

CHAPTER 7

DEVELOPMENT OF A MANAGEMENT STRATEGY FOR PRINCIPALS FOR CAREER DEVELOPMENT OF FEMALE TEACHERS IN PRIMARY SCHOOLS

7.1 INTRODUCTION

This chapter consists mainly of two sections. In the first section management strategies are discussed. To be able to develop a management strategy it is important to first distinguish between and clarify the concepts *strategic planning* and *strategy*. The second section is focused on the development of management strategies for principals to extend their involvement in the career development of female educators (research aim 5) based on literature study (Chapters 2-4), research design (Chapter 5) and data analysis (Chapter 6). Attention is also paid to the different development phases of a strategy. Formulation of a management strategy for the career development of female educators will enable principals to optimize their involvement in the career development of female educators.

7.2 MANAGEMENT STRATEGIES

Effective management of organisations is based on strategic planning; therefore a strategic plan is an effective tool for enhancing the level of effective management at school.

Although some authors do not distinguish between strategic planning and strategies other authors clearly distinguish between the two terms (Davies & Davies, 2004:30; DuBrin, 2009: 619; Vos, 2010:218). In this study the emphasis will be on the latter approach.

7.2.1 Strategic planning/management

Strategic planning is a formal process developed to create a strategy (Dictionary.com, 2011e; Mintzberg, 1994:240). Elements of strategic planning are for example the formulation of a vision and mission for the organization, i.e. school. In strategic planning, situational analysis is used to determine the current situation of the organisation. Strategic planning is a systematic process to identify the current status of an organization regarding its mission, vision, values, needs (strengths, weaknesses, opportunities and threats), goals, strategies, action steps and monitoring procedures (Foundation for Community Associated Research, 2001:4). Strategic plans become operational whenever management strategies comprising goals, action steps and mechanisms for evaluation are introduced (Van der Westhuizen *et*

al., 2011:71-79). Therefore, the formulation of a vision and mission for the school informed by a situational analysis (regarding the stance of career development of female educators at the school) informs strategic planning. Strategic planning becomes operational whenever the goals, action steps and mechanisms for control and report, i.e. evaluation and monitoring the progress regarding the involvement of principals in the career development of female educators in primary schools, are set in motion.

Planning is a critical component of good management because an organization (i.e. school) has to remain relevant in its environment. Strategic planning refers to future intentions, i.e. what the organisation intends to be and how to get there (McKay, 2001:1-3). Strategic planning starts with the end goal in mind (mission and vision), whilst specific strategies are applied to address challenges, identified during situation analysis (Van der Vyver, 2011:228). Key issues in terms of this study will for example refer to the “why” question, for instance: why is it important for a principal to become more involved in the career development of female educators at school, i.e. “why” is embedding career development of female staff at school.

Long-range planning usually refers to what targets an organisation want to reach within three to five years and, based on their vision and mission, plans and programmes are developed to reach target dates; therefore long-term planning predicts future conditions for and within an organisation (McKay 2001:2; Van der Westhuizen *et al.*, 2011:71-79). Short-term/operational planning on the other hand focuses on generating annual detailed plans whilst both operational planning and long-term planning are more focused on specific objectives than is strategic planning (McKay, 2001:2). McKay (2001:3) explains that strategic planning focuses more on how an organization will achieve its vision whilst long-term planning rather is focused on determining the vision itself. Conventional planning takes current circumstances into account when planning is done, whilst strategic planning has a more outside-in approach, focusing from the goal towards action steps as it builds on an anticipated future, seeking organisational vision.

A strategic plan describes the route/path to achieve the mission (emphasizing) and vision (what the organization wished to become) (Young, 2003:1-28; DuBrin, 2009:619). The building blocks for strategic planning is the vision and mission; gap analysis; strategic issues; strategic programmes and strategic thinking. Strategic thinking is a focus on intent; thinking

in time; hypothesis driven and intelligently opportunistic. By thinking strategically the ability will be enhanced to avoid pitfalls and to set a vision taking reality regarding the abilities of staff etcetera into account.

The strategic planning process can, as pointed out by Van der Westhuizen *et al.* (2011:71-79), be broken down into two main actions, namely planning analysis (vision, mission and SWOT analysis) and the operational phase of planning that includes goal setting, action steps and the evaluation of outcomes. The strategic planning process is outlined in the following diagram. The strategic planning process is divided into planning analysis and the operationalization of the planning analysis process.

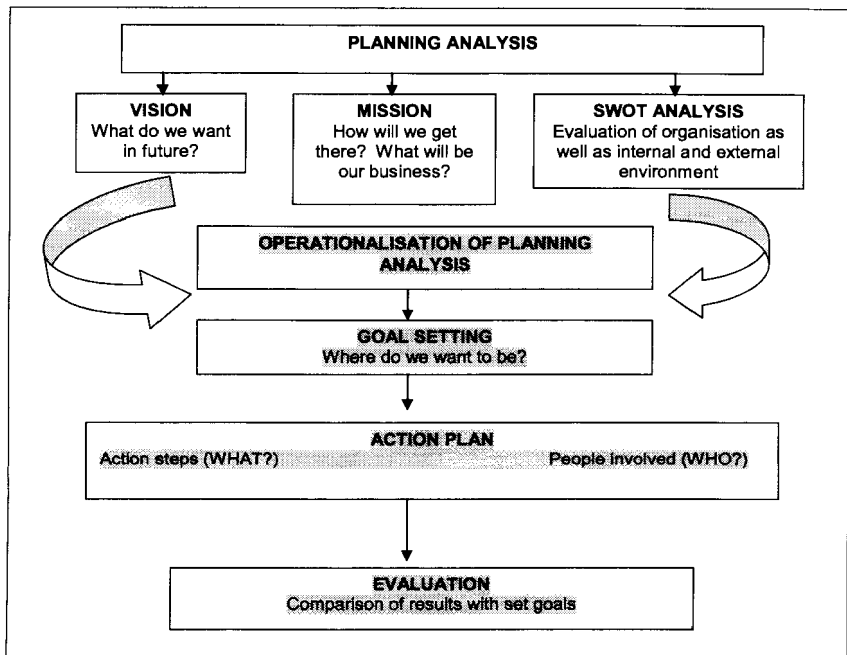


Figure 7.1: Strategic planning process (Adapted from Els, 2008:235 and Van der Westhuizen *et al.*, 2011:71-79)

Strategic planning will benefit the school because it creates a framework to achieve its desired future and allows dialogue to provide a better understanding of the vision of the school whilst ownership of the strategic plan is enhanced as well as the level of aligning the school with its environment, both external and internal. The strategic planning process basically consists of planning analysis and the operationalization of the planning analysis.

During **planning analysis**, the following are addressed namely

- to determine the vision and mission statements of an organisation.
- to conduct an environmental scan, both external and internal, based on the SWOT analysis.

To **operationalize planning analysis** includes a few key elements.

- A gap analysis which refers to the current status of an organization and where they ought to be is done leading to
- the development of specific strategies to close the gap. Flowing from the gap analysis some strategic issues may arise, i.e. issues to be addressed to reach/achieve the set mission and vision whilst the
- strategic issues are addressed by means of strategies. For example, strategic goals (SMART = specific, measurable, agreed upon, realistic and time bound goals) are reached by means of action steps, indicating specific actions to reach set goals.
- Periodic evaluations and reviews which will enhance and inform strategic planning.

During the process of strategic planning lines of communication are opened and all stakeholders are afforded the opportunity to report on their views whilst partnerships can be formed and staff members can be empowered by voicing their views. For the strategic planning process to be successful commitment at the top is of the utmost importance and to be part of every step, especially in the implementation phase, voluntarily participation and commitment become evident. While allowing some flexibility, strategic goals can be aligned with individual career development needs, fostering ownership and enhancing personal effort regarding career development.

Target setting and action steps refer to initiative and concrete actions to deliver targets on predetermined dates. A strategy will therefore include "who will do what when" (Davidoff &

Lazarus, 2003:84-87). Governance and accountability refers to "who does what" and is aimed at delivering strategies on career development. For each strategy, one person is in charge to take responsibility for achieving a set strategy whilst all co-workers have to account to the person in charge of a strategy (Jones, 2009:1-10; Barrows, 2009: 1-10).

Bateman and Snell (2004:109-115) highlight the following key elements that guide sensible evaluation: why, what, who and when. Evaluation is necessary to determine whether set goals and outcomes are reached and, if not, to what extent progress can be identified. Furthermore, all stakeholders must be involved in the evaluation of processes to reach set goals whilst evaluation must take place during the process to reach the set goal as well as the final result.

