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

BY

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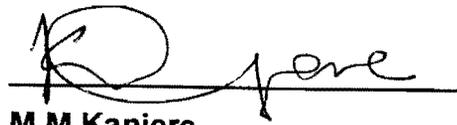
March 2001



## 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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# CHAPTER 1

## BRIEF OUTLINES OF THE RESEARCH, ORIENTATION AND OBJECTIVES.

### 1.1 INTRODUCTION

The beginning of a millenium with its new structural and technological developments necessitates a study of and investigation into the leadership and management of schools. Keith (1991:2) contends that schools just like businesses, families or political parties, are organisations and thus exist in time and space, and that they change as time passes.

In the past years in schools it was widely accepted that the principals could run their offices single-handedly. This was due to the widespread belief that certain characteristics and intellectual abilities were significant in making a principal successful. In addition to that, principals were regarded as performing a series of easily identified and categorized roles and functions.

Consequently the focus was on personal traits rather than on expected tasks. The present complexity of the principal's work and other forms of pressure have changed the focus and brought about change in the principal's office. Fullan (1998:6) agrees that principals find themselves restricted with less and less room to manoeuvre.

The vast authority which was vested in principals by virtue of their positions, has now been decentralized by the introduction of various departmental heads and management teams. However, it is still the principal's choice to work with either a dormant or incapable management team or a highly motivated and capable team.

Hoerr (1996:38) observes that the demands on today's principals have made it almost impossible for them to do their job alone. They have to respond to the needs of all the stakeholders and also to keep on adjusting to the new developments coming their way. Thus Zellner (1997:45) states that principals can no longer be effective simply by being efficient managers.

In bringing about change in the schools, Potgieter (1996:6) states that the South African Schools Act aims at creating and managing a new national school system which will, as far as is reasonably possible, give everyone an equal opportunity to develop his or her talents in an environment which is free from racism, sexism or intolerance.

The South African Schools Act created reform opportunities for students as well as for all those involved in education. It is therefore not surprising that arguments arise about management teams' empowerment since this is an inevitable development. Changes in the student structure warrant change in the management section too.

Like all other organisations schools have to be productive. Rayner (1996:vii) points out that it is now universally accepted that the high performing organisations of the coming century will be those that most effectively unleash the intellectual, problem-solving and decision-making abilities of their only appreciable asset, namely their people. Hence management teams in schools are indispensable.

Schools have to have management teams because of the inability of the principals to perform their duties if they are not free from disturbances. Hicks (1995:90) affirms that managing a larger school is a continuing challenge for principals. More often than not principals arrive late or leave the school early. They have short-term interpersonal contacts with the staff due to the different roles that they play in a school. Consequently management teams will have to be empowered to maintain present trends and also to set new ones.

By surrounding themselves with vigorous, capable people whose leadership abilities can be developed, principals will not be relinquishing their position as heads of institutions but will be putting the interests of their organisations first. Holmes (1999:14) stipulates that principals too need support and assistance in the essential areas of their responsibilities.

### *1.1.1 The outlines of the recency and relevancy of the research*

The fact that education reform is placed high on the agenda of administrators, politicians and parents cannot be disputed. Beck (1994:58) agrees that educational leaders today

are bombarded by demands from government officials, parents, teachers, students and colleagues within their own profession. This implies that people have high expectations regarding the leadership of the school. This also emphasises the importance of well-trained and capacitated management teams.

Management teams have to be trained and empowered in such a way that they can meet the expectations of the stakeholders in education and the public in general. Empowerment in an organisation is essential as it brings about mobility and transformation. Tirasinghe and Lyons (1996:2) affirm that educational reform is with us and will continue into the future.

### *1.1.2 Aim of the investigation*

The researcher intends this investigation to be of use to those who are already in management positions or aspire to attain such positions. It is also the aim of the researcher to develop a user-friendly training program for management teams in schools. According to Lyons (1996:2) a need to identify and to train head teachers to perform a more complex job is more crucial than was previously the case.

A wide range of strategies has to be used in empowering management teams, since these teams daily have to face both internal and external challenges. Floden (1995:20) suggests that in empowering the management teams in schools, workshops alone seldom alter the dispositions and views of the self; and that reform efforts that hope to build capacity use a wide range of strategies.

## 1.2 ORIENTATION

The study explores concepts such as leadership, capacity building and management teams within the context of a school and education management in general. The focus of this study concerns the activities of the management teams as they are capable of transforming the school for the better, especially when they are well empowered. Williams (1995:77) states that empowerment the key to successful organisations. Nevertheless this study will focus on the management teams in the Sekhukhune area in the Northern Province.

### *1.2.1 Context of the research to be undertaken*

Management teams as studied in this project, encompass the school principals, the deputy or assistant principals and heads of the departments. Management teams have been investigated in relation to their responsibilities and activities as leaders in the schools. Thus their management skills have been highlighted with the aim of formulating a foundation for empowerment.

The Task Team (1996:8) regards education management development as the key to transformation in education. This implies that meaningful change in education calls for strong and creative leadership.

Capacity building is one form of empowerment, which is viewed as an effective tool towards leadership emancipation. In supplementing the idea Campbell (1983:x) states that competent administrative leadership is crucial to the perpetuation of the democratic way of life.

### *1.2.2 Why is this a study in Education Management?*

This investigation falls within the scope of Education Management. The problems identified and placed under the microscopic eye of the researcher emanate from the field of education management and the terms and concepts used in the study are also embedded in this field.

Since the investigation explores the empowerment nature and activities of the management teams, this implies that the solutions which have been suggested for the particular problems as well as the particular generalisations and conclusions arrived at, are of an education management nature.

### *1.2.3 Demarcation of the field of study*

The study focuses on the management teams' empowerment at secondary schools. The teams' activities have been observed in relation to their duties and responsibilities. Each team's uniqueness, as well as the uniqueness of the individual members of the team,

was considered. The team's influence on its environment and the reciprocal influence of the environment upon the team was also perceived. Hargreaves and Hopkins (1991:8) observe that schools are complex organisations embedded in a disorderly environment of multiple and often conflicting pressures and expectations.

The study, in addition to a study of relevant literature, has embarked on an empirical investigation that was undertaken at secondary schools in the Sekhukhune area. This area which was earmarked and demarcated for investigation is situated in the Northern Province. The Northern Province is predominantly rural and poor. Most secondary schools in the area are plagued by mismanagement and managerial problems, as most educational leaders and management teams have undergone a little or no training in management. This is also borne out by the poor matric results in this area.

The Sekhukhune area is also known as the Southern region or region six, and it contains 679 primary and secondary schools. These schools are evenly distributed amongst the six area offices or circuits. The circuits act as the mediators between the schools and the regional office. Each circuit has its own management staff including area managers. Thus most decisions in the area are still being taken at a regional level.

### 1.3 PROBLEM STATEMENT

All research emanates from a problem. A problem statement guides, focuses and facilitates the planning of a research project. The problem statement also helps to highlight the objectives of the research and the methods to be followed in bringing about solutions. Thus the research problem adopted to direct this investigation has been formulated as follows.

***How can management teams in the Sekhukhune area be empowered in such a way that they function effectively in schools ?***

This critical research problem can be elucidated by the following questions:

1.3.1 Why is it necessary for management teams to be empowered?

1.3.2 How can individuals in the team benefit from empowerment?



- 1.3.3 How does empowerment relate to effective management?
- 1.3.4 What can the school expect from an empowered management team?
- 1.3.5 What guarantees successful planning and implementation of a capacity-building program?

## 1.4 AIMS AND OBJECTIVES OF THE RESEARCH

Aims and objectives delimit the research domain and at the same time qualify the problem statement. They are therefore important in focusing and shaping the study. Williams (1995:77) suggests that the goals should be clearly stated and challenging, yet attainable. Therefore the broad aim of this investigation can be framed as follows: to examine the nature and the responsibilities of the school management teams in the Sekhukhune area in the context of both actual and ideal situations, for empowerment purposes.

### *1.4.1 Aims of this investigation*

This research project aims at creating a model, which will serve as the frame of reference for the empowerment of management teams at secondary schools, especially in the Sekhukhune area. The model will therefore entail those important managerial skills, which will enable the management teams to be effective and efficient in the midst of all the forces that drive and change education.

Furthermore the study aims at encouraging proactive actions that will enable the management teams to create and pursue various visions purposefully. Strategies that are of importance in enabling management teams to succeed in their endeavours will be highlighted. Clark (1994:5) is of the opinion that many organisations still appear to operate on the assumption that the act of promotion, together with the minimum of management training, is enough to equip managers with the skills to be both effective leaders and members of management teams.

### *1.4.2 Objectives of the study*

- 1.4.2.1 The objectives of this study are formulated with regard to the following:

- The study in general,
- Management teams,
- The school community.

1.4.2.2 The objectives are now analyzed briefly as follows:

- a) To elucidate the importance of capacity-building.
- b) To review the state of the present management teams in schools around Sekhukhune, with the aim of uplifting their standards.
- c) To indicate the relationship between empowerment and efficiency.
- d) To orientate the school management teams with regard to essential, applicable, rewarding and progressive skills.

1.4.2.3 Objectives relating to the management teams :

- a) To empower senior teachers in their positions as leaders and managers of the school.
- b) To build up the confidence of the management teams in schools.
- c) To equip the management teams with those strategies that will guarantee their success.

1.4.2.4 Objectives relating to the school community.

- a) To draft guidelines for internal capacity-building programs for the school.
- b) To highlight the benefits to the school of a well-trained and empowered team.
- c) To provide a “mirror” by means of which the management teams’ activities can be reflected.

## 1.5 RESEARCH METHODS

Research methods, which have been utilized in the study, include the following.

### 1.5.1 Literature study

This research method clarifies concepts and other aspects of the problem. The method also draws insights and perspectives from various authors representing a diverse set of disciplines.

Literature study as a method provides an opportunity to collect relevant information, facts, theories and findings. Thus the method enables the researcher to reflect on and evaluate the sources relating to the problem.

The researcher has consulted and used the sources which dealt extensively with capacity building, management teams' empowerment and development. Thus encyclopedias, dictionaries, journals, newspaper articles, books and other relevant written materials have been considered as sources of information.

### 1.5.2 Empirical research

Barrow (1990:112) defines the term *empirical* as relying or based solely upon experiment and observation. The term may also be used colloquially to mean something that has been confirmed by one or more of the five senses.

Hills (1982:47) on the other hand explains that the empirical approach envisages a scientific approach, involving problem identification, hypothesis formulation, defining indicators and concepts; selecting cases, collecting, manipulating and interpreting data.

Therefore this method of research will be employed in this study to elucidate certain concepts and gather the data for interpretation. The method will also be used to highlight and provide solutions to the problem statement.

### 1.5.3 Participant observation

Basically this research method involves three factors that are interrelated. These are research, education and action. During research work the researcher becomes engaged in the process as he accords meaning and interpretation to this data. He at the same time learns from the findings, which in turn contribute, towards his development.

Ball (1997:311) observes that most participant observation research, especially that which is conducted in formal educational settings, begins with the negotiation of entry into the field. In most cases an area manager or principal is approached for permission to allow the research to take place. However this does not guarantee the cooperation of the teachers, students or other stakeholders. Please see Appendix A for the departmental permit to a research area in Sekhukhune.

According to Bless and Higson-Smith (1995:55) participatory research encourages the active participation of the people whom the research is intended to assist.

#### *1.5.4 Qualitative research versus quantitative research*

Qualitative and quantitative methods of research differ in a number of ways, but they each have their own advantages and disadvantages. The researcher in this study opted for a qualitative method of investigation, because of its numerous advantages and benefits to the study. The method enabled the researcher to interpret the concepts in a number of ways and to make room for recording unexpected observed events.

The comparison between the qualitative and quantitative methods of research is clearly summarised in table 1.1 on p.10:

#### *1.5.5 Ethnographic research:*

Ethnographic research or interactive research is sometimes called: "Educational anthropology, participant observation, field research and naturalistic inquiry" (Schumacher and McMillan, 1993:405)

In this research the researcher did not focus on tri-angulation as such but has "despite considerable variation among ethnographical strategies, common methodological strategies distinguish this style of inquiry: participant observation, ethnographic interviews." (Schumacher and McMillan, 1993:405) Most ethnographic studies are exploratory or discovery-oriented research to understand people's views of their world and to develop new concepts. It should however be emphasised that "educational ethnography is also a process, a way of studying human life as it relates to education...data collection strategies are conducive to obtaining people's perceptions in social settings...the process is inductive, which builds abstractions from the particular social constructions (data) that have been gathered..." (Schumacher and McMillan, 1993:408-409)

The researcher utilised the tools of ethnography and conducted a survey to better understand the life-world issues of school principals in Sekhukhune area.

**Table 1.1 Qualitative versus quantitative research**

| Qualitative research   | Quantitative research   |
|--|---|
| ❖ The hypothesis is frequently undeclared or merely stated in the form of a general research goal. | ❖ The hypothesis is always clearly stated or at least presented in the form of a research question. |
| ❖ The hypothesis can emerge from the development of the investigation.                             | ❖ The hypothesis will have to be formulated beforehand.   |
| ❖ The hypothesis often can not be rejected.  | ❖ The hypothesis can be rejected.   |
| ❖ Concepts can be interpreted in a number of ways, and thus surplus meaning can be provided.       | ❖ Concepts ought not to be ambiguous but precise and identifiable.                                  |
| ❖ Intuitive experience is used for labelling concepts.   | ❖ Concepts can be operationalised in terms of measuring instruments.                                |
| ❖ Observations can be subjective and personally experienced.                                       | ❖ Observations have to be objective.  |
| ❖ When making observations the researcher may become involved in the events or phenomena.          | ❖ The researcher remains aloof when observing.  |
| ❖ Spontaneous and fortuitous examples.   | ❖ Observation is preplanned.  |
| ❖ Observation can occur in a non-structured manner.  | ❖ Observations may even be scalable.  |
| ❖ Observations are open to make it possible to record unexpected events.                           | ❖ Expected observations are placed in categories in anticipation.                                   |
| ❖ Context is taken into account.   | ❖ Context is controlled as far as possible.   |
| ❖ Participant observation as example.  | ❖ Interaction process analysis as example.  |

## 1.6 CLARIFICATION OF CONCEPTS

### 1.6.1 Leadership

Leadership is the ability and readiness to inspire, guide, direct or manage others. Howe (1994:3277) expounds the following propositions in defining leadership:

- Leadership is not coercion or complying with decisions, rules, regulations or policies by means of coercion.
- Leadership involves an influential relationship between leaders and followers with the aim of realizing change, accomplishing mutual purposes or creating shared meaning.
- Leadership involves interaction with people rather than, or at least in addition to engaging in technical aspects of work.
- Leadership is shaped by personal, organisational and environmental factors and their interaction and results in various outcomes, with improvement of the technical core-curriculum and instruction - being the most important outcome.

Lambert (1998:18) defines leadership as the reciprocal learning process that enables participants in a community to construct meaning towards a shared purpose. Therefore in this context leadership can be understood in terms of learning amongst the community, which has the common goals and visions.

According to Lambert (1998:18) the following basic assumptions can be understood in terms of leadership as a learning process.

- Leadership is not a trait; leadership and leaders are not the same. A leader is anyone who engages in the work of leadership.
- Leadership is about learning that leads to constructive change.
- Everyone has the potential and right to work as a leader.
- Leading is a shared endeavour, the foundation for the democratisation of schools.
- Leadership requires the redistribution of power and authority.

### 1.6.2 *Capacity building*

Schwahn (1998:23) explains capacity in relation to building as the knowledge, skill resources, and tools needed to make the changes implied in the organisation's stated purpose and vision statement successfully.

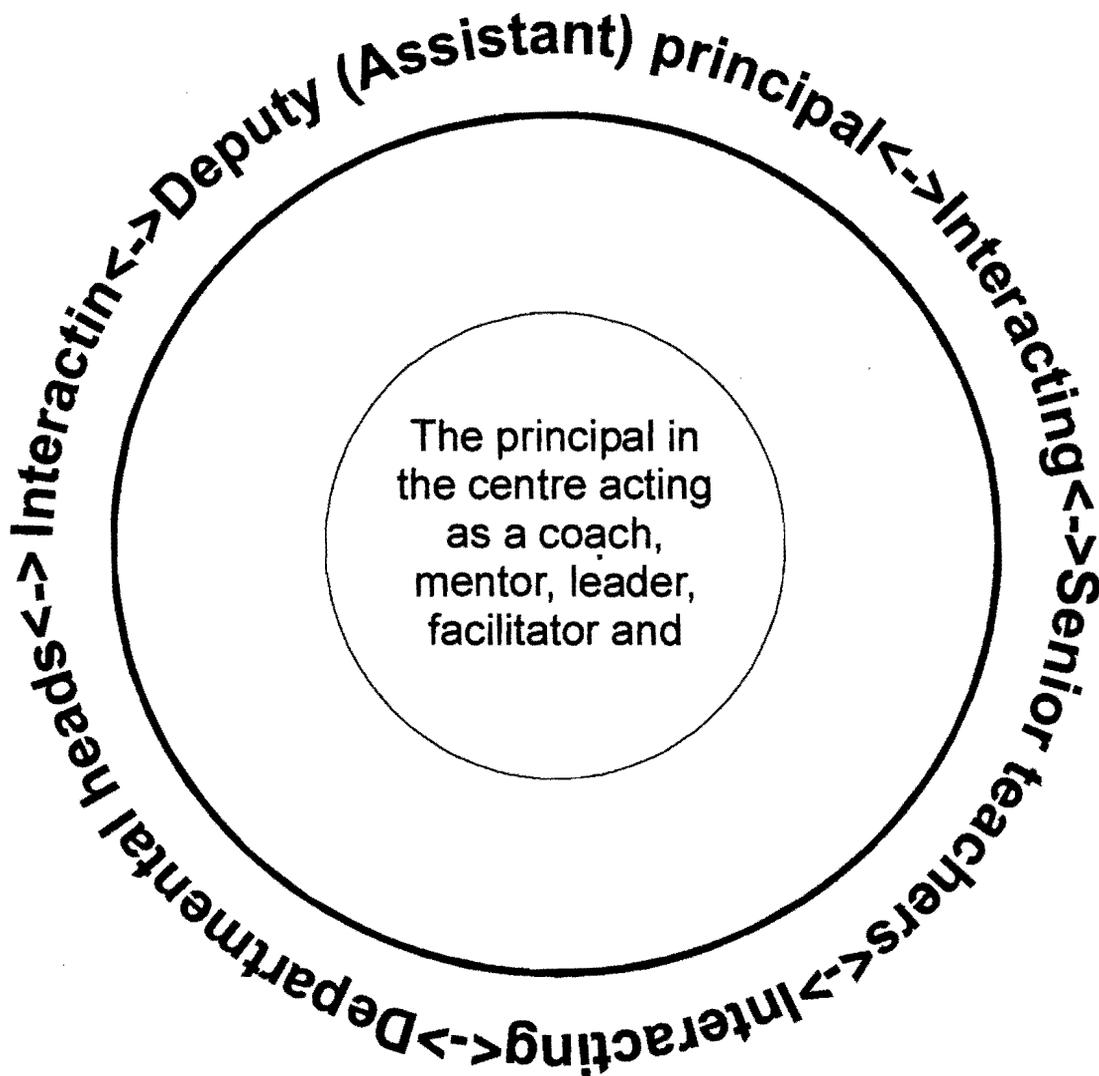
Capacity building is the ultimate limit to which an individual can develop any function, given optimum training and environment. Floden (1995:19) defines capacity as the power or ability to do some particular thing, such as reach the goals of systemic reform.

According to Schuftan (1996:261) capacity building is the approach to community development that raises people's knowledge, awareness and skills to use their own capacity and that, from available support systems, resolve the more underlying causes of maldevelopment. Capacity building helps them to better understand the decision-making process, to communicate more effectively at different levels and to take decisions eventually instilling in the people a sense of confidence to manage.

### 1.6.3 *Management teams*

The concept of management teams can be clearly depicted and understood by means of the following schematic diagram:

Figure 1.1 Management teams at secondary schools



According to the diagram above a management team comprises the principal, deputy or assistant principal, heads of departments and any two or more senior teachers. The team is depicted in the form of a circle to emphasise its unity or oneness, which is the underlying factor of its success. The principal is placed in the middle of a circle to elucidate the pivotal role he plays in a team. He is the team's coach, mentor, leader, facilitator and captain. He is indispensable for unifying, guiding, mentoring and leading the team.

Everard and Morris (1990:172) define a team as a group of people that can effectively tackle any task which it has been given to carry out.

The management team can therefore be defined as a form of organisation in which two or more senior teachers including the principal, deputy (assistant) principal and heads of departments interact, work together or are given the responsibility to plan, organise, actuate and control the work of the others, in order to determine and accomplish objectives.

Management teams refer to the group of people who are given different roles, tasks and responsibilities, and who are above all, expected to contribute towards the overall outcome. Quick (1992:3) points out that the most distinguishing characteristic of a team is that its members regard the accomplishment of team goals as their highest priority.

#### *1.6.4 Empowerment*

Barrow (1990:113) explains empowerment as an act of investing formally with power to authorize or enable someone to do something. The notion is further supplemented by Buchholz (1987:31) who states that empowerment is an act of giving responsibility, communicating the importance of each team member, providing the opportunity for value and allowing each participant to become an equal member of a team.

Empowerment is a continuous process that enables people to understand, upgrade and use their capacity to better control and gain power over their own lives. Empowerment provides people with choices and the ability to make sound decisions. It also enables them to gain more control over resources, and this improves the condition of service.

Short (1994:38) defines empowerment as a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. Therefore empowered individuals believe that they have the skills and knowledge to act in respect of a particular situation and improve it. They furthermore believe that the empowered schools are organisations that create opportunities for competence to be developed and displayed. Some authors use the term empowerment interactively with the concepts, "enablement" and "professionalism".

### 1.6.5 Mentoring

According to Parks (1991:8) mentoring is the process of transforming a novice into an expert by helping the novice identify and acquire the skills, attitudes and knowledge necessary to be effective in a chosen field. In the school context, this will imply that a principal should act as a mentor in order to facilitate a process of mentoring.

The mentor according to the definition provided by Jarvis (1990:216), is *“the one who advises”*. The mentor advises, on an informal basis, how skills should be performed in the workplace, and he at the same time acts as a mouthpiece for that particular organisation.

Hawes (1982:141) provides another enlightening explanation of a mentor within a broader context. He states that a mentor in higher education institutions is an instructor or supervisor who is responsible for guiding students through a course of study in non-traditional education such as a college degree program. A mentor can also be a teacher or a counsellor who is highly respected and revered by students.

### 1.6.6 Teamwork

Teamwork refers to the representation in a group of two or more professional disciplines for purposes of achieving coordinated, complementary support functions. Teamwork is found when a group of individuals has been assembled to work cooperatively in order to achieve the goals of an organisation.

Schwahn (1998:108) says that teamwork is less about everyone doing everything as a coordinated team, and more about working collaboratively and cooperatively towards achieving a common recognised end, with individuals going out of their way to make the performance or results of others easier and better.

