone think alike and say the same things by rejecting individualization. Chance (1992:68) warns the principals against the danger of creating a homogeneous group that will always accept and support everything the leader suggests, because that will establish an opportunity for those who are left out to become active saboteurs.

Metzdorf (1989:20) is of the opinion that people involved in change efforts need ongoing support and encouragement. This is also true for management teams as they need encouragement in their endeavours. Andrea (1992:108) observes that reinforcement is more than a management tool - it is a powerful way of shaping behaviour.

Talents in the school will have to be highly esteemed. The school members who succeed in integrating new ideas should be recognized and encouraged. But by way of contrast in most institutions *"risk taking is admired from afar, but given lip service when it comes to providing the support and commitment required to nurture and reward it"* (Hastings 1987:26). Success can be acknowledged through newsletters, meetings, personal letters and assemblies. A time can be set either before or after the meeting to congratulate those who have done exceptionally well at school.

Therefore the principal should create a non-threatening environment for the school community to explore and become adventurous. He should first model acceptable behaviour and set suitable standards of creativity. Sweeney (1992:69) argues that developing and maintaining a winning climate is a challenging but extremely rewarding goal for those who want to make a difference.

Should the principal deem it necessary to equip his management team in risk taking, he should first attend to that matter. Reep (1992: 92) is convinced that an effective leader should first model risk taking if it is to be an effective empowerment strategy. The leader should therefore also provide a safety net into which his team could fall in cases where failure occurs. He should assure his team that where there are successes, failures are also inevitable.

The climate of the school is closely related to the way the staff as well as the management team perceive and experience their work. Jay (1995:30) states that most people are motivated by the prospect of being satisfied by the job they do. The more positive the organizational climate is, the more the teachers will experience job satisfaction. Thus the positive and open organizational climate will enable those in managerial positions to manipulate and deal with different situations.

The other facet of the organizational climate, which will have to be considered, is discipline. Discipline sets the tone for orderliness in a school. It is broad and calls for cooperation. Fuhr (1993:83) is of the opinion that discipline is not necessarily a negative word, and it does not always involve punishment.

Davies (1994:17) contends that a leader can make control more acceptable by being a good communicator and by humanizing structures and procedures. Thus the principal should modify and adapt the disciplinary structures and methods in such a way that they will not lead to an explosive situation in a school.

Discipline should be used to mould and motivate the students. It should foster a good character in a person and develop the students' strengths. Discipline if administered with love and if it is consistent and fair, is likely to enhance the positive climate in a school. Sweeney (1992:70) expresses the idea that in schools where discipline or student attitudes are not perceived as positive, the climate generally suffers.

Work procedures in an organization should be well defined, because according to Fuhr (1993:83) most people want to function in an environment of established

principles and regulations so that they can know what is expected of them. It is therefore imperative for the principal to know that creating a positive climate takes time since a series of managerial procedures such as collaboration, coordination, communication and control are involved.

5.2.4 A successful organizational commitment

Organizational commitment refers to a group or the individual's pledge, obligation and dedication to support the organization. Hoberg (1993:65) maintains that organizational commitment is both an individual phenomenon and a group phenomenon. She further states that organizational commitment is closely linked to the pervading school climate.

A school which has a sound organizational culture and climate is likely to have a high degree of commitment. Organizational commitment does not only encompass compliance or loyalty to the organization. It has a much deeper meaning. It involves the individual's willingness to identify with and to support the organizational goals to the extent that he integrates his personal goals with that of an organization. Chang (1994:1) emphasizes that the success of any team depends on the individuals who make up the team.

Hoberg (1993:67) is of the opinion that a principal who succeeds in promoting organizational commitment through good public relation skills establishes people as his number one priority. Therefore this implies that the principal has to create a balance between being task-orientated and people-orientated. He should not always value the tasks that will have to be performed more highly than the people who should carry them out. He should, however, not over-pamper the people as that may cause a delay in achieving the organizational goals.

The positive organizational commitment facilitates the formation of effective teams in the school. This can be observed through the organizational members' ability to demonstrate their obligation through supporting various programs in the school. Therefore building the capacity of a team in that type of an environment becomes easy. Heckman (1996:151) maintains that people engaged in

organized activity often become clearer in their minds about specific purposes after action has taken place.

The capacity-building programs for the management teams in schools should in turn foster organizational commitment. The principal must see to it that the program prompts unity by ensuring it that members in the school or team are treated equally. Donnelly (1990:13) warns the principals to be wary of having 'favourites', people whom they can consult to the exclusion of others.

When members of the organization or team observe that they are being treated equally, they are likely to develop a sense of representing to their organization. Hence they can give all their best. Gresso (1992:45) observes that effective group work results in increased motivation for teachers to initiate other group activities.

Organizational commitment can also be enhanced by the well-organized and co-ordinated tasks, as they ease the efforts of the group. Davern (1996:52) mentions that successful collaboration requires effective ongoing communication. Therefore this implies that communication forms the basis of effective group collaboration and commitment.

Alvarez (1992:70) stipulates that by simply involving teachers in decision-making does not ensure a more effective school. An interim plan to motivate staff members and strengthen their commitment to the school is a vital prerequisite.

5.3 CAPACITY-BUILDING PROGRAM

Capacity-building programs for empowering management teams at secondary schools should be embedded in sound organizational culture, climate and commitment. The programs should be designed in such a way that they nurture and supports the organizational climate as well as the conditions necessary for both individual and organizational growth. Nevertheless, Durcan (1994:1)

asserts that the primary task of modern managers is to develop the capability and performance of their teams.

A well-designed and implemented capacity-building program should make a difference in the lives of the individuals and groups. The program should, however, recognize the principles of adult learning and professional competency. Arin-Krupp (1989:44) maintains that successful development programs are based on knowledge about how individuals learn and develop.

A capacity-building program should be understood within the school context, and it should therefore not be planned as an event, but as a process. It should express the differences between the desired and the actual managerial practices. Goals, which are expected to be brought about by the program, should be well stipulated, communicated and understood. "These will in turn help each of the members to know what is expected of them, how they can behave most appropriately and get recognition and approval" (Dimock 1987:28).

The program should be designed in such a way that it has a frame to facilitate the evaluation process. The methods, which will be used to carry out the program, will have to be identified and selected. Techniques and strategies that will enable the principal to get and retain the support of those involved will also have to be selected.