The identification of problems and needs form part of strategic analysis (Van der Vyver, 2011:232). During strategic analysis, strategic data are gathered, analysed and integrated to workable data (Erdem, 2007:184). A strategic approach to a problem is a process (i.e. ongoing) to firstly identify key issues and drivers followed by the development of a strategy to address the specific problem. The formulation of a problem statement can be done based on the vision, mission and situation analysis of the school (Thompson & Strickland, 2001:3). For this research, needs and problems regarding the extent to which principals are involved in the career development of female educators are outlined in Chapter 6. Specific problem areas were identified to be taken into consideration in the formulation of a management strategy (cf. Tables 6.34-6.42).

For strategic planning to be successful, all partners must understand that through strategic planning a framework and context will develop because strategic planning is a "journey" and not a "quick fix". Furthermore, for strategic planning to be successful, commitment from the principal is essential whilst female educators are empowered to make decisions within the framework of the career development strategic planning process. Whenever strategic planning is used as a tool of control rather than an integrated instrument the school will not reach future goals. All participants in strategic planning should rather serve as facilitators, i.e. as catalysts, to reach the final goal whilst creativity to use incremental steps to build strategies will enhance flexibility.

In any strategic development plan there must be time lines because strategic planning is future orientated whilst every strategic plan is based on an analysis and/or predictions on internal or external data. Strategic planning establishes a context for accomplishing goals providing a framework for the future as well as direction. It is a qualitative idea-driven process integrating experiences. It is also an ongoing learning process enhancing the dynamic process of self-evaluation. Schools are supposed to have operational strategic management plans; therefore the formulation of management strategies regarding the career development of female educators can be implemented within an integrated strategic framework for planning. Strategic management is an ongoing process where critical thinking is needed to provide an organized method for developing plans to put the vision and mission of a school into practice. By involving all stakeholders in the process of strategic planning and by means of continuous reflection, the necessary adjustments and adaptations to the plan can be made whilst progress can be monitored and evaluated to reach set goals within certain time frames.

Strategic planning is based on situation analysis where resources, both financial capital and HC, are allocated to reach future expectations, i.e. a clear indication of where an organisation wants to be in future compared to where it is currently, indicating a link between strategic planning and strategic development. The strategic planning analysis becomes operational by means of goal setting whilst HRD and HRM precipitate in action steps and targeted individuals. Continuous evaluations will inform the necessary changes and adaptations to strategic plans.

To summarise: Strategic planning refers to the analysing of a current situation; to determine a desired future situation; it refers to long-term planning and to enhance the understanding of problems and problem-solving skills whilst the effective execution of strategic planning is closely linked to strategy development, i.e. strategic planning refers to a process for defining strategies. Next, the concept strategy will be clarified.

7.2.2 Strategy

Dictionary.com (2011f) refers to strategy as the art of combining resources for war with the planning of military operations, whilst the Pharos Dictionaries (2011) refers to it as careful planning or a plan of attack. A strategy is a "game plan" (Van Niekerk & Van Niekerk, 2006:87); is future orientated but will also look into the past; it is an abstract concept in the

minds of people. A strategy can either be viewed as a pattern developed over time or as an organizational plan to move an organization in the direction of set goals (Graetz, 2002:456; Davies, 2003:295; Harrison, 2003:18). The Houghton Mifflin Company (2003:1-28) describes a strategy as a comprehensive plan to accomplish an organisation's set goals and is only effective when it promotes alignment between an organisation and its environment to reach set goals. A human resource strategy is an essential element of strategic planning and the planning process (Briggs & Keogh, 1999:1-9). The majority of educator staff members in primary schools are female educators; hence female educators form a major part of human resources in primary schools. The career development of female educators forms an integral part of HRM and HRD. Middlewood (1998) in Naidu *et al.* (2008:59) holds that strategies affect schools in the sense that it is associated with long-term changes.

Strategy refers to a means towards a goal covering all aspects of organisations (Thompson & Martin, 2010:11). Strategies cannot exist in isolation; it forms part of the strategic plan (Els, 2008:236). Strategic plans consist of a strategic analysis and the operationalisation of planning and/or strategic implementation (Fidler, 2002:14). A strategy only refers to the operationalisation of planning analysis (*ibid.*). Van der Vyver (2011:229) concurs with Fidler and says that a strategy is about the operationalisation of planning, it is part of an existing strategic plan consisting of goals, action steps and people responsible for executing the action steps.

Strategies inform action steps and express the strategic intent of an organisation to develop core competencies, representing coherent integrative patterns of decision making to determine long-term objectives. To develop a strategy, Van der Westhuizen *et al.* (2011:71-79) advocates that it is necessary to analyse the needs of the school (situation analysis); to determine goals as expected outcomes of strategies; to develop action steps within clear time frames; to ensure structures and resources for the processes; to involve all stakeholders in the formulation of the strategy and to determine suitable measuring tools. Strategies to enhance the career development of female educators will enhance the core competencies for the majority of staff members and will eventually lead to a work environment which is not only totally non-sexist but in which female educators will be empowered to reach their full potential (development of HC).

To summarise: A strategy is an innovative and creative process to create new values, whilst it focuses from the future desired position on today (current situation), i.e. a means to operationalize strategic planning, linking current information, vision and mission and future implementation and decision making and simultaneously, create new values.

7.2.3 Synthesis

The total strategic management process consists of the formulation of problem statements, goals and action steps. To set a strategic plan into operation, people are needed to control and also to facilitate strategies. Developing a strategy refers to a cognitive complex action involving different role players and stakeholders. Strategic planning consists of a strategic analysis and the operationalisation of planning and/or strategic implementation, whilst a strategy entails the operationalisation of planning, i.e. the application of specific action steps executed by targeted individuals.

7.3 DEVELOPMENTAL PHASES OF A STRATEGY

A number of phases can be identified during the development of a strategy. Different authors identified different numbers of phases during the developmental process varying from three phases (Els, 2008:239-242; Van Vuuren, 2008:317-322) to six phases (Asan & Tanyas, 2007:1004). Other researchers, for instance Swanepoel (2003:210), identified four phases, whilst De Bruyn (2003:301) identified five. Van der Westhuizen *et al.* (2011:71-79) refers to steps involved in formulating a strategy as the development phase; implementation phase and the evaluation phase. It seemed after careful analysis, that the representation of the different phases in the development of a management strategy for career development, as adapted from van der Vyver (2011:231), is applicable to this research, namely:

- identification of problems/needs
- strategy planning (setting goals)
- strategy implementation (action steps and people involved)
- strategy evaluation/monitoring (comparison of results with set goals)

The above-mentioned aspects are graphically represented in Figure 7.3.

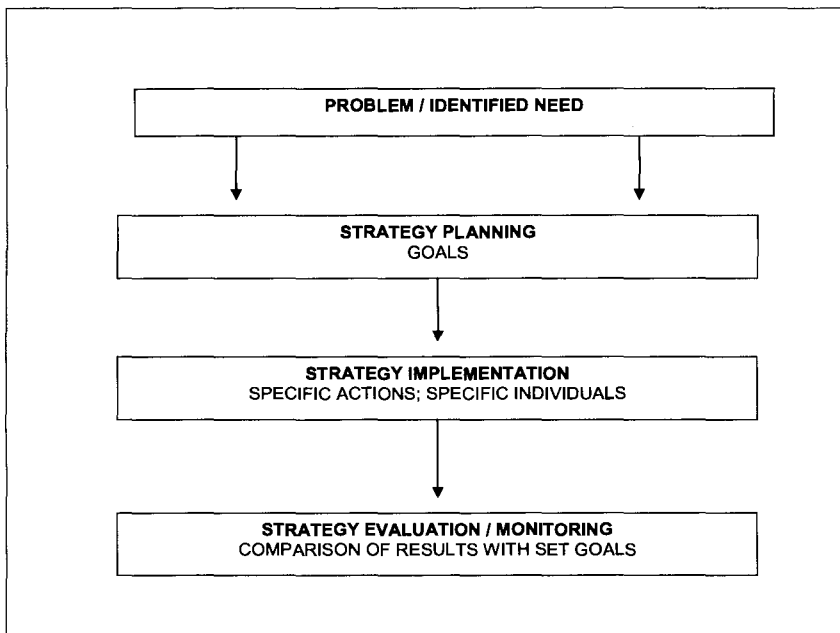


Figure 7.2: The different phases in the development of a management strategy

Next a brief discussion of each phase will follow.

7.3.1 Identification of problem/need

A need indicates a gap between a current situation and a preferred future situation (Kaufman & Grise, 1995:10). Before one starts with the development of a strategy it is important to identify a need for the strategy (Swanepoel, 2003:10) that will provide the basis to set problem statements (Vos, 2010:220-223).

