

CHAPTER 3

THE NATURE AND SCOPE OF MANAGEMENT DEVELOPMENT

3.1 INTRODUCTION

This chapter reviews literature relating to the nature of management development in education. Management development is exposed in the context of human resource development. Initially, an exposition of the concept human resource development is provided and the latter part of the chapter is endowed to the major components of management development with reference to managers at school level.

3.2.1 MANAGEMENT DEVELOPMENT IN THE CONTEXT OF HUMAN RESOURCE DEVELOPMENT (HRD)

3.2.1 Orientation

Human resource development (HRD) is one of the major focus points of human resource management (Van der Westhuizen & Theron, 1994:69) and is concerned with the development of all educators in the school in all aspects of their roles (MacMahon & Bolam, 1990:4). Davidoff and Lazarus (1997:72) directly relate HRD to teacher or professional development, which incorporates education and training opportunities through various in-service programmes. Van der Westhuizen and Theron (1994:72) postulate that HRD is the most important function of human resource management since it influences the effectiveness of educators in a school and as a result, the effectiveness of the school itself.

In the structure of HRD, Van der Westhuizen and Theron (1994:73) list such activities as the induction programme, instructional training and development, management training and development, career planning and professional development. Whereas HRD is concerned with the development of all educators in the school, management development mainly focuses on those educators who have a formal management responsibility and on the way they handle their management tasks (MacMahon & Bolam, 1990:4).

Management development at school level must therefore be seen in the context of HRD and not in isolation. This is imperative since the ultimate goal of HRD and therefore management development is whole-school development.

The concept management development is often used in association with such

concepts as management training and management education. Though often used together and interchangeably and though closely related, an explication of these concepts is important so as to arrive at a comprehensive definition of management development.

3.2.2 Management training

Doyle (1997:379) describes management training's main objective as being to develop highly specific and immediately useful skills and is intended to prepare people to carry out well-known tasks in well-defined job contexts. While management training can be given in external programmes to develop skills common in many organisations, training programmes are normally organised internally when organisation specific practices must be taught. This description of management training implies that it is task oriented in as far as it prepares people to accomplish specific tasks.

MacMahon and Bolam (1990:4) propound that management training involves short conferences, courses and workshops that emphasise practical information and skills that do not normally lead to an award or qualification and may even be run by education departments or by external trainers and consultants from higher education. According to Johnson (1995:226) management training is a process of acquiring greater skills in the performance of technical tasks such as planning, implementing and evaluation. Van der Westhuizen (1995a:5-6) adds a continuity factor in management training. He propounds that management training should comprise two aspects, namely, basic management training followed by a management development programme and that training should have a motto of "back to the basics". He advocates therefore that management training should be the responsibility of training institutions. This implies the preparation of school managers through training prior to assuming appointment to management positions (cf. Stoner & Wankel, 1986:337; Klatt *et al.*, 1986:346).

3.2.3 Management education

Nel (1995a:461) postulates that management education refers to activities aimed at developing knowledge, moral values and understanding. Management education purports to provide intellectual development and a basis for further learning. Nel (1995a:461) implies that management education is not task or organisation specific but is broader in scope and has a longer time scale of utility and value than training. MacMahon and Bolam (1990:4) advance that management education entails secondments and fellowships and long internal courses that often emphasise theory and research-based knowledge and that lead to higher education and professional

qualifications like specialist school management diplomas and M.Eds (cf. Mumford, 1995:101). This form of management development helps school managers to acquire a capacity for critical reflection arising from an understanding of theory and models of good management practice (cf. Johnson, 1995:226; Klatt *et al.*, 1986:346). Doyle (1997:405) postulate that management education introduces, extends or improves managers' learning and understanding about the managerial world that they occupy.

3.2.3 Management development

Nel (1995a:461) describes management development as a process whereby managers gain experience, skills and attitudes to become or remain successful leaders in their organisation. This implies that management development encompasses the whole, complex process by which managers as individuals learn, grow and improve their abilities to perform professional management tasks. Therefore, management development involves learning on the job, is a continuous, ever-changing process wherein managers also learn through informal and unplanned experiences (Doyle, 1997:405). In this sense, participation in formal training or education programmes should be an integral part of the overall management development since the organisation must also play a role in management development activities.

Mumford (*in* Doyle, 1997:405) defines management development as an attempt to improve managerial effectiveness through a planned and deliberate learning process. In other words, management development is a planned effort to generate learning - to help the organisation as a whole to monitor its change process more effectively. Management development is therefore a social influence process of change, which deals with the change of attitudes and understanding to affect managerial behaviour, job performance and operational results. The social aspect is linked to learning in the context of incumbents of managerial development, i.e. adults, and is regarded as the capacity to do new things emanating from the will to achieve and to master the challenges of reality (cf. McKenna & Beech, 1995:171). Stoner and Wankel (1986:339) add that management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted. Nel (1995a:461) describes this manager performance improvement as being achieved by imparting knowledge, changing attitudes or increasing skills.

Rothwell and Kazanas (1994:41) describe management development as a systematic effort to train, educate and develop individuals who aspire to or are already functioning in an organisation's executive management or supervisory ranks. These authors emphasise that management development is "a planned effort to prepare individuals for supervisory, management or executive positions in the organisation

and to help them maintain their skills at a time when leadership talent is critical to organisational survival and competitive success, i.e. to meet individual, group and organisational learning needs and to improve performance and productivity of management employees” (cf. Crosby, 1994:35)

Van der Westhuizen (1990:265) advocates that management development is a dynamic, integrated and continuous activity over a prolonged period of time with provision being made for the development of educational leaders’ management behaviour and skills, in order for them to be effective in their educational careers. He contends that management development is dependent on the goal directed exposure to management development inputs, which provide the opportunity to acquire the necessary knowledge, skills and attitudes for effective execution of management tasks in the schools.

Management development can therefore, be seen as a programmed and non-programmed continuous development of the managerial ability of people at all levels, in all executive and supervising functions and in all departments. This implies that management development is a line responsibility and one of the most essential functions of top management. This is very important as it clarifies the participative roles of other stakeholders and emphasises the notion that at school level, it is the responsibility of the management team to initiate development processes. This also highlights the fact that management development is not only a planned process, but can also occur informally. The learning dimension of management development confirms this.

Nel (1995b:505) sees management development as a systematic process of training and growth by which individuals gain and apply knowledge, skills, insights and attitudes to manage work organisations effectively.

3.2.4 Summary and conclusion

The literature review on the definition of management development indicates the complexity of this phenomenon. First, management development is defined from a business and industrial perspective. This necessitates a clear educational exposition especially regarding its intended outcome. Second, definitions of management development seem to include management training and management education. This presupposes that everybody would be automatically aware of the salient differences between the two concepts thus one is tempted to see management development as a phenomenon entirely divorced from management training and education, while in essence, these concepts are complementary. Finally, the complementary roles of management training and management development are such that they both aim at

improving organisational effectiveness and they use some of the same instruments. As a result, the two concepts may be defined separately, but are interwoven in essence.

However, from the definitions of management development espoused above, the following points emerge:

- Management development is a *process*, so that it takes place *continuously* and it aims at both the *individual and the organisation's improvement and effectiveness*;
- Management development targets the *improvement of management skills and abilities of managerial staff* – in schools the principal, deputy principal and head of department. At school level this implies that above the education department's role, the school management team is also responsible for their own management development. This means that schools must have their own approach to management development;
- Management development is a *line responsibility and a function of management staff*. However, some functions in the process of management development can be delegated as staff functions. This implies that the success of whole-school development, in so far as it involves other stakeholders, is a function of effective management development.
- Management development *entails learning*. It is important to note that this is learning as it relates to growing adults so that cognisance of how adults learn must be taken at various stages of their growth (cf. Levine, 1987);
- Management development is a *goal-oriented, planned and systematic activity*;
- Since management development entails learning, *it does not only take place in a formally planned and systematic manner, but can also occur informally*, i.e. the "trial and error" experiences can be incidental and may contribute to management development even though not purported to be;
- Management development purports to *develop managerial staff in schools to better, improved and effective performance of their duties*; and
- Management development thrives on *support even from education authorities, external support, consultants and school managers themselves*.

The points raised above lend weight to Van der Westhuizen's assertion (1990:265) that management development includes management training. In this regard MacMahon and Bolam (1990:4) opine that management development is a generic term that consists of management training, management education and management support as its three broad categories.

Therefore, in this study the definition of management development is formulated as follows:

Management development is an organisational - or self-initiated process aimed at educating, training and continuously developing school managers in their management skills, management abilities and management knowledge and can take place in a planned and systematic manner or incidentally in order to achieve organisational and individual management effectiveness. The ultimate goal of management development is therefore school effectiveness through whole- school development.

The many changes being introduced in schools necessitate management development at this stage to be seen as a way of facilitating education transformation by virtue of its intended outcomes on school managers' management effectiveness. The relationship between management development and education transformation is briefly explored in the next section.

3.3 MANAGEMENT DEVELOPMENT AND EDUCATIONAL TRANSFORMATION

As broached in Chapter 2, the new policy initiatives and various legislation have brought about major changes in education and school governance. This is a trend seen in various countries where there is a shift to a school-based management system (Wallace & Hall, 1989:173; MacMahon & Bolam, 1990:7-8). The concern in all these instances revolves around the tempo and the scale of change. That in itself makes management development very important.

All the changes (cf. 2.2.1.5) have major implications for school management. MacMahon and Bolam (1990:8) espouse implications like having to manage multiple and complex innovations simultaneously whilst at the same time managing the ongoing work of maintaining standards of teaching and learning. On top, management teams in schools require knowledge and skills to manage these processes, thus the need for management development and training as well as other forms of support to achieve school improvement. In fact MacMahon and Bolam (1990:8) advocate a systematic approach to management development which will support heads and senior staff in schools throughout their careers and prepare their

successors as well. Wallace and Hall (1989:173-174) point out that a strategic action in support of management development during transformation is prerequisite.

Among others, they advocate:

- training and other job-related strategies to give management teams adequate short-term support in learning to carry out their new management tasks generated by the reforms. These strategies should also contribute to long-term development by encouraging a critically reflective approach to practice;
- a systematic approach to the process of managing school management development at all levels, including the school level, so that support is effectively targeted to meet a balance of identified priority needs; and
- a strategic programme of research and development with initiatives to facilitate the exchange of the wealth of existing practical experiences and materials arising from it, to develop new techniques for promoting learning for effective managerial performance and to find ways of improving the process of managing school management development.

From this exposition it emerges that management development is indeed the key to effective implementation of education transformation outcomes. First, education transformation is about change that has to be managed in a smooth yet visible manner. This responsibility rests on managers at school level as well as their ability to manage change properly. To do this, management development to equip them with appropriate knowledge and skills is paramount. An approach to school-level management development that is systematic, offers on the job learning experiences and feedback and is part of a larger education management development programme from the national and or provincial levels is essential. The relationship between management development and education transformation is summed as follows:

Education transformation brings change to the education system and consequently schools, and management development equips school managers with the ability to manage this change effectively by providing them with appropriate management skills to do so.

Management development is however a complex phenomenon and can bear fruit only if it is seen as a continuous process. A thorough understanding of management development necessitates an exposition of its major aspects.