The school for instance can empower its management team through the collaboration and help of neighbouring colleges or universities. It can on the other hand, opt for a school-based capacity-building program, which can encompass the seminars, workshops or visits to other schools. Reep (1992:93) cites an incident whereby several teachers were provided with an opportunity to observe other schools and programs. He reported that those teachers came back motivated and willing to try out new ideas and concepts after having observed their counterparts' programs.

A capacity-building program should be a vehicle for meaningful change in a school. Durcan (1994:12) views empowerment as a way of emancipating and

revolutionizing attitudes towards work, alleviating or removing employees' feelings of powerlessness and that their work has little or no meaning. Empowerment should, however, consider the organizational as well as the individual needs. Management teams to be empowered, must demonstrate a certain level of dedication and zeal in their work. This will in a way guarantee the success of the program.

The principal on the other hand, must know that the success of the program also depends on his leadership and managerial skills. Kirby (1992:89) explains that the principals' varying styles, ideologies and contextual constraints affect their success in implementing school improvement projects.

Management teams should be given an opportunity to create or design the capacity-building program with the principal. This will make the team more determined and destined to succeed irrespective of obstacles. Chang (1994:5) highlights the obstacles that can stall the teams' progress as differing attitudes, ineffective communication and lack of motivation. Nevertheless, team members should have an opportunity to make their learning more self-directed.

A capacity-building program should permit the integration of the past successful experiences or practices with the new ones. "Inventions, that is, new ideas and actions, grow out of examining existing ideas and actions" (Heckman 1996:145). The program should endow the individuals with personal growth. It should make a difference to the lives of the group and individuals.

The participants in the program should be given an opportunity to practise or implement what they have learnt. Thus the program should be practical, relevant and well orientated. It should also be real and appeal particular to the team's situation.

The management team should be fully involved in the program so that it can achieve goals and objectives. Caldwell (1989:9) states that both individuals and organizations have the inherent responsibility to define and achieve their own excellence.

Management teams should know that they are the best investments to bring about achievements and change in attitudes at the schools. Hence they should be given a chance to implement what they might have learned through the capacity-building-programs. The new management techniques, behaviours and ideas learned should find their way into the daily practice. Wood (1989:35) is of the opinion that the teachers and administrators share the responsibility for maintaining the quality of practices and programs that have been learned.

In giving the participants in the program a chance to implement what has been learnt, the principal should anticipate successes or failures. Heckman (1996:146) maintains that democratic leadership focuses on the importance of putting newly invented ideas and values into action. The principal should thus be supportive when giving his management team a chance to put into practice what has been learned. The benefits of the implementation process together with the advantages of the program should be well communicated.

The management team's empowerment program should be measurable. It should for example be measured by the impact it has on the team members and other members of staff. Follow-ups should be carried out to ensure that the outcomes are in line with the aims and objectives of the program.

Team members should, after the program, be independent and interdependent. They should be independent in the sense that they should be assertive enough to handle or execute certain individual duties, and they will be interdependent because they will be relying on one another to give out the best towards the group's success.

5.3.1 Organizing a team

Team organization refers to the manner in which a team can be structured in order to make it effective. Structuring a team means to mix different characters and personalities in order to achieve the best outcome. However, as a leader the principal should know that he "cannot change people's personalities" (Jay 1995:7). Team restructuring lays a foundation for team development.

A team has to be organized in such a way that each member fits in well in a particular role. Team members should support one another and work well within a given structure. They should also be taught to focus on the organizational goals and objectives for success. Dimock (1987:28) suggests that groups function most effectively when members agree on goals, standards and usual ways of doing things.

Team members can work through the following analysis to match their characters with the roles that they have to play in a group :

(a) *Conservators*: The shyest members who are not outgoing can fulfil this role in a group; they are those persons want to maintain the status quo and are dutiful. These members are to a certain extent cautious and slow in making decisions. They can therefore prevent the team from making blunders by insisting on in-depth investigations.

Conservators provide the security in a team since they are reliable and supportive. Conservators, however, react slowly to change. Ash and Persall (2000:21) are of the opinion that a culture that reduces fear of change and promotes innovative practice should be implemented in schools. They underpin the team members' daily efforts, shortcomings and can improve communication in an organization.

Conservators are indispensable in a group since they are good at keeping records and are unresponsive to unproved ideas. They are capable of working systematically and efficiently through the plans to make sure that the decisions the team makes are implemented.

(b) *Initiators*: Those members of the team who are, in contrast to the conservators, daring, talkative and outgoing, can fulfil this role. Initiators are not afraid of taking risks and are easily excited by the challenges. These are the people who can keep the team on edge. They are good in co-ordinating and

organizing and can therefore be better off as team co-ordinators. Ash and Persall (2000:20) contend that initiators are aware of emerging trends in society.

If well trained, the initiators can make the best of the team resources. They can determine whether the team is moving towards its objectives or not. Initiators are good at determining the team's strengths, weaknesses and potentials. Hence they are good motivators.

Initiators are fond of advancing new ideas and strategies in a team. Jay (1995:1) stipulates that managers need people in their teams who can generate new ideas. Initiators are generally intelligent and are therefore capable of making breakthroughs in the team. They can create external contacts that may be useful to the team and they are good negotiators.

(c) *Moralists*: The moralists in a team make sure that the teams' activities and decisions are in accordance with the norms and values of the organization. Hence "businesses competing in a global, information-based economy measure success largely on the collective brainpower of their human resources" (Ash and Persall 2000:21). They focus much on the ethical aspects of a team. Moralists would want to impose some shape or pattern on the groups' discussions.

(d) *Critics*: This role in a team can be occupied by those who are analytical by nature. These are the people who are fond of questioning some practices. They always want to find reasons to do something. They evaluate ideas and suggestions so that the team can be better placed to take balanced decisions. Critics are also aware and not "afraid to speak up about conditions that limit their effectiveness, or policies that restrain their positive momentum" (Baumgartner 2000:26).

Critics can protect the team from mistakes of both commission and omission. They always search for that aspect of the work that needs extraordinary attention.

5.3.2 Building a team

Even though empowering a team is the same as building a successful team, the school should rest assured that “*there is no universal set of laws or principles that all effective management teams should adhere to*” (Lane 1992:92). Thus building a successful team poses a challenge to both the principal and the heads of department, the greatest challenge being how to bring about the spirit of unity in a team.