7.3.2 Strategy planning/formulating (goal setting)

The formulation of a strategy entails a plan of action (Harris *et al*, 2003:20); decision-making processes and strategic issues (Fidler, 2002:18). Vos (2010:220-223) finds it necessary for these issues to be included during the formulation of problems and the setting of goals.

Goals refer to opportunities to allow educators to reach certain set goals within set time frames (Davidoff & Lazarus, 2003:77-99). Goal setting will be done in accordance with the SMART principle. This principle indicates that goals must be specific; measurable; achievable; realistic and possible to reach within a set time frame (Bertocci, 2009:67-68; Van der Westhuizen *et al.*, 2011:74).

In this study, strategy development on the one hand refers to good practices on each element of career development and also to what broad strategies can be implemented to achieve this. In this study a broad strategy regarding the career development of female educators will be underpinned by good practices on the key elements of career development. Key elements for example refer to improving the self-concept of the female educator; addressing the career needs of female educators, delegating, networking and affirmative action. For each strategy different action steps are formulated by stakeholders and role players to ensure that the strategies are effective and the goals are accomplished. Goals direct the actions of a strategy (Ehlers & Lazenby, 2010:261).

7.3.3 Implementation of strategy

Strategy implementation entails the conversion of strategies into actions (Ehlers & Lazenby, 2010:261); it is operationally driven activity-centred HRM (Bertocci, 2009:77).

The following requirements must be adhered to for action steps to be effective (Davidoff & Lazarus, 2003:77-99; Els, 2008:235-244):

- Action steps have to be formulated in terms of clear and understandable goals.
- All stakeholders must be informed regarding the meaning and scope of goals that action steps wish to address.
- Action steps must be measurable and realistic.
- Execution of action steps must be possible in terms of realistic time frames

Within an organisation such as a school, strategic planning refers to the development of a vision for the school and to the establishment of priorities, procedures, strategies (operations) etcetera to achieve the vision. Governance and accountability are established to inform target setting and action steps.

All people on all different levels at schools must be involved in action plans (Van der Westhuizen *et al.*, 2011:75). Although not all are directly involved in the career development of female educators, the educators themselves, the principal, SMT and the SGB etcetera are all involved to a different extent.

The full implementation of targets, for example action steps, entails continuous monitoring and evaluation, whilst reports on evaluation and assessment of set action steps will lead to continuous revision (Davidoff & Lazarus, 2003:77-99; Davies, 2003:300-305; Jones, 2009:1-10; Barrows, 2009:1-10).

7.3.4 Evaluation and monitoring of the strategy

Evaluation and monitoring take place during the implementation phase of a strategy. The aim is to monitor whether action steps are in accordance with the plan, to determine whether it is successful as well as to make necessary changes and adjustments to ensure success (UN, 1992:1-2; Foundation for Community Associated Research, 2001:12; Jones, 2009:1-10). Continuous monitoring and assessment will enhance the process of career development because performance can be measured, and by means of a final evaluation and reporting one may establish as to how far the process is successful/working. The final evaluation phase at the end of the strategy will indicate the degree to which the strategy was successful and will inform future planning. During evaluation set goals are compared with the results/outcomes of the strategies, i.e. the measuring and assessment of strategic goals on performance (Bertocci, 2009:84). Van Vuuren (2008:321) points out that the evaluation phase of a strategy must include the monitoring of results; a comparison between best practices and benchmarks; evaluation to determine the effectiveness of the process; control of variances; and rectifications. Evaluation must be all inclusive, systematic, objective, periodical and reliable. Individuals associated with the evaluation phase must have the necessary authority to ensure that actions are implemented whilst they are also taking responsibility for the successful implementation of the strategy.

7.4 STRATEGY TO OPTIMISE THE PRINCIPALS' INVOLVEMENT IN THE CAREER DEVELOPMENT OF FEMALE EDUCATORS

Figure 4.4 is a graphical representation of the theoretical framework for the career development of female educators. The questionnaire as part of qualitative research is based on theory (Chapters 2-4) and developed in accordance with the theoretical model provided in

Figure 4.4 (cf. Table 5.2; Par. 5.3.3.1). Ten (10) subcategories are indicated in the questionnaire (cf. Table 5.3).

During factor analysis certain items, because of their loading packed differently, ten constructs were identified (cf. Table 6.5; Par. 6.3.1.2). In the next table a framework is indicated, based on identified constructs. It is important to note that two constructs (Career Development and Recruitment) are placed under HRD whilst under HRM, and due to the strong link between HRM and management aspects, items are intertwined within the constructs Self-concept; Networking; Role Conflict; Communication; Delegating and Mentoring.

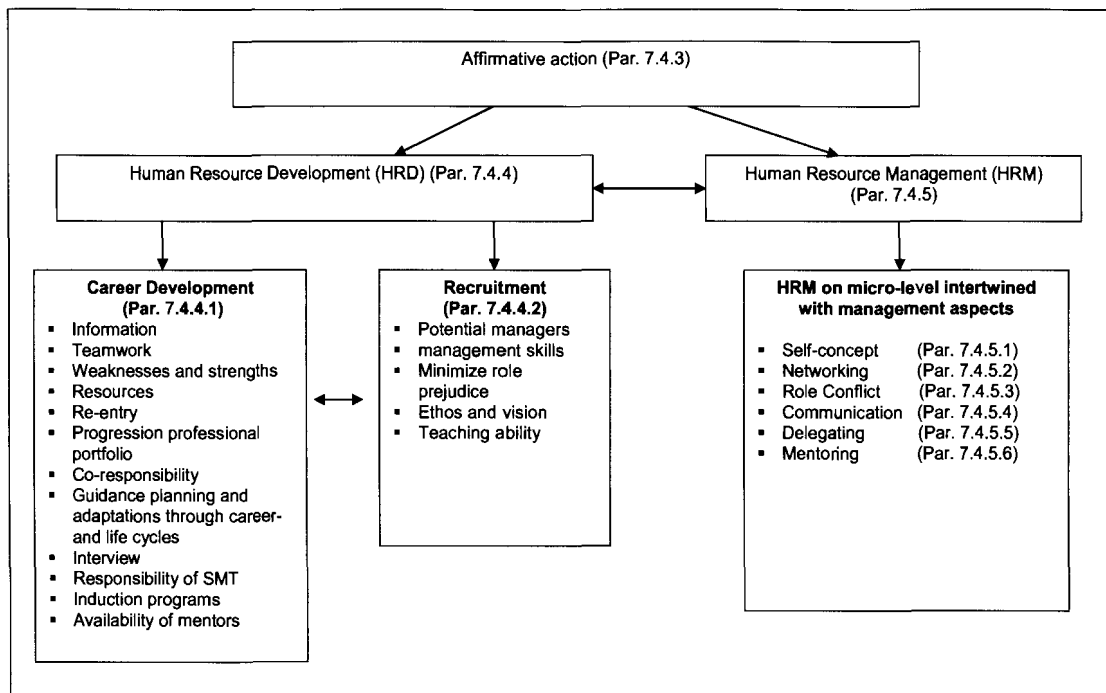


Figure 7.3: A holistically integrated presentation of a management strategy for the career development of female educators on identified constructs (cf. Fig. 4.4; Par. 5.3 & Tables 6.5 - 6.6)

An action plan as part of strategic implementation forms part of a strategy to enhance the extent of principals' involvement in the career development of female educators. The rationale of the strategy is followed by the establishment of a structure in which the different phases of the strategy will take shape.

7.4.1 Rationale

In the first instance, management strategies are developed in terms of information gathered by means of a literature study (cf. Chapters 2-4). Career development of female educators, as the majority of teaching staff, specifically in primary schools, will not only enhance their quality of work life (cf. Par. 2.7.2) but also professional development in terms of career planning and career management (cf. Par. 2.4). Enhanced career development will not only lead to increased levels of skills and knowledge but also to the utilization of HC to enhance SC. In the end, the level of teaching and learning in the classroom will benefit not only the educator but also learners; thus the community and eventually society. Within the broader spectrum the country as a whole, and also in terms of the financial input, will benefit from better education. Better education will eventually benefit the tax payer, providing value for money.

In this study, the information is verified by means of an empirical study as discussed in Chapters 5 and 6. Finally management strategies are developed from empirically verified information within the South African context. It is important to understand that the focus in this study is not to compare the views of different groupings but to develop management strategies for schools as it should be in terms of career development of female educators. Based on factor analysis (cf. Par. 6.3.1.2), certain aspects of career development come to the fore indicating practical significance to a large extent, which will subsequently be discussed.