3.4 MAJOR ASPECTS OF MANAGEMENT DEVELOPMENT

3.4.1 Management development effectiveness

Effectiveness in management development centres round its focus area. The international debate in this regard seems to be around effectiveness and efficiency. Mumford (1986:21) explains effectiveness as “doing the right thing” as against efficiency which relates to “doing things right” regardless of whether they are right or not. Mumford (1986:21-27) sees effectiveness in terms of three concepts, namely effective managerial behaviour, development focused on effectiveness, i.e. a process which emphasises activities in which managers are required to be effective rather than knowledgeable for action, and the identification of a learning process which is effective for the individual rather than being economical and convenient for tutors or trainer. In this regard a worthy question concerning effective management development arises, namely, whose definition of development needs should predominate management development?

Seemingly the designers of management development programmes are generally happy to allow the training agencies to define the needs in terms of individual managers rather than the school or authority. Mumford (1986:21-27) advocates therefore that effectiveness in management development is a function of the understanding and implementation of three different aspects, viz.:

- varying definitions of effective managerial behaviour;
- a developmental process that focuses on activities in which managers are required to be effective; and
- the identification of an effective learning process.

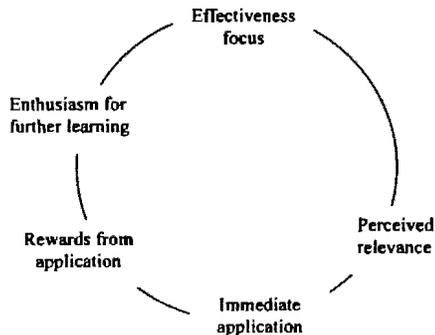
On the managerial behaviour, Mumford (1986:22-23) raises some interesting points. First, management development should aim at helping managers to be more effective through recognising and dealing with the specifics of their jobs rather than helping them through generalisations about what they need to know. This would curtail the needs analyses that are relatively superficial and lead to the facile adoption of training courses whose contents differ remarkably little from one organisation to the next. Second, management development should not over-emphasise the development of managers for the future instead of working on issues of current requirements. It therefore seems as if too much of the management development work derives from an inadequate assessment of effective managerial behaviour and the assessment thereof is too often based on views which deal with what is efficient rather than what is

effective (Mumford, 1986:24).

Developing processes emphasising effectiveness focuses on attaching management development to the reality of managerial processes. Mumford (1986:24-27) advances moving away from looking at managerial effectiveness in terms of whether managers can get things done or not. Since effectiveness is defined by the results actually secured and not by the knowledge people possess, management development would rather concentrate on helping managers learn from actions undertaken so that the first stage of attention should be on desired managerial outcomes rather than skills required for managerial activities. Therefore, learning processes aimed on effectiveness must always deal with the reality of the manager's job and always involve him or her in action on it. Use must be made of the manager's day-to-day experiences and thus the importance of on the job development opportunities.

Mumford (1986:28) postulates that the effective learning processes have to derive from a virtuous learning circle as against from a vicious learning sequence (cf. Figures 3.1 & 3.2).

Figure 3.1 The virtuous learning circle

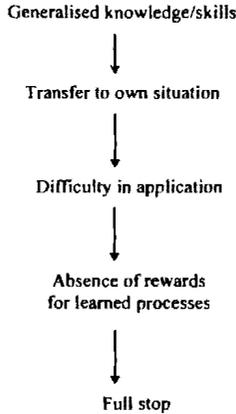


(Mumford, 1986:28)

The virtuous learning circle is a continuous learning process. It caters for a continued evaluation process as a necessary accompaniment to off the job activities. On the contrary, a vicious learning sequence pays more attention to aspects of knowledge and skills. The emphasis therefore should be to help managers to learn, i.e. they should engage in understanding their own learning and see how they can apply that knowledge so that they continue to learn from similar or equivalent learning experiences when they are on the job. It is from such learning experiences that they experience satisfaction from application which then leads to motivation and

enthusiasm for further learning.

Figure 3.2 The vicious learning sequence



It can be seen that the three aspects espoused above are important if management development programmes are to be successful. One could also add that the effectiveness of a management development programme should be linked to the context in which it is applied.

In the school-level context, the effectiveness of management development should aim, first, at helping school managers to deal with specific job issues that are of a current orientation as is demanded by transformation requirements and implications. Among others, this implies helping school managers to move from positions of “top-down” to participatory management. The major focus areas would be on management and leadership, a flatter decision making hierarchy, making roles of educators more flexible so that people have the capacity to respond quickly to changing situations and new demands, sharing responsibility and leadership, developing expertise, commanding respect through stature and not status, emphasising effectiveness rather than efficiency and creating a culture of learning rather than controlling behaviour (Department of Education, 1998c:10-14). All this places an emphasis on outcomes rather than skills for managerial activities.

Second, the focus on managerial processes and continuous learning of school managers on the job will entail school level management development programmes situated in an approach that is continuous and sustainable. This approach should include an openness to external support, mechanisms for local need assessment, scope for implementation of development plans, built-in mechanisms for evaluation and

feedback as well as an inclusion in the overall school staff development programmes. These processes will have to focus mainly on specific and current changes in schools and offer scope for the application of school managers' own learning. There will thus be a need and scope for quality assurance systems both at school level and at provincial and national levels (cf. Department of Education, 1996a:44-45). These systems will create scope for effective learning through continuous feedback and reference to performance indicators.

The effectiveness of management development is closely tied to its intended outcomes. It is therefore important to explore the purpose of management development.

3.4.2 The purpose of management development

The purpose of management development is premised on its broad definitions. According to Stoner and Wankel (1986:337) management development aims at developing skills for future jobs, i.e. to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted (cf. Eksteen, 1993:8). Therefore management development can be said to aim at the unique development requirements of managers. The purposes of management development is described as (cf. Nel, 1995b:506; Doyle, 1997:441):

- improving the quantity and quality of output;
- lowering turnover and absenteeism and increasing people's job satisfaction;
- improving employee's self-esteem; and
- preventing employee obsolescence.

Van der Westhuizen (1990:265) cites Boem and Hoyle and Tanner and Tanner who posit the purposes of management development as:

- assisting educational leaders to reach their personal and professional goals;
- serving as stimulus for continuous management development within a career to prevent boredom on the one hand and burnout on the other; and
- equipping the educational leader managerially so that he is able to fulfil his role effectively in the school thereby synchronising his needs with the school's needs.

Rue and Byars (1986:530) include the development of attitudes in the purposes of management development. This should perhaps feature prominently in management development programmes in the context of transformation in education since attitudes of the past have to be developed to proactively identify with the changes (cf. 2.2.1.2). Wexley and Latham (1991:5) add the motivation factor to the goals of management development by among others, directing efforts towards cognition, behaviour or the work environment.

These aims of management development highlight its essence as being the assistance of the school manager to perform his or her existing duties much more effectively. Management development purports to develop the overall effectiveness of managers in their present positions. The focus point thereof is the unique requirement of managers.

Therefore, an effective management development process aims to improve the quantity and, most importantly, the quality of school managers' work outcomes. This in turn aims at increasing their level of performance and thus their overall job satisfaction. This will ensure that principals, deputy principals and heads of departments at schools are motivated to fulfil their roles effectively. The change of attitudes is one of the most important aims of management development. School managers' attitudes towards educational change and the tempo thereof have to be horned towards perceiving such changes as being necessary and challenges rather than seeing them as insurmountable obstacles. In fact, a management development approach that incorporates mechanisms for evaluation and feedback as well as for corrective measures will make individuals regard failure as part of development and not be disillusioned when it occurs.

In this regard it could be concluded that the holistic approach to management development espoused elsewhere in this work (cf. 2.5) could be the most important and appropriate approach to management development in a transforming educational scenario in South Africa. Added to that, a school-based management development approach that focuses on whole-school development and is continuous will supplement the overall holistic approach.

The purposes of management development espoused in this discussion evoke a conviction that it aims at development of managerial competence in schools in order to promote the new vision and direction of education.

It is from these succinct purposes of management development that the importance of and value of management development is revealed.

3.4.3 The value of management development

The value of management development derives from the need for educational leaders whose attitudes need to be developed, to accept and implement education transformation. There is a need for educational leaders who are skilled and knowledgeable about the current changes in education and who can implement these changes in a way that would cause as minimal disruption as possible in the current school programme (cf. Prinsloo, 1988:38).

Mullins (1996:758) departs from management being the cornerstone of organisational effectiveness and the contribution to economic and social needs of society. He stresses that this applies as much to the public sector as to any organisation in industry. Mullins (1996:758) therefore argues that the quality of management is one of the most important factors in the balance of technical, social and conceptual knowledge and skills acquired through a blend of education and experience, thus there is a continual need for management development of both the present and future managers in organisations.

Eksteen (1993:8-9) cites Franklin who espouses the following benefits of management development:

- The management team becomes capable of identifying problems needing urgent attention.
- Effective evaluation of policies occurs whereby it can be determined if the policies still conform to set organisational requirements.
- Management teams are enabled to be abreast of latest management techniques, and
- Management development stimulates the principal to evaluate and develop his management team.

Wexley and Latham (1991:249) assert that management development is valuable in that it induces self-awareness where people learn about themselves, i.e. understanding how their behaviour is viewed by others as well as their own managerial capabilities and limitations.

It is concluded from this exposition that the value of management development is to be found in the skilling and extension of school managers' knowledge base, so that they are not only skilled but are also equipped with knowledge and insight into their

managerial duties as well as their own learning through inducing self-awareness. An overall benefit of management development at school level is the improvement of management quality. As an aspect of human resource development and whole-school development, management development not only develops managers in service, but also future managers who may emerge out of the ranks of educators already in service in schools.

Seeing how valuable management development is to the school organisation and the school manager in particular, it is important to forge capacity for enacting a management approach that works in schools. Therefore, it is important to know what requirements a management development approach should adhere to and satisfy.

3.4.4 Requirements for an effective management development approach

It can be assumed that the basic requirement for a management development approach in the present transformation context is to foster an effective implementation of reforms with as little disruptions as is possible. According to Van der Westhuizen (1990:265) a successful management development programme should:

- * set clear goals;
- * focus on specific management weaknesses based on thorough identification procedures and not on general management abilities;
- * obtain participants' inputs and co-operation in the drawing up of such a programme;
- * begin slowly to ensure interest and involvement;
- * assure participants of support in terms of assistance, time and resources;
- * ensure visibility and interest of the compiler of the programme at all times. In this regard and in the light of the new focus on stakeholder participation, one could actually relate to the facilitation of the programme since its design should enjoy all stakeholders' participation. It should be noted that the school principal is the prime initiator in the process of management development; and
- * set time schedules for the achievement of specific aims.

The requirements afore-listed highlight the very complex nature of management development. It is therefore obvious that a planned and systematic management development approach is absolutely essential. It could be added that from a whole-school development perspective, management development requires the involvement of other stakeholders. This is especially because the outcomes of management development and school development are most likely to affect other people in the school. Therefore, involving them will ensure participation and commitment through ownership of change processes.

Management development is premised on principles that broadly highlight it as a planned activity. It is therefore proper to gain an understanding of the principles underlying it.