The team-building process should begin with an assurance that team members are security-minded, because this will enable each member to seek to establish his role. In the initial stage of building a high-performing team, the members should at first be given a chance to focus, adjust and interact with one another. Witmer (1993:73) asserts that direct, personal contact is an essential part of collegiality and team-building.

Some demanding activities within a team should be introduced at a later stage, in order not to push or rush the team into anything. The fact that team members are from different backgrounds and have had different experiences should be considered, as this will affect the teams' performance. Thus for team members to move closer to one another, Bailey (1991:93) recommends that the principal should encourage informal get-togethers and parties.

Team-building in its early stages becomes a trial and error method, as the team has not yet acquired its standing values. Norms and values are at this stage tried, tested, accepted or rejected. When the group moves towards the stage of maturity, members will try to test their sphere of influence. Erasmus and Van der Westhuizen (1996:198) agree that when employees are given the opportunity to implement their ideas and to use their enthusiasm to the best advantage of the organisation, the organisation is in turn influenced. The principal should make sure that the right principles are adopted in order to avoid divisions or factions in a team.

Negative elements within the group should be identified and done away with. They should not be allowed to creep into the building process of a team or undermine its capability to function effectively. According to Bailey (1991:93) the principal must make it a priority to support team-building activities both formally and informally.

5.3.2.1 Creating the team spirit

In creating a good spirit in a team, the principal should first ascertain its level of commitment. This is because the success or failure of the capacity-building program will to a certain extent as Chance (1992:83) has observed, depend on the group members' willingness to give up their time in order to participate fully.

The principal's efforts to create a good spirit in a team will grant him an opportunity to determine the attitude towards its work, for it is essential for the principal to know and understand the people he will be working with. Blegen and Kennedy (2000:4) are of the opinion that the principal sets the climate that encourages or stifles teachers' attempts to enter the circle of leadership.

Team members should all be encouraged to put the same amount of effort into the work, so that the people involved will not be offended. This they are able to do if they can, according to Bezzina (1993:23) meaningfully integrate the system's goals and their need dispositions. Dedication and commitment are essential in uplifting the spirit of a team.

Equal sharing of responsibilities in a team eliminates disagreements or dissatisfaction. The sharing of tasks also minimizes external criticisms. Thus the principal should, in his endeavour to create a thriving spirit in the team, assign joint tasks, to the team members. The team should, however, be assured of the principal's support "even when things do not go as planned" (Blegen and Kennedy 2000:5).

The tasks should be designed in such a way that they will bring the team members together and they should be easy to perform. This will let the team experience success. Easy and attainable goals in the initial stages of creating a positive spirit proved to be a success. Dimock (1987:70) supports the idea by stating that starting a new group with the successful accomplishment of a task can be helpful.

The principal can only start giving the team voluminous and challenging work after the group has proved that it can work together successfully. Challenging work in a team will motivate it to work harder in seeking joint solutions to problems.

When team members work together and share ideas, they tend to learn to respect other person's opinions. They in turn gain deeper an insight into and an understanding of the whole group. The principal should in addition be willing to share his expertise with the team. Thus "principals must learn to view themselves as the catalysts for change and their faculties as source of expertise" (Kirby 1992:92).

Team members need the common element, which can hold them together. They need a springboard from which they can aspire to greater heights. Jay (1995:IX) explains that the most vital managerial function of all is to be able to generate that elusive ingredient which is the team spirit.

Lack of the principal's responsibility towards the team can culminate in negative divisions. The principal should therefore be part and parcel of a team, be interested in the team's activities, progress and outcomes.

5.3.2.2 Maintaining a team spirit

Donnelly (1990:14) mentions that if the foundations are properly laid it should be easier to maintain a team spirit. Therefore this implies that the principal has the task of fostering and sustaining the positive spirit in a team.

Team members should be constantly motivated and given back-up through respective meetings. Jay (1995:127) highlights the fact that meetings are part of the formalized structure of teamwork and that they are crucial in building up the team spirit. Regular meetings are essential in a team because they enable the principal to keep in touch with its activities. Meetings also enable the team members to check on their progress, set new goals and pursue new challenges. Through the well-scheduled meetings the team is able to review its stand, *modus operandi* and pace of doing things.

Meetings should serve as an arena for individuals to air their views and to be given the opportunity for a fair hearing. The principal must see to it that he conducts his meetings professionally, and that all the team members are involved in drafting and adopting the agenda. Blegen and Kennedy (2000:5) argue that the principal should encourage teachers to take responsibility for special activities and projects.

Agreements reached during the meetings should be well implemented. The principal should avoid the temptation of changing or modifying some of the agreements without consulting all those who were involved. The integrity of a meeting should therefore not be undermined. Blegen and Kennedy (2000:5) contend that attending meetings is one way which the principal uses to demonstrate his support to the team.

It is essential for the wellbeing of the team to be constantly reminded of its importance. This will make the team members realise that they are being appreciated and that their efforts are being recognized. Andrea (1992:107) observes that a person who feels unappreciated suffers a loss of job satisfaction and his productivity declines.

In dealing with the team, the principal should not be afraid to acknowledge his mistakes so that they can be rectified. He should also point out some areas, which he finds challenging, without feeling that in doing so he will be degrading himself or exposing his weaknesses. This will make the team members know that he is just as human as they are, and that no person is successful at all

times. Blegen and Kennedy (2000:3) stipulate that freedom for decision making comes from knowing that thinking is messy and spirited and that disagreeing is necessary to find the new ideas.

With the right attitude and spirit being created within the team, the principal will find it quite easy to deal with the individuals within the team as well as with the team as a whole.

5.3.3 Designing or selecting the methods of imparting knowledge to the management team

Management teams differ according to their needs, organization and resources available. Therefore no single method of empowerment can satisfactorily serve the needs of all the team members. "Teams are people. And people have certain needs when working together in teams" (Chang 1994:6). Empowerment methods have to be well integrated and applied.

The principal together with his team, is responsible for the selection or creation of empowerment methods which can best suit the needs of the organization and individuals. Thus the needs of the school will have to be assessed, with the goals and objectives clearly defined.

The active participation of the management team in designing and planning for the capacity-building program, helps both the team and the principal to focus on the immediate needs and to come up with the mechanism to address them. Dimock (1987:12) agrees that participatory leadership by sharing decision-making and other responsibilities enables a group to make full use of all its members' potentials and increases self-esteem in the process. The positive participation of the stakeholders in the program will also guarantee successful outcome.