7.4.2 Strategy: Outlines for this research

Outcomes in this study represent the goals (cf. Par. 4.8; Fig. 4.4) to be achieved in terms of the strategy to enhance the extent of involvement by principals to further the career development of female educators. References are made to different key issues/constructs regarding career development (cf. Par. 2.3.2), for instance delegating (cf. Par. 3.5.3) and networking (cf. Par. 2.3.3.1).

Action steps are used to achieve outcomes/goals, i.e. to make planning operational (cf. Par. 4.8). The term inputs, in terms of this study, refer to HC and financial and other resources. An environmental scan/analysis is to the benefit of strategic planning, in the sense that the current situation can be observed and be compared with future expectations or set targets. The development of a management strategy is generic in nature and will therefore differ from school to school in terms of the uniqueness of the school and its environment (Van der Westhuizen *et al.*, 2011:71). Schools that wish to follow this strategy must make the necessary adaptations to fit the proposed strategy into their unique circumstances.

According to the data analysis of female educators' responses regarding the involvement of principals in the career development of female educators it seems that, overall, principals rate themselves to be more involved in the different aspects of career development than perceived by female educators (cf. Par. 6.4.2.11). Figure 7.3 is a holistically integrated presentation of a management strategy for the career development of female educators based on the identified constructs and factor analysis (cf. Tables 6.5 & 6.6; Par. 6.3.1.2). For this research it will be noted that constructs where practical significance (d-values) is to a large effect will firstly be discussed briefly. These values indicate that problems/needs exist in those specific areas of career development. It is also important to note for discussion that female educators do not rate principals' involvement in any construct to a high extent but to an average extent (cf. Table 6.9; Par. 6.4).

7.4.3 Affirmative action as a tool for enhancing equity and equality in education

Affirmative action is a determinant to level the playfield for female educators, providing a platform for HRD and HRM (cf. Figures 4.4 & 7.3).

NOTE: The construct *affirmative action*, as identified in the female educators' questionnaire (cf. Table 6.5; Par. 6.3.1.2) was broken down into single items for principals (cf. Table 6.36; Par. 6.6.1); therefore in this paragraph the two single items where practical significance to a large extent was evident, will be discussed, namely Question 8 (to enhance female progression without alienating males) and Question 9 (Affirmative action aimed at gender parity).

According to Question 9, the grouping in terms of post level of principals ($d=1.16$) (cf. Table 6.38; Par. 6.6.2.2) recorded high practical significance and also the grouping of principals in terms of race ($d=0.7$) (cf. Table 6.40; Par. 6.6.2.4).

- Principals on post level 4 are more involved in Q9, i.e. affirmative action aimed at gender parity, than their counterparts on post levels 2 and 3 ($d=1.16$) (cf. Table 6.38; Par. 6.6.2.2)
- Black principals are more involved in this aspect than white principals (cf. Table 6.40; Par. 6.6.2.4)

Regarding Question 8 (to enhance the progression of female educators without alienating males) principals with more than one postgraduate qualification are more involved than principals with fewer qualifications ($d=0.71$) (cf. Table 6.41; Par. 6.6.2.5). In the next figure the outline for strategy development regarding affirmative action is indicated.

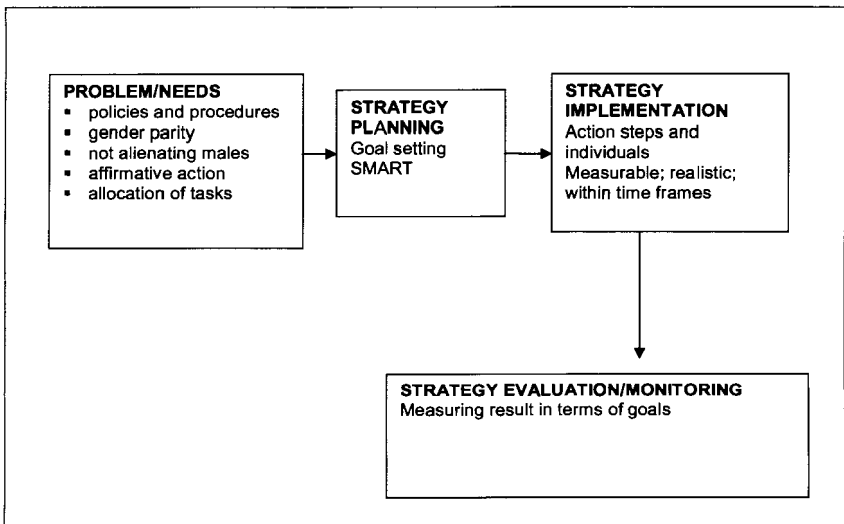


Figure 7.4: Strategy: Affirmative action, equity and equality

Problem statement: Principals are to an average extent involved in affirmative action; equity and equality at schools (cf. Table 6.9)

Critical factors

- Affirmative action
- Gender parity
- Non-sexism

Aim: To improve principals' involvement to better the career development of female educators in terms of reaching gender parity (cf. Pars. 3.3.1-3.3.2; 4.8.1 & Table 6.11).

Goal 1: To put policies and procedures in place to enhance gender parity (cf. Pars. 3.3.1-3.3.3; cf. Figures 4.4 & 7.3)

Action steps

- Conduct an annual staff analysis in terms of equity.
- Develop an employment equity policy and procedures in consultation with all stakeholders.
- Annually establish a small task team to adapt and/or revise employment equity policy.
- Set clear guidelines and dates to achieve agreed upon set goals, for example numerical targets.
- Feedback once per semester from committee on stance of implementation of set action steps.
- Hold an annual staff meeting to read and discuss policies to ensure a common understanding by all stakeholders.
- Communicate employment equity policy verbally and in writing, to all stakeholders.

Goal 2: To enhance female educators' progression without alienating males (cf. Pars. 3.3.1-3.3.3; 3.4 & Figures 4.4 & 7.3)

Action steps

- Arrange a woman with known knowledge and expertise to address educators once per term on gender sensitive issues (cf. Par. 7.4.5.3),
- Give recognition to all educators for tasks well executed.
- Communicate diversity as a key element of a democratic society to the community by means of an annual newsletter.

Goal 3: To ensure that affirmative action at school is aimed at gender parity (cf. Pars. 3.3.1-3.3.3 & 3.2; cf. Figures 4.4 & 7.3)

Action step

- Adhere to all **legally** set procedures and targets during the staff recruitment process.

Goal 4: Not to allocate tasks on gender (cf. Pars. 2.3.3.2; 3.3 & 3.5.3; Figures 4.4 & 7.3)

Action steps

- Conduct a proper SWOT analysis to identify career weaknesses and strengths of female educators.
- Conduct an annual career development interview with a female educator. It will inform delegating in terms of the development of future skills and knowledge.
- Delegate tasks in correspondence with potential and ability. Review annually.
- Do not keep female educators within the so-called "caring tasks".

Monitoring and evaluation

SMT members and HoDs may keep track of the level of gender sensitivity at school and also to the degree procedures and policies are implemented. A checklist with closed-ended questions with one or two open-ended questions will inform management regarding the stance of affirmative action, put in context within the circumstances of the specific school. Progress can be monitored by keeping minutes and by submitting progress reports to the principal. This information will inform the principal's work plan. In the next paragraph the identified constructs regarding HRD are discussed.

7.4.4 Human resource development

HRD is used to enhance the career development of employees by expanding potential, i.e. human capital development. A close relationship exists between the career development needs of staff, the responsibility of the employer in terms of career development and also staff recruitment (cf. Pars. 2.3.1-2.3.2 & 3.6.2). For the purpose of this study two constructs have been identified (cf. Table 6.6 & Par. 6.3.1.2), namely career development and recruitment.

7.4.4.1 The role of the principal to address the career development needs of female educators

NOTE: The construct *career development* as identified from the female educators' questionnaire (cf. Table 6.5; Par. 6.3.1.2) is broken down into single items for principals (cf. Tables 6.9 & 6.36; Par. 6.4). Therefore in this paragraph, Q5 (review a career development strategy of the school to accommodate the changing needs of female educators) which was originally part of this construct and recorded practical significance to a high extent (0.72) for schools where the majority of female educators are African and in terms of post levels and on race of principals ($d=1.12$) is, for the purpose of this discussion, combined with the construct career development.

In this construct, two groupings according to factor analysis (cf. Par. 6.2), recorded practical significance to a large extent.

- White female educators perceive their principals to be more involved in career development than black female educators ($d=0.81$) (cf. Table 6.34 & Par. 6.5.1).
- White principals are more involved in career development than black principals ($d=0.76$) (cf. Table 6.40 & Par. 6.6.2.4).

A strategy for career development is outlined in the next figure.