3.4.5 Principles of management development

To compile an effective management development programme, the following prominent principles need to be taken into consideration (Prinsloo, 1988:38-39; Eksteen, 1993:10-11):

- Management development can only succeed in the context of organisational development;
- Management development is essentially self-development;
- Management development must be an integral part of existing activities like staff development;
- A needs assessment is a precondition for effective management development; and
- Management development must be goal-oriented.

Management development should therefore be a planned activity. It should operate within the goals of the school. Organisational needs and individuals' needs must be matched. An important consideration is the inclusion of management development in the staff development programme at school to ensure that management development activities are carried out in the context of school's vision and mission.

Extensive research has been conducted on the management needs of managers in business settings. Similar researches have been conducted to determine educational leaders' management development needs. An analysis thereof reveals similarities in management development needs. A brief exposition of management development

needs therefore warrants attention since it would expose the scope of school managers' management development needs.

3.4.6 Management development needs

Different levels of management have different management development needs. According to Scarpello and Ledvinka (1988:516) and Mumford (1995:176) the most important and frequently reported management development needs of managers are:

- Time management
- Team building
- Organising and planning
- Evaluating and appraising employees
- Coping with stress
- Understanding human behaviour
- Self-analysis
- Motivating others
- Financial management
- Budgeting
- Setting objectives and priorities
- Holding effective meetings
- Oral communication
- Labour/management relations
- Decision making
- Developing strategies and policies
- Performance appraisal
- Interviewing
- Counselling
- Conducting meetings
- Safety

Hofmeyr (1991:299-300) cites a study in South Africa which includes management development needs such as knowledge of different cultures, political awareness, willingness to change (innovativeness), vision (faith) in the future, a move away from discrimination and racial prejudice and development of a sense of social responsibility.

Van der Westhuizen and Harrison (1989:199) report on the research into the identification of managerial dimensions pertinent to the development of candidates for the position of principal (school manager). The research identified fifteen dimensions within five managerial constructs viz.:

Leadership – utilisation of human resources, task structuring, sensitivity, decisiveness and value orientation.

Drive – initiative and perseverance.

Decision making – analytical ability, good judgement, flexibility and creativity or originality.

Communication skills – reasoning power.

Administrative skills – planning, organising and control.

Blackburn *et al.* (1991:14-15) report on findings of a survey in twenty Cheshire secondary schools. They group the needs of head teachers into three broad headings, viz., interpersonal skills, personal and individual development and the development of the school as an organisation. These needs are detailed as follows:

- *Interpersonal skills*

The needs for the development of interpersonal skills include the need to:

- develop better communications between staff;
- build and work in better teams;
- manage stress;
- participate in staff development; and
- enhance counselling skills.

Interpersonal skills entail the ability to

- build confidence and high morale;
- listen effectively;
- give clear messages and information, both orally and written;
- give and receive criticism;
- motivate, delegate, negotiate and empower;
- share values and purpose;
- share ownership;
- build and accept consensus; and
- recognise and handle emotions in self and others.

The report emphasises the need to learn and practice better self-management, in particular the ability to:

- acquire self-knowledge;
 - undertake self-analysis; and
 - achieve self-awareness.
- *Personal and individual development*

The survey found a powerful need for:

- personal planning, prioritising and time management;
 - widening experience, particularly before more responsibility is accepted;
 - assertiveness;
 - improving qualifications;
 - assistance with career planning;
 - presentation skills;
 - interviewing skills; and
 - study skills to help with the daily deluge of paper.
- *The development of the school as an organisation*

An agreement on the school's values and purpose and a widely shared vision of the school's direction are reported as being essential "building blocks" (Blackburn *et al.*, 1991:15). This implies:

- An agreed management style which seeks to value, motivate and encourage people, recognise the many stakeholders, empower them by sharing ownership in very aspect and recognise the pace of different types of change;
- a clear and appropriate management structure which defines the roles of senior and middle managers, gives responsibility and power to them, provides effective communication - up, down and across, encourages team work and enables meetings of various sizes to be well run;
- a clear programme for planning and review which includes a regular cycle of meetings and agreements over priorities, uses the review process to identify current strengths and weaknesses and uses the practical skills in management information systems and budgeting to enable effective planning;
- an agreed partnership between the school management team, staff and school governors on the underlying values and a framework for operating so that school policies are clearly formed, effectively improved and well evaluated;

- a programme of review and development for each member of the teaching and non-teaching staff so that there is a firm ground of professional support where each staff member has a clearly agreed role, a means of sharing good practice and an opportunity to work in effective teams; and
- a clear policy for managing the boundaries of the school and establishing strong links with all elements of the local community.

The national audit of education management development and resources in South Africa (Department of Education, 1996c:5) generally indicated that there were large variations in provincial management characteristics, vast needs to be met and that priorities had to be set up to meet these needs.

The report (Department of Education, 1996c:5-6) highlighted the following concerns at school level:

- school managers do not understand the implications of the South African Schools Act for management, leadership and governance in their schools;
- teachers are by and large demotivated;
- the leadership role of school principals has been undermined and issues of legitimacy and trust persist;
- student ill-discipline continues to be a major source of concern; and
- heads of departments are not properly operating – they have no power or authority.

These concerns indeed highlight the management development and training needs of school-based managers.

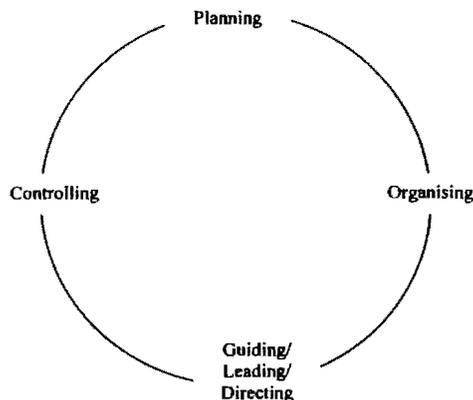
An analysis of this exposition of management development needs reveals the need for a holistic approach to management development suggested in Chapter 2. It can be deduced that there is an urgent need for capacity building of the school managers' skills and expertise to manage schools effectively in a way that takes cognisance of the changes in education and the pace thereof. This has to be done within the context of management tasks and areas at school level. An overview of the education leader's management tasks and areas is briefly presented in the next section.

3.4.7 The educational leader's management tasks

Although many terms are used to describe the management tasks of the educational leader, there seems to be consensus on planning, organising, leading, guiding or directing and controlling (Van der Westhuizen, 1995a:7; Commonwealth Secretariat, 1993a:7). Figure 3.2 depicts the modified cycle of management tasks.

- *Planning* entails the aims, objectives, policy-making, decision-making and problem-solving (Van der Westhuizen, 1995b:46). The school principal's first action is to identify the mission of the school and to set objectives, identify strategies by which to achieve the agreed mission and objectives and through the planning process, the principal aims to manage an efficient and effective school. Thereafter decision making comes in on appropriate strategies (Commonwealth Secretariat, 1993b:7). In this regard it is useful to point out that the holistic approach puts the principal in a position of initiator or creator of the process. It remains however imperative that stakeholder participation be part of the processes. The principal therefore manages the processes (cf. Thompson, 1995:53-55; Sander, 1989:24-29; Fullan, 1992:41-48; Fullan & Hargreaves, 1992:60-71).

Figure 3.3 A modified cycle of management tasks



(Commonwealth Secretariat, 1993b:7).

- *Organising* entails creating an organisational structure, delegating and coordinating (Van der Westhuizen, 1995b:46). It involves putting in order of priority and preference the resources which are available including an action plan

in which actions and activities are scheduled with targets that are easily attainable within a short period of time (Commonwealth Secretariat, 1993b:7). Essentially organising is concerned with the subdivision of various tasks at school and allotting them to specific people so that educative teaching may be realised in an orderly manner and this includes allocating responsibility and authority (Van der Westhuizen, 1995c:162).

- *Leading, guiding or directing.* According to Van der Westhuizen (1995b:46) this involves building relations, leadership and guiding, motivating and communication. Guiding gives direction to the common activity of people so as to ensure that they execute their tasks to achieve the set goals (Van der Westhuizen, 1995c:181). The school principal needs to direct the implementation of plans so that he or she must provide leadership by delegating duties and responsibilities to staff, motivate them, co-ordinate and control the supply and use of resources (Commonwealth Secretariat, 1993b:7).
- *Controlling* involves controlling instructions, observing and measuring, evaluating and corrective actions (Van der Westhuizen, 1995b:46). Controlling ensures that all planned goals and objectives are attained and therefore centres on achieving and realising the common goals of teaching and education (Van der Westhuizen, 1995c:232). Controlling implies work supervision thus ensuring that activities are carried out in line with agreed standards and taking corrective steps when problems arise (Commonwealth Secretariat, 1993b:7). According to Commonwealth Secretariat (1993b:7) controlling involves evaluation which seeks to assess results and compare them with set targets and objectives through feedback as a measure of adjustment for future plans.

3.4.8 The educational leader's management areas

The management areas of the school principal include, *inter alia*, human resources, pupil affairs, financial affairs, administrative affairs, physical facilities and school-community relationships (Van der Westhuizen, 1995b:46) and managing the curriculum and resources (Commonwealth Secretariat, 1993d)

- *Human resources management* involves the provision, maintenance and development of personnel with the primary aim of achieving the primary goals of the school (Bondesio & De Witt, 1995:239). Bondesio and De Witt (1995:239-344) include various activities in human resource management such as recruitment and selection as aspects of provision, personnel induction, evaluation, development and training, motivation, behavioural modification, group dynamics, conflict management and problems pertaining to professional

burnout in staff members. According to Commonwealth Secretariat (1993c:21) human resource management includes staff appraisal, supervision and discipline.

- *Management of pupil affairs* includes the management of subject-based activities, extra-curricular activities and school discipline (Prinsloo & Van Rooyen, 1995:349). The principal's management of pupil affairs also includes creating an organisational structure of pupil activities and the selection and training of pupil leaders (Prinsloo & Van Rooyen, 1995:348-368).
- *Management of financial affairs* entails planning, organising, guiding and control of the school's finances (Niemann, 1995:371-403; Commonwealth Secretariat, 1993e:3 & 57). The South African Schools Act provides guidelines of the management of school finances within the framework of the new school governance (cf. Gauteng Provincial Government, 1997).
- *Management of administrative affairs* includes planning, organising, guiding and control thereof (Basson, 1995:445-459). Basson (1995:462-486) includes the development of a school information system in the management of administrative affairs. It could be added that the use of computers and computer networks could also be included as part of the management of administrative affairs.
- *Management of physical facilities* entails obtaining school buildings and premises, planning and utilisation criteria and the control thereof (Barnard, 1995:489-512).
- *Management of school-community relationships* entails the planning, organising, directing and exercising control thereof (Barnard, 1995:405-419). Communication and effective strategies and channels thereof feature prominently in the establishment and maintenance of school-community relationships (Barnard, 1995:420-444).
- *Managing the curriculum and resources* includes all curricular activities as well as what learners learn through the nature and quality of the school's ethos (Commonwealth Secretariat, 1993d:1; Dill, 1989:55). The main task of the principal in this regard is to provide and deliver effectively an appropriate curriculum using all human, material and financial resources such that the curriculum satisfies the philosophy and educational purpose of the school and nation, includes parents and community contributions, makes an allowance for special educational needs of learners, considers culture, customs and tradition of the country and region and provides practical educational experiences

(Commonwealth Secretariat, 1993d:4).

