

CHAPTER THREE

3 THE ROLE OF THE PRINCIPAL IN TEAM MANAGEMENT IN SCHOOLS

3.1 INTRODUCTION

The team leader is the key factor to an effective team. Each leader must strive to be conversant with the factors which influence the effectiveness of teams, so as to know the dynamics they have to contend with in order to transform their teams into efficient and successful units. The success of team management is contingent on the skill of the team leader in taking charge of the team process as well as the skill of the team members in participating in the process. Group process replaces individual effort. This chapter will therefore deal with management functions, creating organisational climate, communication, participation and team building. The emphasis will be on the role of the principal in facilitating team management

Traditionally, considerable power and authority were vested in the bureaucratic position of school principal (Chapman, 1990:227). However, recent political events and changes in the RSA education system have affected the role and tasks of the principal. He no longer has all the answers to school management-related questions; he no longer has all the relevant facts or information to make sound managerial decisions or curriculum based decisions (Pellicer & Nemeth, 1980:98).

Consequently, the principal must rely more and more on his heads of departments or senior teachers to manage the school. Nevertheless, " the influence of the principal remains fundamentally important in determining the extent, nature and pattern of teacher participation in decision-making of school" (Chapman, 1990:233). He still has to perform his management functions.

3.2 MANAGEMENT FUNCTIONS

Snyder (1978:4) argues that the manager (principal) should be a management process specialist. He must be a proficient in such managerial activities as planning, organising, motivating, controlling, evaluating and investigating. Snyder (1978:4) also sees the principal's role as that of the change agent principally responsible for introducing and implementing effective and efficient systems and changes within his school.

3.2.1 Planning

To F.W. Taylor (1856 - 1915) planning was the function of the manager, while the execution of the plan was the responsibility of the workers (Anthony, 1984:7). In other words, principals, like managers, were expected to do all the thinking relating to the planning and designing of work, leaving the workers with the task of implementation. Presently that position has changed. Within the team management system the principal plans with his heads of department and senior teachers. As a management team they plan what they are going to do, how and when.

Within the planning function of the team, the role of the principal should include giving specific objectives to individual members to achieve within specific time frames (Hastings *et al.*, 1986:84). These authors further state that the objectives should be split into smaller units. They opine that these would serve as key milestones in the team's progress. Therefore, setting clear and attainable objectives for the team, identifying targets and establishing ways of measuring their progress towards achieving those targets are all part of the duties of the principal (Bell, 1992:55).

Bell (1992:55) further maintains that planning to ensure that the group attains the success which its members would not otherwise achieve, either as individuals or without the management skills of the principal is, a critical part of the role of the principal as team leader. To promote the effectiveness of the plans of the team, the principal should ensure that the team goals are common, achievable, understood and accepted by its members (Gorton, 1980:338). Knoop (1986:13) states that the goals should be challenging and realistic to stimulate the need for achievement. Knoop further argues that difficult goals may dissuade and disillusion team members while easy goals might weaken the determination to achieve goals. A moderate degree of difficulty and risk is therefore suggested.

The number and size of the different teams should be planned together with the heads of departments, since they will be playing the leadership role in some of these teams. Once the teams are in place, the principal should make certain that the plans of the different teams complement one another in promoting group goals. Members of the management team should be given an equal opportunity to be equal participants in the planning process (McGreal, 1980:419). By involving teachers in the planning process, the principal will be improving the quality of plans while providing the teachers with an excellent opportunity for professional growth and development (Wynn, 1973:25).

After the planning function the principal should switch to the organising role.

3.2.2 Organising

The way some principals delegate tasks to management teams or committees is instrumental to the demise of those teams. They delegate responsibility while withholding authority in the mistaken belief that they are ensuring the implementation of that responsibility (Knoop, 1985:5). For teams to be effective, principals should ensure that the delegation of authority and responsibility should go hand-in-hand. It is unreasonable for the principal to give team members responsibility without providing them with the commensurate amount of authority. Such action dooms the team to failure.

Some principals are reluctant to delegate some parts of their responsibilities or authority because they prefer to do the job themselves or they fear that their authority or status will be undermined (Marx & Van Aswegen, 1984:91-98). These authors further state that other principals do not possess the ability to delegate effectively because they do not understand the advantages or the correct ways of delegating. It would be advisable for the principal to register for a course in educational management or undergo training in management. The knowledge or skills thus gained will enable him to promote staff development by delegating tasks appropriately.

Effective delegation can be promoted by principals through training of team leaders and team members in the advantages and methods of delegation; the creation of a conducive climate in the school ; delegation to matured teachers and delegation of reasonable amount of tasks as well as communicating clearly the responsibilities and authority of team members (Knoop, 1985:6). Knoop asserts that delegation can contribute to the failure of teams if too many tasks are given to a team to handle without sufficient time allocation or setting unrealistic performance expectations. The principal should delegate tasks in a realistic manner, taking into consideration time, experience and ability.

The delegation process is taxing in the early stages and riddled with impediments which can discourage a faint heart. The principal should display patience and not expect instant results. In the early stage of delegation, he will be actively inspanned since he will be occupied with coaching his team in addition to his normal workload.

The organising function is concerned with the allocation of duties, responsibilities and authority (Marx & Van Aswegen, 1984:63). In distributing duties to the individual teachers or teams, the principal should make certain that tasks are distributed according to the interests, abilities and qualifications of members so that they can be motivated and not

inhibited by these duties and also to ensure that no teacher has either too much or too little to do (Cronje *et al.*, 1987:95; Theron & Bothma, 1990:119). The total workload should be divided into manageable activities that can be performed comfortably by each member of the team or the whole team (Cronje *et al.*, 1987:95), including those tasks which would be delegated.

The principal should be very careful in his selection of tasks and areas of responsibility to be delegated. Allocating meaningless duties to team members will not promote their development and offer opportunities for utilisation of skills thus gaining experience. Tasks should be carefully chosen to ensure that they will contribute to the experience and development of members of staff (Thomas, 1989:31). Heads of departments should be involved in the division of work as they are best qualified or placed to know certain specific abilities in their subjects' teams. This involvement will empower departmental heads and make them co-responsible for the effective monitoring of the delegated tasks.

It is the duty of the principal to explain clearly the extent of autonomous decision-making given to a team member and the specification of the delegated role (John, 1980:72). When the principal delegates duties, he permits teachers to take decisions related to those duties. Consequently, he must not attempt to retain control of their duties by personal intervention. He should delegate both responsibility and authority.

If the principal wishes to maintain leadership in the school, there are some responsibilities which he should not delegate, e.g. final decision on staff selection, teacher evaluation and the utilisation of scarce resources. These responsibilities should be executed by the principal with input from team members (Pellicer & Nemeth, 1980:100). To this list can be added tasks well beyond the skills and experiences of subordinates and matters involving the exercise of discipline over subordinate colleagues at their own level (Adair, 1973:531).

The question of regular staff meetings can never be over emphasised. Thus the principal must convene regular formal meetings of his management team and encourage the departmental heads to also do the same with their own teams. The principal's management team will then serve the purpose of co-ordinating the activities of the other teams. All management team meetings should have written agendas compiled by the leader and team members (Pellicer & Nemeth, 1980:100).

The success of team meetings depends on the tactics and procedures used. Huber (1980:181-184) suggests the following:

- At the beginning of each meeting, review the progress made to date and establish the task of the individual meeting.
- At the beginning of each meeting, or as early as possible, get a report from each member with a pre-assigned task.
- At the end of each meeting, summarise what was accomplished, where this puts the group on its schedule, and what the group task will be at the next meeting.
- At the end of each meeting, make public and clear which members have which assignments to complete by the next meeting.

The role of the principal during team meetings should be to facilitate understanding, listening and participation. He should clarify questions and ideas as well as summarise the main points that have been contributed (Gorton, 1993:78). The principal should discourage other team members from interrupting a speaker (Young & Sturn, 1980:64), which will help develop members' listening skills. Introverts should be encouraged to participate as much as the extroverts.

Chairing meetings will really test the leadership role of the principal. Gorton (1976:87) opines that if the principal dominates and controls deliberations during the meetings, it is unlikely that the atmosphere will be conducive to a free exchange of ideas and thoughts from the other team members. Most meetings will be chaired by the principal, but it will be a good idea to rotate the chairing of proceedings amongst team members (Margerison & McCann, 1990:73). These writers maintain that this provides junior team members with confidence and raises the standard of the meetings.