The methods of instruction chosen to empower the management teams will have to exhaust the available resources. They should also not ignore the available

talents and capabilities of the team. Gmelch (1984:3) is of the opinion that managers should maximize the contributions of all resources, particularly the capacity of every worker.

5.3.3.1 Lectureship method of presentation

Lectureship method is one of the methods which the management team can opt for in order to impart knowledge or educate adult learners. Integrating it with the discussion method can enhance its effectiveness. The discussion part of the lesson will enable the adult learners to air their views, reflect on the new knowledge that has been accumulated and clarify misunderstandings. Erasmus and Van der Westhuizen (1996:201) contend that the interactions in group activities confront people with reality.

The method creates awareness in the participants and also motivates them to seek to understand more. It makes the participants acquire more knowledge in the area of study. Thus the more the participants will be acquiring knowledge, the more they would like to learn.

The listening and visual skills can be developed through effective use of the method, without tiring the mind. The lecturer can opt to use films, overhead projectors, charts, videos or tapes to impart the knowledge. Short (1998:70) postulates that empowerment tends to expand the available resources to improve the teaching and learning.

Nevertheless, the use of all these teaching aids should, however, be followed by a meaningful period of discussions and questions. During the discussions, the participants should be divided into small groups, which could interact easily.

5.3.3.2 Workshops

Workshops are widely used in the Sekhukhune area to equip teachers with new skills and methods of teaching. Bourner (1993:15) maintains that the workshop format is increasingly used in training, education and development. Workshops

are also used to reflect on the work done in schools. Therefore introducing them into schools will not be surprising. Gresso (1992:45) argues that workshops are needed to improve communicative skills. School-based workshops if well planned produce the best results.

Structured activities are planned for workshops. Knowledge imparted during the workshop is put into practice. Bourner (1993:1) is of the opinion that any good workshop is based on a mixture of processes, most of which involve participants doing things rather than hearing about them. During the workshops new skills are learned and demonstrated. Participants can sometimes be divided into small-scale groups to facilitate the processing of knowledge gained and the skills learned.

The suggestions on how best to implement what has been learned are given. Recommendations and follow-up sessions are also well planned for. This is because "people do not always get things right first time" (Durcan 1994:117). Creativity should be encouraged in workshops by using different methods of activities and instruction.

During workshops management teams will have to be motivated to help one another, to collaborate and not to cheat, and to help in assessing one another. "*Motivation is the spark plug of team performance*" (Chang 1994:9). Self-help groups will therefore have to be established.

5.3.3.3 Seminars

A seminar in this context refers to a short intensive course of study.

Zederayko and Ward (1999:42) believe that time the away from the classroom for teachers in the learning and development year can be gained through a combination of activities such as employing guest speakers, providing released time or hiring a number of new faculty members to make up for the time lost while teachers are away from their classrooms. A seminar can be arranged if the management team retreat has been planned well ahead of time, that is, a place

arranged for the management teams at a nearby school. Team members will be given leave to be absent from their daily duties in order to be taught by a group of specialists. However, a convenient time for both instructors and participants will have to be determined.

The department, circuits or schools can arrange seminars. If there are costs involved, the school will have to be prepared to meet them. The schools or circuits can jointly invite lecturers from different universities to empower the management teams in specific areas. Jay (1995:163) advises that outside courses are more appropriate for learning universal skills.

The joint arrangements for circuit level or school level seminars can prove to be beneficial. Pollak (1997:29) assumes that collaboration in large districts could result in interschool programs, resource sharing and new ideas. When management teams are away from their normal school environment and socialize with other teams, they are likely to gain enough courage to try out new ideas and behaviours.

Seminars can be arranged in such a way that management teams determine the agenda or the direction of the discussions. Teams should be made to share information with others. Zederayko and Ward (1999:42) maintain that teachers in their the learning and development year should be responsible for sharing findings with other colleagues during staff and department meetings. The seminars should be organized in such a way that the management and organizational issues can be assessed, discussed and analyzed as the seminar progresses.

The participants should be encouraged to write reports on what they have learned or achieved during the intensive period of learning. This will enable them to share any knowledge that they might have acquired, with others. Short (1998:70) states that teachers believe that they are empowered when the school in which they work, provides them with opportunities to grow and develop professionally, to learn continuously and to expand their own skills through the work life of the school.

5.3.3.4 Support groups

Support groups serve as one of the most important methods of adult learning. In these circles the participants are free to discuss their weaknesses, fears, failures and successes in order to strengthen one another. Group members are therefore encouraged to participate voluntarily. Witmer (1993:71) states that "*the effectiveness of this informal system depends almost entirely upon the rapport that develops.*"

The group members together with their instructors can decide on the issues that will need to be discussed. Members within a group in the system are made responsible to provide support and to receive it. The instructor on a regular basis also provides feedback on the progress of the whole group. Kirby (1992:95) agrees that the success of the program depends on the monitoring of progress.

Permanent relationships can sometimes be established through the support groups. The groups help to reduce stress, isolation and frustrations. This is because "people usually relate more positively to peer assistance than to supervisory direction" (Witmer 1993:72).

The support groups can help management teams to become more aware of the obstacles on their way to success and to come up with various mechanisms for overcoming them. Management teams are even motivated to know that they are not failures. Therefore in that case as Chang (1994:9) states, motivation will inspire commitment, innovation and teamwork.

The skills, which can help the team members to survive and to overcome challenges, are developed. The group members are also taught how to apply such skills to practical situations. Techniques of importance to the organization are discussed. Chang (1994:1) explains that if the team members are taught communicative skills, are trained to resolve conflict and are motivated to excel, they can succeed.

The team members are taught to share their experiences with others in order to develop confidence in what they are doing. Even though the support groups demand the active involvement of the participants, they improve personal and professional esteem.

They should therefore be structured in such a way that they will permit informal and formal interaction. Thus "*providing teachers with the opportunity to learn from one another promotes team-building*" (Pollak 1997:29). Management teams should develop leadership skills and be flexible. They should also encourage staff members to lead and to participate actively during meetings.

Empowerment of management teams through this particular method should promote the cultivation of positive attitudes, problem-solving skills and group interaction skills. Team members will have to be encouraged to move towards higher achievements and to work cooperatively towards mutual growth. Short (1998:72) claims that no person can empower teachers; but can only create environments and opportunities that lead to and support empowerment.