An analysis of the management tasks and areas of the school principal highlights the immensity and complexity of the school manager's management especially in the light of the holistic approach that seeks to bring management to a school-based management system.

3.4.9 Conclusion

The foregoing exposition of management development components has projected the complex nature of management development.

First, management development should aim at assisting school-based managers to deal with specific job issues and this should take the current context of educational transformation into cognisance (3.4.1). The effectiveness thereof hinges on continuous learning on the job. The approach to achieve this should be school-based and encourage openness to external support.

Second, management development should aim at improving the quality of school managers' work outcomes (3.4.2). Thus a management development approach that targets whole-school development is appropriate to promoting the new vision of democratic and participatory education management and governance.

Third, the value of management development is situated in the skilling and extension of managers' knowledge base (3.4.3). This highlights the human resource development context of management development.

Fourth, management development needs to be planned and systematic so as to allow for the involvement of stakeholders since the outcome of management development will most likely affect other people in the school (3.4.4). However, management development should allow for experiential and incidental learning on the job, so that development takes place both in a planned and incidental manner (cf. 3.2.3 & 3.2.4).

Fifth, management development should be premised on principles of whole-school development thus, it has to be part of the school's staff development programme (3.4.5). The most important principle on which management development should be premised, is that of the school's vision and mission which ensure that management development activities are planned and purposive as well as being focused on the needs of the school.

Finally, management development needs of school managers indicate the need for

capacity building for effective school management (cf. 2.4.3). Management development needs (3.4.6) highlight issues of broad management skills in terms of organisational development and management self-development. A holistic approach is therefore necessary to address this. Added to that, schools need a management development approach that will prioritise the understanding of the implications of the Schools Act on leadership, management and governance through a model that presents programmes aimed at democratic education management (cf. 2.4.3).

An exposition of management tasks and areas indicate the value of a holistic approach to management development. This approach must ensure that these management concepts are carried out in a context of the new education governance and management paradigm. This will offset the previous focus on management development of school principals only as well as the focus on administrative systems and procedures, but will ensure capacity building of school managers in the context of human resource management and development.

Management development approaches are exposed in the next section.

3.5 MANAGEMENT DEVELOPMENT APPROACHES

By virtue of taking place both formally and informally, management development can be located inside or outside the school. First, it must be distinguished between pre-service and in-service management development.

3.5.1 Pre-service management development

These are programmes offered to aspiring and suitably qualified and experienced education managers prior to assuming a managerial role (Leithwood, 1997:32). In the United States of America, these programmes are largely offered by universities and cover such areas as the study of emerging and controversial issues, the provision of core content, instructional leadership, the development of research skills and mentoring (Leithwood, 1997:36).

In Britain, the Teacher Training Agency (TTA) established the Headteachers' Leadership and Management Programme (HEADLAMP) (Bush, 1998:321). Subsequently, the TTA introduced the National Professional Qualification for Headship (NPQH) as a new professional qualification to be obtained before headship. The NPQH provides standards for headship covering professional knowledge and understanding, skills and attributes and competencies covering key areas of headship (Fiddler, 1998:313).

South Africa sadly lags behind in this respect. It is hoped that the establishment of the National Institute for Education Management Development will look at this as its major direction (cf. Department of Education, 1998b)

3.5.2 In-service management development

These are management development programmes offered to serving school managers in recognition of the fact that education management is both a complex and continuous undertaking and that managers cannot be prepared well enough for their tasks "once and for all" (Leithwood, 1997:38). In-service management development programmes aim at developing managers management skills especially in the context of a changing education management system. Such programmes include, principals' centres, assessment centres, programmes offered by education departments, NGOs, etc. These programmes make use of techniques such as, *inter alia*, symposia, conferences, conventions, seminars, workshops, courses and mentoring.

The following are some specific approaches to management development.

3.5.3 Some specific approaches to management development

These are approaches used in various work spheres. These approaches could be used as a framework upon which a management development model can be designed and organised.

3.5.3.1 A central locus of responsibility

This approach advocates that provision should be organised centrally and delivered through national centres (Johnson, 1995:233). Another view is that organisation of training should be the responsibility of a centrally based structure but that training should be the responsibility of regional structures. This would also help to identify individuals with training expertise to work at regional level, develop and disseminate training materials to regional teams, ensure adequate provision across regions and bring regional teams together to share information and ideas and to undertake research and evaluation.

Leadership and management development centres are premised on this approach. They include principals' and assessment centres (Van den Bogert, 1987:3). In the USA, examples include the Indiana Leadership Academy, the Connecticut Education Connection, the Delaware Principals Academy and the California School Leadership Academy (Leithwood, 1997:39). In Britain, examples include the National Development Centre for School Management Training and the One Term Training

Opportunities programmes and currently the Teacher Training Agency (Leithwood, 1997:41).

In South Africa, the concept of the National Institute for Education Management Development is currently receiving establishment and development attention (Department of Education, 1998b:24). Furthermore, members of the Task Team on Education Management Development and Tertiary Institutions agreed to recommend the establishment of a national professional association and founded the Education Management Association of South Africa (EMASA) in 1997 (Van der Westhuizen & Mosoge, 1998:53).

3.5.3.2 Cluster-based management development

According to Johnson (1995:234) the cluster-based approach may be more amenable to South Africa. An example of the cluster-based approach is the mentoring scheme which entitles all new principals to seven days mentoring from an experienced principal who “guides their learning through encouraging observation, discussion and reflection (Johnson, 1995:234; LaRose, 1987:50).

The cluster-based management development approach could provide school managers with skills development in non-threatening environment of collegiality. This would also help school managers to deal with their specific management development needs. They would also share common experiences that would assist their colleagues.

3.5.3.3 Management self-development

Management self-development is an approach that seeks to bridge the gap between models of training and models of improving context (Johnson, 1995:234). Johnson (1995:234-235) cites Oldroyd’s exposition that school-based management self-development is an intermediate technology that has been developed to overcome the problems of creating expensive infrastructure in the form of centres and external managers or trainers. The system thus operates on the twin principle of academic study and reflective practice where the academic study of distance learning materials provide better understanding of management principles, structures and processes which are supported by theory, research and examples of good practice.

This approach suggests that higher education providers would have to play a major role in the provision and delivery of courses. However, the broad-banding of qualifications categories and the consequent performance-related pay system proposed in South Africa, poses a question as to whether educational leaders would

be sufficiently motivated to undertake the academic learning part of the approach. This would further be due to the fact that improved academic qualifications have played a large role in the salary increases of educators in South Africa. An incentive system would initially be necessary for educational leaders to partake of this system until such time that they view management development as critical in their roles as managers.

Taking these factors into consideration would call for the imploration of educators' commitment to professional growth via their feelings of self-actualisation and fulfilment.

3.5.3.4 *School-based management development*

According to Johnson (1995:234) a school-based management development is aimed at improving the context of management. The head, staff and governing body take the main responsibility for developing the capacity to manage. This approach thus makes schools to be increasingly self-developing in that, the professional development needs of teaching and managerial staff are determined by staff appraisal and a school-based review. In this way, the needs of the school are decided upon collaboratively and locally rather than centrally and externally.

MacMahon and Bolam (1990) present an example of a school-based management development approach, aptly named a *systematic approach to management development*.

The *systematic approach* is a step-by-step approach that recognises that a school cannot work on all aspects of its management development policy and programme simultaneously. The school head, in consultation with the staff, identifies some longer-term goals and strategy for achieving them over an agreed period. This programme is on-goingly maintained, while gradual improvements are made by working on key priority areas. The whole process is then kept under review in the context of the staff-development policy and the INSET plan (MacMahon & Bolam, 1990:10-12). Figure 3.3 illustrates this approach.

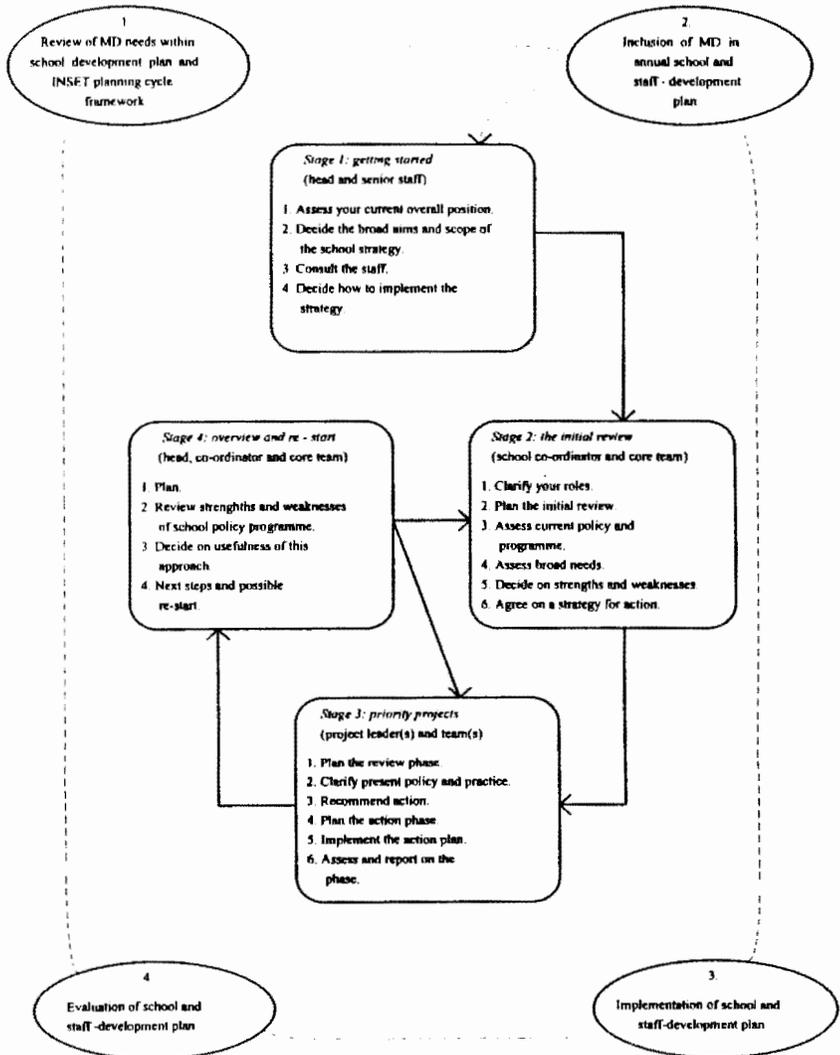
This approach comprises four stages. Each stage has a different "audience" but in practice the principal and deputy principal are likely to be involved throughout.

Stage 1: *Getting started*

This stage is addressed to the principal and the deputy principal. Initially a consideration of the school's position on management development and training is

conducted. The four main steps suggested for this stage are summarised in checklist 3.1.

Figure 3.4 A systematic management development approach



(MacMahon & Bolam, 1990:11).