3.2.3 Leadership

3.2.3.1 Performance

Leadership is a critical factor in team management in that whoever exercises team leadership, must possess skills in group dynamics and have a vision which will serve as a tunnel through which the team will progress towards its goals and objectives. The climate which prevails within the school or team, is to a great extent the creation of the leader.

The principal's behaviour and performance significantly influences the behaviour and work of his team. Team members observe their principal's work habits, his behaviour and style while assessing his effectiveness (DET, 1986:12). If the team leader is not an achiever or time conscious, or is inconsiderate to the well-being of the team, and does not involve the

team members in his decision-making, then the performance of the team will suffer and the team will not achieve its goals.

The main role of the principal as the leader of the management team is to motivate the team to performing at a higher level (Margerison & McCann, 1990:10). According to these authors, the principal needs to spend the greater part of his time managing the team and above all he must have a firm understanding of the theory of team management.

3.2.3.2 Vision

For his leadership the principal should rely more on expert power which includes knowledge and skills in decision-making and communication (Gorton, 1980:290). Gorton opines that expertise appears to be *sine qua non* for any principal who hopes to be successful in getting co-operation from subordinates. Expert power will help the principal get the respect of his teachers and enable him to create a vision for the school of where it is to go.

The principal as a leader responsible for the creation of the team management system must have a clear vision of the direction the team should take. In this regard he should play a symbolic leadership role. In other words, he should communicate his sense of vision by words and examples (Sergiovanni, 1984:8). This will promote opportunities for the staff to express this vision and to obtain a sense of purpose to enable them to share in the ownership of the school.

Bennis (quoted by Sergiovanni, 1984) regards vision as a key ingredient in excellent organisations and defines it as the capacity to create and communicate a view of the desired state of affairs that induces commitment among those working in the organisation. The principal, therefore, should market his vision as well as the mission of the school to the whole staff. He should assist the staff in internalising the vision and developing the mission of the school. Riches and Morgan (1989:69) contend that it is important that members of an organisation be united through some shared understanding of the organisation and its mission. This of course depends on the principal's style of leadership.

The principal's leadership style is crucial to the success of team management. Vetter (1976:22) alleges that the professional life of the principal is becoming less satisfying for autocrats and encouraging for democratically inclined principals.

3.2.3.3 Task and people consideration

The leadership style of a principal is concerned with the results (i.e. task) and relationships (i.e. people). The principal should not believe that these two concerns are in conflict with one another and that the more he is concerned with the task, the less he would be concerned with people vice versa (Everard & Morris, 1985 : 18). Any concern with the one at the expense of the other, is detrimental to team management. The principal should be concerned with both simultaneously.

It will be to the benefit of the school if the principal can place emphasis on getting the job done (task-oriented) and keeping the teachers happy and satisfied (people-oriented). If he pays too much attention to the performance of the task only, thereby ignoring or neglecting the feelings, emotions and needs of the teachers, he might experience apathy, hostility or other negative reactions which can disadvantage goal attainment (Gorton, 1980:343).

A tendency towards autocratic management style on the part of the principal will serve to intensify existing barriers between himself and the teachers, thereby breaking the bonds of mutual trust and retarding effective communication which is essential to effective participative management techniques (Viljoen, 1986:56).

There is a tendency to over-accentuate the democratic leadership style as being the best under all circumstances when compared to the other styles. However, the principal should not enslave himself to a any particular style at the expense of the others. Everard and Morris (1985 : 21-22) opine that while it is true that there are times when a particular style of leadership may be equally appropriate, it should be noted that there are other times when that style is quite inappropriate. If team management is to be successful, the situation should dictate the style to be employed. Nevertheless, the principal should realise that the democratic style is recommended in view of the democratic nature of team management and the style's propensity to sharing decision-making.

Gorton (1980:343) further stresses that if on the other hand the principal overemphasis the human relations side and fails to give serious attention to the task side aspect, the team will not achieve its task. The principal, in his interaction with the different teams, should strive for a balance between task consideration and people consideration. Blake and Mouton's Managerial Grid refers to this style as Team Management style (Robbins, 1989:308). Such a style aims to integrate high productivity and high morale through team work.

Schools as formal organisations exhibit similar characteristics as bureaucratic organisations (Hoy & Miskel, 1987:121). As examples of bureaucratic models, they are based on the scientific management philosophy. Most schools are characterised by a proliferation of regulations, formal communications, centralised decision-making, and sharp distinction between administrators and teachers and between teachers and students (Duttweiler, 1989:7). The principal should minimise reliance on his legitimate power and avoid emphasising the status differentials within the school.

Bureaucratic management has inherent problems which are inimical to team management in that it hinders the free flow of information to the right places or people, it lowers the quality of decisions because it does not utilise the technical abilities of subordinates by keeping them immature, passive, dependent and subordinate (Duttweiler, 1989:8). Bureaucracy furthermore eliminates flexibility and creativity - which is a requirement for team management. To deal with this aspect, the principal should familiarise himself with Argyris theory of Mature Person (cf. 2.4.4).

Team management will not succeed if the principal or leader regards the school or team as his own property towards which he and he alone exercises a deep sense of responsibility for everyone in it and everything which happens within it (Bell, 1992:39). According to Littlejohn (1982:26) in the team context, one person is not capable of meeting all the leadership needs of a particular team. The success of team management is dependent on the willingness of the principal to share leadership and authority with the various team leaders and teachers in the school.

Principals who adopt the bureaucratic style would not succeed in effectively introducing and implementing team management. The demand by teachers to participate in decision-making and have significant influence render the bureaucratic nature of schools and principals untenable. The nature of tasks within schools make it cumbersome for the autocratic or bureaucratic leader to be effective since he cannot have all the knowledge necessary to carry out the numerous tasks required to manage the school with its various teams. (Duttweiler, 1989:8 ; Littlejohn, 1982:26).

To achieve the task demands of the school, the principal should fully utilise the available human resources within the school. Today's schools require a system of governance like team management which utilises the professional skills and knowledge of team members or members of staff by empowering them to identify and solve school related problems and to participate fully in decision-making (Duttweiler, 1989:8).

If team management is to be crowned with success, bureaucracy should be minimised in schools (by principals), while the professional autonomy as well as leadership for and by the teachers is increased (Ambrose & Haley, 1972:84). These authors recommend that the professional autonomy of teachers and the managerial authority of principals should be harmonised. Management teams operating in bureaucratic structures are doomed to failure.

The principal's leadership style should be modelled along Theory Y assumptions and Likert's system IV. A team leader should believe that teachers are trying their best and they are willing to succeed. He should be supportive and willing to listen to different opinions as well as display humanness (Erickson, 1976:10). Humanness is an essential aspect of any effective leadership approach. If humanness is not inherent in a leader's style a subtle destructiveness grows that subverts good leader-follower relationship and mars the success of any team (Erickson, 1976:10).

3.2.4 Control

It is not possible to eliminate control of team members completely. However, the degree of control could be minimised. If the principal has confidence and trust in his team, the need for strict control and supervision is reduced because members will be eager to do excellent work. Trust will enable them to develop a strong sense of responsibility (Van Fleet, 1973:155-156).

Rules, objectives and performance standard are the best tools the principal can use to control team members. These standards should be regularly agreed upon and monitored jointly by the principal and his management team (Hastings *et al.*, 1986:84). It is also suggested that the principal as the leader of the management team should play a dynamic role in helping team members to perform. If someone is new or inexperienced in a role or when performance is continuously below standard, the principal should intervene quickly and determine the reason (Hastings *et al.*, 1986:84).

According to Hastings *et al.* (1986:85) team members should discuss and monitor progress frequently with the team leader. These writers argue that this process is important because it provides a regular sense of success and achievement as the work progresses. It is also argued that it provides quick and regular feedback for the leader to spot problems and put them right. Should the principal perform the control role efficiently, team members will seldom fail to reach a milestone because problems are anticipated early.