### *1.6.7 Team building*

According to Clark (1994:5) team building can be defined as a structured attempt to improve or develop the effectiveness of a group of people who work together temporarily or permanently.

In building the management team, the team itself should constantly evaluate its practices and endeavour to work continually towards excellence. Bailey (1991:92) defines team building as a series of structured activities that promote an improved understanding between participants and it produces a more effective work group.

### *1.6.8 A vision*

A vision is a mental image of a possible and desirable future of the organisation or institution. It can sometimes be as specific as a goal or mission statement or as vague as an idea. A vision also serves a purpose to articulate a view of the future. Heerman (1997:79) agrees that visioning is the mind's way of conceptualizing a possible reality. It inspires the team to move forth to the new future. Thus anything ever accomplished began with an idea, a dream or a vision. A vision is a road to the desired end. It portrays the destination reached and the goal attained. Reynolds (1997:12) defines a vision as a future-oriented statement of the larger purposes and ideals to be achieved by the school staff and programs.

### *1.6.9 Team organisation*

Team organisation refers to the way a particular team is being structured. In a school context the management team may be organised in such a way that it involves all the representatives of the supporting staff. In some instances, the team that governs the school may comprise only the administrative leaders of the school.

According to Fogg (1994:255) the following types of management teams can be identified: The different organisation of teams gives rise to types of teams, which can be identified as follows according to the following:

- Business and functional management teams; these teams literally run business or functional areas.
- Formal program teams that are being created to carry out important programs that involve multiple functions across several levels, and require high effort and coordination.
- Informal program teams work to obtain inputs from other functions when one or two functions have a primary responsibility for a task.
- Ongoing work teams; these teams are sometimes called the self-empowered or self-managed work teams. Ongoing work teams are charged with carrying out and improving ongoing operations.

#### 1.6.10 *Team spirit*

Team spirit is the atmosphere that prevails amongst the team members to care for, support and to work jointly with one another in order to achieve the organisational goals.

## 1.7 THE STRUCTURE OF THE RESEARCH

The research program of this study can be schematically represented as follows.

### 1.7.1 *Flow chart of the structure*

#### **CHAPTER 1**

Orientation and brief analysis of the investigation

- Introduction
- Orientation
- Research problem
- Aims and objectives
- Research methods
- Clarification of concepts

## CHAPTER 2

### Perspectives on team management strategies

- Introduction
- Traditional mode of shared responsibility
- One-to-one management strategy
- One-to-group management strategy
- The modern strategy on participatory leadership
- Team management strategies

## CHAPTER 3

### Capacity building for management teams in schools

- Management teams empowerment
- Empowerment through the following:
  - Communicative skills
  - A team vision
  - Setting of goals
  - Decision making processes
  - Conflict management skills

## CHAPTER 4

### The empirical investigation into the empowerment of management teams in the Sekhukhune area

- The perspective into the research area
- Research Methodology
- Statistical analysis and interpretation of data
- Findings and conclusions

## CHAPTER 5

### Guidelines for a successful capacity building program

- Organisational culture and climate
- Organisational commitment
- Team building
- Team organisation

## CHAPTER 6

### Overview, conclusions and motivated recommendations

- Overview of the study
- Conclusions
- Problem-solving statements
- Recommendations
- Limitations of the study
- Areas of further investigation
- Achievement of goals
- Conclusion

### *1.7.2 Research program*

**Chapter 1** orientates the reader to the scope and demarcation of the investigation. The aims and objectives of the research are clearly outlined. Research methods employed in the study are briefly discussed to shed more light on how they have been utilised to achieve the aims of this investigation.

The problem statement which directs and focuses the research project is clearly stated. Reasons for the study as well as the intentions of the researcher are provided. Statements which highlight the recency and relevancy of the research project, are also well formulated.

The concepts that bring out more understanding and further clarification of the study are well defined. Thus Chapter 1 covers and analyses the fundamentals of this investigation.

**Chapter 2** elucidates the various team management strategies, which can and are normally adopted by principals in different institutions to relate to their management teams. The strategies vary from the traditional mode of shared responsibility to the modern strategy of participatory leadership. The chapter also alludes to the pros and cons of each management strategy.

**Chapter 3** probes the concept *capacity building* itself. Ways and methods of developing the ultimate limit of management teams in their functions are clearly delineated. The chapter depicts an easy-to-follow way for the empowerment of the management teams.

Various skills, which can assist the teams to be successful in their endeavours, are clearly stipulated. Empowerment as a form of capacity building is perceived from different angles.

**Chapter 4** concerns the highlight of the study through empirical investigation. Data relating to the daily activities and responsibilities of management teams are collected and interpreted. Ways and methods of improving their effectiveness and empowering them are looked into, in order to design the probable solution to the problem. The chapter also compares the present state and status of the management teams in schools with the ideal model.

**Chapter 5** Chapter 5 constructs an easy to use program for capacity-building from the empirical investigation conducted in Chapter 4. The program entails the conditions for successful capacity-building activities for management teams in schools.

**Chapter 6** gives an overview of the study, the conclusions, problem-solving statements and recommendations. The limitations of the study and areas of further investigation are identified and explored.

## 1.8 CONCLUSION

The fact that management teams in schools have to be developed cannot be disputed. Management teams form an axis upon which transformation can take place in schools. The Management Teams can lead to the success or failure of the whole organisation. Thus their role and influence in schools should not be underestimated.

Team management is vital in an organisation and thus requires an open climate, cooperation, flexibility, trust, and consensus in order for it to yield greater productivity. Through their efforts, management teams are capable of achieving extraordinary things. Management teams are in the best position to ensure that the goals and objectives of an organization are achieved.

## CHAPTER 2

### PERSPECTIVES ON TEAM-MANAGEMENT STRATEGIES

#### 2.1 INTRODUCTION

Reddy (1988:ix) states that managers in both profit-making and not-for-profit organisations recognise the importance of quick responses to crises, thoughtful planning and the full use of human resources in solving complex problems. Therefore this implies that most organisations opt for participatory leadership in order to obtain the maximum use and benefit of their employees. In contrast *“many educators feel that their schools can excel by focusing on traditional methods of work and management: division of labour, span of control, hierarchy, extrinsic rewards, formal rules and principles of planning, organising, coordinating, and controlling”* (Johnson and Johnson 1999:27)

Management teams in schools have taken a supportive role to the principals. Wynn and Guditus (1984:8) argue that people have come to realise that no one person has sufficient wisdom, experience and information to deal confidently with the entire range of management tasks in a complex organisation. Hence it can be deduced that management teams in schools can bring out remarkable results since effective teams can get extraordinary things done.

*“When people are dependent on others for successful achievement, they often seek comfort and security in togetherness with those who face the same adversity”* (Wynn and Guditus, 1984:9). This implies that principals may find it easy to control the work with the management teams, as they will be sharing the same school problems which relate to leadership.

However, it should be noted that empowerment of management teams is not an easy task, since this involves quite a number of factors. McDonnell and Christensen (1990:120) note that teacher empowerment is a complex process,

which can appear simple, and therefore have “token” effects, which will create surface and nominal changes rather than true changes in the organisational structure.

## 2.2 TRADITIONAL MODE OF SHARED RESPONSIBILITY

During the ancient times people used to live, work and move together in groups. Wynn and Guditus (1984:117) confirm that human groups do exist, and they may have either a positive or a negative impact upon a group’s effectiveness. The authors further indicate that a great number of members in the groups rise to assist and support each other. They will also share responsibilities and tasks. They are in a way called to work together on a specific task or project. Nevertheless that does not make them effective. Quick (1992:vii) agrees that people can work in the same department for years, serve on committees, meet in management groups regularly, and still not be part of a team.

Teams are present everywhere in society, for example in family units, football clubs, rugby clubs, church choirs and the television crew. Oliva (1992:101) contends that creating a team involves a lot more than gathering a group of interested people, who, according to Chang (1995:1) may be nothing more than a collection of individuals who do not know how to function together. Thus a team is more than just a group of people who share responsibilities. A team is a collection of people with common interests, visions and a mission, who work together for a common goal.

The traditional mode of shared responsibility encompasses delegation, which is only exercised by the principal at his discretion with all the powers and decisions still coming from his office. Rebore (1985:261) contends that it is important that the principal utilize team management and share the responsibility of the principalship with assistants by delegating certain functions to them. Teams are appointed to perform certain tasks under strict supervision or control of the principal. However overregulation and control result in passiveness amongst the team members and hence they end up being reluctant to fend for themselves.

According to this management strategy, management teams are given little or no authority at all. Hence Hayes (1997:2) disagrees with the notion by suggesting that team members be given enough authority to make day-to-day decisions on their work. This management strategy limits the freedom of the team members as everything is centrally controlled.

The traditional mode of shared responsibility does not provide enough opportunities for the team members to grow. It is as if they have just been put there to endorse or implement the ideas presented to them. Hence the team in some instances ends up contributing more time to the given tasks but with less effort and energy. Reynolds (1997:66) observes that there is a limit to what the principal can accomplish in the way of school improvement through traditional approach of control and compliance.

This mode of team management restricts the free flow of information: communication is mainly one-way, in the sense that the principal always gives instructions, imposes his ideas and considers the opinions of the team members as less important. Dinham (1995:52) believes that lack of consultation and poor communication can have a deleterious effect on staff morale and cohesiveness.

According to Hoy and Miskel (1991:46) some leaders tend to perceive their office positions as the centre of authority and vigorously apply the same rules and procedures to all subordinates. This refers to the tendency of principals who subscribe to this management strategy to disregard the individuality of the team members. In each team there are those who are strong who need to be encouraged and those who are weak who need to be nurtured.

Sometimes principals over-emphasise their personal importance in a team; hence they believe that they know all and are therefore the only people who are to be consulted in case of further clarification. Some rules that the principals may lay can prevent the team members from sharing ideas with the other people from outside their organisation. This may sometimes result in missed opportunities.

The traditional mode of management if wrongly used may impede the growth and development of a team. The principal who may want to expose his seniority may withhold information from the team and make it operate on insufficient information. This can subdue and frustrate the team, especially if the team can observe that some information was purposefully withheld. Wynn and Guditus (1984:74) believe that there is no commodity which is more essential than information, to the successful management of organisations. Inadequate information impedes proper planning, setting of goals and coordination.

With the powers vested in the principals, principals may develop an attitude of being indispensable, without realising that they retard the progress in the workforces when they make people wait for them unnecessarily.

Too much central control may make some team members to be reluctant to aid others' efforts. This can be aggravated by the prevailing unfavourable conditions in the school climate. A negative school climate may also be depicted by power struggles between the principal and team members, or between the team members and the rest of the staff.

### 2.3 ONE-TO-ONE MANAGEMENT STRATEGY

The one-to-one management strategy views the principal as an energy manager. The energy manager motivates his workers to focus as much human energy on their work as possible. Hoy and Miskel (1991:46) observes that such a type of manager focuses on individual needs rather than on organisational requirements. Such a manager encourages his subordinates to work things out for themselves and to behave in ways which can enable them to actualize their individual needs.

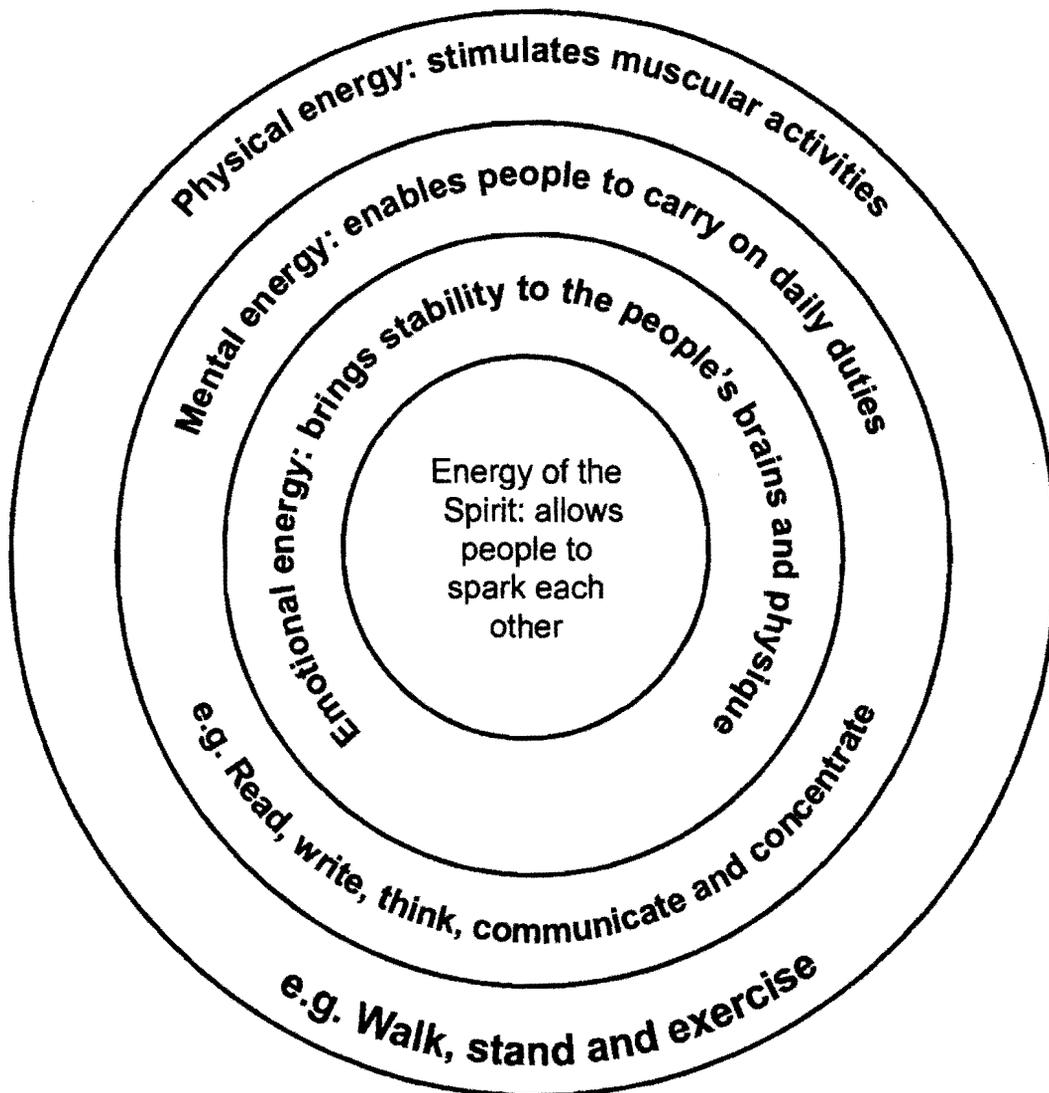
Individuals are encouraged to be self-directed, to channel all their efforts and strengths to the outcome of a group. Reynolds (1997:79) agrees that it is the role of the principal to help members of the organisation to realise where their scope of greatest influence lies; and that they are not powerless to improve the status quo. The one-to-one management strategy reduces the abuse of time in the

sense that excessive socialisation, laziness and time theft to conduct personal business is not tolerated. Drake and Roe (1994:186) affirm that time may be used up on nonproductive or even counterproductive activities.

It is therefore the task of the principal to ensure that time is respected and used up productively in the organisation. He has to record how one may use time profitably, help his team to prioritise its activities and suggest ways in which time can be allocated for different tasks.

Effective use of time goes hand in glove with effective use of energy. Thus Buchholz (1987: 4) identifies four types of energy, namely the physical, mental, emotional and energy of the spirit. These energies can be understood by studying the following schematic diagram.

Figure 2.1: Energy levels



Taken over and adapted from Buchholz (1987:4).

From the above diagram, it can be deduced that physical energy stimulates the use of the body muscles. This type of energy is essential to the individuals in the management teams, so that they can move from one point to the other in consultation. The body needs this type of energy to be able to last for a reasonable period during the performance of some activities. Management teams in schools also have to perform certain physical exercises in line with their duties in order to combat stress.

In English there is a saying, "a healthy mind in a healthy body". This saying implies that one has to be physically healthy in order to perform well mentally.

Thus in this context the mental energy is equally important as the physical energy. The mental energy enables one to concentrate during meetings, to think, communicate one's views to others and to perform activities such as reading and writing.

Emotional energy, which is depicted by the third circle in the diagram, helps the team members to remain sane during hot debates and conflicts. Emotional energy brings about stability between the body and emotion. It also enables one to remain calm during critical moments. Emotional energy gives one a clear perspective to accomplish daily activities.

The inner circle in the diagram depicts the energy of the spirit, which is fundamental to the success of the team. According to this energy level, each member in a team has to have the necessary zeal that will enable him to uplift those who are depressed. Team spirit is thus the outcome of a balanced energy of the spirit the organisational members. Team members therefore have the task of sparking and encouraging one another. Maeroff (1993:88) mentions that outstanding teachers report that more often than not their ability to sparkle is enhanced by a supportive and understanding principal.

One-to-one management strategy is very important to the principal, especially if he wants to empower his team. He above all has to develop human skills which according to Drake and Roe (1994:32) will help him work effectively with individuals and groups of people to build a cooperative team effort in achieving the goals of the organisation. The strategy also gives the principal an insight into the human capabilities and limitations. The principal should, however, understand how these energies operate.

Nevertheless, this management strategy has its own shortcomings. For instance, it may not bring out complete satisfaction in the team members, as opportunities for them to be well developed may be minimized by their self-judgement, which can be propagated by the manager himself. The manager himself may become inefficient or lose energy as he focuses on the individuals, and on what they can contribute rather than focussing on the organisational requirements.

## 2.4 ONE-TO-GROUP MANAGEMENT STRATEGY

The one-to-group management strategy focuses on the role of the principal in bringing the team together and promoting cross-communication. The strategy allows the principal as the manager in a school to give directives, analyse the work and encourage the group to work as a unit. The manager feels responsible for the development of the work unit. Hoy and Miskel (1991:46) explain that such managers strive for close adherence to the organisational expectations, they seek conformity and control by the unwavering use of the rewards and penalties designated in their official regulations.

This strategy encourages the principal to create dependency amongst his team in order to help it grow in its approach towards work. Thus he gives the team responsibilities that will make it work better. Each team member is allowed to be an equal. In addition the opportunities for value and good working environment are created. This management *strategy* “*perceives the work group as the center of authority*” (Hoy and Miskel, 1991:46).

In this management strategy the principal monitors whether the team does not exceed its given authority or mandate. He controls the progress made and sees to it that he intervenes whenever the team seems to be losing its grip. Lindelow and Heynderickx (1989:127) observe that by establishing the principal as the overall educational leader, one person becomes truly accountable for what takes place in each building.

In one-to-group management strategy, the leader assigns duties and tasks to the group while at the same time considering members inputs. He, however, monitors the progress and evaluates the results. This type of management subscribes to the idea that “*if we control better we manage better*” (Rayner 1996:5).

The principal in this strategy determines the preferred standards for performance and the team members are expected to tow the line. Members in the team are

Keith (1991:17) argues that participative management is highly consistent with the current quest for substantial qualitative improvements in educational sectors. Hence most organisations have recognised the importance of participatory leadership. According to Lindelow (1989:152) participative decision making is an essential feature of both team management and school based management. Participatory leadership makes all the members of the organisation develop a sense of its ownership and become part of its successes or failures. They feel as responsible as the manager for its performance.

Rayner (1996:vii) contends that participative, team-based organisations are more productive, more adaptive, and less costly; they produce better quality and develop employees who are more loyal and committed than their traditionally managed counterparts. Participatory leadership enables the team members to work for the common purpose and for the same goals and mission.

Participative management encourages the sharing of tasks as well as responsibilities. Hayes (1997:3) points out that organisational psychologists have known for a long time that when people are given responsibility, they act in a much more responsible way.

Responsibility facilitates organisational commitment in a school and thus enhances the school climate. The positive school climate enables the team members to execute their duties diligently.

Nevertheless, the team has to know that it may not make all the decisions for the school at all times. Sometimes the team will have to provide an opportunity for the relevant people to make decisions.

Drake and Roe (1994:146) provided a list that may serve as a guideline for participation and sharing of power in decision making:

- Sometimes the team may agree on policies and principles that may give the principal all the direction necessary to make a decision.

- Some decisions to be made could involve certain people who may want to have a say in the matter, since they are directly affected by the problem.
- Some decisions may require only the involvement of recognised experts on the faculty.
- Relevant people in a school may make project decisions.
- Only the administrator may make certain decisions. This must be understood.
- Some decisions must be made immediately. The administrator must have enough courage to do so. Crises occur; action is essential.
- Sometimes decisions may be prolonged for too long, and the principal may feel that the matter has to be closed. He will therefore need enough courage to make a final decision.

### 2.5.1 Team members in a participatory leadership

In participatory leadership team members tend to support one another especially when they are treated as equals, with their contributions equally respected. Mearoff (1993:67) observes that the team grows stronger when its members recognise and acknowledge one another's concerns. They can also contribute positively towards each other's growth and development.

Members in a team are expected to *"come together, channel their energies towards a common purpose and to accomplish what none of them single-handedly could have possibly accomplished"* (Buchholz 1987:2). Team members have to be given the opportunity to develop their potential, be creative and execute their duties with minimal interference.

Participatory leadership encourages the team members to be proactive rather than reactive. Fullan (1998:6) points out that proactive leadership is essential. In addition to that Chang (1995:47) states that a team functions as a real team when all its members participate not only when they are told what to do.

The survival attitude amongst the team members in collaborative leadership is often emphasised. Members are encouraged to be interdependent and to communicate the importance of one another in order to instill confidence. They also have to acknowledge and utilize each other's talents, ideas and insights. This is *because "groups are more vigilant, can generate more ideas, and can evaluate ideas better than individuals"* (Calitz 1995:13).

Participatory leadership brings about work-interdependency, which influences the performance and actions of all the other members in a group. It also brings about meaningful cohesion in a team. Calitz (1995:3) is of the opinion that one of the recurrent functions of management is coordination, which may include many activities such as planning, delegating and decision making. Thus the work that the team may perform, will not depend on scattered isolated individual efforts, but rather on collective team performance.

Tjosvold (1991:5) explains that it is often assumed that cohesion, similarity and harmony are critical for a team to cooperate and work together, and yet that is not the case, as this will be an unrealistic approach to human relations. Participatory leadership therefore does not over-emphasise conformity at the expense of individuality.

Participatory leadership is a form of management strategy and it does not guarantee the effectiveness of management teams. Thus it is not an end in itself. Participatory leadership paves the way to a successful team operation. Therefore this implies that there are effective and ineffective teams. The figure below analyses the differences between such teams.