In this stage the *school's overall position is assessed*. Tasks involved include estimating the level of management development provision in the school. This includes task allocations, needs identification, policy regarding organisation and the

Checklist 3.1 Key steps for getting started with management development

Step 1
Assess current overall position.
Tasks
<ol style="list-style-type: none"> 1. Estimate level of management development provision in the school. 2. Identify the main relevant features of school's structure and organisation. 3. Consider what priority is given to management development in overall policy and funding for staff development
Step 2
Decide the broad aims and scope of the school management development strategy
Tasks
<ol style="list-style-type: none"> 1. Agree what level the school wants to aim for in the medium and long terms and how this might be achieved. 2. Consider the implications of using the NDC approach to management development and decide whether it would be appropriate in the school.
Step 3
Consult the staff
Tasks
<ol style="list-style-type: none"> 1. Explain to appropriate staff why there is a wish to work on management development. 2. Describe the NDC approach to management development and consider any alternatives. 3. Assess staff reaction. 4. Decide whether or not to: <ol style="list-style-type: none"> (a) work on management development; (b) follow the NDC approach.
Step 4
Decide how to manage and implement the strategy.
Tasks
<ol style="list-style-type: none"> 1. Decide (a) who should be designated as co-ordinator; and (b) whether a core team is to be established. 2. Agree on terms of reference, including broad goals and timetable. 3. Agree on procedure for informing and consulting colleagues. 4. Consider whom else (e.g. LEA adviser) might be consulted or involved and how best to do this.

(MacMahon & Bolam, 1990:16)

curriculum and identifying responsibilities for staff development, programmes of staff and management development activities.

This stage could also be used to assess the staff's experience of management development and training as well as the character of the school, in terms of how and when to move forward with management development, who would co-ordinate management development work and what would be the most productive way of getting staff thinking and talking about management development.

Deciding on broad aims and scope of the school's management development strategy implies agreeing on the level aimed for in the medium and long terms and how this might be achieved as well as considering the NDC approach's appropriateness in the school context.

Aiming for level/step 4 would be ideal in developing a systematic approach to management development in the school. Account of what is feasible and appropriate as well as desirable will have to be taken.

Since management development may be a major innovation that could have a big impact on the school, it is important that those teachers who are likely to be affected are *consulted and informed about the strategy* from the outset. Activities on this level include creating a favourable climate for management development by making it clear that it includes the head as well as other teachers, talking through what management development means with the teachers who are likely to be involved and attempt to deal with any concerns they may have. Ways of moving forward with management development should also be discussed with the teachers and the NDC approach should be outlined and it should be checked if teachers would like to follow the approach or would prefer to adopt some alternative strategy. This would create a sense of participation and ownership of the process.

The final level of this stage is *deciding on how to manage and implement the strategy*. This would entail deciding on who should co-ordinate the whole strategy and whether a core team should be established to advise on the management development policy. Clear terms of reference would be needed, i.e. the scope of the task, what outcomes are expected and what resources are available. Procedures for meeting and informing colleague will have to be stipulated. Finally it will have to be decided who else would be involved in work on management development. Candidates could be members of the school governing body and someone from the LEA advisers or office. There may also be others like a head teacher in a neighbouring school or a local industrialist.

Stage 2: Initial review

Checklist 3.2 The initial review

<p>Clarify role as co-ordinator</p>	<p>Step 1</p> <p>Tasks</p> <ol style="list-style-type: none">1 Check terms of reference and extent of authority, and agree upon procedures for keeping colleagues informed about what to do2 Clarify the working relationships with core team3 Check that there are sufficient resources to do the job
<p>Plan the initial review</p>	<p>Step 2</p> <p>Tasks</p> <ol style="list-style-type: none">1 Agree on a short but realistic timetable for the initial review2 Decide on help needed from outsiders at this stage and if so make necessary arrangements3 Agree on procedure for reporting on the initial review
<p>Clarify the nature and extent of the school's present policy and programme for management development</p>	<p>Step 3</p> <p>Tasks</p> <ol style="list-style-type: none">1 Review any relevant school policy papers2 Identify any school-based management training activities.3 Check what external management training opportunities are available for staff and how many of the staff have been on external management training course in the last three years4 Check what procedures are used in school for<ul style="list-style-type: none">* staff selection and appointment;* drawing up and updating job descriptions, and* identifying needs
<p>Make a preliminary assessment of broad needs</p>	<p>Step 4</p> <p>Tasks</p> <ol style="list-style-type: none">1 Identify any management development needs arising from LEA or national policy initiatives2 Check what management development needs have been highlighted in:<ul style="list-style-type: none">* the school development plan;* group/departmental reviews, and* individual teacher reviews/appraisals3 Identify priority areas for management development in one or more of the following<ul style="list-style-type: none">* Using questionnaires* Using a structured group discussion.* Informal interviews with teachers* Doing it personally - as co-ordinator.

Step 5

Decide on strengths and weaknesses

Tasks

1. Synthesize the conclusions from steps 3 and 4.
2. Identify those features of the current policy and ongoing programme that are satisfactory and should be maintained.
3. Identify any unsatisfactory features of the existing programme and areas where it is not meeting those needs that:
 - (a) should be dealt with as specific priority projects in the short or medium term, and
 - (b) are better dealt with in the long term.

Step 6

Agree on a step-by-step strategy for achieving systematic management development

Tasks

1. Agree on aims and scope of the strategy and a realistic timetable, including provisional date for a periodic review.
2. Identify available resources.
3. Identify likely barriers and ways of overcoming them.
4. Draw up some recommendations for action and consult colleagues about them.

(MacMahon & Bolam, 1990:28-29).

This stage can be completed during a couple of meetings - not stretching over more than half a term and possibly much shorter.

This stage is addressed to the school management development co-ordinator who usually is the principal, and other teachers who are centrally involved, i.e. as members of the core team. The intention of this stage is to review the existing practice and to decide upon an appropriate strategy for moving forward. The initial review should be as systematic as possible but should not be too lengthy as to lead to paralysis. The central purpose should be to identify priority areas for management development and a strategy for working on them over the next few years. The timing will vary depending on how it is decided to address them, but whatever approach is adopted, this stage should probably not last more than a term. The key tasks that need to be considered during the initial review stage are depicted in checklist 4.2.

Stage 3: Priority projects - Review and action phases

The initial review identified a number of key priority areas for the management development programme and agreed on strategies for working on these over a period of time. These priorities are labelled priority projects and the responsibility of

Checklist 3.3 Priority projects

<p>Plan the review phase.</p>	<p>Step 1</p> <p>Tasks</p> <ol style="list-style-type: none">1. Check why the topic was selected as priority, decide how the project should be started and what working methods should be employed.2. Identify people inside and outside the school who should be involved or consulted or from whom information might be gathered.3. Draw up a timetable for the project.
<p>Clarify the present policy/practice on the review topic</p>	<p>Step 2</p> <p>Tasks</p> <p>In consultation with the group concerned:</p> <ol style="list-style-type: none">1. establish, through document searches, interviews and observation, what the present policy and practice is on the topic.2. clarify what the precise management development needs in this area appear to be.3. decide upon criteria and procedures for assessing the effectiveness of present policy and apply these.
<p>Assess and recommend</p>	<p>Step 3</p> <p>Tasks</p> <ol style="list-style-type: none">1. Judge the extent to which present practice is meeting identified needs.2. Consider how identified but unmet needs might be dealt with.3. Draw up recommendations for action and check the feasibility and acceptability with those potentially affected and involved.
<p>Plan the action phase.</p>	<p>Step 4</p> <p>Tasks</p> <ol style="list-style-type: none">1. Consider how the action phase should be started, what working methods might be employed and how action can be evaluated.2. Agree who should be responsible for organising/running each part or all of the planned action.3. Check what resources will be required for each activity and see that they are available.4. draw a detailed timetable for the action phase of the project.
<p>Move into action.</p>	<p>Step 5</p> <p>Tasks</p> <ol style="list-style-type: none">1. Implement the action plan.2. Monitor the action (i.e. "keep an eye" on what is happening).
<p>Assess and report on the action phase.</p>	<p>Step 6</p> <p>Tasks</p> <ol style="list-style-type: none">1. Review and evaluate data or reports.2. Judge the extent to which the action phase met its original aims and note any unintended outcomes.3. Agree on your main conclusions and recommendations.4. Check the feasibility and acceptability with those potentially involved and affected.5. Finalise conclusions about the action phase and<ul style="list-style-type: none">* present them to the whole staff, and* present them to other appropriate people, for example, governors, LEA adviser.

(MacMahon & Bolam, 1990:44-45).

investigating what kind of management development activities are required to meet identified needs in the identified priority area as well as mounting an appropriate programme of activities for the school is presumably to be undertaken by at least one person - the project leader who is other than the management development co-ordinator, and other teachers who are involved in work on the priority project.

The priority projects focus on three key phases, viz.:

- The review phase when the topics/issue is investigated in some detail and recommendations for action are produced.
- The action phase, when the recommendations are put into practice.
- The assessment or evaluation phase, when a decision will depend on whether or not the specific action or activity should be made a permanent feature of the school policy or programme.

The time allocated to a priority project will depend on the complexity of the issue. It should, however, be aimed to produce action plans and to have ideally started implementing it within a term or even quicker. Checklist 3.3 illustrates the review and action phases stage.

Stage 4: *Overview and re-start*

This stage is directed to the headteacher/principal, the school management development co-ordinator and members of the core team. This stage intends to review the position of the school management development policy and programme periodically and to decide its future direction. The overview and re-start activities are depicted in checklist 3.4.

The various stages of the systematic management development approach should be incorporated into the whole-school INSET needs. The next stage of the management development approach is therefore to integrate and sustain management development as part of the overall school staff-development policy and programme. The NDC approach sets the management development process in the context of the whole school INSET programme. Four stages are identified, viz. (cf. figure 3.3):

- Review of management development needs within the annual school INSET planning cycle.
- Inclusion of management development in the annual school and staff-

development plan.

- Implementation of the school and staff-development plan.

Checklist 3.4 Overview and re-start

<p style="text-align: center;">Step 1</p> <p>Plan the overview.</p> <p style="text-align: center;">Tasks</p> <ol style="list-style-type: none">1. Agree on procedure for the overview, e.g. who should be involved, date for meeting, timetable.2. Prepare a summary report on the current stage of progress of:<ol style="list-style-type: none">(a) the on-going programme; and(b) the specific priority project including any evaluation report.3. Distribute this summary before the meeting.
<p style="text-align: center;">Step 2</p> <p>Review the strengths and weaknesses of the school management development policy and programme.</p> <p style="text-align: center;">Tasks</p> <ol style="list-style-type: none">1. Decide whether the on-going programme is meeting needs.2. Decide whether the new activities/features arising from the priority projects that have been integrated into the programme should be maintained.3. Decide what action to take about any outstanding priority projects.
<p style="text-align: center;">Step 3</p> <p>Decide on the usefulness of the NDC approach as a way of achieving systematic management development.</p> <p style="text-align: center;">Tasks</p> <ol style="list-style-type: none">1. Review the extent to which main stages and the particular working techniques recommended were actually used.2. Identify the advantages and disadvantages of this approach in the school.3. Decide whether this approach should be dropped, continued or adapted.
<p style="text-align: center;">Step 4</p> <p>Next steps and possible re-start.</p> <p style="text-align: center;">Tasks</p> <ol style="list-style-type: none">1. Draft a summary report on the conclusions from steps 2 and 3.2. Distribute the report to the appropriate people and seek their agreement on the conclusions and recommendations.3. If the approach is going to be used again (or an adapted form of it), decide whether:<ol style="list-style-type: none">(a) there is a need to conduct another initial review; or(b) it can be moved straight into another priority project (stage 3).