Margerison and McCann (1990:156) suggest that the control function can also be exercised during meetings. They maintain that interruptions, heckling and domination by the few should be firmly put under control, otherwise the meeting may go out of hand. Within the team management system, during team meetings the principal should take some of the responsibility for introducing order and discipline but should also expect team members to share this responsibility (Hastings *et al.*, 1986:89). According to Margerison and McCann (1990:156) it is by exercising control that a balance between the introverts and extroverts is maintained. Should the principal lose control and the extroverts dominate the meeting, the introverts will switch off and wonder why they ever attended such a meeting.

If the members are matured, competent and capable of performing their tasks, then the principal should loosen the reins of authority and control. Team members should not be made to feel that they are being policed or the principal is breathing on their necks. Too much control will stifle initiative. Instead the principal should create a climate which would promote self-actualisation.

3.3 CREATING ORGANISATIONAL CLIMATE

3.3.1 Orientation

Sergiovanni and Starrat (1979:56 - 57) argues that many supervisors (principals) are not in favour of a leadership role which requires them to give attention to organisational climate, preferring instead to concerning themselves with the educational tasks. These authors conclude that this attitude limits the total amount of leadership talent available in the school. They opine that an emphasis on organisational climate not only allows the principal to take a direct lead in educational matters when it is necessary, but draws out the leadership talent of others as well.

Research on effective schools has found positive school climate to be an important factor in relation to successful schools (Ambrose & Haley, 1988:86). To enable the success of team management it is therefore necessary for the principal to create a positive climate in the school. Sergiovanni and Starrat (1979:50) define organisational climate as a "composite of mediating variables that intervene between the structure of organisation and the style and other characteristics of leaders, and teacher performance and satisfaction".

Team management and a closed climate are incompatible. The principal or team leader who is not committed to creating an open climate will not make a success of the management team. An open climate is characterised by high morale, teamwork, positive discussion in the staff room and no arguing and complaining, good school spirit, absence of cliques and apathy, and the presence of positive image of the school by the staff (Fox *et al.*, 1974). Policies and procedures are used to facilitate teachers' accomplishment of their tasks, and are therefore not inflexible and impersonal (Archibald, 1975:53)

A positive climate enables the principal to play a leading role in educational matters while at the same time, drawing out the leadership talent of other team members (Sergiovanni & Starrat, 1979:56). These authors argue that neglecting organisational climate can limit the total amount of leadership talent available in the school.

3.3.2 Leadership style and climate

The leadership style of the principal will to a large extent determine the climate of the school. Litwin and Stanger, as quoted by Sergiovanni and Starrat (1979:57), found that if the principal uses a classical management or bureaucratic approach, the teachers perceive the climate as punitive and non-supportive. Within such a climate, Litwin and Stranger found that the ego needs of teachers were not met. Dissatisfaction reigned supreme.

For the principal to create a positive, conducive climate, he will have to adopt a human resource approach. According to the findings of Litwin and Stranger (in Sergiovanni & Starrat, 1979:57), this approach will help create a climate which not only promotes initiative, innovation and high performance but it will also contribute to high satisfaction.

3.3.3 Organisational climate and relationships

McGregor (1960:141) alleges that the climate of the leader-follower (i.e. principal-teacher) is not determined by the personal style of the team leader nor by the policy of procedure of the team or school, but by the subtle and frequent assumptions about people in general. For example, if the principal subscribes to Theory X assumptions, i.e. believes that teachers are lazy, they need constant supervision and punishment; or that they are only interested in receiving their salaries and are incapable of good input, he will exclude them from participation in decision-making and will not be enthusiastic about team management. Subordinates (i.e. teachers) on the other hand will have relatively limited

expectations concerning the possibility for achieving their own goals (McGregor, 1960:139). Their potential for development will not be explored.

If, on the other hand, the principal subscribes to Theory Y, i.e. sees potential for growth and development in his staff and as industrious, responsible and capable of achievement, he will create a climate of relationship based on mutual confidence, conducive to team management. Because of his confidence and trust in his staff, he will encourage participation and practise effective delegation, thus providing his team with opportunities to develop their capabilities and utilise them as resources to solve departmental problems (McGregor, 1960:140).

McGregor (1960:141) maintains that while the team leader (principal) exerts more control over the nature of the relationship than the team members, members' attitudes have a great deal to do with the relationship. A genuinely incompetent, or dishonest, or hostile team member will not contribute towards a healthy relationship. The principal's role is that of creating a climate of mutual confidence within the teams which encourage collaboration in the achievement of the organisation's objectives rather than guerrilla warfare (McGregor, 1960:157). The creation of that climate requires understanding by both team leaders and team members of Theory Y. Effective team management cannot materialise as long as the underlying assumptions are those of Theory X. Concepts like participation, delegation, decentralisation and teamwork are out of context when they are applied within this theoretical framework while conflict is possible.

3.3.4 Organisational climate and conflict

Robbins (1989:368-369) has identified three views on conflict. The traditional view regards conflict as indicating a malfunctioning within the team, thus it should be avoided; the human relations view argues that conflict has the potential to be a positive force in determining team performance, and lastly the interactionist view which states that conflict is a positive force and absolutely necessary for a team to perform effectively. The latter does not imply that all conflict is healthy and positive. It differentiates between the conflict which supports the aims of the team and enhances its performance from that which is a drawback to the progress and functioning of the team. The former is called functional conflict while the latter is regarded as dysfunctional conflict. The latter conflict has the potential of crippling team management. For a healthy organisational climate the principal should adopt the interactionist view.

Dysfunctional conflict between the team members, among members of the same team, among members of different teams is uncommon. It can occur because of a difference of opinion between these stake holders and it can range from mild disagreement to outright fighting (Littlejohn, 1982: 26). In certain instances when dysfunctional conflict occurs, reasoning generally declines, emotions run high and hostility sets in, creating an unhealthy climate for team management. To be able to handle conflict whenever it arises, the principal should acquaint himself with the techniques for conflict resolution.

According to Joubert *et al.* (1991:196) conflict between employees reduces efficiency and can be dysfunctional. These authors allege that if allowed to spread, it can produce intra-group or inter-group polarisation, or both. This leads to an unhealthy competition as organisational objectives take second place to the defence of one's position.

Taking the interactionist viewpoint, these writers further opine that conflict can act as a catalyst for change to the benefit of organisational effectiveness. To achieve this dimension of conflict, the principal must manage it wherever it occurs. According to Littlejohn (1982:20), conflict can be managed through denial, avoidance, suppression or compromise.

Team members should do their best to resolve conflict to the satisfaction of affected members. Hastings and Bixby (1986:111) assert that reconciling disagreements, reducing tension, compromising and doing whatever necessary to be done for the smooth working of the team should become a shared responsibility of every member of the management team. These authors conclude that the benefit of resolving conflict is the emergence of new ideas which can propel the team towards the accomplishment of its tasks and objectives.

Unfortunately, most principals have had little or no training in developing skills in the technique of conflict management, thus they are not prepared to deal with either confrontation or conflict (Bagby, 1972:44). They are unable to initiate compromise or co-operation. Their traditional views on conflict reflect this lack of training and have a negative impact on their team management styles.

Bagby (1972:44) explains the danger such leaders (principals) can cause. He warns that when leaders view disagreements from individuals and groups only as threats to their own power status rather than inquiries into new alternatives, they either destroy initiatives or breed contempt. When they interpret dissent only as a threat to their own control, they deny the truism that improvement through change can be made. Their misconception of

conflict cause these leaders to miss opportunities of receiving valuable inputs from their subordinates.

It is therefore the leader's perception of disagreements with team members and his reaction which have an impact on the team's effectiveness. If he reacts aggressively to different views, dissent or disagreement, he will create a closed climate and an antagonistic instead of a harmonious relationship. Such a climate destroys both cohesion and a sound working relationship.

3.3.5 Organisational climate and sound working relationships

3.3.5.1 Promoting co-operation, care and concern

The absence of co-operation impacts on every aspect of the team's activities. The principal can be effective only through sound co-operation with other team members, because on his own, his effectiveness is marginalised.

Van Fleet (1973:136) opines that the principal should not expect automatic co-operation from his staff but should earn it. He should give his staff interesting and worthwhile work to do, create opportunities for advancement, establish good human relations; in return he will be rewarded with co-operation and teamwork by the staff.

According to Van Fleet (1973:136) the principal must improve his skill of making teachers to cooperate with him by providing them with his co-operation first. Van Fleet insist that you get back exactly what you gave away, although the return is usually multiplied several times over.