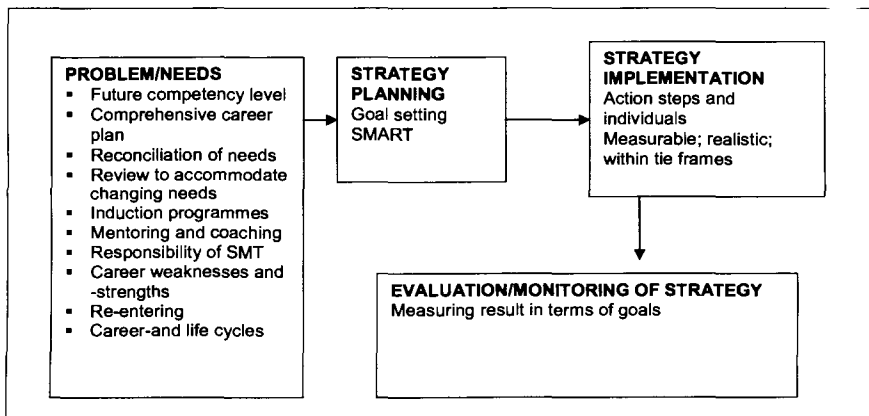


Figure 7.5: Strategy: Career development needs of female educators

Problem statement: Principals are to an average extent involved in the career development of female educators (cf. Table 6.9).

Critical factors:

- Competency levels of educators
- Career needs
- Career- and life cycles
- Induction; mentoring and coaching

Aim: To improve principals' involvement in improving the career development of female educators by enhancing their involvement to address the career development needs; the influence of systemic factors as well as fostering a partnership on career development (cf. Pars. 1.2; 2.3; 2.2.2; 2.8.4; 3.5.1-3.5.5 & 3.7)

Goal 1: To develop a comprehensive career development programme accommodating the career development needs of female educators indicated in their personal growth plans (cf. Par. 2.2.2; 2.2.3.6 & Figures 4.4 & 7.3).

Action steps

- Conduct annual survey on career development needs of female educators.
- Establish a comprehensive career development programme for the school.
- Annually, establish a committee representing all stakeholders, to observe and engage in staff development activities/career development activities based on the needs survey.
- Budget annually to ensure the availability of resources for career development opportunities/activities.

Goal 2: Honest, open-door communication will enhance the degree to which principals can reconcile the career development needs of female educators and the needs of the school (cf. Par. 2.2.3.4; 2.5; 2.8.4; 2.9.1 & Figures 4.4 & 7.3).

Action steps

- Annually conduct a formal career development interview with the female educator.
- Give feedback to educators on moderation and appraisal activities.

- Immediately plan intervention strategy if needed.
- Immediately implement planned intervention strategy.
- Immediately act on feedback received regarding intervention strategy.

Goal 3: To review the career development strategy to accommodate changing career development needs of female educators (cf. Par. 3.5; Figures 4.4 & 7.3).

Action steps

- Conduct an annual survey regarding the level and extent of skills and competencies of educators.
- Conduct an annual career development needs analysis focused on future aspirations of female educators.
- Oversee that personal growth plans of educators are updated, annually.
- Plan and execute appraisal programmes in accordance with IQMS procedures; two cycles per year.
- Monitor mentors and coaches to identify problems of protégés and report on their progress and changing career development needs.
- Read all mentoring and evaluation reports.
- Annually, accommodate career development needs of female educators in the SIP (School Improvement Plan) as well as in the School Academic Improvement Plan.

Goal 4: Put induction programmes in place; ensure the availability of mentors (cf. Par. 2.3.2; 3.5.4 & Figures 4.4 & 7.3).

Action steps

- Identify suitable mentors/coaches for beginner educators, newly promoted female educators or educators re-entering the profession.
- Plan induction programmes for the different groupings.
- Implement induction programmes. An example is to hold a subject meeting to integrate all newcomers into their respective roles at school.
- Monitor and assess progress of the different groupings by means of a proper assessment tool; at least once per term.

Goal 5: To assist female educators re-entering education whilst the close relation between life and career cycles and therefore career development are accommodated (cf. Par. 2.8; Figures 4.4 & 7.3).

Action steps

- Conduct needs analysis for female educators based on SWOT analysis.
- Conduct career development interview annually.
- Prioritise career development needs of the female educators in relation to their career- and life cycle.
- Allocate a suitable mentor to assist the female educator re-entering the profession.
- Hand out applicable written subject management plans set by HoD.
- Allocate work in accordance with competencies and skills displayed by female educators.
- Plan for continuous monitoring and feedback sessions.
- Timeously, plan an intervention strategy (if needed).

Monitoring and evaluation

SMT members and HoD/mentors may keep track of the professional development and other aspects of career development of female educators and information will inform the principal's work plan. An audit of new skills and competencies gained can be completed annually whilst minutes of meetings will allow monitors to measure the degree of movement on a comprehensive career development plan. Surveys to establish progress can be completed annually.

7.4.4.2 Principals' role in the recruitment of staff

Based on factor analysis, three groupings of principals (age, post level and gender) recorded practical significance to a large extent.

- Principals 41 years and older are more involved in staff recruitment than principals between 30-40 years of age ($d=1.57$) (cf. Table 6.37; Par. 6.6.2.1)
- Principals on post level 4 are more involved in staff recruitment than principals on post levels 2 and 3 ($d=1.09$) (cf. Table 6.38; Par. 6.6.2.2) and
- Male principals are more involved in staff recruitment than female principals ($d=0.75$) (cf. Table 6.39; Par. 6.6.2.3).

A diagram for the strategy to recruit staff will be discussed next.

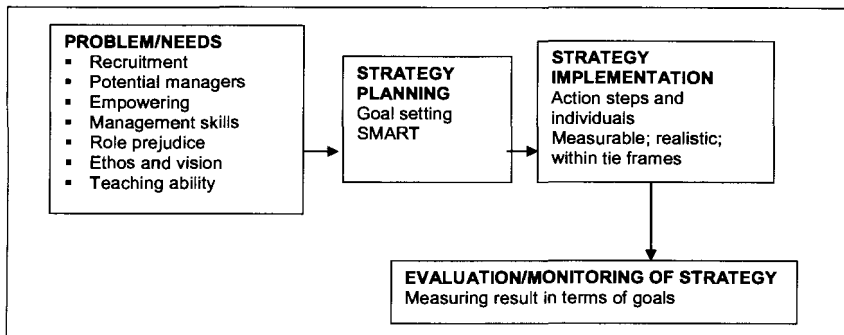


Figure 7.6: Strategy: Recruitment of staff

Problem statement: Principals are involved to an average extent in staff recruitment (cf. Table 6.9)

Critical factors:

- Recruitment of female potential managers; empowering them with management skills
- Minimizing role prejudice against female educators/managers
- Recruitment criteria)

Aim: To improve principals' involvement in the recruitment of staff (cf. Pars. 3.5.4.2 & 3.6.2).

Goal 1: To identify, recruit and empower female leaders (in time) (cf. Pars. 3.5.4; 3.6.2; Figures 4.4 & 7.3).

Action steps

- Identify leadership potential by observing female educators' potential in class and to identify latent leadership potential.
- Delegating to enhance the management and leadership skills of female educators with latent leadership potential.
- Read all mentoring and evaluation reports.
- Allocate work to build on strengths and manage weaknesses of female educators

Goal 2: To minimize role prejudice against women (cf. Par. 3.9.3; 2.2.3.2; 3.3; 3.5.2; Figures 4.4 & 7.3).

Action step

- Allocate tasks on potential and competencies and not on gender.

Goal 3: Recruitment of staff based on teaching ability, and in accordance with ethos and vision of school, eliminating hidden agendas (cf. Pars. 3.5.4; 3.6.2; Figures 4.4 & 7.3).

Action steps

- Identify general and specific criteria for posts
- Identify curricular needs of the school.
- Set questions regarding the school and the job at hand to be asked at the interview.
- Inform all stakeholders with regard to procedures for short-listing, interviewing and recruitment as outlined by provinces in terms of affirmative action.
- Ensure adherence and implementation of all policies and procedures during recruitment procedures (short-listing and interviews).

Monitoring and evaluation

SMT members and HoD may keep track of recruitment of staff; procedures regarding the process and fairness and transparency of the whole process. This will be done by keeping complete minutes during short-listing meetings and interviews for appointment, for example. This information will inform the principal's work plan. It will be done whenever applicable.

An annual audit to ensure progress on furthering female educators' career development and to ensure adherence to provincial targets will inform principals on the stance of progression made.