(MacMahon & Bolam, 1990:57-58).

- Evaluation of the school and staff development plan.

To achieve the purpose of integrating management development into the whole staff-development programme, it must be ensured that the person who has overall responsibility for staff development understands and supports the management

development programme and secondly, it must be ensured at the outset that a certain proportion of the school's INSET programme and budget is allocated to management development by agreeing on priorities for the whole programme for the year. Some specific considerations in this regard would be:

- *improving the selection and appointment procedures of staff*, i.e. by preparing up-to-date job descriptions, specifying what qualities and skills are required for the job, etc. A regular staff appointment procedure could also be used as a management development exercise, e.g. involving one teacher who has never previously sat on an interviewing panel (Commonwealth Secretariat, 1993c:5-10).
- *INSET needs identification procedures* should ensure that questions are asked about management development needs as well as needs relating to teaching, curriculum, etc. (Commonwealth Secretariat, 1993c:12-16).
- a school INSET day could be set aside for management development activities.
- staff and group meetings could be used for management development activities.
- using "in-house" expertise since a number of teachers carry out managerial tasks every day could become trainers for their colleagues using numerous management development methods ranging from formal seminars and talks to one teacher observing or "shadowing" a colleague.

The benefit of this approach can be seen in its building on schools' present practices in a reasonably systematic fashion in order to develop a coherent policy-led approach to management development. It also benefits whole-school development in that ultimately, it encourages consultation and participatory management.

It is clear that this approach is suitable for the new education management vision of the transforming system in South Africa. First, this is because most of the initial work of implementing changes needs a concerted effort from all school stakeholders. This is especially in the light of the need for commitment that would be induced by participation of stakeholders in whole school-development, which would in turn create feeling of change ownership.

Second, the strength of this approach is fundamentally its inclusion in the school staff development programme. This would also ensure that management development activities get the support of parents and educators. This would have a bearing on the allocation of financial resources in the school budget for the purpose of management

development. The support thereof will emanate from stakeholders being aware of development activities, assessing their impact on the whole-school development drives and their involvement therein. Educators would always contribute towards management development activities and know how they certainly have an influence on their teaching activities.

Third and most important, a school-based management development approach would be informed by the specific needs of the school. With participation and consultation, programmes in this approach would be developed to target major areas of the school's management development concern. Being needs driven would ensure that management development activities are focused and in tune with the school's vision, mission and values. This would assist immensely in whole school-development and encourage collegiality and improve interpersonal relationships by letting people work together and focus on their vision.

3.5.4 Concluding remarks

The foregoing exposition highlights some important features of management development. First, it is important for the education system to carefully consider pre-service management preparation of school managers. The National Institute for Education Management Development could consider, in drawing up an education management development policy, pre-service preparation of school managers. A radical move would be to lay standards for certification or qualification in educational management, like the NPQH in Britain (cf. Fiddler, 1998).

In-service management development is an absolute necessity in South Africa, especially if the current changes and pace thereof are considered. The notion of principals' and assessment centres spread on a regional basis would benefit the management development of school managers in so far as competencies for their management tasks are concerned. The ultimate goal of management development initiatives should really be self-development where people would aim for self-actualisation in their management competencies.

A school-based approach is valuable for its location within its target group, i.e. school management teams in schools. The systematic approach to management development is a good example of a school-based approach to management development. The fact that it would be needs driven, implies a focus on specific management development needs, which a central locus of responsibility approach cannot successfully achieve. Its value is further embodied in its ability to encompass and focus on the school's vision, mission and values.

It has been emphasised that management development takes place both formally and incidentally. This implies that management development would be conducted using formal methods and some incidental techniques from which management development incumbents would learn and develop.

Within the various management development approaches, a variety of management development techniques exist.

3.6 MANAGEMENT DEVELOPMENT TECHNIQUES

Management development can take various forms, some planned systematically and some unplanned and informal learning experiences on the job. It is noted also that some management development experiences take place within the school while some take place outside the school.

3.6.1 Participative management

Participative management involves educators participating in the management of the school and in decisions that affect them and their jobs (Erasmus & Van der Westhuizen, 1996:202). Mosoge (1996:17) defines participatory management as management whereby organisational members, regardless of their formal positions, are empowered to take final decision and accept responsibility and accountability concerning the regulative and operational tasks carried out in an organisation.

In participative management, many types of planning are in progress all the time, e.g., strategic, operational, budgetary and long- and short-term for every department (cf. Erasmus & Van der Westhuizen, 1996:203, 205). Participative management therefore creates a scope for the development of managers' planning skills in the mentioned planning types.

Participative management takes various forms. Gerber *et al.* (1987:289) distinguish between formal methods and informal methods. The former category requires the creation of organisational structures and formal procedures like committees, collective bargaining, union-management co-operation and suggestion plans, while, the latter could relate to an employee's participation in decision making in his capacity as an individual.

Participative management by definition and its forms provides many management development opportunities for school managers. Among others, they are able to develop skills in communication, interpersonal relationships, team building and management, negotiation and bargaining, chairing or conducting meetings, delegating

and consultation. Perhaps the most important scope for developing is in decision making and selecting the best and most viable decision at every stage of decision making.

3.6.2 Total Quality Management

Total Quality Management (TQM) is defined as a systematic management of the customer-supplier relationships in an organisation, so that sustainable, steep-slope improvement in quality performance is ensured (Murgatroyd & Morgan, 1993:59). Ross (1993:325) asserts that TQM's ultimate goal is customer satisfaction through continuous improvement of the service rendered.

Flood (1993:47) posits that TQM means that everybody should be involved in quality and that TQM builds on the idea that an organisation is an interactive network of communication and control. He emphasises that TQM must look at an organisation as a whole. Murgatroyd (1993:269) asserts that the key message of TQM is that higher standards of achievement can only come about from a concerted, integrated and dynamic effort from visionary leaders in the school and their staff.

Using the TQM approach at school level offers school managers a wide range of development outcomes. Among others, school managers experience development in such skills as managing interpersonal relationships, collaborative decision making, motivation, needs analysis, evaluation, communication, quality assurance and continuous improvement, planning, organising, delegation, controlling, guiding, goal-setting and formulation, team development and management and building relationships, conflict resolution, time management, stress management, managing meetings, public speaking and written communication.

3.6.3 Meetings

The value of meetings is situated in activities involved in the preparation and the actual implementation thereof. In preparing for meetings, planning, agenda preparation, consultation and research take place. This benefits school managers in that they develop and sharpen their skills in such undertakings (cf. Basson, 1993:51).

The execution of parents meetings involve such skills as listening, leading discussions, communicating ideas, empathy, conducting discussions with people from diverse cultural and educational backgrounds and assessing differing viewpoints. Parents' meetings therefore benefit school management development of skills aforementioned.

Staff meetings develop school managers in skills listed above including, interacting with people on the same or even higher educational levels. Staff meetings develop skills for debate, negotiation, managing resistance, involving others in discussions, identifying staff strengths, controlling the agenda, and participatory decision making.

School management team meetings afford school managers to learn from each other and to coach one another. The principal is able to develop skills of the deputy principal and heads of departments in so far as, *inter alia*, managing meetings through rotational chairing thereof, coaching and simulating management scenes like, conflict resolution. Meetings can also be used as seminars or workshops on specific educational issues relating to management work of school management teams. They can also be seen as team building skills development (Kemp and Nathan, 1989:176).

3.6.4 Delegation

Kemp and Nathan (1989:165) define management as achieving objectives through others. This implies delegation as a skill a manager must have. By delegating tasks, a school manager refines his skills in delegation itself. Delegation of tasks is beneficial to both the person who delegates and the one who is delegated, e.g. principal delegating to other school management team members.

Delegation develops managers' skills for assigning responsibility and assisting in the achievement of objectives, communication, interpersonal relationships, involvement of others in school activities, creativity, planning of tasks, time management, guiding, controlling and organising. Delegation also enhances participatory and democratic management and builds teamwork.

Murdock and Scutt (1997:38) emphasise that among others, delegation is an excellent way to develop skills and confidence in staff. This obviously works both ways in that the delegating person's skills and confidence also develop especially when recognition of the success thereof is seen. Murdock and Scutt (1997:38) also point out that managers in successful organisations delegate tasks and responsibilities. This is obviously supportive of a democratic and participatory management style.

3.4.5 Further study and selective reading

This is essentially self-development. The school manager on his own volition engages in further education management studies at an institution of higher learning. Universities usually offer diploma courses and postgraduate degree in educational management.

In South Africa, tertiary institutions offer postgraduate degrees like the B.Ed, M.Ed and D.Ed degree courses with specialisation in educational management. Some universities and technikons offer a Further Diploma in Educational Management (FDE) (Department of Education, 1996c:Appendix 1).

Education management courses at tertiary institutions focus on the school level with topics that include, school and personnel management, leadership, administration, finance, education law, planning and organising and human resource development (Department of Education, 1996c:Appendix 1).

Related to further study is selective reading. It can be argued that, it is very difficult to find time to do much reading other than that absolutely required in the performance of their jobs. As a result selective reading comes into play where in most instances proper organisation of the daily routine will provide some time for reading that will advance the general knowledge of the individual.

Selective reading is seen as a form of supportive service for management development. Dadey and Harber (1991:43) contend that facilities should be provided to enable principals to take the initiative in their own self-improvement. They need to have access to journals or simply produced newsletters or activity sheets with ideas for better management and practical exercises for implementing them.

3.6.6 Seminars, conferences and workshops

These are effective training delivery mechanisms. In seminars and conferences, predetermined themes are scrutinised from different perspectives (Eksteen, 1993:35). Management skills development takes place from sharing experiences of a diverse nature on the same theme. On the other hand, a manager who leads or chairs the seminar or conference develops such skills as chairing meetings, leading discussions, eliciting information, synthesising and ordering thoughts and ideas and drawing conclusions, inferences and analogies. The benefits of seminars and conferences also derive from plenary sessions where brainstorming occurs in small groups.

Workshops centre around problems and experiences in the daily functioning of management teams (Eksteen, 1993:39). Taking part in workshops enhances the management development of skills such as facilitation, communication, debating leading discussion and co-operative learning. Workshops make use of a mix of lectures, plenary and group discussions, group exercises, open forums and panel discussions (Dadey & Harber, 1991:41).

3.6.7 Courses

Courses on education management themes are usually organised by provincial and district levels of education departments in the form of workshops, pilot meetings and information sessions. This is sometimes done in conjunction with non-governmental organisations. Examples of such courses are the ones currently run by the GDE on OBE, developmental appraisal, education labour law, school development planning and quality assurance.

3.6.8 Official visits by departmental officials

Official visits by departmental officials like subject facilitators and District Education Co-ordinators (inspectors) can be valuable in the development of school management teams (Basson, 1993:52). These visits afford the school management team an opportunity to interface with officials on specific management issues, e.g. interpretation of policy, problem solving and application of regulations, so that a hands-on management development support is given.