Hence a climate of collegiality will have to be fostered and sustained. Team members will have to lean on one another's professional competency, whilst the sense of personal worth and effectiveness will have to be nurtured as the team strives to achieve a common aim.

5.3.3.5 Coaching

Heller (1993:95) argues that the key to success of the programs and schools that support them is the ability of educators to look and go beyond their immediate ego-protected environments, to an environment which will enable them to openly seek, accept, incorporate and publicly acknowledge the expertise and opinions of others.

Thus the success of coaching depends on the participants' willingness to accept and incorporate advice. Coaching to a larger extent focuses on the role of the principal as a coach. Heckman (1996:142) emphasizes that the renewal of public

schools and their communities calls for a moral democratic concept of leadership, which includes the principles and practices of caring, trust, social justice and collaborative inquiry. The principal should therefore demonstrate the practices he would like to foster and achieve in a team. He should work with the team to analyze, synthesize and evaluate.

Coaching calls for the members of the team to observe and put into practice what has been learned. They should therefore be urged to change behaviour through practice. Group members can be divided in a way that can stimulate and assist one another. The team should constantly be given feedback on new skills, until such skills become routine. Dimock (1987:18) mentions that the additional role of the coach is to seek more reaction and feedback from members, and generally establish a supportive, personal relationship with the followers.

During the process of coaching, the team should learn to personalize and not only discuss new concepts. It should share plans, ideas, resources and work together. This will let the team “develop an esprit de corps” (Witmer 1993:73).

5.3.3.6 Clinical supervision

The clinical supervision method allows both the instructors and the participants to learn jointly. In this case the team members would be encouraged to focus on the areas, which will need to be improved, in order to receive the support of their instructor in developing them. The instructor should, however, according to Dimock’s views (1987:18) demonstrate trust and confidence in the followers’ abilities. The instructor can either be the principal or any other professional person invited to undertake the task.

Instructors are expected to have a vast knowledge of the scope they have to cover. During the training sessions the participants are afforded the opportunity to renew their old skills and to learn new ones. They can also increase their level of understanding and commitment through practice and thus “gain insight into themselves” (Erasmus and Van der Westhuizen 1996:201).

Special tasks will have to be set and given to the team members in order to provide them with an opportunity to support one another. Team members will have to be provided with space and time to develop and prioritize the collection of ideas.

The benefits from this form of management training should be carefully communicated to the participants. The participants will have to be given a chance to preview and review the learning content. Thus Zederayko and Ward (1999:39) states that there are many creative solutions that schools use to provide time for teacher learning. Both instructors and participants will have to record a summary of each day's activities.

5.3.4 Evaluating the capacity-building program

A capacity-building program, like all the other programs, has to be evaluated because "without evaluation and feedback there is no learning" (Durcan 1994:112). The program evaluation will increase the school's effectiveness and attempt to answer many questions such as those in the following table.

Table 5.1 Evaluation questions

- | |
|---|
| <ul style="list-style-type: none"> • Is there any balance between the needs of the individuals, team and those of the school ? • Is there any variety in the time schedule to accommodate all the individuals within the team (e.g. weekly classes, intensive workshops, retreat, one-to-one coaching, seminars) ? • Is outside knowledge sought in order to bring in new ideas ? • Did everyone have an opportunity to generate the program ? • Is the budget for the program well allocated ? • Does the program reflect the mission statement of the school ? • Does the program contribute towards professional growth ? • Does it promote continuous life-long learning ? • Does the program develop interpersonal skills such as |
|---|

communicative skills ?

- Does the school have the right program in place ?

The evaluation of a capacity-building program should be continuous, that is, it must take place before the program, during and after. Throughout the evaluation process, the principal should maintain his leadership role. Durcan (1994:87) argues that leadership emphasizes direction and motivation.

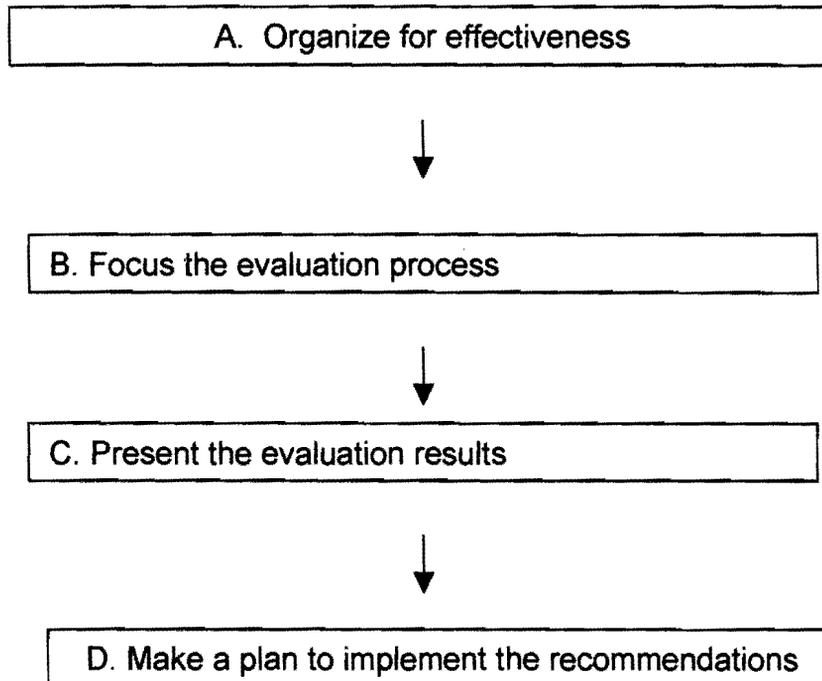
The school management team on the other hand should assume the role of being participants, observers and evaluators of the program. Glickman (1990:268) suggests that since the purpose of the evaluation is to improve the program, there is no reason that participants and supporters should not be the predominant evaluators.

The school can, however, opt for external evaluators of the program. Emerson and Goddard (1993:192) stated that external evaluation is inevitable and that internal evaluation is vital. The evaluation process of a capacity-building program differs according to stage, the evaluation at the program's initial stage will not be the same as evaluation at a latter stage. The evaluation process should therefore improve the effectiveness of a capacity-building program.