Van Fleet (1973:136) states that if the principal is not co-operative with his team, he can detect that early enough. Team members will be just as uninterested in co-operating with him as he is with them. They will come to work late, do a mediocre job all day, and ran for the time clock even before the whistle blows. When a teacher makes a suggestion for changing procedures, the principal can cooperate by trying his idea, even though he might have grievous doubts about the possibility of it succeeding. At least he should indicate his willingness to cooperate by trying the teachers method (Van Fleet, 1973:139).

Team members should feel that the principal cares about them even when they make mistakes or disagree on issues. On the other hand, the principal should know that some team members understand the pressures under which he is working and will assist if they can (Fox *et al.*, 1979:6).

While it cannot be expected of the principal to solve all personal problems of his teachers just by listening to their complaints, but paying close attention to them while they talk, will help them and it will improve their attitude towards him and the school (Van Fleet, 1973:189) and thereby giving proof that he cares and is concerned about them.

Only when teachers feel that their principal cares about them and is concerned about their general welfare will they give him unqualified co-operation. Mutual co-operation between the principal and the teachers will facilitate the management of conflict. Finally, to earn the co-operation of teachers, the principal should go out of his way to help teachers with their problems as well as show concern for their personal welfare. Such behaviour from the principal will make teachers feel indebted to him. A little favour by the principal secures the co-operation of teachers.

Kanter (1982:12) alleges that the manager's personal concern for results is a sign of caring to employees. If after establishing a team management system the principal becomes indifferent to the activities of the teams and fails to demand for reports or to monitor and measure output, teachers will begin to doubt the importance of their tasks and the value attached to the time they spend to team activities. Kanter (1982:12) further state that clear accountabilities and reporting relationships are a way of indicating to employees exactly who does care and exactly what value is placed on their activities.

Each team member must feel that the principal and other team members are concerned about him as a human being. They should know that each one's happiness or sadness makes a great difference to the lives of others (Fox *et al.*, 1974:8). In other words, the principal should display concern, compassion and interest in each teacher's work and personal live (DET, 1986:20). A co-operative, caring and concerned attitude forms the basis of a sound working relationship.

While it is the responsibility of the principal to promote a climate of sound working relationship, the co-operative attitude of team members is of necessity for effective teamwork. This will facilitate the achievement of team objectives and will make the team more effective and efficient. A satisfied team will be more co-operative in achieving the aims of the team (Fox *et al.*, 1974:8). The absence of co-operation has an impact on every aspect of the team's activities as well as the morale of the team members.

3.3.5.2 Improving teacher morale

(a) Introductory remarks

Team members require high morale to be effective in their job and the principal is in the right position to develop, nurture and maintain positive morale (Magoon & Linkous, 1979:23). Since the principal's expectation of a teacher has an impact on their performance and behaviour, he should create and maintain a conducive social and emotional climate which capitalises on the potential of employees and provides the satisfaction that people want (Magoon & Linkous, 1979:23).

This climate can also be promoted by good human relations, which is a significant and necessary ingredient in promoting positive morale. According to Magoon and Linkouse (1979:23) good human relations can be promoted by satisfying the following needs:

- recognition of teachers' efforts and contribution;
- security and satisfaction with one's work;
- fair and equal treatment;
- a participation role in policy making and
- leadership which encourages emergent ability and initiative.

Magoon and Linkous (1979:23) allege that low morale can be prevented if rewards in the form of feelings of acceptance and self-worth are made comparable to or greater than the effort employed.

A caring and concerned principal should investigate the factors causing teacher dissatisfaction as well as low morale and be honest, open, trusting and creative enough to involve his teachers in finding solutions to problems.

Some educators recognise the fact that high morale on the part of the teacher and on the part of the student lead to the ideal situation for accomplishing educational objectives (Price & Gardener, 1972:56). Staff morale is enhanced if members feel that the principal value their contributions and want to use their expertise effectively. This fosters professional pride and true job satisfaction.

(b) Indicators

The team leader is the key player in developing high teacher morale. High morale points to a satisfied staff which is content with the activities and the achievements of the school. Such teachers can be expected to make a success of their respective teams. Teachers whose basic needs are satisfied tend to constantly strive for fulfilment of higher goals (Washington, & Watson, 1976:4), and their efforts and attitudes contribute to the success

of the team. According to these authors, positive teachers morale is exemplified by teachers who:

- look forward to going to work in the morning and are not in a hurry to leave in the evening;
- exhibit concern for the direction in which the school and the programs are moving;
- actively participate in school function's committees, and organisations;
- willingly perform various school tasks that are above and beyond their stated duties;
- derive satisfaction from being a member of the school system and teaching professionals;
- are supportive of the school, its goals and philosophy; and
- are actively engaged in improving school-community relations.

(c) Causes

Magoon and Linkous (1979:22) claim that the low morale of teachers is caused among others by:

- supervisors, counsellors, principals, and superintendents who are unsupporting authoritarians primarily concerned with their own domain and their survival;
- attending in-service sessions which are boring, lacking in relevance, instead of using the time on lesson preparation and curriculum planning;
- being overwhelmed with administration reports, forms and trivia which detract substantially from their instructional time and
- lack of acceptance as full-fledged partners in the learning process by administrators, parents and students.

From the above it would appear that the attitude, policies, procedures, understanding of individual teachers and the philosophy of the principals are major morale factors (Magoon & Linkous, 1979:23). These authors advise that every effort should be made (by principals) to create, encourage and inspire teachers to improve their performance and also to eliminate those factors which contribute to the low morale of teachers.

The leadership style of the principals also has an impact on the morale of teachers. It has been found that the more democratic the principal, the higher the morale (Dennis, 1973 cited by Magoon & Linkous, 1979:25) and that the autocratic form of leadership which

prevents teachers from participating in policy development is no longer effective. Magoon and Linkous (1979: 25) maintain that the process by which teachers express themselves and develop policies is just as important to teacher morale as the final policy developed.

(d) Remedies

As a remedy for the establishment of high morale, Washington and Watson (1976:5) recommend the integration of individual needs with school goals and purposes as well as effective leadership from the principals. These authors maintain that positive morale can only be developed through creative democratic leadership and by recognising the work, dignity and contribution of each and every member of the staff (or team).

Magoon and Linkous (1979:23) regard good human relations as a significant and necessary ingredient in promoting positive morale. Griffith (1959:158) opines that morale requires the establishment of real team spirit on the part of all members of the staff, administration and teachers.

3.3.6 Satisfying teacher needs

One of the most important factors affecting team management is the satisfaction of teacher needs. The principal should therefore have a profound knowledge of human needs and how they are satisfied. This knowledge will enable him to understand his team's attitude toward him and their work as well as what turns them on (Theron & Bothma, 1990:26). By motivating them, he will be able to maintain high morale and a high level of satisfaction.

As the executive officer, the principal should make team members feel that they belong, are secure and worthwhile, are treated fairly, are making contributions, are growing, are achieving, are respected, are a part of the group (Theron & Bothma, 1990:26). In other words, the principal should treat team members in a fair and appropriate manner.

The importance of knowing the teachers and communicating with them is located in the fact that the principal will understand and identify their needs. He will realise that direction and control are of limited value in motivating people whose needs are social and egoistic (McGregor, 1960:42). McGregor further states that when teachers become indolent, passive or reject responsibilities, the astute principal will understand that there are needs which demand to be satisfied instead of regarding such teachers as being impossible.

Maslow (1960) has recognised five categories of needs which have an impact on the extent to which team members become committed to a team and also help to determine the nature of that commitment.

3.3.6.1 Physiological needs

These have been identified as food, warmth, water, shelter, and sleep (Koontz *et al.*, 1986:376). The satisfaction of these needs is essential for a man's biological functioning and survival. It is the writer's opinion that most of these needs may be satisfied by the provision of basic salary and good working conditions. For example, a teacher who has not received his salary for months might not be enthusiastic or committed to team activities.

3.3.6.2 Safety needs

Teachers require protection when they feel harassed or threatened with dismissal, when they fear arbitrary actions, favouritism or discrimination (McGregor, 1960:136). Uncertainty about one's role and duties also affects teacher safety needs. To ensure the success of school teams, principals should provide for these needs through creating safe working conditions, fair rules and regulations, job security and the freedom to unionise (Lunenburg & Ornstein, 1979:90).