3.6.9 A system of mentoring

A mentoring system is an interactive relationship between two colleagues who work together in order to enhance both their personal and professional goals (Playko, 1992:29). Mentoring actually involves a relationship of support between an experienced person, i.e. mentor, and an inexperienced person, i.e. protégé (Erasmus, 1993:107). Furnam (1997:339) points out that the mentor provides emotional support and confidence during the protégé's early learning experience in his career by suggesting useful strategies for achieving work objectives, by protecting him from repercussions of errors and by helping him to avoid situations that may be risky for their careers. Playko (1992:29) points out that this relationship does not have to lead to protégé-mentor dependency. As indicated elsewhere (3.5.3.2), a mentoring system could involve a new manager spending time "shadowing" an experienced manager.

Mentoring has advantages for the protégé. Some of these according to Smith (1995:51) are:

- creation of carefully planned and organised development programmes aimed specifically at the needs of the individual;
- the possibility of accelerated learning experiences;
- recognition of individual effort and worth, providing satisfaction and/or

motivation; and

- priority introduction to existing organisational networks and power centres including readily available assistance on job-related problems, organisational socialisation by modelling the mentor's attitudes and values and allowing a holistic though individualised approach to learning.

Mentoring has advantages for the mentor as well. Smith (1995:51) asserts that mentoring fosters growth of the mentor, teamwork and shared values, improves communication, gives recognition by peers for successful mentors, increases motivation of those involved in the mentoring scheme, develops leadership skills and fosters a stable organisational culture. Daresh and Playko (1992:21) observed from a study that mentoring could be a powerful approach to in-service education for practising managers in that, as they have contact with talented newcomers, they themselves easily learned as much as they taught.

One can concur with the assertion that mentoring could be useful in South Africa. This is in the light of, *inter alia*, the education transformation that sees all schools open to all races. Principals of previously African schools could develop a great deal by 'shadowing' principals of the former white schools. On the other hand, principals of previously white schools could gain a lot from the principals of previously African schools with regard to, *inter alia*, managing large classrooms and schools and understanding some meanings attached to cultural backgrounds especially since the previously white schools are experiencing a large in-take of African learners.

3.6.10 Strategic planning

Strategic planning implies a process of long-term planning in order to achieve the desired vision and mission for the school and involves setting goals, planning action steps to achieve the goals and ensuring that the process is evaluated in an ongoing way (Erasmus & Van der Westhuizen, 1996:204; Davidoff & Lazarus, 1997:101; Murdock & Scutt, 1997:101).

Strategic planning is informed by the core business of an organisation and is conceptual, i.e. it designates what the organisation will do better in order to be the customer's choice. In this regard, Bardwick (1996:136) postulates that for strategic planning to succeed, it must anticipate, create and guide change so as to create commitment in the organisation's members.

Strategic planning is therefore in the light of its thrust, an effective management development technique. Apart from improving long-term planning skills, it develops

skills of introducing and managing change, predicting and forecasting, strategizing around the school's vision and mission, team building and management, continuous evaluation, monitoring and improvement and translating long-term plans into short-term and operational plans.

3.6.11 Individual conversations

School managers interact with a variety of people daily. Individual conversations can involve conversations with learners, educators, management team members, departmental officials, colleagues from others school, union leaders, parents and community members. These conversations can take the form of person-to-person and telephonic discussions. Such discussions can purport to elicit views, consult, share ideas, seek clarity on various issues, argue out issues, negotiate and persuade people (cf. De Wet, 1991:14, 37-46).

Individual conversations proffer school managers with management development in skills such as interpersonal, listening and communication, persuasion, negotiation, eliciting information and ideas and interpreting both verbal and non-verbal nuances.

3.6.12 Concluding remarks

Management development techniques espoused in this section highlight the various incidental ways in which school managers get opportunities for management development. It is obvious that each technique offers management development in more than one management skill.

It must however, be added that the impact of these techniques in the management development of school managers is a function of their management styles and how amenable they are to learning. Formal methods are therefore needed to inculcate norms of open and democratic styles of management so as to induce amenability to learning even from subordinates on the job.

Most management development methods target specific categories of management skills. The next section exposes management development methods aimed at various categories of management.

3.7 MANAGEMENT DEVELOPMENT METHODS

3.7.1 Introductory remarks

Management development purports to improve the overall effectiveness of managers

in their present positions and to prepare them for greater responsibility when they are promoted (3.2.3). The success of management development is a function of management development programmes that recognise that managers differ in ability, experience and personality so that management development programmes have to be manager-centred, i.e. tailored to fit the unique developmental requirements of managers (Stoner & Wankel, 1986:339). To design management development programmes would therefore necessitate a need analysis to identify the particular needs and problems of managers.

The previous section highlighted the most common management development needs of managers as broadly being, interpersonal skills, personal and individual development and the development of the school as an organisation. Various management development methods can be designed to address these management development needs. These can be on-the-job and off-the-job. The various management development methods will be outlined as they are classified by the developmental needs to which they are directed.

3.7.2 Management development methods directed at decision-making

The essence of any management work is correct decision-making. Methods that are directed at developing decision-making skills include the utilisation of simulation of the management environment. These methods include the in-basket, business games and case studies (cf. Gerber *et al.*, 1987:515).

3.7.2.1 *The in-basket method*

The in-basket method simulates a realistic situation where a trainee is required to handle a manager's mail and phone calls and react accordingly (Rue & Byars, 1986:534). According to Nel (1995b:513) trainees are given background information on a simulated organisation and its product and key personnel. They are then provided with an in-basket of assorted memoranda, requests and data pertaining to the organisation. The trainee should then make sense of this mass of paperwork and prepare memos, make notes and delegate within a limited time period.

Other abilities that can be developed through the in-basket method could be

- the ability to recall details, establish priorities, interrelate items and determine need for more information;
- improvement of writing notes, scheduling meetings with involved personnel and explaining reasons for actions taken; and

- willingness to make a decision and take action.

3.7.2.2 *Management games*

Management games generally provide a setting of an organisation and its environment and require a team of players to make operating decisions (Rue & Byars, 1986:534). In a typical game procedure, teams of players are asked to make a series of operating or top management decisions. Players on a team have to make decisions on a matter, after which the interactions of these decisions are computed in accordance with a model. Players on the team then reconcile their individual decisions with those of other team members prior to make final decisions. Each team's decision is compared with those of other teams and the result of each team is then compared a winner or best team is determined (cf. Nel, 1995b:516).

Rue and Byars (1989:345) postulate that management games simulate reality and lead to appreciation of the complex and interlocking nature of organisational systems thus providing practice in sticking one's neck out and making a decision. There is immediate feedback, which demonstrates the relative accuracy of the decisions.

3.7.2.3 *Case studies*

The case study method of management development utilises actual case examples from various organisations for diagnostic purposes. Trainees are the required to study cases to determine the problems, analyse them for their significance, propose solutions, choose the best solutions and implement them (cf. Nel 1995b:514). In ensuing group discussions about the case studies, trainees usually see that other people differ from them about what is important as well as what decisions are made. In that way they are taught tolerance, other diverse viewpoints as well as the difficulty of arriving at absolutely correct answers in complex problems (Rue & Byars, 1989:344).

Rue and Byars (1986:534) espouse that the advantage of the case study method is that it brings a note of realism to the training but also caution about the often simpler-than-real-situations nature of case study methods and the lack of emotional involvement on the part of participants with the result that attitude and behavioural changes are less likely to occur.

Nilsson (1987:251) contends that case study methods by way of simulations include building strategic management skills in a competitive and complex organisational environment developing teamwork and enhancing interpersonal skills and helping managers understand the critical management challenges in other functions and how

to interrelate more effectively with these functions.

Dadey and Harber (1991:41) postulate that case studies present accurate accounts of what school managers actually do rather than what they are said to be doing thus moving away from the case of theoretical materials to material that is based on actual experience, observation and interrogation. Case studies also tend to capture the real characteristics of school management by unfolding their day to day activities by providing sufficient background information to make analysis and discussion meaningful and worthwhile while giving an opportunity to test out the applicability of concepts and skills, thus helping trainees to recognise their real skills and to think more clearly about how to address their difficulties.

3.7.3 Management development methods directed at interpersonal skills

Developing interpersonal competence is an essential part of developing quality management skills. Methods directed at developing interpersonal skills include, role playing, behaviour modelling, sensitivity training and the transactional analysis (Gerber *et al.*, 1987:515; Stoner & Wankel, 1986:339).

3.7.2.1 Role playing

Role playing aims at creating a realistic situations and then have the trainees assume parts or roles of specific persons in their situations (Nel, 1995b:515; Werther & Davis, 1985:242). The created situations normally involve the interaction of several people where roles are assigned to various trainees. Each participant improvises his assigned roles with guidelines set by the trainer. Other participants observe the role players. On completion of the process, the participants and observers review what took place and discuss its implications (Rue & Byars, 1989:344; Arnold & Feldman, 1986:446).

In a school, role playing could involve choosing a real school situation, e.g. an HOD meeting, handling a disciplinary case or discussing school problems with student council representatives. Participants could then be given roles for enactment (Dadey & Harber, 1991:42). Dadey and Harber (1991:42) propound also that role reversal, e.g. a principal playing the role of deputy principal is also useful.

Role-playing can have some drawbacks. An exercise can take an hour or more to complete, only to be deemed a waste of time by the participants if the instructor does not prepare a wrap-up explanation of what was to be learnt. Some participants may also feel that role-playing is childish while others having had a bad experience with the method, may be reluctant to participate at all (Werther & Davis, 1985:243).

Goldstein (1993:284) observes that relatively few research efforts on role-playing are available and one reason is that role playing itself does not seem to be used frequently.

3.7.3.2 *Behaviour modelling*

Modelling or imitation which is a central part of all behavioural learning is an informal on-the-job way to learn. Stoner and Wankel (1986:339) propound that modelling involves imitating the behaviour of an outstanding manager. Watching a poor manager on the other hand would teach one a few things to avoid doing. This method is more effective when the "model" takes an active part in his or her subordinates' development (Stoner & Wankel, 1986:339).

Nel (1995b:521) postulates that behaviour modelling is also called interactive management. It requires demonstrating the desired activities through various models and ensuring that the recipients experience consequences or at least no adverse consequences. It involves identifying interaction problems faced by managers, such as resistance to change and tardiness on the part of subordinates. Therefore, this implies being able to achieve self-efficacy, whereby the individual concerned develops a competence to interact effectively in situations he previously found problematic.

Scarpello and Ledvinka (1988:461) contend that the key to behavioural modelling is learning through observation or imagination. Nel (1995b:521) suggests that modelling could be effective if coupled with a film, model or demonstration of the skills necessary to solve the problem presented. Then role-playing in attempt to solve the problem is undertaken. This is followed by reinforcement where the correct behaviour is reinforced during practice sessions. Finally, transfer of knowledge takes place, i.e. planning is undertaken to enable each trainee to transfer the acquired skills to their specific job situations.

Goldstein (1993:269) postulates that in behaviour modelling desired responses are immediately and continuously reinforced and once that happens, intermittent programmes of reinforcement are instituted and evaluation procedures are employed to determine the degree of change.