**Table 2.1: Differences between effective and ineffective management teams**

| <b>Effective teams</b>   | <b>Ineffective teams</b>  |
|--|---|
| 1 Information flows freely amongst the members. It is also shared fully with openness and honesty.         | 1 Information is hindered in some circles, withheld and sometimes incomplete.   |
| 2 There is a lot of trust, respect collaboration and support amongst the team members.                     | 2 Suspicion, participation and competition are the order of the day.  |
| 3 Conflict is regarded as natural, helpful and focused on issues and not on people.                        | 3 Conflict is frowned on and avoided. It is viewed as being destructive as it involves personal traits and motives.                     |
| 4 The atmosphere is participative, open and non-threatening.   | 4 The atmosphere is well guarded, intimidating and compartmentalized.   |
| 5 Decisions are arrived at by consensus, efficient use of resources and commitment.                        | 5 Decisions are arrived at by voting, forcing or emphasising power.   |
| 6 Power is shared by all.  | 6 Power is hoarded.   |
| 7 The team is motivated to set goals by itself. There is a great chance for achievement through the group. | 7 The team goes along with imposed goals. Personal goals are ignored, with individual achievement valued without concern for the group. |
| 8 Rewards are based on contribution towards the group or peer recognition.                                 | 8 The basis for rewards is unclear. They may however be based on subjective, often arbitrary appraisals.                                |

Taken from Quick (1992:4)

## 2.6 TEAM MANAGEMENT STRATEGIES THAT HAVE TO BE FULFILLED BY THE SCHOOL PRINCIPAL

First and foremost, the principal should know that he has to help his organisation to succeed. Hence he has to understand and strengthen his leadership strategies in relation to the shifting and challenging conditions in and outside his environment. Reynolds (1997:67) summarizes the role of a modern principal by stating that his present task is to motivate, advise, and coach others, rather than control them. He has to facilitate the efforts of others and lead the school into the future without trying to protect or to manage the status quo.

The principal has to be future focused, capable of change and be socially aware of the past and present trends in his profession. Relevant skills and strategies that will lead to the empowerment of the management team will have to be developed.

He has to define the roles of all those involved and give the organisation direction. Schwahn (1998:20) argues that all members of the organisation have the right to find meaning in their work.

In a team the principal is in a better position to influence the team in such a way as to get its members to commit themselves in anything they do. He can do this by either using his personal or position power. The personal power on the other hand is that which has been conferred to the principal by higher authorities. It however often fails to make people perform beyond expectations, as they do not receive enough motivation.

Through the right choice of management strategy the principal can enhance the performance of his team or impede its progress by clinging to the wrong methods. Options open to the principal can make him directive in his interaction with the team or be liberal by setting boundary conditions. Haycock (1999:86) maintains that effective principals clearly communicate minimum requirements for teacher participation in collaborative programs, planning and teaching. The

difference between the directives and boundary conditions can be understood through the following table.

**Table 2.2: Directives versus boundary conditions**

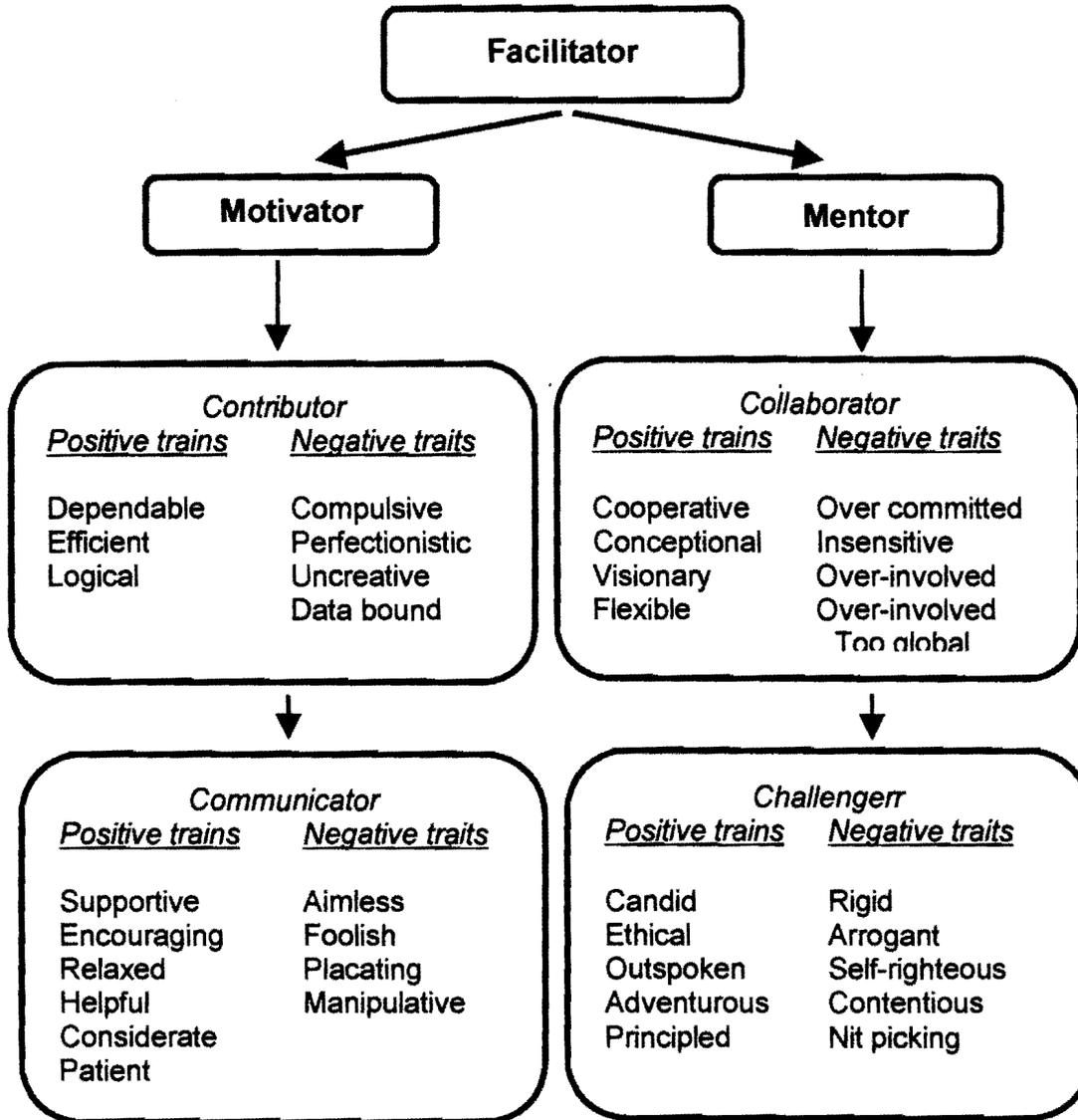
| Directives   | Boundary conditions  |
|--|--|
| <p>❖ Management driven: specify what needs to be done and how it should be accomplished.</p> <p>Provide management control over actions.</p> <p>❖ Allow little opportunity for team creativity, innovation and commitment.</p> <p>❖ Discourage learning while preventing blunders.</p> | <p>❖ Shared leadership: specify the constraints and limitations that must be considered before the group. Determines what is to be done and how it can be accomplished.</p> <p>Provide greater team autonomy and sharper team's focus.</p> <p>❖ Create an atmosphere in which creative and innovative ideas are encouraged.</p> <p>❖ Encourage learning while preventing blunders.</p> |

Taken from Rayner (1996:33)

From what has been presented in the table above, it can be deduced that the directive strategy is restrictive and will therefore lead to little or no significant development in a team. The boundary conditions strategy can contribute to the much desired team growth. The boundary conditions strategy defines the scope within which the team can operate and manoeuvre.

The different roles that the principal has to fulfil in order for him to empower his teams are summarized in the following diagram; and are discussed below.

Figure 2.2: Principal's role in empowering management teams.



Taken and amended from McEwan (1997:36)

### 2.6.1 *Mentor*

The principal should extend his work with interns from supervision to that of long-term mentor. Burke (1990:212) observes that mentor programs have been implemented and can be seen as successful in teacher preparations, in business, and in the preparation of school administrators.

The principal should assist the management team to acquire leadership and management skills through well-prepared schemes or programs. Fessler (1990:62) is of the opinion that mentor teachers provide novices with guidance and structure in the context of a trusting relationship. The principal should therefore further act as a support base for counselling team members in times of troubles, nurturing their development and advising and guiding them.

In some instances mentoring develops into a lifetime relationship. It can also mould the character and influence one's perceptions. Hence it is advisable for the principal sometimes to spend time with the team members outside the working environment. This will in a way provide him with an opportunity to get to know his management teams better as individuals.

The principal must be prepared to share what he has learnt with others, as his past experiences may be helpful to others. This will bind the morale of the team and also enable him and the team to become united.

When the principal acts as a mentor to the team, each member's weaknesses are minimized in order not to influence the functioning of the whole group. By seeing himself as part of the whole team, the principal can easily identify and model the behaviours he wishes to instill in the team. Laud (1998:25) contends that administrators who personally experience and model the change process have greater credibility when they ask teachers to change.

Being a mentor to the team, the principal can be its facilitator, motivator, contributor, collaborator, communicator and challenger. Each role is important and interdependent on the others; therefore it cannot stand on its own. These other different roles that the principal can play in a team are discussed below.

### 2.6.2 *Facilitator*

Blasé and Blasé (1994:129) believe that the primary role of a principal is that of facilitating-collaborative efforts among mutually supportive trusting professionals. Therefore this implies that the principal has the challenging task of bringing together the individual efforts of the team members. The principal should act in the best interests of the team and the organisation as a whole. He should know that he is the catalyst that makes things happen in the organisation. He should however know that he is not a lawgiver or a sole decision-maker.

Quick (1992:22) suggests that the primary task of a principal as a team facilitator should be to help the group to achieve its objectives rather than to lead it. Rayner (1996:31) supplements the idea by describing the role of a leader as that of working with the team, helping to develop its ability, using information, solving problems and making decisions.

Through well-developed facilitative skills and planning the principal can unleash the power that is in him and in his team. Goldring (1993:135) highlights the fact that principals as facilitators have to create conditions that will enable those working in their schools to accomplish tasks with a strong sense of personal efficacy.

Good facilitation creates a favourable condition for sharing and development. This also perpetuates a positive school climate. The positive school climate in turn leads to the organisational commitment that will also enable the management team to act as good facilitators too.

In acting as facilitators the management team will be supplementing each other's weaknesses and those of the principal, because different people have different

skills. In allowing the team members to facilitate some of the activities, the principal should support them with encouragement, resources, thoughtful discussions as well as guidelines.

Fogg (1994:44) identifies the following three types and levels of facilitators' skills:

- A *Process:* Putting the planning process together and making it work.
- B *Content:* Giving specific solutions to business and strategic problems.
- C *Intervention:* Breaking personal, organisation and business decision blockages.

The above three levels are well illustrated and analysed in the table that follows.


**Table 2.3: Facilitator's job description**

|   |  |
|---|--|
| <p><b>1 What the facilitator does</b></p> <p><b>A Process</b></p> <ul style="list-style-type: none"> <li>➤ <i>Structures</i> <ul style="list-style-type: none"> <li>- Structure the process</li> <li>- Defines key analyses</li> <li>- Produces the manual</li> <li>- Handles documentation</li> </ul> </li> <li>➤ <i>Training</i> <ul style="list-style-type: none"> <li>- Trains in planning and process</li> </ul> </li> <li>➤ <i>Facilitation</i> <ul style="list-style-type: none"> <li>- Facilitates major meetings</li> <li>- Teaches others to facilitate</li> <li>- Gives private advice on process</li> <li>- Schedules meetings</li> </ul> </li> <li>➤ <i>Resourcing</i> <ul style="list-style-type: none"> <li>- Training</li> <li>- Outside facilitators</li> <li>- Content specialists</li> </ul> </li> </ul> | <p><b>What the facilitator doesn't do</b></p> <ul style="list-style-type: none"> <li>- Develop the plan</li> <li>- Write the plan</li> <li>- Make decisions</li> <li>- Become a power point</li> <li>- Play politics</li> <li>- Execute the plan</li> </ul> <hr/> <p><i>When the boss facilitates: as part of the team</i></p> <ul style="list-style-type: none"> <li>- Be a member of the group</li> <li>- Speak last</li> <li>- Use good facilitator skills</li> <li>- Be neutral</li> <li>- Let the team come to consensus</li> <li>- Don't dominate or be authoritative</li> <li>- You always have the deciding vote – use it sparingly</li> </ul> |
| <p><b>B Content</b></p> <ul style="list-style-type: none"> <li>- Solutions to specific strategic issues</li> </ul> <p><b>C Intervention</b></p> <ul style="list-style-type: none"> <li>- Diagnostic interviewing (initial / in process)</li> <li>- Private counsel</li> <li>- Team interventions</li> <li>- Keeps process on time</li> </ul>  |  |

Derived and amended from Fogg (1994:46)

The process skill from the above table can be regarded as the first level, which enables the principal as the facilitator to have practical knowledge of planning and know how to execute his plans. However his plans should adapt to the organisational environment and reflect on its complexities.

The second level of content deals with the skills of finding specific solutions to problems. As a facilitator the principal has to be capable of bringing about solutions which may facilitate change in an organisation. He should however understand the organisational behaviour.

The third level in the table alludes to the principal's skill of intervention, especially when there are deadlocks in the discussions. This skill will enable him to come up with the strategies that will break the personal, organisation and school business decision blockages.

Things that a good facilitator should not do are also analysed in the above table. As a facilitator the principal should know that he is also part of a team and should therefore abstain from being dominant.

### 2.6.3 *Motivator*

Everard and Morris (1990:24) define motivation as getting results through people or "getting the best out of people." Therefore as a motivator, the principal should strive to get the best out of his team through the right techniques.

In motivating his team the principal will actually be unlocking the team's potential and confidence. This team has to be constantly encouraged to perform its best. This however will have to be done in a favourable climate that can also facilitate commitment. It is therefore the responsibility of the principal "*to create an atmosphere within which good staff morale can be fostered and maintained*" (Rebore 1985:261).

The principal as the motivator also faces the task of motivating the team to become autonomous and innovative. The range in which the team will be operating should be clearly delineated, to enable them to know the degree of their freedom.

The management team has to be motivated to perform well and to develop its creativity especially in problem solving. The principal should involve his team right from the beginning of the problem-solving or decision-making process. He should also express his positive attitude to the team and instill a similar positive attitude in them.

Motivation serves as a constant incentive to the team to perform well. It directs and channels the team's behaviour in such a way that it eventually works towards a common goal. Thus principals "*should broaden the range of incentives to enhance motivation*" (Hertzog and Koll 1990:79).

Hoy and Miskel (1991:191) identify two types of incentives namely extrinsic and intrinsic incentives. Extrinsic incentives refer to incentives provided by the organisation or other people. On the other hand intrinsic incentives are those, that are invested within the institution, and those which the individual grants himself. Parker (1990:106) suggests that incentives help to stimulate the enthusiasm and commitment that are needed to sustain an innovation.

One factor which the principal can also employ in motivating his team is to set high standards or expectations for the team. This will motivate the team to work hard. The principal should however note that his personality as a motivator plays an important role, and that his perceptions can be passed on to his team. He therefore has to demonstrate his dedication to the improvement and empowerment of his team.

The principal will have to know that there are several factors that can motivate the team. These factors include achievement, responsibility, recognition, advancement, the work itself and personal growth. Each of these elements is briefly discussed as follows:

- **Achievement:** The principal as the motivator has to create the opportunities for his team to achieve. Blasé and Blasé (1997:47) emphasise that shared governance principals often fade into the background themselves, minimize the limits to teacher decision-making and action, and push gently for teacher leadership. The team members will have to be given a chance to unravel their potential and to contribute meaningfully to the school. They will have to be encouraged to put their innovations and creative ideas concerning work into practice. This will afford them a certain level of satisfaction, which will make them want to explore more.
  
- **Responsibility:** This is one form which the principal can employ to show the team that he recognises and appreciates its effort by giving it more responsibilities. Seyfarth (1996:159) identifies various activities that individuals in the management team can be engaged in. This includes serving as officers for a professional association, taking part in regional or statewide service activities, serving as mentors or chairing various committees. The act of passing on the activities to the team can make it become more responsible and motivated to work harder.
  
- **Recognition:** The team will have to be entrusted with important decisions in an organisation. This will indicate to them that the principal trusts and recognises their ability to solve problems. They will feel accepted and therefore be comfortable in the "adventure". Blasé and Kirby (1992:71) arrive at the understanding that recognition of individual teachers' strengths has been viewed as a means of maintaining and developing teachers' skills while promoting teachers' confidence and satisfaction.
  
- **Advancement:** Teachers have to be mentally prepared for promotions and the best things in life. Thus it is the duty of the principal to constantly make positive comments in that regard. He has to motivate

his team to view the future optimistically in terms of personal and work advancement.

- *Work itself:* The work in an organisation may look appealing and not tiring to one's mind if it is properly planned. Sevfarth (1996:191) observes that working conditions in many schools are such that even motivated employees are unable to achieve maximum productivity. Thus the principal has the important task of initiating and planning the organisational work in such a way that it will bring satisfaction to those involved with it. People want to know what their tasks entail, what challenges they are likely to meet and be given the assurance that they are doing a very important job.
  
- *Personal growth:* Erasmus and Van der Westhuizen (1996:200) mention that personal growth in organisations fosters the idea that, because learning is a lifelong experience, there is always something new to learn and find out about oneself. The organisation will therefore have to create opportunities for personal growth through staff development programs. Well-constructed programs will satisfy the team's need to learn and improve itself. It is in the nature of people to seek knowledge, which will put them in a better position. Thus the prospects of self-improvement in an organisation will motivate the team.

#### 2.6.4 Contributor

The principal plays a vital role in building and developing a team. Hence he has to be dependable and efficient. He should present his ideas in a logical, systematic and practical way. Thus his contributions in a team should be such that they benefit his position as a leader and the team as a whole.

The contributor should also be receptive to corrections, as no one is perfect. He should encourage his team to be more than willing at all occasions to express

their ideas. Blasé and Blasé (1994:75) are of the opinion that a principal should be receptive to new ideas and ways of doing things. Thus a principal has to learn to value the opinions of others.

Team members will have to be trained in such a way that they blend well with the organisational culture, and that they consider and respect each other's contributions.

### 2.6.5 Collaborator

*"It is the duty of the principal to systematically structure the school to encourage authentic collaboration by establishing a readiness and common goals and by responding to the school's unique characteristics"* (Blasé and Blasé 1994:127). Thus the principal has to see to it that all the members in a team help and support one another.

He should bring together the different ideas and opinions of the team members, in order to create a tangible vision for the entire group. Parker (1990:108) suggests that one of the overall goals of the human resource development model is increasing collaboration or collegiality as well as expanding the roles and responsibilities of participants. The principal should keep his team working at all times by challenging it with new goals that will make it perform outstandingly. Although that may be the case organisational goals and objectives will have to be clearly formulated and understood by everyone.

Burke (1990:209) believes that for collaboration to be successful in a school, it should include all the partners as professional equals. Thus the principal as the collaborator has to treat all the team members as equals, and regard them as being of equal value to the school.

### 2.6.6 Communicator

Communication is a key element, which unlocks and removes the barriers to empowerment. Without meaningful or effective communication, team members cannot experience growth. The principal should therefore understand that in empowering management teams, communication does not only have to be vertical, but also horizontal. *“This includes establishing and maintaining effective two-way communication between the various organisational levels within the school”* (Rebore 1985:261).

The principal should create an environment in which ideas are shared and communicated on the same basis. This will encourage mutual acceptance and unity with team members treated as equals and behaving accordingly.

The principal should freely share information with his team and welcome the efforts to improve the organisation. He should see to it that a suitable atmosphere of trust is developed. Blasé and Blasé (1994:127) stipulate that the principal should model, build and persistently support an environment of trust among teachers.

### 2.6.7 Challenger

A team, which is not challenged, is the one, which will not develop. Thus the team has to be given tasks which can make it improve its skills. The principal as a challenger will have to adopt an attitude of involving others in problem solving. In engaging his management team in problem-solving situations, he will be creating an opportunity for them to develop. Rebore (1985:43) observes that team management makes good use of the talent that is present in most organisations.

The team can be challenged to perform better by allowing it to be creative and innovative. This will only develop well if a team can be allowed to take risks. Calitz (1995:15) observes that group interaction and the achievement of consensus usually result in the acceptance of more risks than would be accepted

by an individual decision-maker. Management teams are capable of taking risks if and only if a non-threatening environment is created – one that is free from fear, criticism or reappraisal. By allowing the team to take risks, the principal will be providing the team with the luxury of exploring new ideas. Blasé and Blasé (1994:7) believe that with successfully shared governance principals allow teachers to deal flexibly with uncertainty and complexity and support them in taking risks without the threat of the consequences of failure.

Teams should be allowed to propose feasible ideas to the principal as another form of challenge. This will enable the school to be selective in its implementation of new ideas, since these will be evaluated and carried out on the trial and error basis.

## 2.7 CONCLUSION

Management teams' strategies elucidate the relationship that may exist between the principal and his team. The strategies allude to the team organisation and mode of operation. Thus the traditional and modern strategies show discrepancies in managerial roles.

The principal as the developer of human resources in an organisation is faced with many roles. He has to fulfil the role of being a facilitator, motivator, coordinator, collaborator, contributor, communicator and challenger. In addition to that, he has to see to it that the right atmosphere in the school is created to foster growth and development.

In the following chapter leadership as well as different forms of empowering management teams will be discussed in more detail.

## CHAPTER 3

### CAPACITY-BUILDING FOR MANAGEMENT TEAMS IN SCHOOLS

#### 3.1 INTRODUCTION

Lambert (1998:17) argues that if people are to sustain improvements and build on the strength and commitment of educators, they will have to address the capacity of schools to lead themselves, and rethink both leadership and capacity building. Capacity building as a process of empowering management teams has many benefits for the school.

Fessler (1990:66) maintains that empowering teachers for leadership roles provides opportunities for their higher level needs satisfaction, and it brings valuable expertise to the problems of school improvement. Management teams' empowerment brings about intellectual renewal to the school, and is such that change becomes inevitable. This is due to the fact that empowerment can make the team members knowledgeable, confident and better decision-makers. *"Staff desire committed, positive and decisive leadership"* (Dinham 1995:52).

Capacity building defines the role of a principal as well as that of the team members in a school context in such a way that the principal will not regard himself as a director but rather a developer of human potential. The management team is capable of doing its best, especially when it is supported by a strong administrator, is surrounded by enough resources, clear focus, and sufficient training and development.

According to Johnson (1998:281) empowerment can make the majority of people in an organisation feel that they count, that they matter and make a difference. Thus through a well defined capacity building program, management teams can be in a position to be driven by the same vision which will enable them to take the rest of the school community with them into the future. Herzog and Koll (1990:77) suggest that teacher empowerment

can become a reality only if principals have the skills and the predisposition to make it happen.

Johnson (1994:6080) notes that reforms have increasingly recognised that students will not become creative and critical thinkers if their teachers are bound by regulations. Therefore this also indicates that school managers have to be given enough freedom to be effective in executing their duties.