The principal can address safety needs by making the teachers feel free to venture, to try out and to freely admit their shortcomings and mistakes (Jenkins, 1972:35). He should also admit his own limitations. Jenkins states that the principal should create an environment which facilitate such behaviour. Motivation by fear should be avoided. Instead, just and fair, courteous and friendly treatment coupled with consistency, will provide the necessary security (de Witt, 1986:45). The feeling of security will promote initiative and innovation by team members. Insecurity will restrict and limit their efforts.

3.3.6.3 Social needs

These needs include affection, affiliation and friendship. The principal can motivate his team to satisfy their love and social needs by recognising informal groups and forming formal groups in terms of their interaction potential (Sergiovanni & Starrat, 1979:159). According to Magoon and Linkous (1979:24) the need to belong should be recognised at both the professional and social level. The principal can also satisfy the social needs of team members by appointing them to committees, providing them with opportunities to participate in the decision-making process.

3.3.6.4 Esteem needs

These needs focus on self-respect and includes recognition and respect of others. Respecting the contribution of other team members will enhance their esteem needs. Team members and leaders should see themselves as people of value, believing that they have ideas and that those ideas are listened to and make a difference (Fox *et al.*, 1974:7). The school should be a site for self-respecting teachers.

Teachers need recognition for good work, regardless of the duties they perform or the positions they hold. If a teacher feels unappreciated, he will not perform to the best of his ability (Reece & Brandt, 1990:331). However, these writers warn that the principal should take cognisance of the fact that recognition should be contingent on performance. They advise that the principal provide each teacher with as many opportunities to succeed as possible.

According to Seyforth (1991:152), to satisfy esteem needs, the principal, having noted where the different talents and interests of his team lie, should where possible utilise these by giving teachers responsibilities related to these talents, so that they can develop a sense of satisfaction and self-esteem. He should give his staff opportunities and encouragement in whatever they do for the school.

3.3.6.5 Self-actualising needs

Hersey and Blanchard (1982:37 - 40) allege that these needs are characterised by the need to display competency and the motivation to achieve. They state that competency manifests itself as a desire for job mastery and professional growth. The principal can satisfy this need by giving teachers challenging but not overwhelming tasks so that they can match their abilities and skills.

According to Hersey and Blanchard (1982:40) the principal should refrain from giving self-actualising teachers routine or closely supervised jobs because they will feel frustrated, since close supervision constraints them from improving. Hersey and Blanchard further allege that achievement-motivated teachers, get satisfaction out of winning or solving difficult problems. The principal should give only task-related feedback to such teachers.

These needs form the foundation for motivating team members to be committed to their tasks. Individual members have different needs at different times. Isolating a particular need and attending to it does not enhance the motivation of the team. Should a principal

deal only with safety needs, for example, it is not likely that trust, respect, high morale and the like would develop (McGregor, 1960:10).

The principal should provide incentives or opportunities that permit teachers to satisfy high order needs. The team leader should ensure that there are enough encouraging elements in the job so that growth and development of skills and capabilities lead to self fulfilment. These incentives, opportunities and elements should be frequently communicated to the staff or team members.

The principal must always be knowledgeable concerning the needs of his staff or team and the staff must know that the principal will always strive to satisfy their needs (DET, 1984:14) and boost their morale.

3.4 COMMUNICATION

3.4.1 Facilitating communication

An effective team utilises the communication process to iron out differences of opinion, share ideas, and generally keep one another informed (Reece & Brandt, 1990:333). These authors contend that efforts to improve the communication process represent a good investment of the principal's time and energy. The principal's role in facilitating or improving communication is to create formal channels for the upward, downward, horizontal and diagonal flow of communication to enable information reaching relevant people expeditiously (cf. 2.7.2.2.).

Reece and Brandt (1990:333) state that a principal who wants to establish a climate of open communication will schedule periodic meetings where teachers can exchange ideas or discuss problems with one another as well as their principal. According to these authors, without such meetings, the work group may become less cohesive and less committed to a common goal. At such meetings, the principal should encourage teachers to discuss openly both good and bad aspects of their work. No teacher should have to rely on office gossip or the advice of a perennially dissatisfied colleague for answers to important questions (Reece & Brandt, 1990:331).

The principal should develop a skill of communicating the right dose of information which teachers can handle at a time. A full page of detailed information might dissuade busy team members from reading it, resulting in their postponing and eventually their forgetting to read it (Dean, 1985:155). Too much oral information may also cause the listener to switch off. Communicating half the information on the other hand, may result in the

teachers inventing the other half incorrectly. Dean (1985:155) opines that somewhere there is an optimum for all information.

The principal should therefore, break up a long message into manageable units to facilitate internalisation or comprehension. He should also choose an appropriate time to deliver such a message.

3.4.2 Improving listening skills

Listening is a skill that can be learned and practised. Some principals think of listening as passive. They expect to be bored by their teachers and thus they lose energy if they are not doing the talking. Rasberry and Lemoine (1986:153 - 154) describe passive listeners as people who sit, almost in a trance and let words and actions pass in and out of their ears and minds. This type of listening causes misunderstanding.

Josefowitz (1985:72) argues that good listening is active, and involves the listener as much as the talker. He identifies three components of active listening, namely, to listen for the total meaning, respond to the feelings and note all cues.

It is not enough to for the principal hear only the content of what the subordinate is saying. His feelings and the emotions that colour what the subordinate is saying should also be heard (cf. Hoy and Miskel, 1987:378). The principal should respond to the feelings he hears. Josefowitz (1985:72) maintains that sometimes the content of the message is less important than the feelings the subordinate or teacher is trying to convey.

Wynn and Guditus (1984:82) allege that a major impediment to effective communication is the inclination to evaluate a speaker rather than to understand what he is saying. Rogers (in Wynn & Guditus, 1984:82) lists the following advantages for active listening : it reduces misunderstanding in interpersonal communication; it enhances empathy and it strengthens a person's ability to feel good about what he is doing.

During team meetings, a speaker is usually interrupted before he has exhausted expressing his viewpoint, because someone in the team is convinced that he understands the general idea behind the message. Subsequently, it always turns out that the member's initial intention has not been fully understood. Thus it is essential to listen to the whole message and not parts of it (Rensburg & Breedekamp, 1991:36). Interruptions are usually caused by team members who have a high dominance style of communication, i.e. who are assertive and want to control those who are reserved who have a low assertive style (Reece & Brandt, 1990:125). The principal should manage

meetings in such a manner that all speakers will feel protected against himself and other hecklers.

Poor listening skills are detrimental to effective communication. Principals and other team leaders should therefore develop active listening skills so that they can obtain the necessary information required to guide and manage their team. Active listening can help the principal to gain the respect and confidence of his team members. Hinds and Pankake (1987:282) claim that most teachers are more likely to talk with someone whom they believe will listen to what they have to say. Such rapport facilitates the success of team management.

Through active listening the team leader can gather some understanding of the ideas, opinions and feelings of the team before he could persuade them to accept his viewpoint (Dekker *et al.*, 1986:23.) These authors allege that when team members are interrupted they fail to express all their ideas. Interruptions can also cause anger and frustration which would impede meaningful communication

Van Fleet (1973:184) contends that when the principal gains this understanding he will discover not only what disturbs the teachers but also what turns them on, their true interests or how they can be motivated to perform better.

The principal should be an active listener and be humble enough to understand that he has much to learn from what his teachers have to say. He should talk less and listen more. Perhaps he can help them solve their own problems by passing the occasional question. He should allow the teachers to exhaust their say before commenting (Holland, 1968:60). What all this implies is that in the majority of occasions listening is more productive than talking.

Because principals are isolated from teachers most of the time, they should develop a competency for listening to the staff whenever the opportunity presents itself. Tomkins (1966:76) alleges that this competency could be developed by:

- listening patiently before commenting or interrupting;
- postponing tendencies to disapprove, admonish or argue;
- paying attention to both the spoken words and the underlying sentiments that appear;
- helping a person to say what he has difficulty in saying unless assisted.

By paraphrasing the speaker, the principal can check whether he has understood him.