The formative evaluation process of capacity building improves, augments and supplements the program. It can therefore be presented as follows :

5.3.3.7 Formative evaluation process

Figure 5.1 Steps in formative evaluation process



5.3.3.7.1 Organize for effectiveness

This first stage of a formative evaluation process calls for the team to divide responsibility and activities amongst themselves. Division of labour and responsibilities ensure that every aspect is well taken care of. The progress of the whole program will have to be monitored. Mullins (1994:5) maintains that most tasks cannot be accomplished immediately and therefore milestones marking the project's progress will have to be created.

In organizing for effectiveness the principal as well as his team should set target dates for each milestone. Nevertheless allowance for unseen circumstances will have to be made when drafting the schedule.

Apart from the budget for the whole capacity-building program, a budget for the evaluation process should be drawn up and well distributed. The costs for typing,

printing and for buying different material should be determined. Evaluation forms will have to be devised. Should the need arise to contact the consultants to interpret the data, money would have to be available. This implies that “*teams must have autonomy*” (Pollak 1997:29).

Once the evaluation process has come to an end, the evaluation team should compile a report, which has motivated recommendations.

5.3.3.7.2 Focus on the evaluation process

It is essential for the evaluation team to highlight the areas which will be evaluated, since it is impossible to evaluate every aspect of the program. Therefore the aims and objectives of the evaluation and the use of the results will determine what will be evaluated. Knoop (1987:20) cautions that lack of control often results in sloppy operations but that overuse of it leads to an organizational climate that is coercive, restraining and manipulative.

Thus Hardie (1998:163) agrees that the use of evaluation to select appropriate strategies and to assess the progress to achieve them are both considered. To focus the evaluation process well, the fields, which will be evaluated, will have to be systematically arranged. Such fields will have to be expressed in a way that will be testable, measurable and able to stand up to public scrutiny and debate.

The evaluation team should come up with the questions which will be based on the purpose of the evaluation process and which can be answered as the evaluation process unfolds. The questions should form part of the evaluation. Teachers, parents or students who do not form part of the capacity-building program can be interviewed to determine the program's impact in the school. This is because “parents and the community esteem other qualities in a school” (Emerson and Goddard 1993:194).

The capacity-building program in its evaluation stage should be compared with the other external standards of quality. An exemplary capacity-building program from a well-accredited institution can be used for comparison purposes. This

should, however, be done out of consideration for the needs of the immediate stakeholders. Bailey (1991:140) cautions that involvement must be chosen wisely, either as screening device or for suggestions and feedback.

A measurement tool can be designed which can be in the form of tests, surveys, questionnaires or interviews. Systematic observation of the whole process and the standard indicators will be essential. Please see Appendix C for the standard indicators of the capacity-building program.

The evaluation team should gather as much information as possible in order to produce correct results. Knoop (1987:21) states that the traditional control process consists of setting targets and standard, comparing actual results against planned standards and correcting for deviations. The team will need to cross-check some of the information collected, interview more people to obtain the accurate general response to certain questions. This will be done in order to enhance the accuracy of the findings.

5.3.3.7.3 Presenting of the evaluation results

Evaluation results will have to be presented at the end of the whole evaluation process. The example of the evaluation report outline can be studied in the following table :

Table 5.2 Sample report outline

I.	Executive Summary
II.	Introduction to the Report
	A. Purposes of the evaluation
	B. Audiences for the evaluation report
	C. Limitations of the evaluation and explanation of disclaimers (if any)
	D. Overview of report contents
III.	Focus of the Evaluation
	A. Description of the evaluation objectives
	B. Evaluative questions or objectives used to focus the study
	C. Information needed to complete the evaluation
IV.	Evaluation Plan and Procedures
	A. Information collection plan, design of the study
	B. Overview of evaluation instruments
	C. Overview of data analysis and interpretation
V.	Presentation of Evaluation Results
	A. Summary of evaluation findings
	B. Interpretation of evaluation findings
VI.	Conclusions and Recommendations
	A. Criteria and standards used to judge the staff development program.
	B. Judgements about the staff development program
	C. Recommendations
VII.	Minority Reports or Rejoinders (if any)
VIII.	Appendices
	A. Detailed tabulations or analysis of data
	B. Instruments and/or detailed procedures used
	C. Other information

Derived and adapted from Mullins (1994:15)

Hardie (1998:164) sees evaluation as an activity that involves thought, reflection and analysis. Thus the evaluation results should be presented in such a way that every person on the staff will understand. This is necessary so that different people can give different interpretations to the findings.

The full participation of the stakeholders in the presentation of the evaluation process will enhance the quality of the conclusions reached. This will guarantee the acceptance and implementations of the changes. After all “it is people outside the team who ultimately evaluate its performance” (Hastings 1987:32).

The evaluation process together with its aims and objectives will have to be clearly presented. This is because evaluation focuses on improving the “understanding of what the school is trying to achieve.” (Hardie 1998:174). The methods used to evaluate the chosen aspects, will have to be explained. The evaluation committee will also have to explain how it arrived at its decisions.

The evaluation committee should ensure that the stakeholders comprehend the standard or the criterion used to evaluate the program. Therefore the process according to Hardie (1998:167) requires sensible judgements on how the differing requirements should be weighed against each other. The judgements, which the committee made relations to the program will have to be thoroughly explained and presented.

Motivated recommendations will have to be presented to all the stakeholders. The stakeholders will also have to be given a chance to ask questions and to discuss some of the issues relating to the evaluation. This, according to Bourner (1993:104) will ensure that the participants are provided with the information they need and also that they are not burdened with information they do not really require. Their inputs will have to be valued and taken into consideration when changes are to be made.

5.3.4.1 Planning to implement the recommendations

The team must see to it that the recommendations made in the report and during the meeting with the stakeholders are implemented. This will call for a thorough planning on the part of the team on how the recommendations should be systematically implemented. All the parties, that will be affected by the changes will have to be informed. Hastings (1987:45) maintains that it is vital that the team take active steps to ensure that the important outsiders have an accurate image of what the team does, what it stands for and how it may affect their roles.

Changes which will need to be made to the program, will first have to be identified. This will be easy if the stakeholders are given a detailed written report beforehand. Areas based on the report that needed further investigation, should be carefully considered and included in the plan.

The success or failure of the capacity-building program will have to be based on the program's success or failure to bring about changes in the school community.