When probing aspects of empowerment Chion-Kenney (1994:56) discovered that empowerment embraces shared governance, participatory management and collaborative work environments. Empowerment forces a rethinking of traditional power structures and allegiances, calling into question what leadership is, who has it, and how it can be used to build capacity for continual school improvement.

### 3.2 EMPOWERMENT OF MANAGEMENT TEAMS

Empowerment of management teams is an act of expanding the team's knowledge tank, with the aim of freeing and developing its potential. This process enhances the team's confidence and its ability to influence the organisation. Thus the principal should view the management team as co-partners in decision-making processes.

Short (1994:38) discovers that the positive work environment brought about by the school participants who are able to initiate and carry out new ideas, results in enhanced learning opportunities for students. An ideal leader in an organisation creates an interdependent attitude by empowering, liberating and serving the others. This is done in order to place the organizational interests first.

Management teams are important entities that are capable of taking the school into a brighter future. Therefore in empowering management teams, the principal has to subordinate some of his managerial roles. Chion-Kenney (1994:56) explains that empowerment of others does not mean to abandon the responsibilities of leadership, but to fix in others, on whom the job rests, both the sense of direction and the responsibility for its achievement.

When the principal subordinates his managerial role in favour of a team, that does not mean that he relinquishes or surrenders his prerogatives as a manager of a school. Lindelow and Bentley (1989:140) are of the opinion that the success of team management depends on more than the senior officer's willingness to share power, but also on such factors as trust and commitment.

The team has to act in a responsible manner and not as the principal's competitors. Thus the team has to view itself as a team which is being specifically selected to manage the school together with the principal. In this type of a situation, the principal acts as the team's coach. Calitz (1995:3) mentions that there are two types of approaches with reference to coordination, namely the "ships crew" approach which is a metaphor for a hierarchical administration, and the "sport team" approach which is a metaphor for participatory leadership.

Haycock (1999:83) states that effective principals set direction, facilitate change, and communicate with stakeholders on a regular and ongoing basis. They also allocate the necessary resources to support selected goals and priorities, solve problems throughout the process, and monitor implementation. The principal has to understand that he is part of the proceedings in a group. He therefore has to realise that sometimes the team's ideas may differ from his own.

The team may also employ means other than those that the principal might have personally chosen to achieve the objectives. This will remind the principal that the team is made up of people who are capable of making mistakes and learning from them. The principal will therefore have to *"accept the team's decision and support its attainment"* (Goldring 1993:136).

### *3.2.1 Empowerment in the form of establishing and developing communicative skills*

Wynn and Guditus (1984:74) define communication as the process of exchanging information, beliefs and feelings among people. Communication can be verbal or non-verbal. In an organisation communication is linked to high performance especially if it is well developed.

Hertzog and Koll (1990:77) are of the opinion that effective communication should occur between principal and staff, so that the principal's verbal and non-verbal behaviours can communicate a clear message relative to the importance of professional growth. Professionalism is nurtured through sound methods of communication.

In an organisation, information may travel up, down or horizontally. Wynn and Guditus (1984:74) observe that the more complex the organisation is, the more critical its communication becomes. This implies that communication forms the basis of every aspect of management and organisation.

Team members have to be encouraged to trust one another in order to foster an effective communication. By trusting one another, team members will be in a position to express their feelings freely and be able to discuss misinterpretations and misunderstandings. Johnson (1998:12) agrees that leadership depends on trust, a trust which is based on shared understanding.

Harvey (1995:72) points out that sometimes both deputy principal and teachers could attach alternative meanings to administrative acts. Hence a culture of clearing up misunderstandings has to be developed by treating team members as equals.

The principal and the management team should know that listening is part of communication and this ability has to be developed. Listening enables one to respond relevantly, and it also develops patience, sensitivity and emotional maturity. Thus team members will have to be encouraged to develop their listening skills through various methods of communication.

### 3.2.1.1 *Types of communications in an organisation*

The following types of communications can be identified:

- **One-way communication:** In this type of communication the sender transmits the message to the receiver. In most cases the message is instructive in nature and does not require any response but compliance. Nevertheless, "the message being conveyed must be explicit and easily understood" (Emerson

and Goddard 1993:163). This type of communication is usually in the form of a circular, or comments, which may expect the team members to confirm receipt thereof. Thus the management team has to know that in such types of communication they may not in any way influence the message.

- *Two-way communication:* This is the most common means of communication whereby the sender transmits the message and the receiver responds. In this communication the receiver can influence the message. The receiver can criticize, do suggestions, do corrections or modify the message. This type of communication in a group setting yields more results when it is practised orally. It refines and encourages interaction, especially during the problem-solving and decision making process. Emerson and Goddard (1993:162) argue that two-way communication should be such that all participants feel that their voice can be heard and that it counts.

When two-way communication is non-verbal, it provides a permanent record for example the minutes of meetings. Written documents are essential especially if information has to be retrieved. However most organisations prefer oral communication to written communication. Oral communication is faster, economical and provides immediate responses, which can easily be tested.

- *Upward communication:* This type of communication takes place in organisations in which the managers believe in an open-door policy.

In contrast Emerson and Goddard (1993:161) point out that many heads claim that their office door is always open, that they are directly approachable by staff, pupils, parents and governors, yet the door posts create an invisible barrier. Thus principals should remove all the barriers that may threaten the school community to interact freely with them. Usually in upward communication the subordinate goes to the senior officer for advice, problems or presentation of grievances. However this type of communication warrants good interpersonal skills and approach from the principal.

Lindelow and Bentley (1989:140) suggest that team members must feel free to disagree with their seniors without the fear of falling into disfavour. This upward form of communication will develop, as there is mutual trust and confidence. The principal as well as the team have to know that they work for the good of the whole organisation. Uncertainties concerning approaching the principal with bad news have to be removed because sometimes the subordinates find it difficult to break bad news to the principal without fear of being accused of disloyalty.

- *Horizontal communication:* Horizontal communication is sometimes referred to as lateral communication. This type of communication takes place among peers or other members in coordinating positions. This is the most used and understood form of communication in a group setting.

Wynn and Guditus (1984:79) believe that it is much slower and less efficient to have a one-to-one transmission of information along the channels of hierarchy. This implies that the horizontal type of communication is effective where there are management teams. *"The management team is a useful vehicle for horizontal communication; and it is less effective in schools without team management"* (Wynn and Guditus, 1984:79).

Horizontal communication has many benefits for the school, such as bridging the gap between upward and downward communication. Horizontal communication also provides an opportunity for the team members and the staff to address their social and emotional needs. Maurice (1990:22) maintains that the primacy of communication is derived from its power to bridge divisions without denying their pervasiveness or assuming that they can be readily reunified.

- *Downward communication:* It is the type of communication which is found in almost every organisation, and it is essential for control. It portrays the administrative power of the manager as he uses it to pass on instructions and prescribe work procedures and practices.

Most subordinates may feel that their ideas and feelings are being suppressed in downward communication, especially if over-used. Downward communication can send out different signals and interpretations to human minds, especially if it is in written form. Wynn and Guditus (1984:80) maintain that meetings of the team and provide an opportunity for simultaneous upward, downward, and lateral communication with feedback. This is a major advantage and a reason for the existence of team management in the first place.

### 3.2.1.2 *Listening skills*

Management teams have to develop the skill of listening. Coursen and Thomas (1989:252) stipulate that communication is listening as well as speaking, understanding as well as being understood. The listening skills have to be well developed, as they will enable the team to assimilate all that has been said. Listening as a skill is fundamental to effective communication in that it facilitates the possibility of an effective problem-solving process and also increases friendship.

Listening requires high concentration and discipline. Through effective communication people should be given the opportunity to express their ideas and feelings, since communication is an essential tool that determines and directs the health of the organisation. The organisation should therefore try to rid itself of distortion of information.

Coursen and Thomas (1989:261) suggests that a supportive, encouraging, open climate stimulates communication and avoids problems related to misinformation and misunderstanding. Management teams have to provide a timely response to the rest of the staff should the need arise. They should also be prepared to listen to the problems passed on to them.

### 3.2.2 *Empowerment in terms of creating a team vision*

A vision is a unique way, for the mind to focus on, in order to capture the future. A vision enables the team or an organisation to remain focused, as it gives people an idea of what the future will look like and where people are coming from and going. It integrates people

into the organisation. Chion-Kenny (1994:58) maintains that people need reflective experience before they can form a plausible vision.

A vision inspires the team to know what it stands for, believes in, and thinks is important. It provides members with a sense of purpose and a tool for understanding how their efforts contribute to the overall success of the school. Thus the principal has to know that his role is "*enhanced by visionary leadership*" (Haycock 1999:85).

The team's vision has to be based on reality, be optimistic, and responsive to both the immediate and future needs of the school. A vision will have to be regarded as a guide for the team's actions and activities and it will have to be understood by all the members. Dinham (1995:53) states that it is important for the principal to espouse and encourage forward thinking, a sense of purpose and a collective vision.

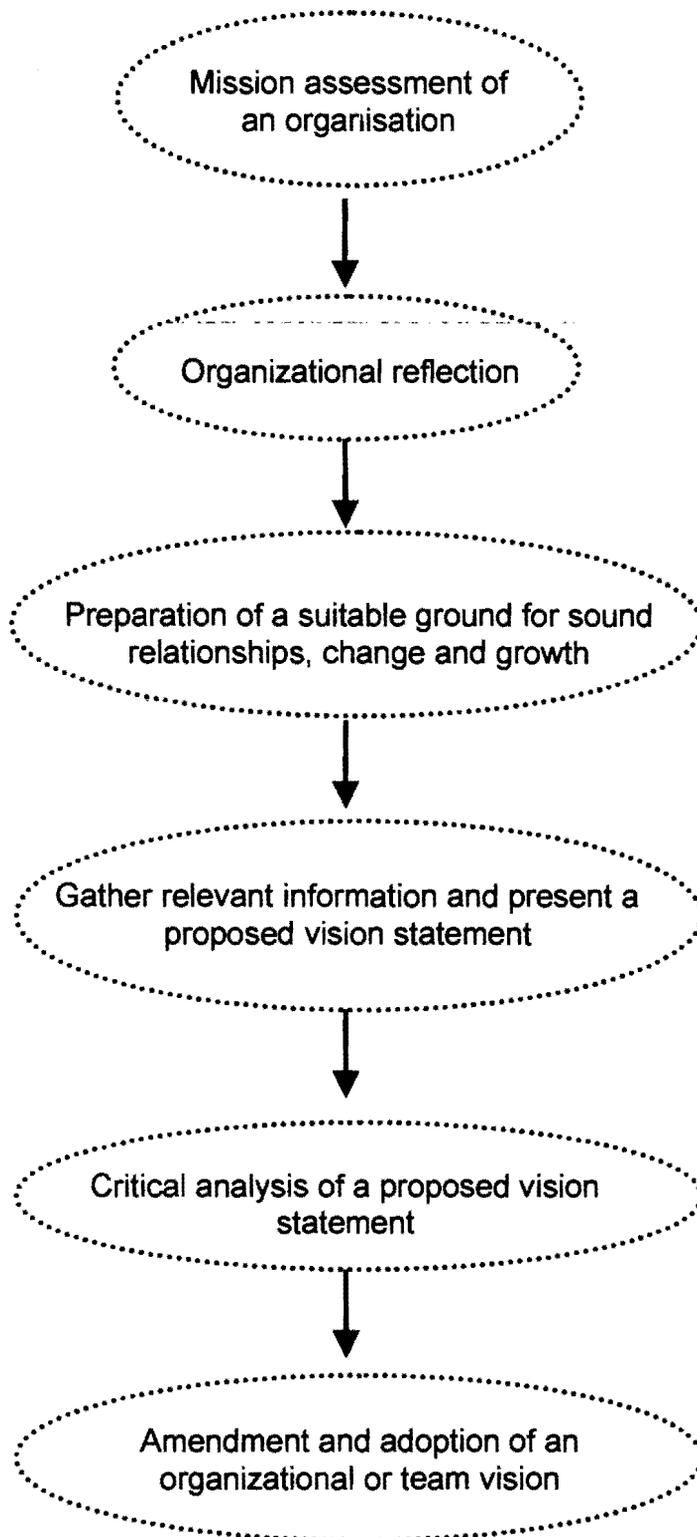
A collective and well-communicated vision can urge the members to commit their energies and ideas to the development of an institution. Johnson (1998:281) contends that every empowered team has to start out with a clearly defined mission. A vision enables the institution to observe and utilise its resources to the maximum. Nevertheless a clear and a tangible vision requires skilful leadership.

A viable vision unites its members; members will understand how their joint efforts fit and contribute towards the realisation of a dream. A vision like a dream does not just come out of the blue; it has to be created through reflection. Other people's ideas, concerns and organizational experiences will have to be considered when creating a vision. A team vision will have to be responsive to internal and external factors.

### 3.2.2.1 *Sequential steps in creating a common vision for a team*

The steps in Figure 3.1 can be followed in creating a common vision for the team.

**Figure 3.1: Sequential steps in creating a common vision**



The first step towards creating a viable vision for the team is to assess the mission statement of a school as indicated in the above diagram. The principal will also have to

consider the prevailing situations in the school in order to prepare for its future. Theron (1996) contends that when an organisation fails to change and develop, entropy occurs – the organisation stagnates and eventually declines.

The stage of reflection enables the team, together with the principal, to look into the past as well as into the present situations and experiences of the organisation in order to prepare for the future. The team's structure as well as the team's mode of operation will have to be looked into. Thus the constitution of a team and of an organisation will have to be put into perspective in order to facilitate clear direction and planning.

The team has to prepare a suitable climate as a foundation for planning and at the same time can facilitate sound relationships, change and growth. An environment that will allow the group to be bold in putting forward ideas will have to be encouraged, because “vision-building is about enrolling the interests and aspirations of others” (Foreman 1998:24).

The fourth stage, which is preceded by the formation of a suitable atmosphere in an organisation, emphasises the gathering of relevant information. According to Drake and Roe (1994:37) the principal has to be capable of gathering background information, pros and cons from a variety of sources before forming an opinion.

Once the team and the principal have formulated a proposed vision statement, the fifth step suggests that the proposed statement be analysed and evaluated critically. Inputs will have to be received and amendments are made where necessary. The relevancy and applicability of the vision to the situation will have to be considered. A vision will have to withstand critical times for it to pass the test.

Step number six points out the adoption and implementation of a vision. The proposed vision statement may be adopted as it stands, or it will have to undergo some changes. This will be done in order to ensure that the organizational mission fares well.

Reynolds (1997:35) contends that being able to create a vision of the future and to develop a shared commitment to its attainment is critical to organizational effectiveness. A well communicated shared vision will prevent some members in a team coming up with

and pursuing their own hidden agendas contrary to the main vision. Thus the practice of separate visions can bring confusion, retard progress and lead to division.

In an organisation in which its members pursue different visions, the practice can lead to a waste of time and effort. Thus individual priorities will be pursued whilst rejecting those of others. The principal should however note that not all the people could heartily embrace all the components of a shared vision.

### *3.2.3 Empowerment in terms of facilitating the setting of individual and team goals*

Reyes (1990:47) maintains that schools exist in order to facilitate goal attainment. Therefore teachers and principals must relinquish some of their individual flexibility and freedom to achieve personal and organisational goals. It is of vital importance that team members have their own personal goals apart from those of the organisation. This will enable them to be more focused and directed.

Davies and Lyons (1981:58) argue that goals in the organisation provide guidelines for subsequent activities, secure members' commitment and provide a basis for the determination of priorities. Thus individual members' goals should be based on those of an organisation.

Team members have to set personal goals that are of interest to them, promote their values and are supported by others. *"Goals motivate people to join schools and continue participating in them, they provide a source of work motivation, and they are useful for assessing performance"* (Reyes 1990:48). Set goals will have to be realistic and within reach for organisation members to pursue them enthusiastically.

The principal will have to motivate the individuals constantly to work hard towards achieving goals. He should insist on periodically receiving responses from the team on how effective they are in advancing towards achieving their goals. Individuals will also have to be motivated to ascertain how far they are from their goals.

An environment which can facilitate growth, advancement, self-esteem and professional recognition will have to be created. The period allowed for achieving goals, as well as the means, will have to be made known to all.

### *3.2.4 Empowerment through involvement in decision-making processes*

The decision-making process is a fundamental element and a determining factor in a school. It points to the success or failure of an institution. It also boosts the morale of all those who are involved. Rice (1994:55) argues that when teachers do not perceive their involvement in decisions to be influential, their actual and desired levels of involvement decline and so does their over-all performance and job satisfaction.

Management teams have to be informed about their responsibilities in relation to certain decisions. Their influence regarding their inputs and outcomes has to be well communicated. McEwan (1997:81) is of the opinion that information is a critical aspect of quality decision making, and it should always be accurate and adequate. Sufficient information helps the team to generate a considerable number of alternatives, and this sharpens their skills and perception. The information also leads to the making of qualitative decisions.

Dinham (1995:52) concludes that people want to be listened to and that they also want their views to be considered by their leaders. Thus those who are directly affected by a problem will have to be given a chance when a decision is made.

The principal has some obligations with regard to team decision making. Drake and Roe (1994:263) reports the following implications with regard to team decision-making:

- The principal has to be committed to supporting the team when it seeks solutions to the problems.
- He should know that the team opportunities might require quite some time before members can form a true working group.
- An environment which can facilitate open and threat-free communication will have to be created.

- The principal will have to support the team members to tap into the experiences of others who have tried similar solutions, or even totally new ideas in the team.
- Team members should expect continuous refinement or even new directions as the proposed solutions are implemented. A one-time decision resulting in an etched-in-stone solution will result in simply substituting one rigidity for another.
- The principal will need to be patient as the team matures in decision-making.
- The principal will finally have to be prepared to accept the risk of imperfect results.

#### 3.2.4.1 *Styles in decisionmaking*

The following styles in decision taking can be identified. However, it should be noted that all these styles are situational, and that sometimes they can supplement one another.

- *Autocratic decision making:* With this style the principal takes decisions without consulting others. He therefore informs everyone about what has to be done and what is expected of them. Although this sort of style is ideal in the case of a crisis or emergency, it may cause dissatisfaction in the organisation if the style is not properly applied or overused in other instances.
- *Persuasive decision making:* The persuasive style enables the principal to use his powers of advocacy to influence the people and justify the decision he has made. In a way he persuades the people to accept it as their own and as final.
- *Consultative decision making:* This method of decision making has many advantages and can be regarded as an ideal method. With this method the principal involves the others who may be directly affected by the decision and thus generates as many ideas as possible. The decision made is liable to be accepted as the brainchild of those who have been involved. Even the implementation thereof becomes effective, as everyone feels responsible.

➤ *Decision making through consensus:* Effective decisions are not within easy reach. They require critical skills which are often elusive and difficult for teams to master. Sometimes teams make the mistake of ensuring that each time total agreement has to be reached before consensus is attained. This is highly unlikely, because in such cases the decision will be unanimous. In describing consensus Ryaner (1996:74) states that consensus does not mean that everyone on the team thinks the best possible decision has been reached. It does mean that no one is professionally violated by the decision and that all team members will support its implementation.

Thus for a decision to be reached through consensus the case under discussion should be clearly defined. When discussions are under way, the focus should be on the similarities rather than on the differences. The principal as a facilitator should point out the existing agreements and areas that are common to all; this will ensure progress. A reasonable time will have to be allotted to such meetings in order to enable all the team members to present their cases.

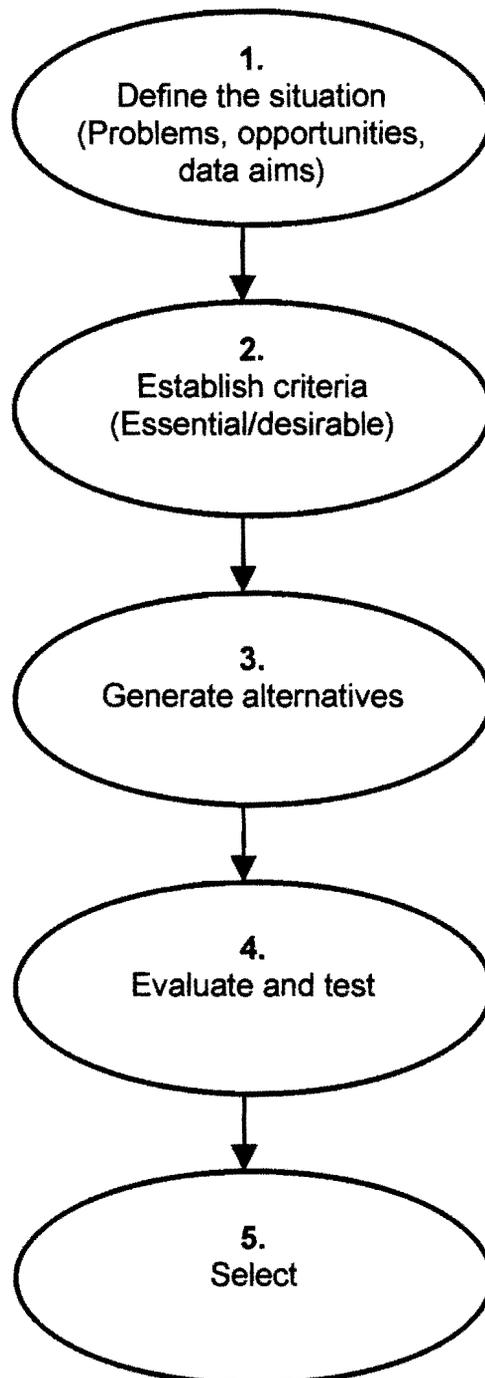
Team members should be discouraged from seeking the short-cut method of reaching consensus. Topics should be exhausted in discussions to encourage openness. This will also ensure a full support from the members when a selected idea has to be implemented.

The principal's ability to bring together the management team for the decision-making process is very important. McEwan (1997:3) points out that consensus decision making is the best method for leading groups to creative and quality decisions.

#### 3.2.4.2 *Steps in decision making*

Everard and Morris (1990:48) identified the following logical steps in decision making:

**Figure 3.2: Steps in decision making**



Taken from Everard and Morris (1990:48)

In defining the situation as the initial step towards decision making, the management team will realise that sometimes decisions are made in order to correct or improve a situation. The team will have to understand the situation in order for it to identify the need to take a decision. In cases where a decision is made in order to improve the

present situation, the ideal situation will have to be reconstructed and compared with the present.

The second step, which is the establishment of criteria, calls for the management to define the needs of the situation. Priorities will have to be set and the needs split into essential and desirable ends. The criteria established for this step will be used in step four to discard non-essential alternatives.

Generation of alternatives, which is the third step, alludes to a number of available alternatives. This emphasises the fact that teams have to generate their own alternatives. In step four the identified alternatives will have to be assessed, that means, they will be evaluated and tested. Those that will not yield the desirable ends will be discarded.

Step number five entails the selection of the best possible alternative. The selection determines the course of action. The manager should therefore try to secure the acceptance of the decision as it may involve others for implementation. Once the decision has been implemented, the management team will have to evaluate it, and assess its success towards the achievement of goals.