Recognising barriers to effective communication can assist the principal in developing a plan for improving listening skills. He should use greater patience and effort to become a more effective listener (Hinds & Pankake, 1987:282).

These authors conclude that principals seeking to improve listening skills should be conscious of the environment (non-verbal behaviour, internal and external noises); attitude (emotional reactions of self and speaker, inability to take the other person's view); response (listening without asking questions or indicating disapproval) and interpretation (obtaining clarification, listening between the lines, and keeping an open mind).

3.4.3 Removing other obstacles

Ongoing attempts should be made to improve communication by removing obstacles in communication and strengthening those forces which contribute to relaying accurate information.

(a) Suitable time for transferring messages

An appropriate point of time should be selected for delivering important messages, which is not at the end of a meeting or seminar. Towards the end of a tedious meeting, people's concentration wanes, they start thinking of other duties or assignments they are expected to perform thereafter. Consequently, they will relay and receive incorrect messages. Thus it is imperative to deliver a message at the most suitable and appropriate time (Van Niekerk, 1988:215).

(b) Creating of an atmosphere conducive to communication

The principal or team leader should not adopt a superior attitude or attempt to evaluate or manipulate the listener or team member. Such behaviour will put the subordinate on the defensive to the detriment of effective communication. Instead, he should create a conducive atmosphere characterised by empathy, trust, warmth, sincerity and openness (Van Niekerk, 1988:216).

(c) Determine the audience

The principal should determine the audience before communicating so that the correct message can be delivered for that specific audience. This ensures that uninterested people do not receive the message (Van Niekerk, 1988:215).

3.4.4 Feedback

According to Rasberry and Lemoine (1986:168) feedback in communication is the reception and consequent response to what a person sees, hears or feels. During feedback the roles of sender and receiver are reversed. For example, when a teacher responds to the principal's message, he becomes the communicator while the principal becomes the receiver (Badenhorst *et al.*, 1987:47).

The principal or team leader should ensure that sufficient feedback is obtained to ascertain whether the information has been interpreted correctly. However, limiting team members to "yes" or "no" answers is less effective than allowing them to elaborate further (Struss & Sayless, 1972:217). These authors further state that better feedback is possible if subordinates are allowed to comment or ask questions. This gives the principal an opportunity to explain his intent or to consider unexpected problems.

According to Hoy and Miskel (1987:379) feedback has a positive impact on both individual motivation and performance. The principal must therefore give positive feedback when the task has been done to standard. This will motivate the subordinate and ensure continuous good performance as the subordinate will know precisely what is good. The principal should indicate improvements in performance, no matter how small (Reece & Brandt, 1990:336). These authors advise that the principal should reinforce the behaviour he would like repeated.

The principal must criticise the poor performance of teachers who do not measure up to agreed upon standards of performance (Reece & Brandt, 1990:337). Failure to do likewise would damage team morale because the other team members will wonder why the principal is not adopting corrective measures. Through negative feedback the principal will be able to show subordinates why performance is not up to standard and so prevent its recurrence.

In giving negative feedback the principal should focus on the team member's behaviour and not on him as an individual (Reece & Brandt, 1990:337). These authors further state that the principal should correct team members in a manner that does not cause anger or resentment. In other words, the principal should avoid demoralising a team member or impairing his or her self-confidence. In addition he should avoid correcting or criticising team members in public.

When giving team members feedback on performance, the principal must state exactly what it is that the team member did or did not do that contributed to his or her good or poor performance. In other words, he must be specific and honest but not general.

3.4.5 Promoting openness and honesty

To improve communication there should be transparency and sincerity. Members should be able to express their interests, problems and difficulties as well as difference of opinion openly without fearing reprisal or embarrassment from the principal. In this way problems can be exposed and dysfunctional behaviour identified and changed without conflict or negative feelings developing (DET, 1986:20)

In an atmosphere of transparency and honesty, members have no axe to grind or nothing to gain by deliberately miscalculating ; grievances are received and discussed in an open manner, faulty communication does not result in retaliation, for other team members are not inclined to presume malice on the offender's part (Bogne, 1972:506). Bogne claims that the aura of openness makes possible candid expressions of feelings and ideas.

Sprague (1973:31) opines that a high premium should be placed on transparency and honesty among members of the team. These members must recognise that they are unique personalities with different strengths and weaknesses. Sprague further states that differences of opinion and dissatisfaction, which are bound to happen, must be discussed openly, with an honest commitment to resolving them as rationally as possible. The principal should insist that individuals having differences must resolve them as soon as possible. Secrecy can destroy the effectiveness of the team.

Most teachers are concerned about what the principal thinks about them with regard to the way they perform their work, especially when he stands there and watches them work without saying a word (Van fleet, 1973:193). The principal should be open and honest about what he thinks of the teachers with regard to their work performance. By being secretive he will cause unnecessary anxiety.

Van Fleet (1973:19) argues that the principal should encourage the teachers to express their interests, problems and difficulties as well as their differences openly without fear of reprisal or embarrassment. His response should also be convincingly honest. He should also inform them the why and the wherefore of whatever they are expected to do, as well as the what. The teachers' efficiency, moral confidence and enthusiasm will depend on how he displays openness and honesty.

3.4.6 Providing support and trust

Wynn and Guditus (1984:201) view mutual trust as a prerequisite to open communication and a delicate property in human relationship which requires time to build though it can be obliterated within a wink of an eye. It is influenced more by action than by words. Mutual support is interpreted as help which produces freedom to be oneself and contribute freely to the team not a dependency producing "help" or sentimentality.

According to Fox *et al.* (1974:7) trust is reflected in one's confidence that others can be counted on to behave in an honest manner, in other words, they will honour their promises. Implied in this confidence is that others will not let you down.

The way which the team communicates is very important. It is of utmost importance that there should be a high degree of trust within the team and between the teams and the principal. Hostility, fear and distrust mar the flow and acceptance of relevant information and distort communication (Littlejohn, 1982:24). Distrust and lack of confidence result in team members and the principal sharing minimum information with others and to be suspicious of the information transmitted by others. As a remedy, Littlejohn recommends reciprocal confidence and trust on the part of members and the principal.

When members of a team trust one another they confide in and rely on one another to give and receive all the support and assistance each member needs. They become characterised by loyalty (DET, 1986:20)

Grindle (1982:31) maintains that building trust and opening communication channels are essential to the effectiveness of the decision-making process. Communication, according to this writer, requires a certain amount of dependence on others. Grindle (1982:31) alleges that without trust there can be a breakdown in communication which might subsequently adversely affect the attitudes of management and the workers as a result of the interruption of the information flow.

In order to generate trust, Lehman (1989:7) recommends that principals be predictable, creating an organisational vision, publishing clear expectations and making decisions consistent with the parameters of the vision. Lehman further claims that team members will respond positively because they will be able to anticipate the reaction of the leader or the kind of decisions which will be made in various situations. Decisions by teachers within these parameters will certainly be supported.

Effective communication can improve an existing trusting climate. However, if breakdown in communication occurs frequently, the trusting relationship may be jeopardised. Team

members might suspect that the breakdown was deliberate. The team members should know the motives and desires of principals. This will enable them to have faith and trust in their principal.

While it is important that there should be a trusting relationship between principals and teachers. Anthony (1984:28) warns that this trust should not be misconstrued as blind loyalty. Blind loyalty produces "yea-sayers" who are afraid to tell the school when it is gravitating towards disaster. Anthony further opines that trust implies responsibility and should produce an atmosphere of mutual respect conducive to creating frank discussion.

It would be to the good of the team if members are trained by the principal to identify those obstacles that restrain the development of trust and confidence and to eliminate these quickly (Lynch, 1978:9). Lynch argues that no matter what organisational structure is in place, it would not work, as long as feelings of mutual trust and confidence do not dominate the relationships of the members of the team.

When people who have to communicate with each other do not trust each other or cannot be frank with one another, the information will not flow smoothly and team management will be the victim (Van Niekerk, 1988:207). In a climate where team members cannot express their views without fear or have doubts that their views will be considered, team management will not thrive. Only if there is trust and team members can count on the support and advice of their colleagues and seniors if they encounter problems, can communication be regarded as satisfactory.