7.4.5 Human resource management

HRM is an important component of the career development of female educators. Principals, mainly responsible for HRM on micro-level induce different management actions to inform HRM (cf. Figure 4.4). Based on Tables 6.5 and 6.6 and Par. 6.3.1.2 constructs are indicated relevant for this research regarding HRM. HRM and management actions are intertwined (cf. Figure 7.3) whilst for this study the constructs self-concept (cf. Par. 7.4.5.1); networking (cf.

Par. 7.4.5.2); role conflict (cf. Par. 7.4.5.3); communication (cf. Par. 7.4.5.4); delegating (cf. Par. 7.4.5.5) and mentoring (cf. Par. 7.4.5.6) are discussed.

7.4.5.1 Role of principal to better the self-concept of female educators

Principals on post level 4 are more involved in improving the self-concept of female educators than principals on post levels 2 and 3 (d-value=0.94) (cf. Table 6.38; Par. 6.6.2.2)

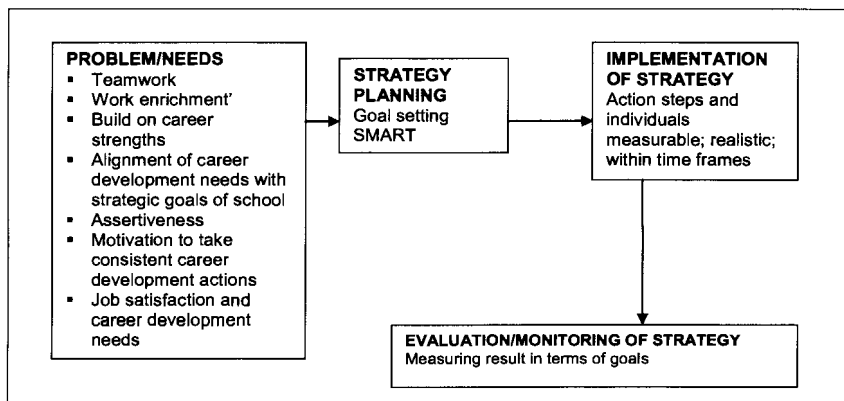


Figure 7.7: Strategy: to better the self-concept of female educators

Problem statement: Principals are involved to an average extent in improving the self-concept of female educators (cf. Table 6.9 & Par. 6.4)

Critical factors:

- Facilitation of teamwork.
- Assistance, guidance and coaching to build on career strengths; to align career development needs and strategic goals and to improve the level of assertiveness.
- Focus on work enrichment, i.e. on what motivates female educators to take consistent career development actions.
- Interrelationship between job satisfaction and career development needs.

Aim: To improve principals' involvement in improving the career development of female educators by improving their self-concept (cf. Pars. 2.2.3.1-2.2.3.7; 3.5.2; 3.6.1.1-3.6.1.4; 4.3; 4.8.3)

Goal 1: To **facilitate teamwork** by allowing female educators to serve on and chair different committees; feelings of appreciation and respect may enhance their self-belief (cf. Pars. 2.10 & 3.6.1; Figures 4.4 & 7.3).

Action steps

- Plan, with time frames, a programme to enhance the number of female educators to act as team leaders.
- Determine potential and performance of female educators based on observation and evaluation reports.
- Appoint female educators as grade heads based on competency levels and potential.
- Review programme annually, gradually implementing numerical targets whilst the rate of progression will be determined by abilities, competencies and potential displayed by female educators.

Goal 2: By focusing on **work enrichment**, well-planned proper delegating will expose female educators to new tasks; "forcing" them to shift boundaries, i.e. pushing them to achieve what they never thought possible (cf. Pars. 3.7.1.1; 3.5.2-3.5.3; 3.6.1; Figures 4.4 & 7.3).

Action steps

- Delegate more academic responsibilities to female educators. Review annually.
- Hold "a day of recognition" for staff members on the last day of each term.

Goal 3: Identify and manage **career weaknesses and strengths** to enhance self-belief whilst career development needs of female educators are aligned with the strategic needs of the school (cf. Pars. 3.5.2; 2.3.2; 2.5 & 3.6.1; Figures 4.4 & 7.3).

Action steps

- Annually conduct a SWOT analysis to identify career weaknesses and strengths.
- Annually conduct a career development needs analysis.

- Motivate each and every educator to master at least one extra skill; formal or informal per year. Monitor annually.
- Put policies and procedures regarding learner discipline in place to assist the female teacher with learner discipline.
- Share good practises to enhance assertiveness by means of authentic scenarios during annual staff development meetings.

Goal 4: By consciously **making time** to become aware of female educators' career needs, for instance assertiveness (cf. Pars. 3.5.2 & 3.6.1; Figures 4.4 & 7.3).

Action steps:

- Conduct an annual formal career development interview.
- Informal talks between principal and female educator on career development issues whenever there is an opportunity.

Monitoring and evaluation

SMT in cooperation with the principal; will enhance and inform the work programme of the principal. Measurement in terms of continuous feedback sessions conducted, for example by the SDT, whilst progress on action steps can be monitored by keeping minutes to follow progress. Feedback during formal feedback sessions will keep all stakeholders informed regarding the stance of career development. Empathetic feedback may enhance the self concept of female educators whilst a well-planned questionnaire can be used to report on progress annually.

7.4.5.2 Networking as a tool to enhance career development

According to factor analysis (cf. Par. 6.3.1.2), two groupings recorded high practical significance on networking, namely principals' age ($d\text{-value}=0.87$) (cf. Table 6.37; Par. 6.6.2.1) and the race of the majority of female staff members ($d=0.8$) (cf. Table 6.42; Par. 6.6.2.7).

The next figure indicates the outline for strategy development regarding networking i.e. opportunities to build SC.

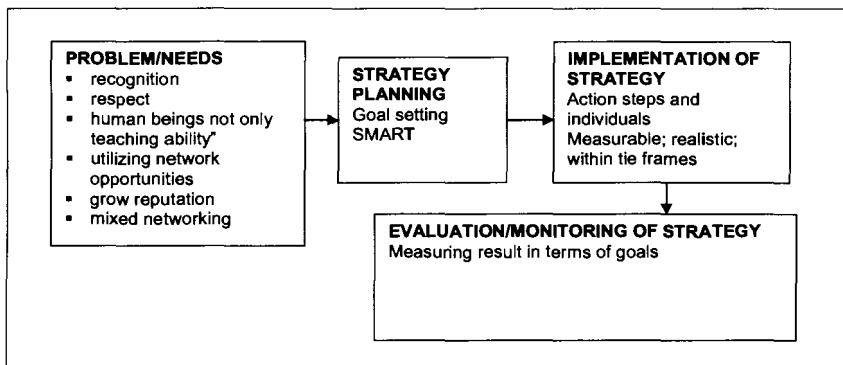


Figure 7.8: Strategy: Networking

Problem statement: Principals are involved to an average extent in networking to further the career development of female educators (cf. Table 6.9).

Critical factors: The following factors need attention:

- to feel valued, i.e. recognition, and to feel respected
- networking to build SC

Aim: To improve principals' involvement in improving the career development of female educators by means of networking and the degree to which principals allow female educators to network (cf. Pars. 2.3.3.1; 2.5; 3.5.4 & 4.8.3).

Goal 1: To enhance female educators' achievements within networks (cf. Pars. 2.3.3.1; 3.5; Figures 4.4 & 7.3).

Action steps

- Allow female educators to network (on curriculum and extra-mural activities) within their own school/community and with neighbouring schools and colleagues.
- Keep track and acknowledge achievements of educators within cluster meetings and professional working groups (PWGs).

- Give recognition to staff member's for all achievements in terms of curriculum and extramural activities.
- Create opportunities at school to enhance networking.

Goal 2: To develop HC and build SC by means of proper networking (cf. Pars. 2.3; 2.8.4 & 3.5; Figures 4.4 & 7.3).

Action steps:

- Establish school policy that outlines participation and attendance of networking opportunities within the school and between educators of other schools as well as with departmental officials.
- Indicate, in school policies, the number of networking opportunities within the school per term. Minutes to be kept.
- Indicate, in school policies, that feedback must be given on networking opportunities to share exposure to best practises and professional development.
- Keep record of all applicable networking opportunities to enhance career development.
- Communicate information regarding network opportunities to attend departmental cluster meetings and professional working group activities per town. Attendance registers to be handed in to ensure attendance.
- Ensure participation of school teams in subject quizzes and expos within the boundaries set by school policy and school budget.
- Budget in advance. Annual budgeting once per year will for example allow for travelling cost.