Should the implementation of a decision require action, the action plan will have to be drafted. The action plan will have to indicate who has to do what and when. This also will encompass the constant reviews. The action plan will have to be placed on paper for record purposes and for the clearing up of misunderstandings.

#### *3.2.4.3 Benefits of empowered decision-making processes*

According to Lindelow (1989:155) one of the fundamental arguments for shared decisionmaking, is that it is the method of school management which is most consistent with democratic principles. This method of decision making accords those who are closer and are affected by the problem to make a decision. This method also teaches both the team and other members of staff democratic values.

Participation in the decision-making process increases the acceptance of the decision taken. People tend to understand it better especially when it has to be implemented. Group decision making makes the team "*become stakeholders in the decision*" (McEwan 1997:3). Therefore this implies that the process enables the team to become more committed to the successful implementation thereof.

Chion-Kenny (1994:3) highlights the fact that shared decision making increases both the quantity and the quality of communication, which is more likely to be informal in face-to-face meetings. The team has ample opportunity to generate as many alternatives as possible, since two heads are better than one. Calitz (1995:13) maintains that group decision making provides a greater number of approaches to a problem because individuals are more likely to be close to one another in their way of thinking.

The sharing of ideas in a team builds up support for all members as they will become more competent and committed to their work. This in turn will increase job satisfaction and performance. Team members are capable of learning a great deal from one another especially when they have to solve a problem together. Lindelow and Bentley (1989:135) agree that the need to solve increasingly complex and sophisticated problems has led to change in almost every field of human endeavour.

When a team is engaged in an empowered process of decision making, its members learn a lot about the technical complexities of their task. By working together as a group, the team satisfies its needs for acceptance and self-actualization.

Rebore (1985:43) contends that change is more likely to be implemented with minimal resistance if decisions are cooperatively made. Thus collaborative decision making is a vital instrument towards school transformation and restructuring. The attitudes and behaviours of team members can be changed by a collaborative decision-making process. This is because they learn to listen to others, compromise and consider other people's opinions.

A participatory decision-making process has a number of advantages over a traditional, authoritative style of decision making. Shared decision making results in better decisions, as well as better relationships between the management and the staff.

“Consensus decision-making empowers team members” (McEwan 1997:115), in the sense that the team members become the best advocates of the decision they contributed to when it was made. Shared decision making creates and builds a culture of collegiality.

According to Calitz (1995:13) group decision making has many advantages with the outcome that people throughout the organisation believe in what they are doing and in where the group is heading. Fewer errors are therefore made and it is unlikely that mistakes will be repeated.

Group decision making is superior to individual decisions, as the group is capable of solving problems thought to be insoluble. The team techniques can produce quite a number of viewpoints and much knowledge.

Chion-Kenny (1994:3) concedes that shared decision making improves the morale of teachers because staff members realise that they can have an immediate impact on their environment. This in turn leads to an increase in coordination, communication and efficiency in implementing ideas.

Empowered decision processes enable the management teams to exercise authority and responsibility. They also provide a framework within which the leadership qualities of many teachers can be developed.

Nevertheless, the team should not lose sight of the negative aspects of the empowered decision making-process if they are not properly applied. Sometimes the team members may blame each other for a bad decision; however a culture of blaming one another should not be allowed to develop. Each team member should learn to carry the responsibility for a bad decision.

Delays or fears of taking decisions should be dealt with at first hand as they may contribute towards a bad organisational climate. The team should be discouraged from accepting the very first solution provided that could be due to the lack of creativity.

Calitz (1995:14) indicates that in a group decision some individuals may shift the blame entirely on to others should a bad decision be made. This may also be due to the fact that shared decision making passes the accountability for decisions to the principal.

### *3.2.5 Empowerment through the creation of a team work attitude and team spirit*

According to Coursen and Thomas (1989:261) good team work in a stimulating environment grows out of an earnest effort to help each staff member achieve his or her potential. Team members have to create a special environment that will facilitate the formation of friendships.

Team members have to be interdependent on one another for the best outcome of their work. Their attitudes will have to be aimed at working together successfully. It is therefore the duty of the principal to ensure that each team member feels that his involvement is genuine and important.

Information in an organisation will have to be well structured and equally shared. Tjosvold (1991:4) observes that teams are a practical way to foster communication and integrated efforts. Teamwork attitude may be nurtured by encouraging the team members to regard one another as important.

Davies and Lyons (1981:62) observes that working groups have variable success in developing effective working procedures, targets of achievements, and social cohesion, and may in any case have few obvious points of contact with many other groups. Management teams will have to be made aware of the necessity of respecting and working with other members of staff.

Management teams should be prepared to assist one another in pursuing and achieving organisational goals, especially when they are vested with a lot of power and accountability.

Management teams will have to be assured that *“leaders are not born with any particular traits that determine leadership”* (Mazzarella and Grundy 1989:10). This will give them the assurance that they have to develop themselves and others. However the principal

should serve as a support base. Drake and Roe (1994:269) maintain that always behind, and working with the team, was a leader who stimulated and supported the team efforts.

A positive team spirit will have to be fostered to ensure mutual upliftment and encouragement. The team spirit in an organisation sets the tone for a positive climate. Davies and Lyons (1981:62) argue that there are some behavioural dimensions of teamwork that require the right organisational climate otherwise the team's activities will be considerably restricted. A negative team spirit will impede the team's capacity to recognise external needs, to plan and evaluate, and to organise properly. The management team's ability to face up to and resolve its difficulties will also be affected.

### *3.2.6 Empower the team by celebrating its successes*

Reyes (1990:42) maintains that there are always certain basic assumptions about what motivates people at work, and in turn these assumptions suggest ways to reward employees. Thus it is the task of the principal to identify and adopt certain organisational behaviours that will lead to the design of a relevant reward system.

The management team as well as the rest of the staff will have to be constantly motivated and rewarded. The principal has an obligation to demonstrate his appreciation for work done well. Blase and Kirby (1999:69) resolve that of all the strategies that can be used to influence the teachers' work, praise is the most frequently reported, and was perceived as being most effective by teachers.

Praise as a positive reinforcement is capable of achieving good results in motivating the teachers as well as the management teams. Principals can take it upon themselves to recognise the team's achievements through sincere praise; this is often associated with positive feelings, collaboration and more support.

People who are praised tend to comply with the alluded qualities used in praises. Thus praise can bring out creativity, innovation and motivation. Praise is reciprocal in the sense that a principal who always praises his teams' efforts, will also in turn receive compliments when they are due to him.

Praise can be expressed in verbal or non-verbal form. A principal can verbally express his appreciation or use the non-verbal form of communication, in which he will use gestures and other written means. In using gestures he may nod when a good thing is being done; he may pat the relevant person on the shoulder, shake hands or just smile.

For praise to be effective in a school there has to be a great deal of consistency. People should not feel that praise is only given to selected individuals. Principals should know that praise does not necessarily have to be lengthy in order for it to make an impact. It can therefore be said that a team needs autonomy, positive reinforcement and recognition on a continuous basis.

Even if the team's successes are celebrated, it should however be noted that each team has its great and bad moments. However, what matters most is how each team deals with its triumphs and its sorrows. The principal as a captain in a team has an important role to play in this regard. He has to uplift the team spirit in times of sorrow and rejoice with it in times of its successes.

The team will have to be encouraged to overcome its obstacles, deal with conflicts and acknowledge mistakes. The team will have to be given the freedom to handle its own affairs without premature interference from the principal. Advice to the team to improve its work should come in the form of a suggestion. The principal should also tolerate the situation in which the team differs from his ideas.

It is important for the principal to motivate the team to be effective, to give constant praise where it is dully deserved and not to overemphasise the mistakes. Wohlstetter (1995:24) stipulates that many principals at successful school-based managed schools, regularly recognise work done well by individuals – others prefer to recognise group efforts.

Negative criticism seldom builds a team and should therefore be avoided at all costs. The principal should constantly communicate the team's progress and achievements. However, the team's autonomy should be respected and protected from interference or attacks.

In recognising the group's efforts, Wohlstetter (1995:24) suggests various methods, which principals can employ, for example using various extrinsic rewards giving pats on the back and beginning meetings with the "thank you" lists. In some schools parents are encouraged to hold "thank you" luncheons for teachers.

It is also good for team members to recognise one another's efforts. Team members should also be encouraged to develop intrinsic motivation in order to maintain their level of involvement. Team members will have to know and understand their working conditions, since they are crucial to their success.

The school can initiate the staff and volunteer recognition programs and ceremonies, which will recognise and reward the efforts of those who made sacrifices for the school. In cases in which school does not opt for celebration ceremonies, rewards can be given during scheduled times before or after meetings.

### *3.2.7 Equip the team with conflict management skills*

Windelow and Scott (1989:338) maintain that conflict is a natural part of human existence. It is as surely a companion of life as change, death and taxes. Hence conflict is found in various organisations whereby people of different ideas and personalities are expected to work together.

In an organisation differences may occur owing to clashes in approaches, methods, viewpoints as well as in the pace of achieving objectives. Members of a team may also fuel the conflict by trying to acquire personal glory at the expense of others. Everard and Morris (1990:98) agree that conflict becomes a dangerous and disruptive force whenever personal glory is staked on the outcome.

Sometimes people need to dominate, have hidden agendas and are emotionally immature. The environment in a school should be such that people do not use others as stepping stones towards higher ranks. The team members should be encouraged to see themselves as individuals within the group; and to focus on the goals and objectives.

The team has to be encouraged to relinquish its personal gains as against those of an organisation. This will help in preventing destructible conflict. Self-serving roles will have to be subordinate to those of the team.

Nevertheless conflict is an inevitable, necessary element in an organisation. It can contribute to healthy organisational growth. It should therefore not only be viewed negatively but also positively. Fullan (1998:8) insists that conflict and differences can make a constructive contribution in dealing with complex problems. Lindelow and Scott (1989:339) agree that conflict can be a valuable source of organisational renewal. It should therefore be prevented from interfering with the organisational objectives. Conflict if let loose can make its participants and observers divert from the tasks they are faced with; it can actually destroy their morale and cause division in organisations or factions.

Conflict can increase involvement and communication when certain issues have to be clarified. It can also improve the quality of problem solving and strengthen relationships if resolved creatively. The absence of conflict in an organisation may indicate abdication of responsibility, lack of interest or lazy thinking.

#### 3.2.7.1 *Sources of conflict*

For the management team to be able to understand and deal effectively with conflict, they have to understand its origins or source. Lindelow and Scott (1989:340) identify the following sources of conflict:

##### a) *Communication problems*

Faulty communication can serve as a source of conflict. Irregular feedback to the staff about expected information may result in negative remarks or an unwillingness of the staff to follow the management team's directives.

In addition to that, lack of efficient correspondence between departments, ill-defined expectations as well as hidden agendas can cause a communication breakdown and induce conflict.

b) Organisation structure

The organisational structure can serve as another possible source of conflict if jobs are not well defined or structured. People do not know their routines. The management has to define the limits within which the rest of the staff can operate, as lack of planning can serve as an element that can provoke conflict.

c) Human factors

Certain human characteristics can initiate conflicting situations in an organisation. These personality traits can include high authoritarianism, high dogmatism, and low self-esteem. Differing values or goal systems can be destructive to organisational unity and thus cause conflict.

d) Limited resources

If resources are not well distributed or are in short supply the users may compete for them and thus induce conflict. People should not feel that they are not getting a fair share of available resources. Competition between departments over whose needs should be attended to first may lead to conflict.

### 3.2.7.2 *Guiding principles in conflict resolution*

Maurer (1991:1) describes conflict as disagreement resulting from incompatible demands between or among two or more parties. Conflict is not a state of being but it is an active process that can be intersected, influenced and ultimately managed. Thus in solving conflict, management should inform the involved parties about the disadvantages of trying to resolve the conflict without a mediator especially if it can be seen that tension has developed.

A mediator acts as a catalyst that can facilitate discussions that may lead to conflict resolution. Drake and Roe (1994:35) agree that the principal should have the ability to serve as a coordinator, mediator or arbitrator among the various forces that attempt to influence the direction and purpose of education. However, a conducive atmosphere has

to be created for the involved parties to resolve their differences calmly. Everard and Morris (1990:102) identify the following principles as the basis for guiding the discussions:

- The parties should be encouraged to talk to each other as openly as possible about the real issues that concern them.
- Parties will have to state their aims, views and feelings openly but calmly and try to avoid reiteration.
- The management should try to put the conflict into the context of superordinate goals and in the interests of the total organisation.
- Encourage the involved parties to search for common goals.
- The parties should be told to focus on future action rather than on the events of the past.
- Listening carefully to each other's point of view is important.
- Involved parties should be encouraged to try to avoid moving on to the attack or defence.
- Parties should try to build on each other's ideas.
- They should be encouraged to trust each other's good faith and try to act in good faith.
- A plan for implementation will have to be clearly made and presented.
- Time and date for the reviewing of progress will have to be set.

### 3.2.7.3 *Conflict resolution techniques*

There are many ways, which the management can employ to manage or resolve conflict effectively. Everard and Morris (1990:96) argue that the ability to handle conflict is a key factor in managerial success. Conflict management becomes more effective if the manager can intervene whilst it is still in its initial stage. Conflict occurs in different stages and consequently it can be curbed or prevented. However, the best method of managing conflict is to see to it that it does not interfere with organisational goals.

The management team will have to be situational in applying different techniques of resolving conflict; thus the situation will dictate or determine the effective method to be used.

The following techniques of resolving conflict can be identified.

a) Avoiding conflict

One of the methods of resolving conflict is to ignore or evade it. This method can be best if intervention is unnecessary as it may worsen the situation. Sometimes events can be solved by time. This strategy can be useful especially when management seeks more information or looks for the best way to intervene. However, it should be noted that this method can be effective only for a short period of time. Girard and Koch (1996:38) warn that avoidance tactics can worsen the conflict to the extent that a chance of reducing or eliminating it is negatively affected.

In an organisation, individuals who are involved in conflict may be discouraged from interacting by giving them different roles. They may also be encouraged to conceal their feelings after having stated them clearly to the others. Their agreement can be emphasised more than their disagreement as a means of closing the gap between them.

b) Compromising

Conflicting parties can be encouraged to compromise. Girard and Koch (1996:80) argue that participants in a conflict can guide themselves through the process of expressing what they need, testing the receptivity and issues of the other party, and attempting to obtain the most satisfactory solution. This method enables one party to give something up in order to gain; thus a win-win type of a situation is created. However, there has to be a third party that can act as a mediator.

c) Communicating

According to Bailey (1991:122) communication can be used as an effective tool of managing conflict especially if it is best facilitated in groups where people are actively, intently and unselfishly listening to not only the word but the intent, feelings and values of the speaker. The problem can be clearly analysed and paraphrased so that each party

understands it clearly and responds accordingly. This will clear the tension and elucidate differences, that can be addressed separately step by step.

### 3.3 CONCLUSION

Management teams' empowerment is indispensable for effective management in an institution. It contributes to a sense of purpose and direction. It also leads to an improvement of personal traits in the field of perseverance, integrity and industriousness.

Management teams' empowerment has to take place in respect of communication, creativity and decisionmaking. These are the essential elements that can lead to the success or failure of achieving organisational goals. The principal as the team leader and coach should also see to it that the team is well equipped with various managerial skills, including those for conflict management.

## CHAPTER 4

### THE EMPIRICAL INVESTIGATION INTO THE EMPOWERMENT OF MANAGEMENT TEAMS IN THE SEKHUKHUNE AREA

#### 4.1 INTRODUCTION

Chapter 4 analyses and interprets the data, that were collected to look into the empowerment of management teams in the Sekhukhune area. Management teams were investigated as they play an important role in the administration of the schools. Thus their skills and their knowledge always contribute to sound leadership and administration.

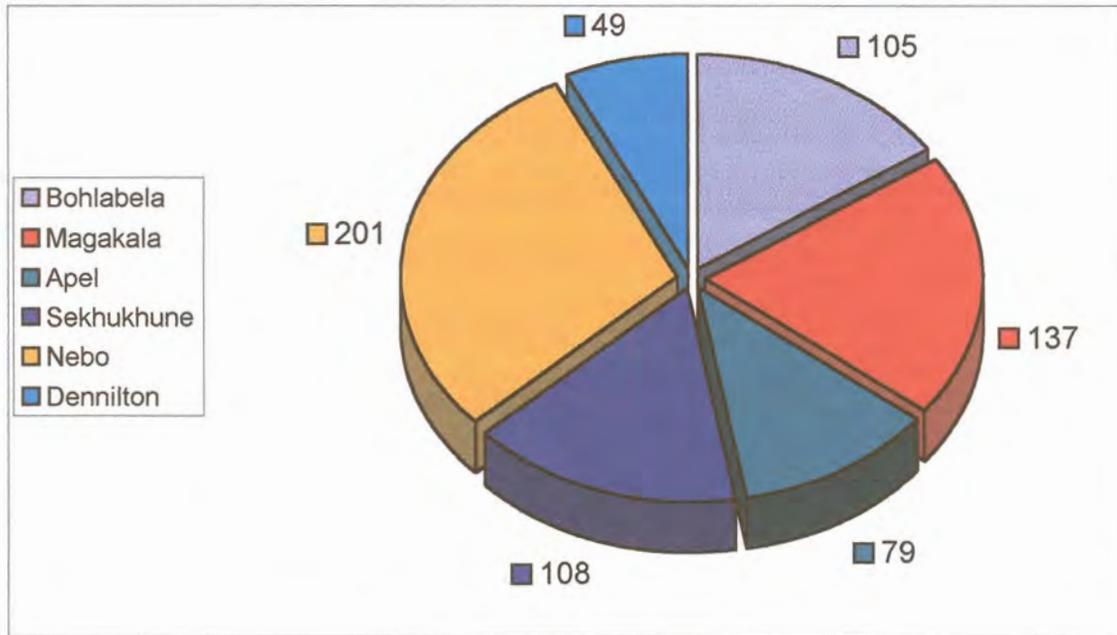
The chapter also defines the questionnaire, which was used as a tool to collect the data. The research area as well as the research methods employed in the study are clearly delineated and explained. The research program defines the sample selected in such a way that the statistical data can be understood.

A qualitative method of a research was used, as principals were interviewed to determine their attitudes and working relationships with their management teams.

#### 4.2 PERSPECTIVE OF THE RESEARCH AREA

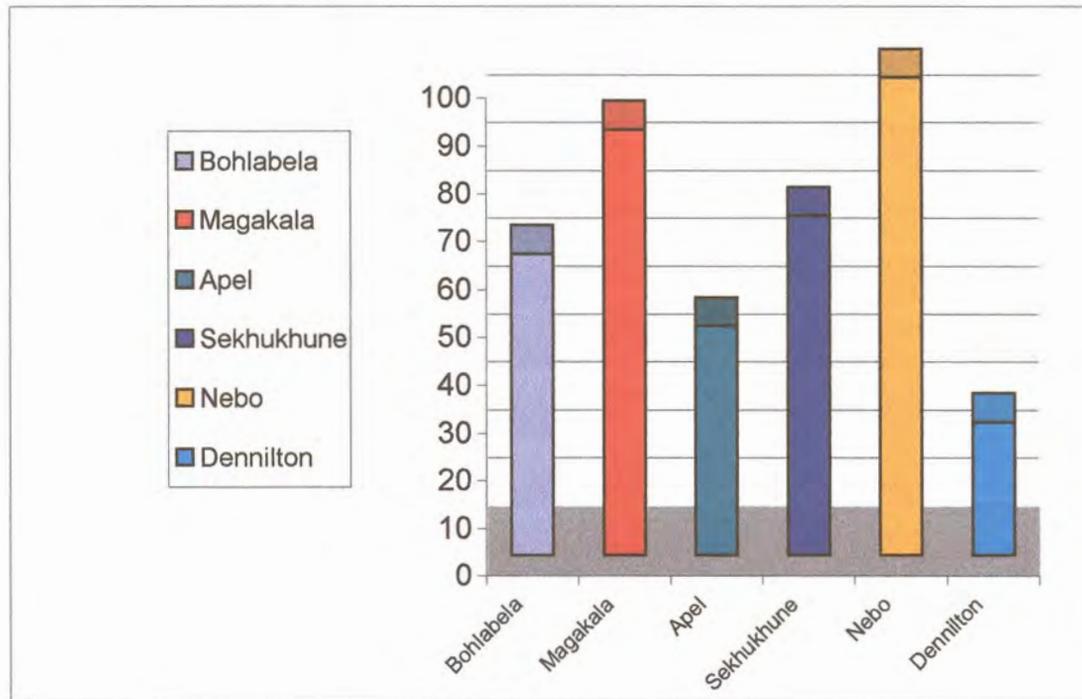
The area, which was demarcated for research purposes, contains six area offices. The Southern Region or Region Six as it is often referred to comprises: Bohlabela, Magakala, Apel, Sekhukhune, Nebo and Dennilton area offices. These area offices have a specific number of both primary and secondary schools which they manage. According to the statistics, the largest area office is Nebo because it has quite a number of schools, which fall under its jurisdiction. The smallest area office is Dennilton. The division of these area offices can be graphically presented as follows :

**Figure 4.1** The pie chart of six area offices in Sekhukhune



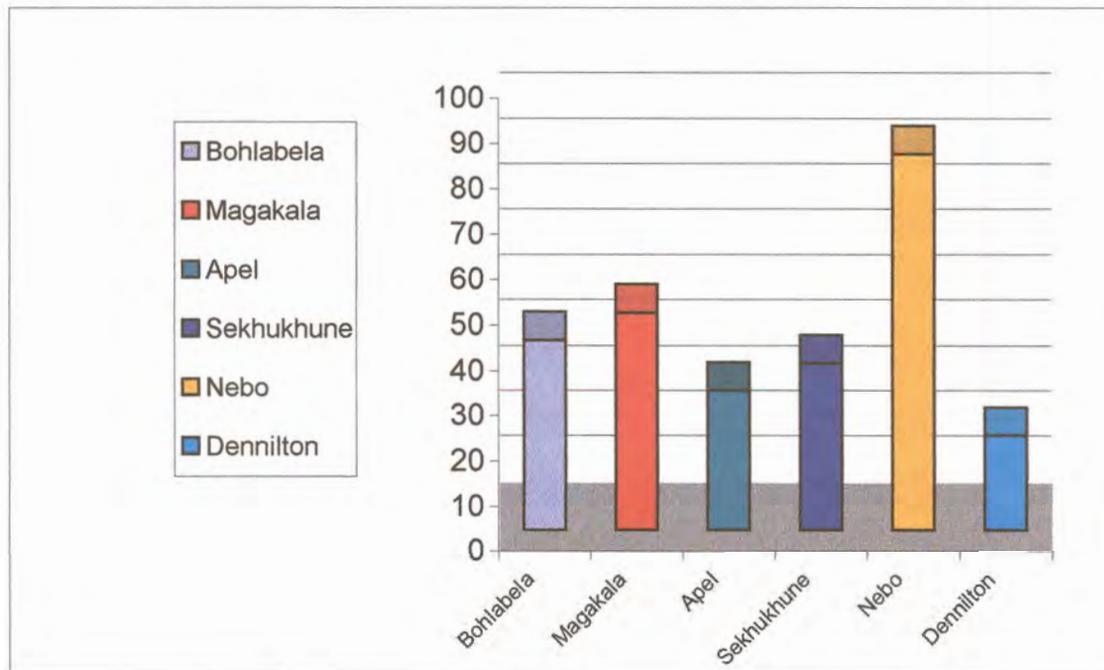
Bohlabela area office has 63 primary schools and 42 secondary schools, Magakala area office has 89 primaries and 48 secondaries; Apel has 48 primaries and 31 secondaries; Sekhukhune has 71 primaries and 37 secondaries; Nebo has 118 primaries and 83 secondaries whilst Dennilton area office has 28 primaries and 21 secondaries. The information concerning both the primary and secondary schools in the Sekhukhune area can be graphically presented as follows :