3.7.3.3 *Sensitivity training*

The general goal of sensitivity training is the development of awareness and sensitivity to behavioural patterns of oneself and others. According to Klatt *et al.* (1985:358) and Werther and Davis (1985:245) goals frequently announced in

sensitivity training include increased openness with others, greater concern for others, increased tolerance for individual differences, less ethnic prejudice, understanding of group processes, enhanced listening skills and increased trust and support (cf. Greenberg, 1996:314).

Sensitivity training is founded on the belief that human relations, understanding and skills can be developed through re-education and the aim of training is to make participants feel, think and thus behave differently about the human relations situations they are likely to face (Gerber *et al.*, 1987:522).

In sensitivity training, participants are placed in small unstructured groups (cf. Werther & Davis, 1985:245; Greenberg, 1996:314). No goal is provided and the trainer does not provide content structure as in other methods. Participants must then search for and develop behaviour to facilitate group operations. They receive systematic feedback and analysis of the interaction process which have occurred. When participants find that previous behaviour patterns are not effective in resolving problems, they “search” for different, presumably more effective patterns. The success of sensitivity training is dependent on the qualification of trainers and the willingness of trainees to participate in the programme.

3.7.3.4 Transactional analysis

Transactional analysis (TA) is considered a powerful tool or technique to help people better understand themselves and others (Luthans, 1989:605; Nel, 1995b:523). According to Gerber *et al.* (1987:523) TA places emphasis on understanding three ego states possessed by all, analysing interpersonal transactions in terms of these states. These ego states are the parent, child and adult. The parent tends to be judgmental, condescending and punishing. The child state is of two types *viz.* a free spirited one of creativity and spontaneity and an adaptive and inhibited one that is either rebellious or submissive while the adult state deals with the here and now reality, listens with an open mind, states opinions tentatively and is engaged in probability estimating and rational decision-making.

In this method trainees are taught to analyse their interactions with others in terms of the ego-state being expressed.

3.7.4 Management development methods directed at the job knowledge

Managers must acquire knowledge concerning the actual job to which they are assigned. Some of the methods directed at the job knowledge are on-the-job experience, coaching and counselling and the understudy methods.

3.7.4.1 *On the job experience*

This method is related to learning by experience (cf. Stoner & Wankel, 1986:340). Employees are promoted into management posts and allowed to learn on their own from their daily experiences with the primary advantage being that a manager whilst trying to perform a certain job may see the need for development and look for a way to get it (Rue & Byars, 1986:533). On-the-job problem solving and colleague interaction are some of the most important for professional growth and can be major source of both motivation and information.

This method can however be wasteful, time-consuming and inefficient. According to Rue and Byars (1986:533) people who have to learn on their own can create serious problems by making mistakes and it can also be frustrating to try to manage without the needed background and knowledge. To avoid these problems, experiences can be combined with other management development methods like coaching and counselling.

3.7.4.2 *Coaching and counselling*

Doyle (1997:438) contend that coaching and counselling are the most tangible, practical and most useful forms of management development. In this method the coach or supervisor sets a good example of what a manager is or does and also answers questions and explains why things are done the way they are. Stoner and Wankel (1986:339) point out that to be meaningful, on-the-job coaching must be tempered by considerable restraint where subordinates are developed by being allowed to work out their problems in their own way.

Margerison (1991:78) points out that counselling as a method of management development requires considerable interpersonal skills and should be an on-going part of the day-to-day work. Margerison (1991:81) also postulates that counselling is done in various ways like by exemplification and by writing. Ivancevich and Glueck (1986:296) points out that coaching and counselling when coupled with planned job rotation through jobs can be very effective and can fit the manager's background and utilise the principle of learning by doing.

According to Rue and Byars (1986:532) coaching and counselling has an advantage in that the trainee gets practical experience and sees results of decisions. A disadvantage could however be that the coach may neglect that training or pass on incorrect management practices.

3.7.4.3 *Understudy methods*

According to Gerber *et al.* (1987:511) these methods entail the temporary assignment of a manager to a more senior manager in order to broaden his or her managerial viewpoints by exposing him or her to various aspects of the managerial practice. During a short period of time, the subordinate managers closely observe the activities of the senior manager and helps him or her to perform duties, while being given the opportunity to be coached. Gerber *et al.* (1987:512) opine that the motivation to learn is usually higher because learning by doing is emphasised. These methods can be combined with rotation plans where a trainee might work as an assistant for several executives during his training tenure (Gerber *et al.*, 1987:511).

However, Rue and Byars (1986:532) contend that understudy methods have a disadvantage in that the trainees learn the bad as well as the good practices of their seniors, the understudy assignment lasts a long time and can be expensive.

3.7.5 **Management development methods directed at organisational knowledge**

These methods involve an increase in the knowledge of the total organisation through exposure to information and events outside the confines of the immediate job and these programmes could include the role for formal educational institutions of various types. Methods directed at organisational and general knowledge include job rotation, multiple management, university programmes and conferences.

3.7.5.1 *Job rotation*

Job rotation involves shifting managers from position to position so that they may broaden their experience and familiarise themselves with various aspects of the organisation (Stoner & Wankel, 1986:341; Rue & Byars, 1986:533; Margerison, 1991:66). Job rotation is therefore practical. Job rotation accelerates the promotion of highly competent individuals, introduces more new ideas into the organisation and increases effectiveness.

Hodgets (1987:232) adds that job rotation instils interest in the work since then people do not do the same thing day after day. Nilsson (1987:113) contends that job rotation could also be used by top management as a way of development for managers who struggle and are not capable of achieving desired results. Job rotation is advantageous because it provides a general background and an organisational point of view, encourages interdepartmental co-operation since managers have seen multiple sides of issues, periodically introduces fresh viewpoints to the various units, promotes organisational flexibility through generating flexible human resources,

objectively accomplishes comparative performance appraisal and requires all the advantages of on-the-job coaching in each situation.

3.7.5.2 *Multiple management*

This method entails establishing a “junior board of directors” which is given the authority to discuss any problem that the senior board could discuss thus encouraging a general viewpoint in the “junior board” rather than concentrate on their specialised areas so that they put their minds to work on the organisation *as a whole* (Gerber *et al.*, 1987:510). This method provides lower-level managers with first-hand experience in working on actual problems and attempting to solve them within the structure of the organisation (Gerber *et al.*, 1987:511). This method also enhances the managers’ interpersonal skills since they must deal with others in meetings of the “board”.

Gerber *et al.* (1987:511) assert that this methods also allows an organisation to know about the pattern of talents, motives and values of given employees. This method is also beneficial where no unique skills are needed but where employees need the experience and self-test of working in a different setting as part of a career development plan. Gerber *et al.* (1987:511) emphasise that to make such activities successful, it is essential that a mechanism be built in for the employee to get good feedback and counselling, so that there is an opportunity to digest and consolidate the learning that may have taken place during the “board” assignment itself.

This method also provides an opportunity for developing participatory management and collective and consultative decision making.

3.7.5.3 *University programmes*

University programmes give managers a new perspective on their organisations, helping them to change their outlook on events around them (Gerber *et al.*, 1987:517). Gerber *et al.* (1987:517) postulate that these courses are not for degree purposes and are ideal for preparing middle and top managers who have the potential to broaden their perspective for higher positions in their organisations. Such programmes are aimed at adapting their attitudes to changing circumstances and providing them with up-to-date information about the organisation.

Examples of such programmes are the Management Development Programme and the Senior Management Programme (SMP) of the University of Pretoria’s Graduate School of Management (Gerber *et al.*, 1987:117).

3.7.5.4 *Conferences*

According to Klatt *et al.* (1986:356) in conferences a speaker may lecture or there may be just a conference leader. In conferences, knowledge, ideas and opinions are freely interchanged among all participants. Gerber *et al.* (1987:516) postulate that the conference method can comprise group discussions according to an organised plan in which the trainer seeks to develop knowledge and understanding by obtaining verbal participation from all the trainees. According to these authors, conferences are beneficial because each trainee plays an active role and learning is achieved by building on the ideas contributed by various participants.

Klatt *et al.* (1985:356) contend that conferences are useful for broadening knowledge and stimulating ideas and can also be used to develop skills. However, caution must be exercised in conferences since participants may stray from the subject, attitudes can be hardened and conflict may occur.

3.7.6 **Management development methods directed at specific individual needs**

Methods directed at specific individual needs are informed by the fact that all development is really self-development, i.e. all development efforts should be geared to individual differences. Individual (self) development is a process by which individuals gain new skills thereby increasing performance on the job. Margerison (1991:61) argues that a person is ultimately responsible for her or his own management development. Committee assignments, programmed instruction and correspondence courses some of the most popular methods for individual development.

3.7.6.1 *Committee assignments*

Committee assignments involve managers on lower levels being engaged in committees or teams to study problems and recommend solutions to top management which solutions would then be studied, reviewed and considered for adoption and if rejected, reasons for that would usually be fed back to the proposing committee (Scarpello & Ledvinka, 1988:504). Committee assignments provide lower-level managers with first-hand experience in working on actual problems and attempting to solve them within the organisational structure and these assignments can be effective in developing the interpersonal skills of managers since they must deal with others in meetings of committees.

3.7.6.2 *Programmed instruction*

This method entails presenting learning material in small and carefully sequenced fragments called, “frames” (Gerber *et al.*, 1987:518). Each frame elicits a response from the learner who immediately finds out whether or not the response was correct. If the response was correct, he or she can proceed to the next frame. This method is useful for learning concepts and can also be used relation to interpersonal behaviour (Gerber *et al.*, 1987:519). Klatt *et al.* (1986:356) points out that programmed instruction permits people to study at their own convenience.

3.7.6.3 *Correspondence courses*

Correspondence courses require students to read material on their own or to actually work on equipment that is supplied (Klatt *et al.*, 1986:358). Students can mail their answers to the company or university that offers the course and in some cases, exams are proctored by local professional teachers.

The advantage of correspondence courses seems to be located in students being able to choose the area in which they need management development. This is motivational in that they themselves identify their learning needs and the mode of acquiring development.

The various management development methods espoused in the fore-going exposition have to be implemented within frameworks of particular management development approaches. The next section will look into some general management development approaches.

3.7.7 **Conclusion**

It is clear that most management development methods require a structured and planned situation. The role of a centralised management development delivery mechanism is thus essential, especially in the early stages of the transforming education management system. The management development institute would play a role of among others, developing school managers to be able to conduct management development themselves so as to apply these methods in a school-based approach.

It would also be necessary for school managers to be prepared in situational analysis so as properly determine the kinds of methods needed at every stage of development properly. This is important, especially in the light of whole-school development and inclusive management.

It is worth bearing in mind that not all methods discussed here will be easily applicable and appropriate to school management settings. Some methods are more appropriate to corporate settings while others need intensive and meticulous planning to apply in school settings. This highlights the imperative for a system that prepares school managers for their management duties before they assume duty as managers. The approach like the certification model in the USA and the NPQH in Britain immediately comes to mind. This would serve as both an induction mechanism for school managers as well as a way of introducing and pre-skilling in basic education management concepts.

3.8 CHAPTER SUMMARY

This chapter has exposed the nature and scope of management development. Management development was placed within the context of human resource development. A distinction between management training and management development indicated the interconnectedness of the two concepts. An exposition of management development and educational transformation, major aspects of management development, management development approaches, techniques and methods was also outlined.

The next chapter takes an overview of some international and national management development programmes. A look into some programmes of developing and developed countries will be explored.