Monitoring and evaluation

SMT members and HoD may keep track of networking opportunities utilized to build SC. Feedback sessions where staff members communicate their experiences and what they have gained to other relevant staff members must be held whenever applicable. This information will inform the principal's work plan. By keeping a register of all network opportunities and individuals targeted to attend these opportunities, will inform the principal how often staff members attend these opportunities. With the inclusion of a column where they indicate reasons why they did not utilise/attend these opportunities, a source of information is created to guide the SMT to react pro-actively and minimize obstacles.

A career development strategy for principals to minimize role conflict and act as role-models to female educators will be discussed in the subsequent paragraph.

7.4.5.3 Role models and role of principals to minimize role conflict

The role of the principal to minimize role conflict and to act as one of the role models to female educators will be discussed in this paragraph.

NOTE: The constructs *role conflict* and *role models*, as identified from the female educators' questionnaire (cf. Tables 6.5; 6.6; Par. 6.3.1.2), was broken down into single items for principals (cf. Tables 6.9; 6.36 & Par. 6.4). Therefore in this paragraph, Q51 (not to view assertiveness as unfeminine) which was originally part of this construct and recorded practical significance to a high extent (0.74) for principals in terms of post levels, is for the purpose of this discussion categorised with the construct *career development*. In terms of construct, Q 51 (for principals), principals on post level 4 are more involved in Q51, i.e. not to view assertiveness as unfeminine, than their counterparts on post levels 2 and 3 (cf. Table 6.38; Par. 6.6.2.2). White female educators perceived a higher involvement of principals in combating role conflict than African female educators ($d=0.81$) (cf. Table 6.34; Par. 6.5.1.). Next, a graphic presentation of the strategy regarding role models and role conflict will follow.

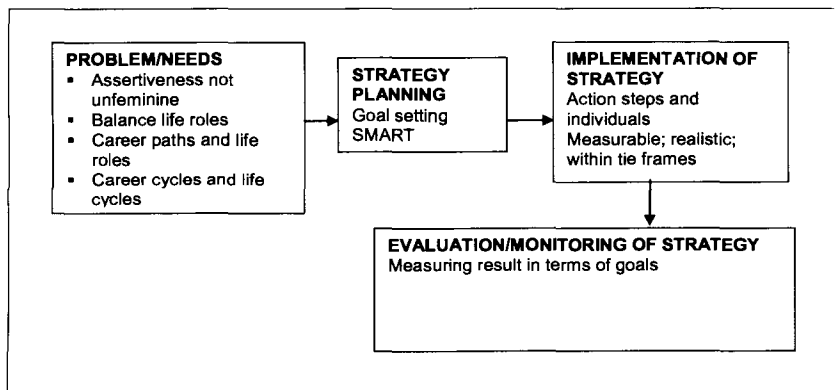


Figure 7.9: Strategy: Role models and role conflict

Problem statement: Principals are involved as *role models* and to combat *role conflict* to an average extent (cf. Table 6.9; Par. 6.4).

Critical factors:

- Career paths, life- and career stages
- Life roles

Aim: To improve principals' involvement in improving the career development of female educators by assisting them on how to minimize role conflict (cf. Pars. 2.8.1-2.8.4; 3.5.4 & 3.8.1-3.8.3).

Goal 1: To assist female educators on assertiveness and combat perceptions regarding "strong women" (cf. Par. 3.5.2; 3.6.1; 3.8.1-3.8.4; 3.9.3; Figures 4.4 & 7.3).

Action steps

- Put procedures and policies regarding learner discipline in place. Review annually.
- Assist female educators to be consistent in terms of disciplining learners.
- Communicate procedures and policies (continuously); put on notice boards.
- Plan and implement sessions on learner discipline to share good practices as part of staff development.
- Establish a standing committee to give feedback to staff members on learner discipline weekly.
- Review and adapt learner disciplinary procedures annually.

Goal 2: To allow female educators to balance life roles; respecting her view on different life roles and the importance for female educators to balance life roles (cf. Pars. 3.5.2 & 3.6.1; 3.8.2-3.8.3 & Figures 4.4 & 7.3).

Action steps

- Principal conducts annual career development interview with female educator; gather information on personal circumstances of female educators.
- Establish a committee to send cards, hospital calls etcetera whenever personal circumstances change, providing assistance when needed.
- Delegate to ensure a fair workload based on open communication.

Goal 3: To accommodate the differences in career paths between the sexes and acknowledge the relationship between life roles and career development needs at different career- and life cycles (cf. Pars. 2.8; 3.5.2; 3.6.1; 3.8 & Figures 4.4 & 7.3).

Action steps

- Conduct an annual career development needs analysis.
- Conduct an annual career development interview to establish in co-operation with female educators, her role in the school.

Monitoring and evaluation

SMT members, HoDs and peers are involved. Principals have to find means to address identified areas of role conflict as quickly as possible and to intervene if necessary. An annual career development interview will assist both the teacher and principal on her career progress. Information gathered will inform the principal's work plan and work allocation to prevent overloading. Principals may act in a professional manner whenever female educators experience a major change on a personal level for example death of a child or spouse, resulting in increased levels of role conflict. Next communication as a tool to enhance career development will be discussed.

7.4.5.4 Communication as a tool to enhance the career development of female educators

Four groupings communicate practical significance to a large extent indicating the problems that exist regarding communication. These groupings are

- White female educators perceived their principals to be more involved than do African female educators ($d=0.79$) (cf. Table 6.34 & Par. 6.5.1.1)
- Principals, 41 years and older are more involved than principals between 30–40 years ($d=0.97$) (cf. Table 6.37 & Par. 6.6.2.1)
- White principals are more involved in communication than are African principals ($d=1.13$) (cf. Table 6.40 & Par. 6.7.2.4) whilst
- In schools where the majority of female educators are white, principals seemed to be more involved than in schools where the majority of staff are African ($d=0.94$) (cf. Table 6.42 & Par. 6.7.2.7).

In the next figure an outline for a strategy to better communication is indicated.

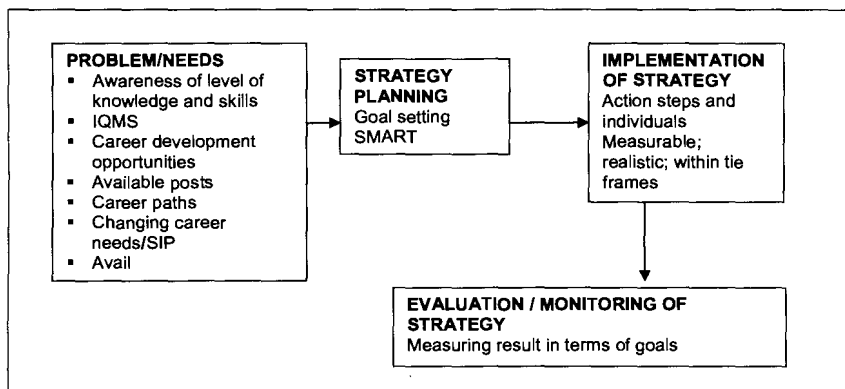


Figure 7.10 Strategy: Communication

Problem statement: Principals are involved to an average extent in communication (cf. Table 6.9).

Critical factors

- Career paths and career opportunities
- IQMS and career needs
- Availability of resources

Aim: To improve principals' involvement in communication to enhance the career development of female educators (cf. Pars. 2.2.3.1 - 2.2.3.7; 2.8.4; 2.9.1; 3.6.1-3.6.2.3).

Goal 1: To keep track of the level of skills and knowledge currently displayed by female educators emphasizing the professional developmental value of IQMS (cf. Pars. 2.2.3.1-2.2.3.7; cf. Figures 4.4 & 7.3).

Action steps

- Conduct an annual survey will assist in keeping up with changing qualifications and skills.

- Keep updated staff portfolios: all relevant documents and reports to be kept in the portfolio. Keep track by means of a register.
- Keep records of all moderation and appraisal activities; internal moderation (at least once per term) and external moderation (annually) and IQMS.
- Annually review strategic planning.
- Establish a strategic planning committee.
- Include career development needs and challenges identified by female educators in all development programmes.

Goal 2: Proper communication regarding career development information (cf. Pars. 2.2.3.1 - 2.2.3.7; 2.8.4 & 2.9.1 & cf. Figures 4.4 & 7.3).

Action steps

- Verbal announcements, for example on the availability of vacancy lists immediately after receiving it.
- Adapt school policy to ensure availability of vacancy lists and that it should not be removed from the staff room before closing date.
- Communicate Information on career paths etcetera; shop stewards of different staff unions may assist with the interpretation of information (immediately after receiving information).
- Establish a committee to organize notice boards to display relevant information.
- Immediately communicate information regarding networking opportunities and opportunities for professional development. Keep record of all information shared with staff – circulars, for instance.
- Read messages and act on "Post box" for educators to principals.