Trust is regarded as the key concept by Theron and Bothma (1990:13) which unlocks the door to healthy human relations. They opine that to get access to the hearts and minds of his team, he must strive to win their trust. He must be visible and accessible to his team and treat them in a balanced way by preventing favouritism and the forming of cliques.

The principal should display the qualities of truthfulness and trustworthiness which will engender credibility with teachers (Theron & Bothma, 1990:39). The teachers must believe that the principal will always act according to their best interests and those of the school. Any act contrary to these best interests will destroy that bond of trust. Theron and Bothma (1990:13) further allege that lost trust can seldom be recovered. Consequently, principals simply cannot afford to lose the trust of their teachers.

Trust does not just come about. It is necessary for the principal to make an effort to teach the importance of trust and confidence. This concept should dominate the actions and interactions of the management team operations (Lynch, 1978:9).

With regard to trust and confidence, Van Fleet (1973:155) states that when teachers are shown that they are trusted to do the job by giving them the authority to make their own decisions, they'll respond by giving everything they have. Van Fleet further argues that when you develop a man's sense of responsibility you will increase his confidence in his own abilities to perform the task allocated to him. This feeling of trust will engender a sense of pride in himself and respect for his senior.

Team management like participative management takes time and needs patience. There will be occasions when the system seems to be faltering. At such times, the principal's role will be to support the team or staff to an even greater degree (Huddleston, 1991:83). He should not lose hope even when there are mixed feelings about the success of team management. He should persist in supporting and encouraging the team.

According to Theron and Bothma (1990:130), for the principal to win the trust of his teachers, he should display traits such as integrity, impeccability, frankness, honesty, friendliness, consistency, reliability, courteousness, understanding, sound judgement, empathy, tolerance, helpfulness and loyalty.

Finally the team must have trust in the principal as the leader and he in them. This trust must be so sincere that occasional slips will be overlooked. The principal should be conversant with and address the dynamics of trust discussed above.

3.5 PARTICIPATION OF THE TEAM IN DECISION-MAKING

Solutions and decisions unilaterally made and imposed from above have little chance of success. If a principal imposes a solution on the staff, he remains the owner of that solution and the staff has no part in it and therefore feels not committed to its implementation. If on the other hand he involves the staff in problem-solving of key issues, then the staff becomes part-owners of the solution and as such will 'go that extra mile to ensure that the solution is effectively implemented (Margerison & McCann, 1990:83-4). Participation in decision-making in schools contribute to the creation of a highly conducive climate, which in turn makes a positive impact on a school's effectiveness (Ambrose & Haley, 1988:86).

In an effective team, members are actually involved in matters that affect them and their jobs. They are consulted and they all participate in problem solving, policy setting and decision-making. This makes team members feel important and it enhances their energy and motivation (DET, 1986:21). However, it is essential that teachers should perceive their involvement as genuine. Principals or team leaders tend to make the mistake of

believing that by merely participating teachers derive satisfaction; yet it is only when that participation has a significant impact on the decision outcome that they perceive their roles as being meaningful (Grindle, 1982:31; Wood, 1984:56). Encouraging involvement while withholding influence will be seen as manipulation by teachers. Principals should promote genuine participation.

Another factor which affects participation, is the understanding of the team members of the reason why they are being involved, the purpose authority and scope of their participation (Gorton, 1980:248). Lack of agreement on these issues could result in endless arguments, conflict and possibly hostilities within the teams and finally rendering the team ineffective. Bell (1992:48)) alleges that people are usually more willing to commit themselves to using their time and energy on a staff team if they understand clearly why they are doing it.

Participating in team endeavours does not guarantee success. Success is possible only if the team has the facilities required to gather relevant data to make sound, informed decisions and to implement those decisions (Bell, 1992:47). This writer maintains that the absence of this factor can mean that the team cannot work effectively or that it would not operate at all.

Hidden agendas can affect participation negatively. Some team members may have undisclosed aims which they intend to pursue within the working of the team (Bell, 1992:47). The effect of these covert aims can be expensive. Bell recommends that the team leader must identify such factors and expose them as part of teamwork.

Other factors identified by Bell (1992:47) are lack of skill, dislikes and jealousies. He opines that lack of skill may be overcome with training, while dislikes, need to be expressed within the team in a sympathetic and controlled manner. Bell further states that jealousies can be dealt with by building self-esteem instead of diminishing the worth of another team member.

The team members' attitude towards participation in management teams is crucial. Fox *et al.* (1974:87) maintains that if the staff desire that their participation should be successful they should:

- accept responsibility for sharing decisions.
- help design a decision-making model and understand its function.
- support the decisions they help to make.

- realise that not all other staff members may wish to participate in all decisions.
- be open to input and actively solicit it from other individuals and groups.

According to Bush (1986:62) team management can be effective only if participation is fully utilised by the staff. However, it can fail if most staff members decide not to participate. Bush argues that just as local democracy is undermined because less than half the electorate turn out to vote, so democracy in education is compromised if most staff choose not to participate.

Participation is often a means of generating commitment. Teachers are willing to work harder for objectives they set by themselves. Commitment is therefore another factor which deserves attention.

Participation in those decisions that have direct impact on the teaching-learning process, has been quoted by teachers as a dimension of their professional environment in which they desire the greatest participation yet experience the greatest deprivation (Mohrman, Cooke & Morhman, 1978; Johnston & Germinario, 1985: 48). The principal therefore, in his role as team leader, must promote the effective participation of team members in decision-making.

Team management is characterised by participative decision-making. The principal must treat this participation not as a favour to teachers but as their democratic right. Teachers should perceive their involvement as having influence on the decision made. Perceptions of participative decision-making being a meaningless exercise or a manipulative tool (Conley *et al.*, 1988:261) should be addressed instantly, otherwise mistrust and frustration will persist.

Genuine participation can be enhanced by the principal by allowing teachers, for example, to work out the rules and regulations of the school and to submit them for approval (Van Fleet, 1973:140). Van Fleet opines that teachers might formulate stricter rules for themselves and they will be more inclined to abide by them than if they were made by the principal alone.

The principal is the key to broadening the participation of teachers in decision-making. For successful participative decision-making to materialise, it is the principal who must first invite the teacher in. In doing so, Kunz and Hoy (1976:50) point out that a principal's authority can be expanded beyond its formal limits.

Before the principal can ask teachers to participate and contribute ideas he must first get in the right frame of mind so that he will accept their suggestions when they are given. He should not allow his position as principal of the school to stand in his way (Van Fleet, 1973:147). He has to acknowledge that he has no monopoly of ideas.

Van Fleet (1973:148) opines that the principal must be sincere about his desire for teacher participation and his faith in their inputs. In return teachers will appreciate his trust in them and his confidence in their knowledge and abilities. However, if he imposes his solutions on them, he will remain the owner of that solution and the teachers will claim no part in it and therefore not committed to its implementation (Margerson & McCann, 1990 83-84).

Participation is about contributing idea so as to improve the quality of decisions. Van Fleet (1973:150-151) contends that the principal should not make it difficult for teachers to contribute their ideas. He must not entangle them up in rules, regulations, procedures and red tape. He is to facilitate their contribution. He should refrain from asking teachers to put their ideas on paper all the time, because teachers view paperwork as overburdening.

Before thinking about the structure of the teams, the principal must address the strategy of involving teachers. The shape of the team will only crystallise if the principal knows which teachers are capable of contributing to a particular problem; which have a stake in the outcome and which have a role to play in implementation.

Participative decision-making does not imply that teachers are to be involved in all school decisions. There are issues which teachers cannot be involved in (zone of acceptance) and those which they should participate in (zone of concern). The principal should avoid making assumptions about which issues fall within either zone. It is advisable that the principal should ask teachers of their opinion (Kanter, 1982, 13).

Depending on their response, those teachers who have interest in or are concerned about an issue should be involved (Owen, 1978:289). This should include teachers who possess the expertise or qualification to make useful contribution to the identification or solution of the problem (Gorton, 1980:243). On the question of when should others be involved Huber (1980:149) offers the following guidelines:

- If increased availability or processing of information would increase the quality of the decision, then the principal should involve those who could be helpful in providing or processing this information.

- If acceptance or understanding of the decision might be an issue, then the principal should involve those whose acceptance and understanding is crucial.
- If developmentally useful information or skills would result from involvement in the decision-making process, then the principal should involve those whose development is important and who would profit from the resulting information and skill-building activity.