**Figure 4.2** The graphical representation of primary schools in Sekhukhune



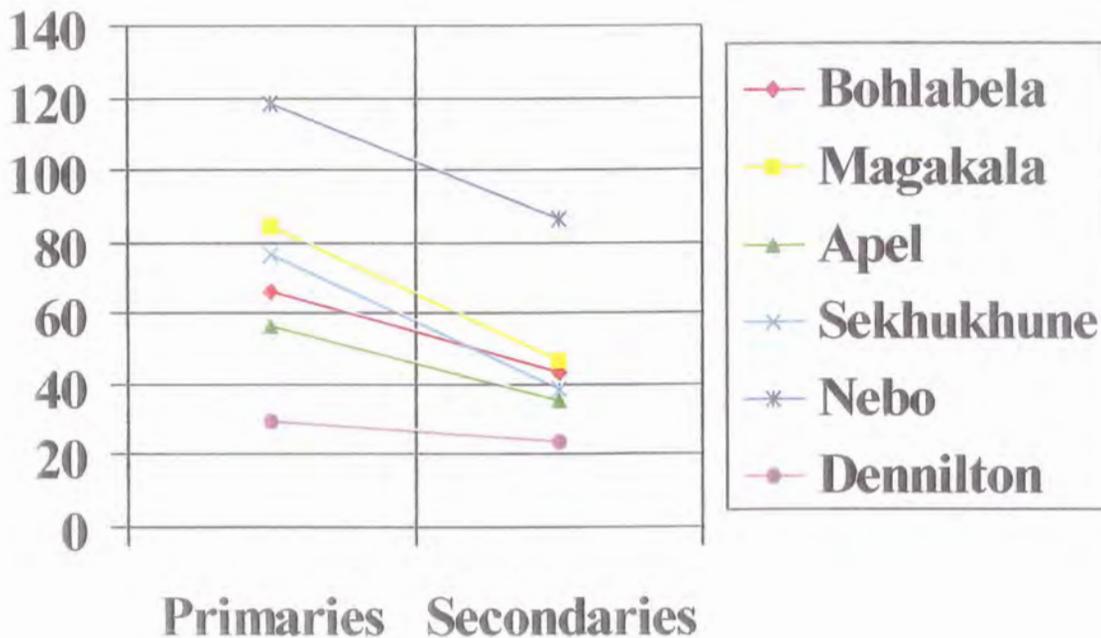
**Number of Primaries – Area offices**

**Figure 4.3** The graphical representation of the secondary schools in Sekhukhune



**Number of secondaries – Area offices**

**Figure 4.4** The Graphical Presentation of the Comparison between the number of Primary and Secondary Schools in the area.



From the graphs above it can be deduced that Sekhukhune area has more primary schools than secondaries. Thus for the researcher to gain access into the schools, the departmental permit was sought and granted. (Please see Appendix A for the departmental permit).

#### 4.3 THE RESEARCH METHODOLOGY

A qualitative type of research method was employed to collect the data. Only principals were interviewed, as they were perceived as being responsible for empowering management teams.

A period of about 30 minutes was allotted to each interview. The interview was structured as the questions were well prepared beforehand and presented in the form of a questionnaire. (See Appendix B.)

#### 4.4 THE QUESTIONNAIRE

The questionnaire contained general information and instructions to orientate both the interviewer and the interviewee. It sought to obtain the principals' honest opinions on several matters relating to capacity-building.

The questionnaire itself was divided into six parts, namely Part A which dealt mainly with biographical questions; Part B contained questions on the principals' leadership skills; Part C focused on the attitudes of principals towards their management teams; Part D consolidated the facts with regard to capacity-building in schools; part E elucidated the facts with regard to the importance of empowering the management teams and Part F. The last part of the questionnaire indicated the suggestions to improve the management teams' status in schools.

Apart from biographical questions in Part A, all the other questions in Part B to Part F were according to a four-scale response, with each part containing 10 questions. Open-ended questions were asked to elicit more information from principals concerning the topic under investigation.

The appropriate responses in the questionnaire were marked with an X using a pencil, in order to allow for some deviations. The questionnaire did not have any right or wrong answers, as the questions were basically seeking the opinions of the principals. In addition the questionnaire had not been designed to test the competency of the heads of institutions.

#### 4.5 THE RESEARCH SAMPLE

Part A of the questionnaire was used to collect data, which was later to be utilized in describing and classifying the research sample. Five schools were visited per circuit. These schools were selected on the basis of their general performance with specific reference to their matric results.

The first question posed was that of gender and it was as follows :

##### *Gender of principal*

|        |   |  |    |                      |   |
|--------|---|--|----|----------------------|---|
| Male   | 1 |  | V2 | <input type="text"/> | 3 |
| Female | 2 |  |    |                      |   |

From the data collected relating to this question, it was discovered that most schools had male principals and not female ones. Out of the 30 principals interviewed in the Sekhukhune area, 28 were males and only two females. Statistically it can be said that 93,3 % of the sample were males with 6,7 % being females.

It can therefore be deduced from the statistics presented that more males were in promotional posts than females. Age groupings were also looked into and the question posed as follows :

##### 1. Age (in complete years)

|         |   |  |    |                      |   |
|---------|---|--|----|----------------------|---|
| 25 – 30 | 1 |  | V3 | <input type="text"/> | 4 |
| 31 – 40 | 2 |  |    |                      |   |
| 41 – 50 | 3 |  |    |                      |   |
| 51 – 60 | 4 |  |    |                      |   |

In collecting the data it was noted that the first cell was empty, the second cell indicated 26,7 % of the respondents falling under the ages 31 – 40; 56,7 % in

the age group 41 – 50; and 16,7 % of the principals were under the age group 51 – 60. With reference to the statistics, it can be concluded that most principals at secondary schools in the Sekhukhune area were middle-aged men.

The table below was designed to look into the teaching experience of the principals, and it was presented as follows :

2. Teaching experience (in complete years)

|         |   |    |                                |
|---------|---|----|--------------------------------|
| 5 – 7   | 1 |    |                                |
| 8 – 10  | 2 |    |                                |
| 11 – 15 | 3 | V4 | <input type="text" value="5"/> |
| 16 – 20 | 4 |    |                                |
| 21 – 25 | 5 |    |                                |
| > 25    | 6 |    |                                |

With reference to the teaching experience of the sample, it can be said that 26,7 % of the respondents had had between 11 – 15 years of teaching experience; 30,0 % had 16 – 20 years; 26,7 % had 21 – 25 years and 16,7 % had 25 years of teaching experience or more. Thus from the statistical analysis it can therefore be concluded that most of the principals in the area had had more than 10 years experience in teaching, since the first two cells in the questionnaire were empty.

In addition to the teaching experience that the respondents had had, their experience as heads of institutions was also sought. The category in that regard was presented as follows :

3. Number of completed years as a principal at any school

|         |   |  |
|---------|---|--|
| 1 – 5   | 1 |  |
| 6 – 10  | 2 |  |
| 11 – 12 | 3 |  |
| > 12    | 4 |  |

V5  6

According to the statistical analysis 13,3 % of the respondents had had about 1 – 5 years experience, 36,7 % about 5 – 10 years experience, 16,7 % had about 11 – 12 years experience and 33,3 % of them had had about 12 years experience and more. It can therefore be stated that most principals in the schools were more experienced, as a greater number of the respondents had had about 12 years experience and more.

The respondents' qualifications were also used to describe and categorize them. Only the highest qualification was stated and considered for the purpose of this study. Thus from the statistical results, 6,7 % of the respondents had a Teachers Diploma, 26,7 % had a B.A. degree, 60,0 % had an Honours degree and 6,7 % of them had a Master's degree. None of the respondents had a Doctor's degree or other qualification. This implies that the average qualification of most principals in the area is an Honours degree.

4. Qualification (state the highest qualification only)

|                  |   |  |
|------------------|---|--|
| Teachers Diploma | 1 |  |
| B.A. degree      | 2 |  |
| Honours          | 3 |  |
| Master's         | 4 |  |
| Doctor's         | 5 |  |
| Other (Specify)  | 6 |  |

V6  7

School mentioned that the principals were shaped by various factors including the size of the schools they managed.

Two tables of categories were made to identify human resources in schools. One was for the students and the other one was for the teaching and non-teaching staff. The one for the students was presented as follows:

7. Number of students

|           |   |  |    |                      |    |
|-----------|---|--|----|----------------------|----|
| 120 – 300 | 1 |  | V9 | <input type="text"/> | 10 |
| 301 – 400 | 2 |  |    |                      |    |
| 401 – 500 | 3 |  |    |                      |    |
| 501 – 600 | 4 |  |    |                      |    |
| 601 – 700 | 5 |  |    |                      |    |
| > 700     | 6 |  |    |                      |    |

The majority of schools visited had a roll of about 700 or more students in the case of 40,0 % of the schools; 10,0 % of the schools had between 601- 700 students; 6,7 % had about 501 – 600 students, 20,0 % had about 401 – 500 students, 16,7 % of schools had about 301 – 400 students and 6,7 % of the schools had between 120 – 300 students.

The categories for staff members were presented as follows :

8. Number of teaching staff

|         |   |  |     |                      |    |
|---------|---|--|-----|----------------------|----|
| 3 – 5   | 1 |  | V10 | <input type="text"/> | 11 |
| 6 – 10  | 2 |  |     |                      |    |
| 11 – 20 | 3 |  |     |                      |    |
| 21 – 30 | 4 |  |     |                      |    |
| 31 – 40 | 5 |  |     |                      |    |
| > 40    | 6 |  |     |                      |    |

The statistical analysis concerning the number of teaching staff indicated that no schools within the selected sample had five or fewer teachers. Even though most of the principals interviewed indicated that they shared certain subjects with the teachers, the average number of teaching staff fell under the category 11-20 teachers and 21 – 30.

Twenty per cent of the selected schools had about 6 – 10 teachers; 26,7 % of the schools had about 11 – 20 teachers; 26,7 % fell under the category 21 – 30; 16,7 % of schools had about 31 – 40 teachers and 10,0 % had about 40 or more teaching staff.

Apart from the teaching staff that all the schools had, non-teaching staff were found to be employed in some schools. This was because the education department in the Northern Province had removed all the clerks from the schools. The only non-teaching staff members in most schools to be found were the night watchmen or security men, who were employed to protect school property. The non-teaching staff table was presented as follows :

9. Number of non-teaching staff

|       |   |  |     |
|-------|---|--|-----|
| 0 – 2 | 1 |  |     |
| 3 – 5 | 2 |  | V11 |
| > 5   | 3 |  | 12  |

A hundred per cent of the responses received fell under the first category. Most schools either had less than one, one or two employees.

#### 4.6 STATISTICAL ANALYSIS AND INTERPRETATION OF DATA

##### 4.6.1 ANALYSIS OF PART B

The aim of Part B of the questionnaire was to establish the opinions of the principals with regard to leadership. The table below presents the questions which were posed to them.

**Table 4.1 Response summary of Part B**

Part B: A questionnaire to establish the opinions of principals with regard to leadership.

|     |   | Definitely agree | Agree | Do not agree | Definitely do not agree |
|-----|---|------------------|-------|--------------|-------------------------|
| 1.  | A leader inspires, guides and manages others            | 60%              | 40%   |              |                         |
| 2.  | A leader must respect his subordinates                  | 70%              | 30%   |              |                         |
| 3.  | A leader requires certain personal traits               | 43,3%            | 56,7% |              |                         |
| 4.  | Leadership involves learning                            | 53,3%            | 46,7% |              |                         |
| 5.  | Every person can work as a leader                       | 13,3%            | 16,7% | 70%          |                         |
| 6.  | Leadership is a shared endeavour                        | 36,7%            | 63,3% |              |                         |
| 7.  | A leader must distribute power and authority            | 60%              | 33,3% | 6,7%         |                         |
| 8.  | A leader has to be a disciplinarian                     | 56,7%            | 30%   | 13,3%        |                         |
| 9.  | A leader must make all the decisions for the school     |                  | 6,7%  | 66,7%        | 26,7%                   |
| 10. | A leader must have all the answers to all the questions | 3,3%             | 3,3%  | 73,3%        | 20%                     |

In answering the questions the principals had to state to what extent they agreed or disagreed with the statements. Looking into the first statement in this section, 60 % of the respondents definitely agreed with the statement that a leader inspires, guides and manages others; 40 % of the respondents just agreed.

Seventy per cent of the respondents definitely agreed that a leader should respect his subordinates, with 30 % agreeing, but not strongly. The third statement stipulated that a leader requires certain personal traits, thus 43,3 % of the respondents definitely agreed with the statement with 56,7 % agreeing. Fifty three comma three per cent of the respondents definitely agreed with statement number 4 and 46,7 % just agreed.

Statement number 5 stipulated that every person can work as a leader. Out of all the respondents, 13,3 % definitely agreed with the statement, 16,7 % agreed and 70 % disagreed with the statement. Almost all the principals agreed that

leadership was a shared endeavour, 36,7 % definitely agreed with the statement and 63,3 % also agreed but to a lesser extent.

The respondents agreed on different levels about the statement that a leader must distribute power and authority, 60 % of the respondents definitely agreed, 33,3 % agreed and 6,7 % disagreed. Fifty six comma seven per cent of the respondents definitely agreed with statement number 8; 30 % agreed and 13,3 % disagreed.

None of the respondents definitely agreed with the statement that a leader should make all the decisions for the school. Only 6,7 % agreed with the statement. 66,7 % disagreed and 26,7 % definitely did not agree. The last question in this section apart from the open-ended question, received the following response: 3,3 % definitely agreed; 3,3 % agreed; 73,3 % did not agree and 20 % definitely did not agree.

This section confirmed most of the literary facts on leadership. Most principals saw a leader as someone who guides, provides a vision for the school, inspires and manages others. Other supplementary statements from the principals showed that a leader had to be a person who understood and enjoyed working with people. Mr. Puane of Mohlarutse Secondary School stated that a leader had to understand the people he worked with and had to know their weaknesses and their capabilities. Therefore in knowing and enjoying working with other people, the leader would naturally find it easy to share goals and visions with them.

Exemplary conduct in a leader was also emphasized. Most principals believed that a leader should serve as a role model in and outside the school. In summarizing the characteristics of a good leader, Mr. Nkosi of Kgalatlou said, *“Exemplariness, fairness, firmness, humility and empathy cannot be over-emphasized in a leader.”*

Consultation was seen as a good element of sound leadership. Most principals indicated that sound leadership and management went hand in glove with

consultation. Mr. Nkadimeng, Mr. Mokoko and Mr. Matlaia all agreed that openness was one of the favourable characteristics of consultation.

According to Mr. Bapela of Tshehlwaneng Secondary School, a leader had to allow himself to be corrected, as no one was perfect. Therefore a leader that acknowledged his mistakes with the intent of correcting them, built up the confidence of his management team and staff. Mr. Mahudu, on the other hand, stated that he believed that a leader should be considerate and work towards uplifting others.

The other good trait that was to be observed in a leader was said to be that of delegation. Mr. Sekome mentioned that a leader had to be someone who delegated duties, because a leader who did not, ended up being a dictator.

Leadership skills were not just acquired to benefit the schools only, but also the whole community. Hence Mr. Manala of Morwaswi Secondary School saw a leader as someone who also had to take an interest in community activities. A leader had to be someone who was capable of practising his leadership skills both inside and outside the school.

It takes a dedicated and hard working leader to uplift the standard of education in a school through effective management. A leader has to be prepared to sacrifice some of his resources including time. Mr. Mahudu said that he had observed: "*sacrifices make a good leader*". In addition to that, a leader had to have a high degree of integrity, which Mr. Maila said was indispensable for sound leadership.

In referring to other factors that contributed to sound leadership, the principal at Izikhali Zemfundo secondary school pointed out that the conduct of the learners in a school could either affect the principal for better or worse. Hence a principal had to be thoughtful, as he was shaped by the environment he found himself in.

Leadership becomes a shared endeavour if a leader allowed others to develop their leadership skills. A leader should therefore attempt to develop different skills in others by creating opportunities for them to take the lead. Mr. Thobakgale believed that a leader sometimes had to be a follower so that he could learn from others.

According to Mr Magabane a leader had to be a disciplinarian, someone who could command authority. Nevertheless, Mr. Maoto emphasized competency and efficiency over and above strict discipline. *“A conducive climate for cooperation has to be created to solve disciplinary problems in a school,”* said Mr. Moraswi. In addition to that, most principals saw time management as an important factor that could help build sound leadership.

Looking at Part B of the questionnaire, one realises that it paved the way for the realisation of the study objectives. Part B managed to put leadership into perspective with the aim of shedding more light on team management, because team management could thrive only under sound leadership.

#### 4.6.2 ANALYSIS OF PART C

This part of the investigation focused on the attitudes of principals towards their management teams. This in a way elucidated the relationship which the principals had with the management teams in their schools. Through the sample selected, it was discovered that most schools did not have deputy principals, as they did not qualify for such posts according to the departmental statistics.

The study managed to discover that most managerial posts were being acted upon, as the department was still in the process of appointing permanent teachers in such posts. However, the delaying of the process was already taking its toll on management in the schools. The principal at Nakana Secondary School, Mr. Tsatsi said that most members in his team were acting heads of departments, and were therefore not remunerated for the services

they rendered. He indicated further that he sometimes found it difficult to follow-up such team members or work with them, since they were demoralised.

Most questions in this section were answered on a positive note.

**Table 4.2 Response summary of Part C**

Part C: A questionnaire to establish the attitude of principals towards the management teams

|     |   | Strongly agree | Agree | Disagree | Strongly disagree |
|-----|---|----------------|-------|----------|-------------------|
| 1.  | Management teams are essential entities in schools              | 73,3%          | 26,7% |          |                   |
| 2.  | Management teams improve efficiency in schools                  | 50%            | 50%   |          |                   |
| 3.  | Management teams bring transformation                           | 36,7%          | 63,3% |          |                   |
| 4.  | Teams work better when resources are enough                     | 33,3%          | 36,7% | 26,7%    | 3,3%              |
| 5.  | Teams are thoughtful in their planning                          | 40%            | 53,3% | 6,7%     |                   |
| 6.  | Management teams should run the school along side the principal | 46,7%          | 46,7% | 6,7%     |                   |
| 7.  | Principals should co-operate with their teams                   | 73,3%          | 26,7% |          |                   |
| 8.  | Principals need the support of management teams                 | 70%            | 26,7% | 3,3%     |                   |
| 9.  | Team members should not be treated equally                      |                | 3,3%  | 53,3%    | 33,3%             |
| 10. | Management teams facilitate organizational unity                | 36,7%          | 60%   | 3,3%     |                   |

In this section, 73,3 % of the respondents strongly agreed with the first statement which stipulated that management teams were essential entities in schools. Twenty-six comma seven per cent agreed without emphasis. In responding to the second statement, 50% of the respondents strongly agreed whereas the other 50 % just agreed.

Thirty-six comma seven per cent of the respondents strongly agreed that management teams brought transformation, 63,3 % agreed without emphasis. Statement number 4 in this section received an even distribution of responses namely, 33,3 % strongly agreed with the statement, 36,7 % agreed; 26,7 % disagreed and 3,3 % strongly disagreed.

The respondents who made up 40 % of the total agreed strongly with the statement that teams were thoughtful in their planning. Fifty-three comma three per cent agreed but not strongly and 6,7 % disagreed. Forty six comma seven per cent of the respondents were strongly supporting statement number 6 of this section, 46,7 % agreeing with the statement whereas 6,7 % disagreed.

Seventy-three comma three per cent of the respondents were strongly in support of the idea that principals should co-operate with their teams and 26,7 % just agreed. Statement number 8 showed that the principals needed not just to co-operate with their teams, but they also needed the teams' support. Thus 70 % strongly agreed with the statement, 26,7 % agreed and 3,3 % disagreed.

Statement number 9 had an empty cell in the first column with 13,3 % agreeing that team members should not be treated equally. Fifty-three comma three per cent disagreed with the statement and 33,3% strongly disagreed. The last question in this section apart from the open-ended question, had 36,7 % of the respondents strongly agreeing with the statement; 60 % agreed and 3,3 % disagreed.

Thus when making known their opinions with regard to the management teams in schools, some principals revealed shortcomings in their relationship with them, whilst other principals were positive about their dynamic teams. This implies that there are teams in some schools, which make things happen, whereas in other schools there are teams that oppose and retard progress.

Successful management teams in schools are very cooperative. They work well with the principal and with one another. They are flexible and pursue change. They are also thoughtful in their planning and accept one another as equals.

In responding to the question which asked them about the problems they anticipated with the management teams, most principals indicated that their problems with management teams concerned power sharing, delegation of duties and decision making.

Some principals stated that management teams, if not well supervised, might want to regard themselves as beyond the authority of that particular institution. The team might want to take full control of the institution, by challenging the principal's authority. According to Mr. Lenala, team members could regard themselves as receiving the same salary as the principal and could therefore try to impose decisions on him.

Some team members were likely to cause division amongst themselves and the staff. They could cause factions, which could put unnecessary pressure on the principals. Mr Noko of Hlaba Secondary School said that he had observed that sometimes team members could collaborate with the teachers to tear down the administration of the school. Thus they were capable of instigating the staff members and the students to turn against the principal.

Mr Kgwedi argued that if there were bad elements in a team, some team members could be used to achieve secret agendas. Thus lack of training and empowerment in a team could result in ignorance that could be detrimental to the school as a whole.

Principals that implemented new ideas or made changes within the school without consulting their management teams, were likely to cause problems for themselves. That type of action could cause team members not to attend crucial meetings in the school.

Mr. Molomo stated that frustrated team members could give out confidential information indiscriminately to both teachers and students. They could also give out ill advice to the principal, lay traps for him and let him make mistakes. Therefore it was very important for the principal to involve his team in all the matters that related to the governing of the school.

Mr. Mokoena of Legore Secondary School stated that too many women in the management team fuel the office gossip and therefore there should be fewer women than men in the team. Mr Mokoena said this contrary to the developments taking place in the world with regard to women's development

and empowerment. Nevertheless this could be the sentiment of other male principals who might not want to work with women in their teams or recommend them for higher posts.