5.4 CONCLUSION

A team shares quite a number of elements with a group, but it can be distinguished from that group through the interdependence of its members, one another and the commitment to achieve goals. Team members are always receptive to and willing to participate in various programs and processes.

Therefore a team should be geared to win, and this can only occur if the atmosphere in the school is positive and the culture is good. Organizational culture and climate play an important role in fostering and nurturing a successful team in a school.

Team members can be given different roles in an organisation which can fit in with their personalities. They can be geared to perform outstandingly through various methods of instruction. Thus with the teams' efforts organizations are likely to become effective.

CHAPTER 6

OVERVIEW, CONCLUSIONS AND MOTIVATED RECOMMENDATIONS

6.1 INTRODUCTION

It is of vital importance that principals as leaders should select the most suitable people with whom they can work. This will make their jobs as managers well balanced. Principals should thus surround themselves with those team members who can complement their own skills and the skills of others in a group. This will let a team's members develop an attitude of needing one another. Each team member will then know that a successful team is created by maximizing the individual efforts.

The principal of a school has to know that there is a difference between a group and a team. He should then ensure that he works with a team and not with groups of people who have been assigned to perform the same task. The principal should also realise that it is his responsibility to create the right attitude and the right kind of thinking in his team.

The principal should ensure that his team develops a sense of belonging in order for it to be successful. Team members will have to be encouraged to identify with the organisational goals and with one another. They will also have to be encouraged to develop a good rapport amongst themselves.

6.2 OVERVIEW OF THE STUDY

Management team empowerment is not an easy task to be performed by the principal alone. It calls for the cooperation and collaboration of all the stakeholders in education. Parents, teachers as well as students have to support the school policies and the principal's efforts to empower the management teams.

Empowerment as a facet of education management development has to be given a reasonable time to yield the best results. The school community and the management teams have to know that empowerment is not an event but a process. Thus to make the management team's empowerment a success, the teams themselves will have to be prepared to learn and be instructed.

The principal has to prepare a suitable ground or climate that will facilitate the interaction of the team members in the school. The team members will have to develop a healthy team spirit, which will enable them to see one another as members of a unit. The team members, who identify with one another and with organizational goals, are likely to support one another.

Capacity-building as a successful program for management team empowerment has to develop each member within a group as an individual. It has to work on improving the team's image, morale, knowledge and motivation. A team which is motivated, changes impossibilities into possibilities.

In creating a highly motivated and successful team, the principal will have to see to it that different characters and personalities are well blended. Each team member with an identified quality will have to be given a specific role. Thus team members will have to be given those roles in which they will be confident, comfortable and successful.

The principal should learn to identify and deal with those activities that could destroy a team's spirit. He will have to avoid having any favourites in the team. All the team members will have to be given the same opportunities to succeed. Consequently team members will have to be trained at the same time and under the same conditions where possible.

The principal should know that he is obliged to create an atmosphere that will allow the team to thrive. He will therefore have to design a program that will suit the organisational as well as the individual needs of team members. He will also have to incorporate all the team members when designing such a program.

6.3 FINDINGS

The following findings emanate from the study and can therefore be related to Chapter 5 which entails the empirical investigation into the the Sekhukhune area.

6.3.1 Sound leadership forms a basis for sound management. Leaders have to lead by example in order for them to be respected and honoured by their subordinates. The leaders and managers at schools have to be prepared to work with and through others. This implies that the leaders have to have compassion for people.

6.3.2 Management teams in schools are essential entities that act as the support base for efficiency. Their zeal, willingness and preparedness to work affect the school to a lesser or greater extent. The management teams should therefore be motivated and empowered to take the schools to an acceptable level of efficiency. Hence the need for a capacity-building program in the the Sekhukhune area.

6.3.3 Most management teams at secondary schools in the Sekhukhune area lack confidence, are not sure what is expected of them, and are also unskilled. Nevertheless, they are cooperative and eager to learn.

6.3.4 Lack of remuneration for acting management teams and other forms of incentives demotivate the teams. This also makes it impossible for management teams in the Sekhukhune area to search for other challenges in their work.

6.3.5 Few women occupy managerial positions in the Sekhukhune area, especially at secondary level. Some principals are comfortable with the way things are, since they believe that women spread office gossip.

- 6.3.6 Big secondary schools, which have a great number of team members, have the problem of factions among the staff and even in the team itself.
- 6.3.7 Some principals find it difficult to relinquish some of their traditional duties to the team. They always want to delegate insignificant and uninteresting managerial tasks.
- 6.3.8 Management teams, which have been in their positions for quite some time, resist change because they want to maintain the status quo.
- 6.3.9 Most principals in the Sekhukhune areas do not generate or have programs which they can use to empower their teams.
- 6.3.10 Most principals in schools do not see themselves as integral parts of the management teams. They still want to participate in the teams as bureaucratic heads, and not as equals.
- 6.3.11 Most principals do not make time to get to know their teams better in order to assist them accordingly.

6.4 CONCLUSIONS

The following conclusions were arrived at with regard to the study :

- ❖ The success of the management teams depends on sound leadership.

The role of a principal as a team leader is indispensable. This is because he is in a position to guide and increase the effectiveness of a team. He can help the team accomplish its tasks. He can also provide opportunities for the team to grow and thus contribute to its positive experience of job satisfaction.

The principal who is accepted in a team as its leader and a partner, is likely to influence the team greatly. He is, however, in turn influenced by the team. Thus this type of a reciprocal relationship between the team and the principal can create a strong bond which cannot easily be broken.

Nevertheless the team members will have to regard their principal as a co-worker and as someone who is interested in their wellbeing. The principal should on the other hand see his management team as a group of individuals who look up to him for support and guidance. Therefore this implies that the principals that know their roles and understand human relations are likely to succeed with their management teams.

- ❖ Management teams at secondary schools in the Sekhukhune area are not empowered.

From the empirical investigation conducted in the schools around the Sekhukhune area, it was discovered that most team members in various schools were receiving little or no management training. Hence they were observed to be underperforming in their roles as assistant managers.

The middle managers operated mainly through the intuitive trial-and-error method or with guidance from the circuit inspectors. However, principals are always there to share with them the little management knowledge that they have.

It is therefore imperative that the management teams at secondary schools in the Sekhukhune area be empowered. This would give them confidence in what they are doing. Empowerment would also enable them to define their tasks and role in the school.

- ❖ The unavailability of the model capacity-building program in the schools negatively affects empowerment.