For decision-making to be effective, participants must have knowledge and information on the issue to be decided. Consequently, those teachers who are knowledgeable and more informed about the issue at hand, have an advantage over the others. These inequalities will frustrate the less-well-informed team members, and might result in their dropping out or failing to appear at meetings (Kanter, 1982:15). The principal's role therefore, is to level the decision-making field by ensuring that all participants have sufficient information on the topic.

It is the principal's task to close the knowledge gap by enabling everyone to have access to relevant information. By playing the role of information-provider he will be preventing a situation where the less knowledgeable are forced by ignorance to endorse de facto the decisions they supposedly helped make (Kanter, 1982:15). Thus, it is very important to ensure that those who are being involved have not only the interest, but also the knowledge to contribute to the making of the decision.

The principal as the leader of the team should accept the responsibility for providing the information, for verifying that it has been assimilated and understood and for seeing to it that appropriate actions are taken (Bell, 1992:50). He should also accept the responsibility of preventing the teams from turning into oligarchies, in which a few dominant teachers take over the decision-making process and forcing the others to fall into line (Kanter, 1982:17).

The principal should not make teachers believe that they are being involved when in actual fact he has already made a decision. He should be flexible and open-minded to the ideas of the other members of the team (Gorton, 1980:240). Gorton further argues that it can be frustrating and disillusioning experience for teachers to be involved by a principal who has already made his mind and whose trying to project a ' democratic ' image.

If the principal encourages teacher participation, the contribution of the teacher must be reflected in the decisions finally made. The principal must not obligingly implement

superficial structures for shared decision-making, with little intention of implementing decisions conflicting with his own preferences (Blase & Kirby, 1992:44). Soliciting involvement while withholding influence will be perceived as manipulation.

The principal should not interpret team management as implying that he should always use participation to make every decision. There are times when he should resort to authoritative unilateral decision-making or delegation to a single team member. According to Kanter (1982: 6-7), he should utilise teams for the following reasons:

- To gain new sources of expertise and experience.
- To get collaboration that multiplies a person's effort by providing assistance, back-up, or stimulation of better performance.
- To allow all of those who feel they know something about the subject to get involved.
- To build consensus on a controversial issue.
- To allow representatives of those affected by an issue to influence decisions and build commitment to them.
- To tackle a problem that no one owns by virtue of organisational assignment.
- To balance or confront vested interests in the face of the need to change.
- To address conflicting approaches or issues.
- To avoid precipitous action and explore a variety of effects.
- To create an opportunity and enough time to study a problem in depth.
- To develop and educate people through their participation: creating new skills, new information, and new contacts.

The principal should also be aware of those instances when he should refrain from team participation. Kanter (1982:7) provides the following instances:

- When one person clearly has greater expertise on the subject than all the others.
- When those affected by the decision acknowledge and accept that expertise.
- When the subject is part of someone's regular job assignment, and it was not his or her idea to form the team.
- When no one really cares all that much about the issue.
- When there is no time for discussion.

- When no important development will result or others' knowledge would neither contribute to nor be served by their involvement.
- When people work more happily and productively alone.

The principal must take a cue from Kanter's (1982:7) assertion that " there are times when autonomy and individual responsibility are more important than participation and team responsibility. " Kanter further alleges that invention and innovation " may derive from a single-minded determination of autocratic geniuses who need to be left alone to do things their way, and who must not be bound by " democracy " or peers' comments that limit and constrain them. "

3.6 THE PRINCIPAL'S TEAM BUILDING ROLE

According to Reece and Brandt (1990:331), in building a team, the leader must pay serious attention to the dimension of consideration (concern for people) and the dimension of structure (concern for production). These dimensions have been discussed in previous subsections (cf. 2.7.1.5.). However, the next step is to consider how the principal can improve on these two dimensions.

3.6.1 Improving consideration skills

In order to build the team, the consideration dimension can be improved through the following practices (Reece & Brandt, 1990:331-333):

3.6.1.1 Recognise accomplishments

People struggle for recognition. If a team member feels appreciated or ignored, he will not perform to his maximum best. In order to satisfy ego needs of team members, the principal should give praise in good time where it is due.

3.6.1.2 Provide for early and frequent success

The principal should provide each team member with as many opportunities to succeed as possible. The delegation and organisation of work within the team ought to be structured with this in mind (Bell, 1992:56). Bell further state that principals should maximise opportunities to develop team members and to assist them in gaining valuable and necessary experience to equip them for promotion whether this is within the school or elsewhere. Initial success will enhance team member's morale, which is necessary for future growth and development.

3.6.1.3 Individualise supervision

To build a team the principal or head of department should give attention to the ego needs of the individual members of the team by making each member feel important and personally significant. The principal should take time to know each member individually: his family, birth date and how he spends his leisure time.

3.6.1.4 Establish a climate of open communication

The principal should organise regular meetings wherein team members can exchange ideas, views or discuss with one another and the team leader. Such meetings help the team maintain itself. Failure to schedule such meetings may render the team less cohesive and less committed to a common goal.

Meetings should have a two-dimensional agenda focusing on facts and feelings, this will help resolve conflicts and reduce tension. Members should freely express their feelings on any issue including aspects of their work without hidden agendas. Reece and Brandt opine that this will enable the teachers to feel that their contributions to the team effort are recognised.

3.6.2 Improving structure skills

According to Reece and Brandt (1990:334-337) the dimension of structure can be developed through the following practices:

3.6.2.1 Clearly define goals

The principal should create an environment in which appropriate goals are set and understood by the team so that they know what goals need to be accomplished. In addition set goals should be reviewed and discussed during team meetings. This will enable the team to keep sight of its goals and conscious of its progress towards achieving its goals. There should be a periodic review of progress and identification of factors which may interfere with the achievement of goals.

3.6.2.2 Encourage individual goal setting

In order to promote a commitment to goal accomplishment, the team leaders should motivate individual team members to set their own goals. Hopefully, the personal goals of the individual team members will mesh with the overall goals of the team and school. The principal should also utilise the management by objectives (MBO) approach to facilitate individual goal setting.

According to Odiorne (1965:55-56) the system of management by objectives is a process whereby the superior and subordinate managers of an organisation jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members.

In other words, the purpose of MBO is to produce mutual agreement in respect to the areas of responsibility which has been openly discussed and accepted by the team member and the principal. Standards of performance are then jointly established for each responsibility area. Realisation of these objectives within mutually approved time periods is jointly accepted as evidence of satisfactory performance. The means and measures to be used to evaluate the extent to which satisfaction has or has not been realised are also jointly discussed and agreed upon beforehand.

3.6.2.3 *Provide relevant feedback often*

Reece and Brandt (1990:336) contend that feedback should be relevant to the job done by the teacher and should be given at the earliest opportunity. The principal should use feedback to confirm behaviour by encouraging its repetition and to help bring behaviour in line with intention; he should also use it in a descriptive rather than evaluative style; as well as in a specific rather than general way (Cawood & Gibbon, 1981:78).

3.6.2.4 *Criticise poor performance*

It is essential for the principal to take prompt action if performance does not conform or measure up to agreed standards of performance. Early identification of poor performance and correction thereof will bring the teacher on track. The principal should not hesitate to criticise such performance.

3.7 SUMMARY

From the foregoing discussion it is evident that the principal has an important role to play in team management albeit different from the one he played as an authoritarian figure protected by centrally determined rules and regulations. It is also evident that the principal will have to undergo a paradigm shift from an autocratic leadership style to a participative democratic leadership style which accommodates the influence of the views and contributions of the teachers and heads of departments and is suitable for team management.

This chapter looked at the role and task of the principal in facilitating team management. The following functions of the principal were discussed: planning, organising, leadership and control. This was followed by the principal's role in creating a conducive climate for the teams. Attention was also given to the principal's leadership style, as well as satisfying the needs of the team members, improving morale and promoting co-operation, care and concern.

With regard to communication the principal's task was highlighted as involving facilitating communication, improving listening skills, promoting openness and honesty, providing support and trust as well as giving feedback. The chapter also discussed the principal's role in promoting effective participation of team members in decision-making. It was indicated that the role of the principal in team building consisted of improving consideration skills and structure skills.

The next chapter will concentrate on the research design.