There was a common practice in some management teams to evade the responsibility of decision making especially if the decision that had to be taken was crucial and could affect the work of a colleague. Mr. Maupi mentioned that such teams, which evaded responsibility often, forgot that they were the primary administrators.

Management teams which were not well empowered often lacked the confidence to execute their duties, especially those duties that were directly related to their subordinates. Mr. Leolo of Bodibeng Secondary School mentioned that lack of empowerment in a team made it inefficient as members were not aware of their powers and did not know how to act. Cliques and factions in a team could also make the team underperform, as team members may find it difficult to discipline their collaborators.

Looking at Part C as a section in a questionnaire, one could observe that it had been created with objective number 1.4.2.2 (b) in mind. The objective refers to the reviewing of the present state of management teams in schools in relation to their relationships with the principals. This is done in order to devise a mechanism, which will change the teams' weaknesses into the teams' strengths.

#### *4.6.3 ANALYSIS OF PART D*

Apart from responding positively to most questions posed, the respondents showed great insight into their field of operation. Thus what was gathered through the literature study was consolidated in this part of the questionnaire.

**Table 4.3 Response summary of Part D**

Part D: A questionnaire to consolidate facts with regard to capacity-building.

|     |  | Certainly agree | Agree | Oppose | Certainly oppose |
|-----|--|-----------------|-------|--------|------------------|
| 1.  | Team members should focus on organizational goals                    | 33,3%           | 66,7% |        |                  |
| 2.  | Teams should work co-operatively to achieve goals                    | 66,7%           | 33,3% |        |                  |
| 3.  | The knowledge base of management teams should be expanded            | 56,7%           | 43,3% |        |                  |
| 4.  | Knowledge instills confidence in a team                              | 56,7%           | 43,3% |        |                  |
| 5.  | Capacity-building leads to leadership emancipation                   | 50%             | 50%   |        |                  |
| 6.  | Capacity-building sustains improvements in a school                  | 40%             | 56,7% | 3,3%   |                  |
| 7.  | Capacity-building increases the team's level of perception           | 40%             | 60%   |        |                  |
| 8.  | Negative criticisms seldom build up a team                           | 30%             | 30%   | 30%    | 10%              |
| 9.  | A positive organizational climate is essential in building up a team | 56,7%           | 43,3% |        |                  |
| 10. | A team has to view itself as a unity                                 | 66,7%           | 33,3% |        |                  |

In responding to the first question in Part D, most principals agreed that team members should focus on organizational goals. 33,3 % certainly agreed with the statement and 66,7 % agreed. Sixty-seven seven comma seven per cent of the respondents certainly agreed that teams should work co-operatively to achieve goals. Thirty- three comma three per cent agreed with the same statement but not certainly.

The respondents of about 56,7 % certainly agreed that the knowledge base of management teams should be expanded, 43,3 % agreed. Fifty-six comma seven per cent of the respondents certainly agreed with statement number 4 of this section, 43,3 % agreed.

Statement number 5 received a 50 % response of agreeing certainly and another 50 % for just agreeing. Statement number 6 had a distribution of 40 % certainly agreeing, 56,7 % agreeing whilst 3,3 % opposed the statement.

As far as statement number 7 was concerned the response was as follows: 40 % certainly agreed and 60 % agreed. Statement number 8 had an even distribution of responses with 30 % of the respondents certainly agreeing with the statement, 30 % just agreed and another 30 % opposed the statement, whilst 10 % certainly opposed the statement.

Fifty-six comma seven per cent of the respondents certainly agreed that a positive organizational climate was essential in building up a team. Forty-three comma three per cent agreed. Sixty-six comma seven per cent of the principals interviewed certainly agreed that a team had to regard itself as a unity. Thirty-three comma three per cent agreed without any emphasis.

Most principals acknowledged the need for their teams to be empowered so that they could pursue organizational goals. Thus for teams to work cooperatively, they needed to be taught, trained and to have their knowledge base expanded.

Empowered leaders were independent leaders who did not lean on others for information. They knew how to go about in search of knowledge. Knowledge brought confidence to a team and it increased the teams' level of perception.

The majority of the respondents indicated that a positive organizational climate was essential in building up an assertive team, which would also regard itself as a unity. Thus in coming up with the strategies which the principals normally use to empower their management teams, it was discovered that most strategies concerned the workshops. Very few principals said anything about seminars as another form of expanding the knowledge base of the management teams.

In elaborating on the notion of getting the management teams to attend workshops, Mr. Mamabolo of Fetakgomo Secondary School pointed out that he often orientated the new members of a management team to the duties they had to perform. He further indicated that he evaluated his team constantly since that helped it to grow.

On the other hand Mr. Puane said that he gave his team certain responsibilities to take care of. He allowed the team members to control the work of the others in order to develop in them confidence to exercise control. Nevertheless Mr. Sekome, Mr Maredi and Mr. Kgalema emphasised workshops as the effective means of school based in-service training. They all stated that they arranged school-based workshops once a month or quarterly.

“Management teams’ meetings help the principal as well as the team to plan and focus on developing the organization,” said Mr. Makanatleng. Hence he held such meetings fortnightly. Management teams’ meetings served as the platform from which to solve departmental problems, review policies and devise means and strategies to combat anticipated problems. Progress made within the departments was also checked during such meetings.

Mr Maila emphasized that he gave each team member an opportunity to air his or her own views in a non-threatening environment. He further indicated that he encouraged his team members to regard and treat one another as equals. Mr Phaatila mentioned that in his school departmental heads changed roles especially during meetings. Each team member was given a chance to chair a meeting at a certain time.

Expanding on the notion of changing roles within the school, Mr. Maduana indicated that in his school heads of departments normally changed routine work. For instance, one departmental head could be responsible for the students’ affairs for a specific period, and when that period expired he could hand over the work to the other one. Thus one person could not stay in a specific type of job for a long time. In addition to that, each head of a department was being trained on how to involve parents in school matters, and also on how to improvise when resources were not adequate.

In empowering his team Mr. Mahudu mentioned that he delegated power in order to teach his management team accountability. Thus the departmental successes and failures were assessed in order to bring out the best in the team for future use.

Mrs. Mamatshele of Clen-Cowie Secondary School usually took her management team to visit other thriving teams. She did this in order to give her team an opportunity to learn from others. Mr Thobakgale emphasized the importance of consultation and involvement of team members in decision making when empowering them.

According to Mr Manala team members had to be motivated regularly in order for them to do their best. Mr. Maphanga indicated that he shared topics of interest with his team on management issues, and handed out clippings taken from various magazines and newspapers.

Mr. Serwale said that he preferred to invite ideas from his management team concerning those topics, which needed to be covered when developmental programs were designed. This made the team grow as areas of concern were directly addressed during the workshops, seminars or meetings. The team became equipped with the right skills to overcome weaknesses.

Mr. Nkosi emphasised the importance of “SWOT” analysis in building up his team. He said that a team has to know its strengths, weaknesses, opportunities and threats.

Part D of the questionnaire relates to objective number 1.4.2.3 ( c) of Chapter 1 of this study, which stipulated that it aimed at equipping the management teams with those strategies that would guarantee the teams' successes.

#### *4.6.4 ANALYSIS OF PART E*

Part E was designed to elucidate the importance of empowering management teams in schools. In answering the questionnaire all the principals agreed on the importance of empowering management teams. Management teams were seen as essential bodies in a school, and therefore their empowerment would in a way benefit the school and influence it for the better.

**Table 4.4 Response summary of Part E**

PART E: A questionnaire which will elucidate the importance of empowering management teams.

|     |   | Agree totally | Agree | Do not agree | Totally do not agree |
|-----|---|---------------|-------|--------------|----------------------|
| 1.  | Management teams empowerment benefits the school          | 50%           | 50%   |              |                      |
| 2.  | Empowered teams are efficient                             | 53,3%         | 43,3% | 3,3%         |                      |
| 3.  | Empowered teams pursue quality control.                   | 43,3%         | 56,7% |              |                      |
| 4.  | Empowered teams meet the expectations of the stakeholders | 40%           | 53,3% | 6,7%         |                      |
| 5.  | Empowered teams overcome challenges                       | 40%           | 46,7% | 13,3%        |                      |
| 6.  | Empowered teams arrive at quality decisions               | 43,3%         | 53,3% | 3,3%         |                      |
| 7.  | Empowered teams pursue a common vision                    | 46,7%         | 50%   | 3,3%         |                      |
| 8.  | Empowered teams are highly motivated                      | 50%           | 43,3% | 6,7%         |                      |
| 9.  | Empowerment goes with professional growth                 | 46,7%         | 50%   | 3,3%         |                      |
| 10. | Empowered teams develop a teamwork spirit                 | 46,7%         | 53,3% |              |                      |

The first statement in this section wanted to ascertain whether management teams empowerment benefited the school. Fifty per cent of the principals interviewed totally agreed with the statement and another 50 % agreed. Fifty-three comma three per cent of the respondents totally agreed that empowered teams were efficient, 43,3 % agreed and 3,3 % did not agree.

Forty-three comma three per cent of the school managers who were interviewed totally agreed that empowered teams pursued quality control, and 56,7 % just agreed. Statement number 4 of this section showed a distribution of 40%; 53,3% and 6,7 % of the stipulated responses.

Forty per cent of the principals interviewed totally agreed that empowered teams overcome challenges. Forty-six comma seven per cent agreed whilst 13,3 % of the respondents disagreed with the statement.

Variable 47 of the questionnaire was statement no. 6 of this section which stipulated that empowered teams arrived at quality decisions. Forty-three comma three per cent of the respondents totally agreed with the statement, Fifty-three comma seven per cent just agreed and 3,3% did not agree.

The issue of pursuing a common vision by the empowered teams did not go down well with some principals. This finding was presented in statement no. 7 which received various responses. Forty-six comma seven per cent certainly agreed; 5,0% agreed and 3,3% disagreed with the statement.

Furthermore some principals did not believe that the empowered teams were highly motivated, as declared in statement number 8. Fifty per cent definitely agreed with the statement, 43,3% agreed but not strongly, and 6,7% disagreed with the statement.

Not all the principals agreed with the fact that empowerment was directly related to professional growth as stated in statement number 9 of this section. Forty-six comma seven per cent agreed totally, 50,0% agreed but not strongly and 3,3% disagreed. In responding to statement number 10 which stated that empowered teams developed a teamwork spirit of 46,7% of the respondents indicated that they agreed strongly with the statement, and 53,3 % just agreed with the statement.

Since most principals were in favour of the idea of empowering management teams, they did not see much of the disadvantages thereof. Nevertheless they pointed out that empowerment could be misinterpreted or misunderstood, or the powers vested in the management teams be abused. Mr. Maredi alluded to the fact that teams could abuse their powers if they were not well supervised.

Mr Mamabolo was of the opinion that not only the management teams had to be empowered but also all the other staff members, in order to prevent discrepancies in the school. He further indicated that should the team be the only one empowered, it would begin to regard itself as having the power of a

monarch. The results could be that the team would undermine its subordinates. Mr. Kgalema observed that “too much power corrupts”.

Management teams could sometimes think that the law of the school rested in their hands and therefore the principal was redundant. Management teams, if not well monitored, could be manipulative and also turn to dictatorial behaviour. Team members sometimes thought that whatever they said was correct and expected the principal and everyone else to regard everything they said as acceptable. They could also develop an attitude of not wanting to be corrected. Mr. Nkosi said that *“Over-empowered management teams can develop a negative competitive spirit, like that of undermining the principal.”*

Mr. Seruale highlighted the fact that some teams sometimes wanted to take control of the school. He further indicated that such teams could also turn the principal into a rubber stamp. Mrs. Mawela also indicated that if empowerment was misunderstood, team members might end up ignoring the principal and other staff members.

“Overconfident management teams can sometimes overstep their limits” said Mr. Phala of Putakwe Secondary School. Mr. Manchidi also indicated that sometimes management teams could take decisions which were not within their scope of operation. “Teams which over-exercise their powers cause confusion in a school, forgetting that it is the principal who always has to account,” lamented Mr Selahle.

Some principals observed the disadvantages of empowerment that could arise within the team itself. Mr. Magabane argued that competition could arise amongst the team members themselves. Overambition could also be traced in a negative team. Teams which had a negative competitive spirit might end up destroying the unity which always had to prevail amongst team members.

The principal of Kgalatlou, Mr. Nkosi, maintained that if a team was empowered and kept under the same old conditions for a long time, it could find its job boring and no longer challenging. The team members might become

complacent with the status quo in an institution because they were not being given new challenges in their work. Complacency could lead to lack of job satisfaction or expectation fulfilment. This normally happened when there were no promotional opportunities in sight. This might lead to rivalry between team members and the principal. As a result institutional or organizational goals could be compromised. In other words there may be a clash between organizational goals and personal or individual goals. In addition to that Mr. Mokoko said: "Empowered teams which are not promoted after a certain period or remunerated accordingly, tend to become a problem to the school". He further emphasized that lack of incentives from the department demotivated the management teams.

Giving a different opinion, Mr. Mokoko indicated that when empowered teams were moved to other schools or positions, the school was robbed of talent. He said that if it was possible for the department to recognize and reward the individual efforts accordingly, it would be better.

Empowerment on its own did not guarantee efficiency, as some management teams could learn and acquire different skills and opt not to apply them at the right situations or time. Mr. Maphanga said that over-informed teams could fail to implement new ideas or skills in practical situations.

Mr Maduana explicitly stated that there were some situations in which team members were not receptive to empowerment. He said that in empowering the management teams, the principal should therefore consider the individual members' level of commitment, capabilities and willingness to learn.

Mr. Bapela stated that there were some principals who were threatened by empowered teams to the extent that they acted negatively. Mr. Maduana also agreed that some principals found it difficult to delegate certain traditional responsibilities.

Mr. Phaahla, Mr Puane, Mr. Manala, Mrs Mamatshela, Mr. Matseba and Mr. Moraswi agreed that there was no disadvantage relating to management team empowerment. They also emphasized the fact that management teams had to be empowered.

Thus Part E managed to elucidate quite a number of advantages and disadvantages of empowering management teams. This was done in order to highlight the loopholes which principals had to guard against; or problems to anticipate when empowering the management teams. Nevertheless empowerment on its own was positive and had to be adopted in schools.

This section of the questionnaire was designed to highlight the essence of empowerment as stated in objective 1.4.2.2. (a) of Chapter 1 in this study. Objective 1.4.2.2 ( c) was also fulfilled as it sought to identify any correlation between empowerment and efficiency.

#### *4.6.5 ANALYSIS OF PART F*

Part F of the questionnaire sought to describe the state of management teams in schools in order to put forward suggestions, which could contribute to the teams effectiveness.

In describing the management teams in their schools the principals rated them on a scale ranging from ineffectiveness to competency. Thus some teams were described as being unskilled and incompetent whereas others were described as being successful and highly motivated. Nevertheless most teams were said to be eager to learn and to perform, even though they worked under difficult situations and were unskilled.

In coming up with ways of improving the state of management teams in schools, most principals agreed that the management teams should be involved in more administrative duties, in decision-making processes and also be given more responsibilities in schools.

**Table 4.5 Response summary of Part F**

PART F: A questionnaire which will bring forth suggestions to improve the status of management teams in schools.

|     |   | Definitely agree | Agree | Disagree | Definitely disagree |
|-----|---|------------------|-------|----------|---------------------|
| 1.  | Teams should be involved in decision-making processes         | 63,3%            | 36,7% |          |                     |
| 2.  | Management teams should arrive at decisions through consensus | 43,3%            | 53,3% | 3,3%     |                     |
| 3.  | Team members should learn to support one another              | 53,3%            | 46,7% |          |                     |
| 4.  | A team should share responsibilities                          | 46,7%            | 53,3% |          |                     |
| 5.  | Each team member should contribute towards the team's growth  | 53,3%            | 46,7% |          |                     |
| 6.  | Teams should operate in a non-threatening environment         | 50%              | 30%   | 20%      |                     |
| 7.  | Status barriers should be removed in a team                   | 46,7%            | 40%   | 13,3%    |                     |
| 8.  | Proactivity should be encouraged                              | 46,7%            | 53,3% |          |                     |
| 9.  | A team should celebrate its successes                         | 53,3%            | 43,3% | 3,3%     |                     |
| 10. | Continual evaluation is essential in a team                   | 70%              | 30%   |          |                     |

Out of all of the respondents, 63,3% definitely agreed that management teams be involved in decision-making processes, and the other 36,7% just agreed even though not strongly.

Not all the principals agreed with the second statement in this section, which stipulated that management teams should arrive at decisions through consensus. Forty-three comma three per cent of the respondents definitely agreed with the statement, 53,3% agreed and 3,3% disagreed.

The majority of the principals interviewed were in favour of the idea that team members should support and care for one another, as indicated by statement number 3 of this section. Fifty-three comma three per cent of the respondents certainly agreed with the statement and 46,7% agreed. In the case of

statement number 4 of the questionnaire, 46,7% responded positively and strongly so, and 53,3% agreed.

The notion that each team member should contribute towards the team's growth as in statement number 5, received the following response: 53,3% certainly agreed and 46,7% agreed. Nevertheless 20,0% of the principals did not agree with statement no 6, which stipulated that teams should operate in a non-threatening environment. Thirty per cent agreed and 50,0% strongly agreed.

In responding to the statement status barriers should be removed in a team 46,7% of the respondents agreed completely, 40,0% agreed, 13,3% disagreed. 46,7% of the principals strongly felt that pro-activity should be encouraged, while 53,3% just agreed with the statement.

Not all the principals agreed that a team should celebrate its successes, 3,3% disagreed, 43,3% agreed and 53,3% strongly agreed.

In analysing the last statement in the questionnaire 70,0% of the principals interviewed strongly agreed that continual evaluation in a team was essential. Thirty per cent of the respondents supported the statement, with no one disagreeing with it.

In describing the state of management teams in their schools, the majority of the principals interviewed indicated that their teams lacked confidence. The principals also indicated that they were still carrying out most of the responsibilities in the management of their schools. Mr. Rangoato pointed out that most teams were not aware of what was expected of them and consequently they shied away from their responsibilities. He further indicated that team members needed to be exposed to an environment that would enable them to develop.

Most team members were said to have created their own comfort zones, which made them afraid of coming out of their cocoons. Mr Mogashoa said that old members in a team in terms of experience were likely to maintain the status quo

and thus resist change. Nevertheless most team members were said to be cooperative.

Mr. Manala, Mr. Matseba and Mr. Maduana all described their management teams as being cooperative although not well trained. Management teams in schools like Tshehlwaneng were said to be prepared to lend a helping hand and to assist the principal as well as the others.

In contradiction Mr. Phapadi stated that the management team in his school was not performing well because it was on the receiving end of both its factions and allies. In that type of situation some team members relaxed and did not perform their duties.

Team members who were too lazy to work preferred to be led by an inefficient principal who did not demand work from them. They wanted a lame administration. This however, could make those timid team members abandon what they believed.

Some team members always wanted to be organized and told what to do. Mr. Papadi indicated that his team only became functional when he was helping it on from behind. Thus such teams relied heavily on the supervision and directives of the principal.

Mr. Monoge said that his team was not well trained because he did not have time for that and he always had many other things to attend to. Mr. Mampuru also echoed the same sentiment when he stated that there was always little time to meet with his team either formally or informally. However, he relied on the departmental workshops for the in-service training of his teachers or management team. Mr. Maduana indicated that the department was developing his team gradually by sending it to workshops.

The principal at Rebone Secondary School praised his management team for doing a considerable amount of work, especially because his school did not have a deputy principal. He said that his team relieved him from the burden of

running the school alone. The team was always prepared to share responsibilities with him.

Another positive note from a successful management team was heard from the principal of Nkgonyeletze Secondary School when he said that his team worked as a unit. He said a problem for one department became a problem for all the other departments. Mr. Phala alluded to a positive spirit prevailing in his school.

In describing his team Mr. Matlala said that it was “standardized”. On the other hand Mr. Nkadimeng boasted about a team which was confident, industrious and ready to face challenges. Mrs. Mamatshele described her team as growing very fast even though it had not yet reached the expected level of development.

In Kgalatlou team members were not only keen to learn from their seniors but also from each other and other members of the staff. In schools like Ngwaabe the team members were so eager to learn and be empowered that they engaged in part-time studies to improve their qualifications.

The principal at Fetakgomo Secondary School emphasized motivation as the basic form of empowerment, stating that “the teams have to be motivated so that they can be fruitful, empowerment only cannot help to improve situations at our schools”.

Out of 30 principals interviewed 12 described their teams as cooperative, eager to learn and constructive. The other 12 principals described their teams as needing training since they were not well developed. The other six principals just did not find the right words to describe their teams, but basically all the teams were regarded as not well trained.

This section complied with objective 1.4.2.2 (b), which appears in Chapter 1 of this study.



#### 4.6.6 DEPENDENCY BETWEEN THE VARIABLES

##### 4.6.6.1 Dependency between variable 3 and variable 39

Variable 3 in the questionnaire is the second statement in Part A which forms part of the biographical and general questions. Statement number 3 required that principals state their ages in complete years, as in the following :

Age (in complete years)

|         |   |  |    |   |   |
|---------|---|--|----|---|---|
| 25 – 30 | 1 |  | V3 | □ | 4 |
| 31 – 40 | 2 |  |    |   |   |
| 41 – 50 | 3 |  |    |   |   |
| 51 – 60 | 4 |  |    |   |   |

The other variable, which is being compared, is variable 39, which forms part of Part D of the questionnaire. The statement appears as follows in the questionnaire:

|   | <i>Certainly agree</i> | <i>Agree</i> | <i>Oppose</i> | <i>Strongly oppose</i> |
|---|------------------------|--------------|---------------|------------------------|
| 8. Negative criticisms seldom build up a team | 1                      | 2            | 3             | 4                      |

V 39 □ 40

Variable 3 had only one cell empty, which was cell number one. However, all the other cells were evenly distributed. Variable 39 had a meaningful cross-tabulation. Determining the relationship between the ages of the principals and the way they responded to variable 39, showed that there was no dependency between the variables. The principals who were 40 years and younger and those who were 40 years and older responded to the same question in a similar manner. This can be interpreted through the following table:

Table of V3 by V39

| V3        | V39   |          |        |
|-----------|-------|----------|--------|
| Frequency | Agree | Disagree |        |
| Per cent  |       |          |        |
| Row Pct   |       |          |        |
| Col Pct   | 1 – 2 | 3 – 4    | Total  |
| 1 – 2     | 4     | 4        | 8      |
|           | 13,33 | 13,33    | 26,67  |
|           | 50,00 | 50,00    |        |
|           | 22,22 | 33,33    |        |
| 3 – 4     | 14    | 8        | 22     |
|           | 46,67 | 26,67    | 73,33  |
|           | 63,64 | 36,36    |        |
|           | 77,78 | 66,67    |        |
| Total     | 18    | 12       | 30     |
|           | 60,00 | 40,00    | 100,00 |

HO: There is no dependency between V3 and V39

H1 : There is no dependency between V 3 and V39  $\geq 0,05$ .