The unavailability of the model programs for capacity-building in the schools around the Sekhukhune was unearthed by the empirical

investigation conducted in the area. The investigation discovered that this area does not formally engage in following a specific program to empower the management teams.

Thus the management teams in the Sekhukhune area were not empowered in principle. The schools visited admitted not having any departmental document that instructed them on how to empower the management teams. In addition a model program for capacity-building was not provided.

Lack of empowerment strategies and materials in the area negatively affected the management teams and the schools. The teams were not assertive and were demotivated. Hence, it was observed that they shifted all their responsibilities onto the principals.

6.5 PROBLEM-SOLVING STATEMENTS

This part of the study probes the questions which were posed at the beginning of this study in Chapter 1, section 1.3. The questions that were posed were as follows :

- ❖ Why is it necessary for the management teams to be empowered ?

Management teams have to be empowered in so that they can produce quality in their set of functions and activities. Through empowerment, management teams are able to carry out their duties and responsibilities effectively.

Empowerment enables the team to set its mind on the achievement of goals. It also makes the team function as a unit. Empowered individuals in the team become effective and competent leaders.

- ❖ How can the individuals in the team benefit from empowerment ?

Individuals in the team can benefit greatly from the empowerment program. The program can help them develop a sense of purpose and be assertive and emancipated leaders all on their own.

The empowerment program can help the team members search for adventures and thus develop in the process. Empowerment can also help the individual in the team to develop a winning spirit that cannot easily be discouraged. Thus a team which is empowered is destined for success.

❖ How does empowerment relate to effective management ?

Empowered teams tend to know their strengths, weaknesses, opportunities and the threats to them. Thus they are analytic by nature and are capable of planning for success. Empowered management teams do not only plan successfully but they come up with strategies that will help them carry out their plans.

The teams which are empowered pursue quality and perfection in their work. Hence they have foresight and are pro-active rather than reactive at all times. Such teams execute their duties with an expertise that enables them to produce the desired results.

❖ What can the school expect from the empowered management teams ?

It is of vital importance to the school to know that the benefits of the whole process of empowerment cannot be achieved in a day. Hence the empowerment program has to be divided into phases so that each phase has its own objectives which can be measured. Landmarks will also have to be determined in order to evaluate the progress of the whole program.

Thus with regard to each phase, the school can have relevant benefits to look forward to.

❖ What guarantees a successful planning and implementation of a capacity-building program ?

A successful capacity-building program has to be embedded in a positive organisational climate which is able to nurture growth and development.

In planning for the capacity-building program, the principal and the management team will have to come together and look into their own needs as well as those of the organisation. They will have to generate the ideas together, knowing well that what will arise from their discussions and planning will be their brainchild, and they will therefore also have to ensure that it is well accepted and implemented.

Thus collaborative planning guarantees the successful implementation of a capacity-building program, as each member will develop a sense of responsibility and ownership towards it.

6.6 RECOMMENDATIONS

Recommendations with regard to the study can be delineated as follows :

- ❖ Management teams in the Sekhukhune area have to be empowered.

To improve the overall performance of the schools in the area, management teams will have to be empowered. This will also help to improve the image of the schools as they are well known for their poor matric results.

Management team's empowerment in the Sekhukhune area will help to restore the culture of teaching and learning in the schools.

- ❖ Incentives for empowered management teams will have to be created.

It will not be enough for the department to empower the management teams without indicating the incentives which can help to maintain the team's zeal to perform outstandingly.

This implies that the empowered management teams must be rewarded and constantly motivated by means of suitable incentives.

The department must also ensure that the posts for deputy principals and heads of departments are properly advertised and filled. In addition the department must try to reverse the imbalance of having more men than women in key managerial posts especially at schools.

- ❖ Capacity-building programs will have to be made available to the schools.

The schools need a capacity-building program, which they can use as a guideline in drafting their own. Therefore it will be a good idea if such a guideline could be drafted and made available to the schools.

Alternatively the department can organise workshops in which they can teach management teams about drafting a capacity-building program for the school.

- ❖ Opportunities for further studies must be created.

It is imperative for the school managers to be constantly engaged in developing their own capacity. This is because the schools of today demand knowledgeable and effective managers.

The department should thus create opportunities for the management teams in schools to further their studies. The managers who are constantly seeking new knowledge, are well positioned. They more often than not move with the times and are normally not surprised by the new dispensations. They set trends in their communities and are destined to succeed in their endeavours.

6.7 LIMITATIONS OF THE STUDY

The study did not indicate the way the management teams view their work and how they wish to be empowered. Thus empowerment was perceived only from the principals' angle. The role that the management teams could play in capacity-building was kept to a minimum.

The role which the education department could play in ensuring the empowerment of management teams in schools was not elucidated. This was because the focus in the study was on management teams' development at school level.

6.8 AREAS FOR FURTHER INVESTIGATION

Empowerment in schools should not only be confined to school managers. It has to encompass the parents, teachers and students in their respective capacities. Thus it could be very enriching for education management development if research could be conducted in that area.

Research of this type could also help to illuminate how the stakeholders in education could meaningfully contribute towards education development.

6.9 ACHIEVEMENT OF GOALS

The study aimed at educating the status of the management teams in the Sekhukhune area with the aim of uplifting their standards. Therefore it is abundantly clear from the empirical investigation conducted in the area that the management teams in the Sekhukhune area have to be empowered.

The study also pointed out different strategies for empowering the management teams at secondary schools, taking into consideration the fact that schools are unique and that the team members also differ. It can

therefore be stated that the study has managed to achieve the goals and objectives that were mentioned in Chapter 1 of this research project.

6.10 CONCLUSION

It is abundantly clear, through the investigation conducted, that modern organisations including schools are under pressure to perform. For that reason management teams and teamworking are highly esteemed as the means by which organisations can redeem themselves in the eyes of the public.

Management teams in schools will, however, have to be empowered, in order to face and overcome the challenges which are posed by the nature of their work. They will have to be attuned to achieving organisational and personal goals as this will increase their sense of worth.

The principals in the Sekhukhune area will have to devise strategies and mechanisms which will enable them to empower their management teams. This could include getting the education department to make known its position with regard to management teams' empowerment.

Principals who succeed in empowering their management teams and thereby contribute to the capacity of their existing and future human resources are in reality exercising democracy and contributing to the democratisation of education for the new millennium.