If P-value  $< d$ , reject Ho.

P-value = 0,5

Since P-value = 0,5  $> d = 0,05$  do not reject HO. Therefore there is no dependency.

Variable 5 was also matched with variable 39 to see if there was any dependency. Variable 5 formed Part of part A of the questionnaire, as statement number 4. The statement concerned the principals' experience as managers in any schools. The question was as follows :



## Number of completed years as a principal at any school

|          |   |  |    |                                  |
|----------|---|--|----|----------------------------------|
| 1 – 5    | 1 |  | V5 | <input type="text" value="6"/> 6 |
| 6 – 9    | 2 |  |    |                                  |
| 10 – 11  | 3 |  |    |                                  |
| and > 12 | 4 |  |    |                                  |

It was discovered from the match that the experience of the principals did not matter much in responding to the question (variable 39). Therefore it can be said that there was no dependency between variable 5 and variable 39. The principal's responses to variable 39 were in no way influenced by their experience as heads of institutions. Therefore the statistical table for the relationship can be presented as follows :

Table of V5 by V39

| V5        | V39   |          |        |
|-----------|-------|----------|--------|
| Frequency | Agree | Disagree |        |
| Per cent  |       |          |        |
| Row Pct   |       |          |        |
| Col Pct   | 1 – 2 | 3 – 4    | Total  |
| 1 – 2     | 8     | 7        | 15     |
|           | 26,67 | 23,33    | 50,00  |
|           | 53,33 | 46,67    |        |
|           | 44,44 | 58,33    |        |
| 3 – 4     | 10    | 5        | 15     |
|           | 33,33 | 16,67    | 50,00  |
|           | 66,67 | 33,33    |        |
|           | 55,56 | 41,67    |        |
| Total     | 18    | 12       | 30     |
|           | 60,00 | 40,00    | 100,00 |

#### 4.7 CONCLUSION

This study has managed to elucidate the position of management teams in secondary schools in the Sekhukhune area. It has also highlighted both the weak and strong qualities of different teams.

Management teams at secondary schools in the Sekhukhune area need to be empowered in order for them to gain confidence. They also have to know what is expected of them so that they can execute their duties effectively. They need to be motivated and orientated in the tasks that they have to perform in their schools.

Principals will also have to be orientated to the roles they have to play as the leaders, mentors and participants in the teams. They will have to be equipped with those skills that will enable them to empower others.

## 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"> <li>• Is there any balance between the needs of the individuals, team and those of the school ?</li> <li>• 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) ?</li> <li>• Is outside knowledge sought in order to bring in new ideas ?</li> <li>• Did everyone have an opportunity to generate the program ?</li> <li>• Is the budget for the program well allocated ?</li> <li>• Does the program reflect the mission statement of the school ?</li> <li>• Does the program contribute towards professional growth ?</li> <li>• Does it promote continuous life-long learning ?</li> <li>• Does the program develop interpersonal skills such as</li> </ul> |
|---|

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.

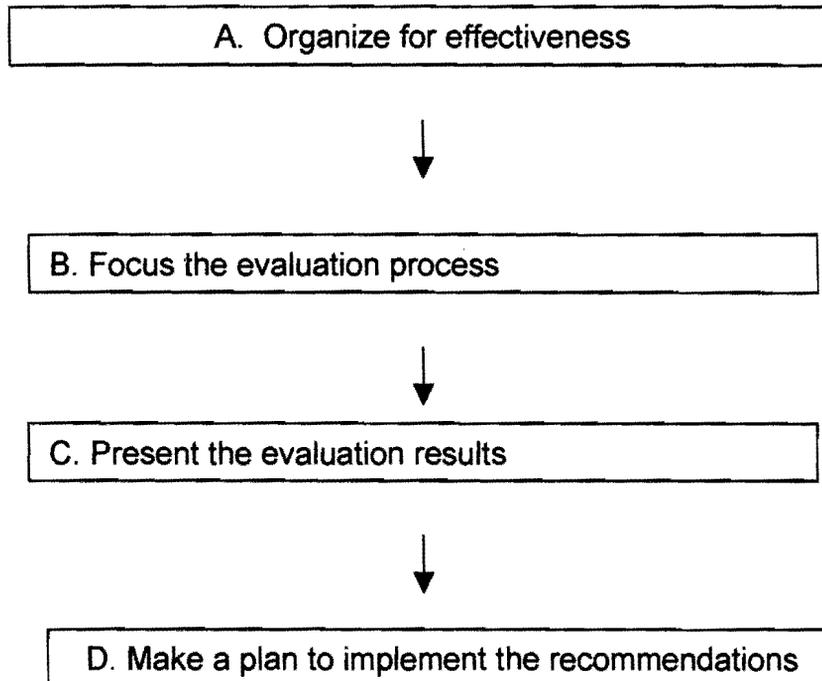
The school management team on the other hand should assume the role of being participants, observers and evaluators of the program. Glickman (1990:268) suggests that since the purpose of the evaluation is to improve the program, there is no reason that participants and supporters should not be the predominant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

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## APPENDIX A

## Northern

DEPARTMENT OF EDUCATION

SOUTHERN REGION

 Private Bag X70  
**LEBOWAKGOMO**

0737

Tel. No: 015 6337130

Fax.: 015633 7149



2000.03.09

Ref. No: 11/1

 Enq.: Kekana C.M.  
 Tel.: 015 633 7130

 Mrs M.M. Kanjere  
 P O. Box 1303  
 CHUENESPOORT  
 0745

**APPLICATION TO CONDUCT RESEARCH IN THE  
 REGION**

1. Your application dated 7 March 2000 to conduct research in the Southern Region has been approved.
2. The following have been informed to assist you accordingly:
  - 2.1. Area Managers
  - 2.2. Circuit Managers
  - 2.3. Principals of selected schools.
3. Conduct interviews during breaks and lunch. Lessons should not be interrupted.
4. Kindly submit one copy of the dissertation/thesis on completion of the project.


  
 REGIONAL DIRECTOR

/ m a p


 V1 

|   |   |
|---|---|
| 0 | 1 |
|---|---|

 1-2

The Questionnaire

## APPENDIX B

General Information and Instruction

Management teams- play an important role in shaping the administration of a school. They can either enhance it or bring it into chaos depending on their level of knowledge, commitment and willingness to adapt to change.

Hence the researcher deemed it necessary to elicit information on opinion, from school principals concerning management teams. This will enable the researcher to put the concept team management into perspective.

It will therefore be through your co-operation in completing this questionnaire, that will make it serve as an important tool in gathering and elucidating valuable information. Would you therefore be kind enough to spare about 30 minutes of your time to help complete this questionnaire.

PLEASE bear the following in mind when answering the questions.

- This questionnaire has to be completed only by the school principals.
- Your name remains Anonymous.
- Your Honest opinion is all that is required, that is there are no wrong or right answers.
- The questionnaire is structured in such a way that the first section asks the Biographical and General questions, whilst the remaining five sections have eleven questions each, including the Open - ended type of questions.
- The questionnaire Does not aim at testing your competence.
- Your spontaneous reaction will be accepted as your Accurate response.
- Do not ponder too long on a question.
- However you will be Allowed to change your response to a question, should you wish to do so.
- A Pencil will be used to complete this questionnaire.
- Finally Please try to answer all the questions.

Thank you for your assistance

Yours truly

KANJERE M.M. (MRS.)

PROF. DR L.P CALITZ  
(STUDY SUPERVISOR)

**QUESTIONNAIRE ON THE LEADERSHIP CAPACITY BUILDING FOR MANAGEMENT TEAMS AT SECONDARY SCHOOLS**

Mark with an "x" in the appropriate box.

|   |                 |    |   |
|---|-----------------|----|---|
| Example for completing Part A of this questionnaire   |                 |    |   |
| 2. Your home language is<br>If you speak Tsonga, then you will make a cross<br>as follows : |                 |    |   |
|   | Afrikaans       | 1  |   |
|   | English         | 2  |   |
|   | Sepedi          | 3  |   |
|   | S.Sotho         | 4  |   |
|   | Tswana          | 5  |   |
|   | Ndebele         | 6  |   |
|   | Swati           | 7  |   |
|   | Xhosa           | 8  |   |
|   | Zulu            | 9  |   |
|   | Tsonga          | 10 | X |
|   | Venda           | 11 |   |
|   | Other (Specify) | 12 |   |
|   | .....           |    |   |
|   | .....           |    |   |

**PART A : BIOGRAPHICAL AND GENERAL QUESTIONS**

1. Gender of Principal

|        |   |  |
|--------|---|--|
| Male   | 1 |  |
| Female | 2 |  |

V 2  1  3

2. Age (in complete years)

|       |   |  |
|-------|---|--|
| 25-30 | 1 |  |
| 31-40 | 2 |  |
| 41-50 | 3 |  |
| 51-60 | 4 |  |

V3  4

3. Teaching experience (in complete years)

|        |   |  |
|--------|---|--|
| 5-7    | 1 |  |
| 8-10   | 2 |  |
| 11-15  | 3 |  |
| 16-20  | 4 |  |
| 21-25  | 5 |  |
| & > 25 | 6 |  |

V4  5

4. Number of completed years as a principal at any school

|        |   |  |
|--------|---|--|
| 1-5    | 1 |  |
| 6-10   | 2 |  |
| 11-12  | 3 |  |
| & > 12 | 4 |  |

V5  6

5. Qualification (state the highest qualification only)

|                  |   |  |
|------------------|---|--|
| Teachers Diploma | 1 |  |
| BA Degree        | 2 |  |
| Honours          | 3 |  |
| Masters          | 4 |  |
| Doctorate        | 5 |  |
| Other (specify)  | 6 |  |
| .....            |   |  |

V6  7

6. Location of a school

|                 |   |  |
|-----------------|---|--|
| Rural village   | 1 |  |
| Town            | 2 |  |
| Township        | 3 |  |
| Farm            | 4 |  |
| Other (specify) | 5 |  |
| .....           |   |  |

V7  8



7. Type of a school

|                    |   |  |
|--------------------|---|--|
| Independent School | 1 |  |
| Public School      | 2 |  |

V8  9

8. Number of students

|         |   |  |
|---------|---|--|
| 120-300 | 1 |  |
| 301-400 | 2 |  |
| 401-500 | 3 |  |
| 501-600 | 4 |  |
| 601-700 | 5 |  |
| & > 700 | 6 |  |

V9  10

9. Number of teaching staff

|        |   |  |
|--------|---|--|
| 3-5    | 1 |  |
| 6-10   | 2 |  |
| 11-20  | 3 |  |
| 21-30  | 4 |  |
| 31-40  | 5 |  |
| & > 40 | 6 |  |

V10  11

10. Number of non-teaching staff

|       |   |  |
|-------|---|--|
| 0-2   | 1 |  |
| 3-5   | 2 |  |
| & > 5 | 3 |  |

V11  12



- The subsequent sections all have eleven questions each, including the Open-ended questions.
- State to what extent do you agree or disagree with the stipulated statements.
- Please remember to mark with an "x" the choice of your response.

Example :

To what extent do you agree/disagree with the following statement.  
 A leader is a figure of authority. (If you strongly agree with the statement mark your choice as follows) :

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly disagree |
| 1 x            | 2     | 3        | 4                 |

Part B : A questionnaire to establish the opinions of principals with regard to leadership.

|     |  | Definitely Agree | Agree | Do no Agree | Definitely Do not Agree |     |    |
|-----|--|------------------|-------|-------------|-------------------------|-----|----|
| 1.  | A leader inspires, guides and manage others              | 1                | 2     | 3           | 4                       | V12 | 13 |
| 2.  | A leader must respect his sub-ordinates                  | 1                | 2     | 3           | 4                       | V13 | 14 |
| 3.  | A leader requires certain personal traits.               | 1                | 2     | 3           | 4                       | V14 | 15 |
| 4.  | Leadership involves learning                             | 1                | 2     | 3           | 4                       | V15 | 16 |
| 5.  | Every person can work as a leader                        | 1                | 2     | 3           | 4                       | V16 | 17 |
| 6.  | Leadership is a shared endeavour                         | 1                | 2     | 3           | 4                       | V17 | 18 |
| 7.  | A leader must distribute power and authority             | 1                | 2     | 3           | 4                       | V18 | 19 |
| 8.  | A leader has to be disciplinarian                        | 1                | 2     | 3           | 4                       | V19 | 20 |
| 9.  | A leader must make all the decisions for the school      | 1                | 2     | 3           | 4                       | V20 | 21 |
| 10. | A leader must have all the answers to all the questions. | 1                | 2     | 3           | 4                       | V21 | 22 |

Open-ended question : In your opinion, what other factors contribute to sound leadership ?

.....

State to what extent you agree or disagree with the following statements.

Part C : A questionnaire to establish the attitude of principals towards the management teams.

|     |  | Strongly Agree | Agree | Disagree | Strongly Disagree |     |  |    |
|-----|--|----------------|-------|----------|-------------------|-----|--|----|
| 1.  | Management teams are essential entities in schools.                    | 1              | 2     | 3        | 4                 | V22 |  | 23 |
| 2.  | Management teams improve efficiency in schools                         | 1              | 2     | 3        | 4                 | V23 |  | 24 |
| 3.  | Management teams bring transformation                                  | 1              | 2     | 3        | 4                 | V24 |  | 25 |
| 4.  | Teams work better when resources are enough.                           | 1              | 2     | 3        | 4                 | V25 |  | 26 |
| 5.  | Teams are thoughtful in their planning                                 | 1              | 2     | 3        | 4                 | V26 |  | 27 |
| 6.  | <b>Management teams should run the school along side the principal</b> | 1              | 2     | 3        | 4                 | V27 |  | 28 |
| 7.  | Principals should co-operate with their teams                          | 1              | 2     | 3        | 4                 | V28 |  | 29 |
| 8.  | Principals need the support of management teams                        | 1              | 2     | 3        | 4                 | V29 |  | 30 |
| 9.  | Team members should not be treated equally.                            | 1              | 2     | 3        | 4                 | V30 |  | 31 |
| 10. | Management teams facilitate organizational unity                       | 1              | 2     | 3        | 4                 | V31 |  | 32 |

Open-ended question : What problems do you anticipate with management teams in schools?

.....

.....

.....

.....



State to what extent do you agree or disagree with the following statements.

PART E : A questionnaire which will elucidate the importance of empowering management teams.

|     |   | Agree<br>Totally | Agree | Do not<br>Agree | Totally<br>Do not<br>Agree |     |  |    |
|-----|---|------------------|-------|-----------------|----------------------------|-----|--|----|
| 1.  | Management teams empowerment benefits the school          | 1                | 2     | 3               | 4                          | V42 |  | 43 |
| 2.  | Empowered teams are efficient                             | 1                | 2     | 3               | 4                          | V43 |  | 44 |
| 3.  | Empowered teams pursue quality control.                   | 1                | 2     | 3               | 4                          | V44 |  | 45 |
| 4.  | Empowered teams meet the expectations of the stakeholders | 1                | 2     | 3               | 4                          | V45 |  | 46 |
| 5.  | Empowered teams overcome challenges                       | 1                | 2     | 3               | 4                          | V46 |  | 47 |
| 6.  | Empowered teams arrive at quality decisions               | 1                | 2     | 3               | 4                          | V47 |  | 48 |
| 7.  | Empowered teams pursue a common vision                    | 1                | 2     | 3               | 4                          | V48 |  | 49 |
| 8.  | Empowered teams are highly motivated                      | 1                | 2     | 3               | 4                          | V49 |  | 50 |
| 9.  | Empowerment goes with professional growth                 | 1                | 2     | 3               | 4                          | V50 |  | 51 |
| 10. | Empowered teams develop a teamwork spirit                 | 1                | 2     | 3               | 4                          | V51 |  | 52 |

Open-ended question : In your own opinion what would you say are the disadvantages of empowering management teams ?

.....

.....

.....

.....

State to what extent do you agree or disagree with the following statements.

PART F : A questionnaire which will bring forth the suggestions to improve the status of management teams in schools.

|     |   | Definitely Agree | Agree | Disagree | Definitely Disagree |     |  |    |
|-----|---|------------------|-------|----------|---------------------|-----|--|----|
| 1.  | Teams should be involved in decision-making processes         | 1                | 2     | 3        | 4                   | V52 |  | 53 |
| 2.  | Management teams should arrive at decisions through consensus | 1                | 2     | 3        | 4                   | V53 |  | 54 |
| 3.  | Team members should learn to support one another              | 1                | 2     | 3        | 4                   | V54 |  | 55 |
| 4.  | A team should share responsibilities                          | 1                | 2     | 3        | 4                   | V55 |  | 56 |
| 5.  | Each team member should contribute towards the team's growth  | 1                | 2     | 3        | 4                   | V56 |  | 57 |
| 6.  | Teams should operate in a non-threatening environment         | 1                | 2     | 3        | 4                   | V57 |  | 58 |
| 7.  | Status barriers should be removed in a team                   | 1                | 2     | 3        | 4                   | V58 |  | 59 |
| 8.  | Proactivity should be encouraged.                             | 1                | 2     | 3        | 4                   | V59 |  | 60 |
| 9.  | A team should celebrate its successes                         | 1                | 2     | 3        | 4                   | V60 |  | 61 |
| 10. | Continual evaluation is essential in a team                   | 1                | 2     | 3        | 4                   | V61 |  | 62 |

Open-ended question : How would you describe the state of management teams in your school ?

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## APPENDIX C

### The Standard Indicators of the Capacity Building Program

*Derived and adapted from Mullins (1994 : 89).*

### **Standards and Indicators of Quality for the Evaluation of Capacity Building Programs**

**Framework for Management Teams Development.** Management Teams development should be conducted within a framework that promotes individual growth and development, provides a positive climate for involvement, and has strong administrative support.

- 1.1 The potential benefits of the program should be stressed to participants well before the program begins.
- 1.2 Background material that would allow participants to benefit more fully from the program should be provided in advance.
- 1.3 Participants should be informed of the scheduling of development activities well in advance.
- 1.4 Support for capacity building activities should be demonstrated by the principal, other administrators, and professional staff members.
- 1.5 Opportunities to participate in capacity building program activities should be presented to staff members in a positive manner.
- 1.6 Rewards for participation in capacity building activities should be provided by the school system.
- 1.7 Requests to participate in mandatory capacity building activities should not be presented in a coercive manner.
- 1.8 The school should provide compensatory time, pay, or other incentives for participating in capacity building activities outside the normal workday.

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**Needs Assessment Policy and Procedures.** The school district should have guidelines and procedures for conducting a needs assessment for school-based capacity building programs.

- 2.1. The needs assessment process should be based on casual analysis.
- 2.2. The statement of policies and procedures for school-based capacity building program should be available.
- 2.3. The school principal and/or the program specialist should be able to demonstrate familiarity with and ability to use the needs assessment policies and procedures of the school.
- 2.4. Records should be available to document the needs assessment conducted for each capacity building activity undertaken and completed in the past 3 years.

**Advisory Committee.** The school or school system should have an advisory committee that encourages participation by all parties involved.

- 3.1. The school should have, or have representation on, a formal committee or other body responsible for the development, conduct, and monitoring of capacity building activities.
- 3.2. The committee should have wide representation from the faculty, staff and administration of the school.

**Capacity Building Objectives** The learning objectives and targeted competencies planned for each capacity building course and/or activity should be clearly identified and communicated to participants.

- 4.1. There should be guidelines and evaluation standards for each capacity building course or activity.
- 4.2. There should be written objectives for each capacity building course or activity, and the objectives should be linked closely to the needs analysis conducted prior to the development of the program.
- 4.3. There should be a written record showing how the program objectives were communicated to participants.
- 4.4 There should be a written record of the type of management team competencies to

be developed or enhanced by the capacity building program.

- 4.5. The competencies targeted should be related to the deficiencies or other needs identified through the annual evaluation process.
- 4.6. The content of the capacity building activity should be directly related to the objectives and/or targeted competencies identified.

**The Instructional Content.** The content of capacity building courses and activities should be appropriate to the stated objectives and sufficiently rich and rigorous to achieve those objectives.

- 5.1 Capacity building materials should be of professional quality and relevant to course or activity objectives.
- 5.2. The content of the program should be theoretically sound, up to date, challenging, and efficacious.
- 5.3. The school should be able to demonstrate that course content is sufficiently complex to address course or activity objectives.

**Instructional Process.** The capacity building instructional process should be based on adult learning theory and sound instructional practices.

- 6.1. The instructional process for capacity building courses and activities should be characterized by the presentation of theory modeling or demonstration, practice, feedback, and coaching.
- 6.2. Prior to a capacity building course or activity, the school should sponsor readiness activities to prepare participants to get as much benefit from the program as possible.
- 6.3. The program should be structured to allow participants to benefit from the knowledge and experience of their program cohorts.
- 6.4. The program should be of sufficient length to have an impact on targeted objectives and competencies.
- 6.5. Instructional objectives should be consistent with and flow from the overall objectives of the school's or district's capacity building program objectives.
- 6.6. There should be a mechanism of measuring whether or not the capacity building

courses and objectives have had an impact on targeted objectives and competencies.

- 6.7. The needs assessment report should link the capacity building program to specific job performance expectations or professional development needs of participants.
- 6.8. Participants' ratings of the capacity building program should indicate that the program was perceived as relevant to either their job performance or their professional development needs

**Capacity Building Trainers.** The trainers should be highly competent and have the backgrounds and experiences necessary to give them high credibility with program participants.

- 7.1. The trainer should have special expertise in the program content.
- 7.2. The trainer's background and experience should be similar to the participants', or the trainer should have a well-recognized expertise that lends credibility to his or her efforts.
- 7.3. The trainer should have the ability to develop rapport with participants and to demonstrate an understanding of the problems, priorities, and needs of participants.
- 7.4. Trainers should have a demonstrated knowledge of adult learning theory.
- 7.5. Trainers should be able to incorporate modeling, feedback, and coaching into their instructional strategies
- 7.6. Trainers should be able to demonstrate their ability to deliver effective programs.

**Meeting Course/Activity Objectives.** The school should have a mechanism for determining the extent to which the objectives for capacity building courses and activities have been accomplished.

- 8.1. The school should have written policies and procedures for the evaluation of all capacity building courses and activities.
- 8.2. Follow-up activities should monitor the effectiveness of the application of program content to job activities.
- 8.3. All programs should be rated for effectiveness by participants.

**Follow-Up and Reinforcement.** The school should follow up capacity building programs and activities to ensure that gains made as a result of training are reinforced and maintained.

9.1. There should be systematic procedures for determining the extent to which skills and cognitive materials are applied on the job.

9.2. There should be follow-up activities to reinforce program learning.

**Participant Contribution.** The school should have formal procedures to allow participants to provide input into the evaluation and modification of the school's capacity building program.

10.1. Participants in the developmental courses and activities should be asked to provide formal input into the assessment and modification of the school's capacity building program.

10.2. Participants should have the opportunity to rate the extent to which they perceive that they have input into the development, monitoring, and modification of the program.