Goal 3: Availability of resources (cf. Pars. 2.2.3.1-2.2.3.7; cf. Figures 4.4 & 7.3).

Action steps

- Conduct annual survey on shortages of resources for all school activities.
- Budget annually; based on staff inputs to ensure the availability of resources.
- Budget annually for the professional development of staff members.
- Monitor expenses and keep all records.
- Keep stock registers; to be controlled annually.

Monitoring and evaluation

SMT members and HoD may keep track of the professional development of female educators that will inform the principal's work plan. Verbal and written communication will enhance career development. Well planned documents and questionnaires, completed annually to provide information on stock and budgets will enhance career development. The keeping of a diary where all relevant documentation is noted down with the date of communication will assist the principal and SMT to keep track/record of different career development activities. Delegating will be discussed in the subsequent paragraph.

7.4.5.5 Delegating as a tool to enhance the career development of female educators

In terms of delegating three groupings, based on the race of female educators and on post levels of principals as well as the race of principals recorded practical significance:

- White female educators perceive their principals to be more involved than do African female educators ($d=0.7$) (cf. Table 6.34 & Par. 6.5.1.1).
- Principals on post level 4 are more involved in delegating than their counterparts on post levels 2 and 3 ($d=0.79$) and (cf. Table 6.38 & Par. 6.7.2.2).
- Male principals are more involved in using delegating as a tool for career development than do female principals ($d=0.72$) (cf. Table 6.39 & Par. 6.7.2.3).

In the next table a strategy on delegating is indicated.

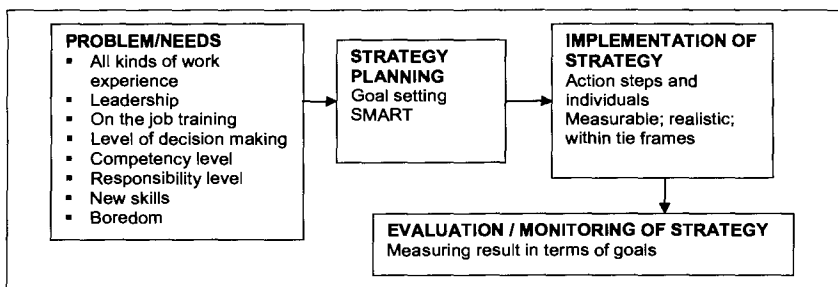


Figure 7.11: Strategy: Delegating

Problem statement: Principals are involved to an average extent in delegating as a tool to enhance the career development of female educators (cf. Table 6.9 & Par. 6.4).

Critical factors:

- Development of new competencies and skills
- Fostering competencies and skills currently displayed
- Identify leadership and management ability

Aim: To improve principals' involvement in improving the career development of female educators by means of delegating (cf. Pars. 3.5.3; 4.2 & 4.8.3).

Goal 1: Proper delegating based on skills and competencies of individual educators and not on pre-set perceptions will enhance delegating of tasks not based on gender (cf. Pars. 3.3.1; 3.5.3; 3.9.3; 7.4.3; Figures 4.4 & 7.3).

Action steps

- Conduct annual SWOT analysis to determine career weaknesses and strengths of female educators.
- Delegate in terms of qualifications, training, ability and competencies.
- Communicate planned work allocation with all stakeholders.
- Delegate to give recognition to female educators acknowledging performance.

Goal 2: To allocate tasks fairly to enhance skills development of female educators to prepare them for tasks on the next post level (cf. Pars. 3.5.2-3.5.4; 3.9.3; 4.8.3 & cf. Figures 4.4 & 7.3).

Action steps:

- Annually, compile a needs analysis for the school in terms of posts, available human resources and curriculum needs.
- Identify the human resources available to address challenges in terms of the needs of the school.
- Conduct annual career development interviews with female educators to establish their future career aspirations.
- Delegate to synchronise the needs of the school and that of able female educators.

- Delegate responsibilities associated with the next post level to able female educators.
- Delegate at least one new task per annum to a female educator,

Goal 3: To objectively identify promising female educators and empower them with leadership and management skills by means of proper delegating to develop them to progress to the next post level (cf. Pars. 3.5.2-3.5.3; 3.5.4; 3.9.3; 4.8.3 & Figures 4.4 & 7.3).

Action steps

- Identify latent leadership potential by means of continuous observation and monitoring of educators.
- Attend all school activities as far as humanly possible to get a holistic picture of the female educator's abilities.
- Observe the way female educators act (social skills) and network at social functions.

Monitoring and evaluation

SMT members and HoD may keep track of how delegating enhances the career development of female educators. This information will inform the principal's work plan. A questionnaire to indicate performance levels and career developments needs and latent potential can be conducted to inform personal growth plans (PGP) and can be done annually. An annual career development interview and continuous feedback will allow principals to understand and take note of female educators' preferences and interests.

7.4.5.6 Mentoring as a tool to enhance the career development of female educators

NOTE: Interestingly no grouping indicates practical significance to a large extent on mentoring, but because mentoring is intertwined with all management aspects on career development, a strategy is developed to enhance the level of career development. Mentoring is closely linked to communication (cf. Par. 7.4.5.4), delegating (cf. Par. 7.4.5.5) and networking (7.4.5.2); hence in this section only key aspects are indicated.

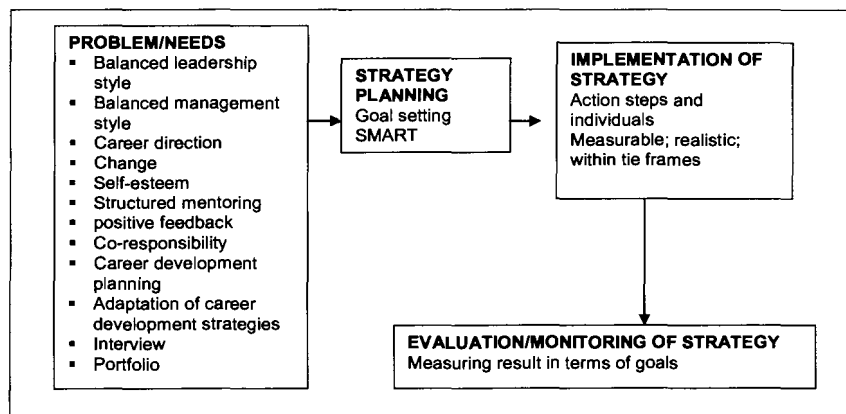


Figure 7.12: Strategy: Mentoring

Problem statement: Principals are involved to an average extent in mentoring (cf. Table 6.9)

Critical factors:

- Career planning, direction and adaptations
- Career strategy; co-responsibility

Aim: To improve principals' involvement in improving the career development of female educators by means of mentoring (cf. Pars. 3.5.4 & 4.8.3).

Goal 1: To assist female educators with career direction and planning (cf. Par. 3.5.4; 3.7.3 & Figures 4.4 & 7.3).

Action steps

- Assist female educators in planning career strategies during the annual career development interview.
- Identify mentors and coaches to operationalize career planning as discussed in annual career development interview.
- Communicate different career options during the annual career development interview.

- Delegate tasks in accordance with different needs during different life cycles (cf. Par. 7.4.4.1)
- Take co-responsibility for her career development and address her career development needs by means of delegating and mentoring.

Goal 2: To link mentoring, staff appraisal and moderation (cf. Par. 3.5.4; Figures 4.4 & 7.3).

Action steps

- Make updated progress professional portfolios part of internal moderation and IQMS procedures; control once per term.
- Identify skilled mentors for newly appointed, newly promoted or female educators re-entering education.
- Make identified mentors available to all staff, if needed.
- Conduct an annual career development review.
- Establish "Buddy systems" to enhance professional development.
- Provide opportunities for continuous feedback from HoDs or SMT members to inform annual planning.

Monitoring and evaluation

SMT members and HoD may keep track of the career development of female educators and also have the responsibility to act as mentors. Information on career needs to inform mentoring can be gathered by means of reports of subject heads and information gathered during mentoring sessions. This will be a continuous process. This information will inform the principal's work plan.

7.4.6 Synthesis

Strategies are developed to operationalize planning. For this research study, strategies are developed to operationalize strategic planning within the parameters set by affirmative action. Constructs identified in Chapter 6, associated with HRD and HRM in terms of career development are identified. Each construct is strategized, i.e. goals are set; action steps and the people involved as well as monitoring and evaluation is indicated. Interestingly the high correlations between some constructs found in Table 6.7 are verified by the empirical research. Mentoring will, for example, enhance delegating which results in increased networking. These three mentioned constructs will, if properly communicated to combat role

conflict, enhance staff recruitment whilst the self-concept of the female educator will be enhanced.

7.5 CONCLUSION

During this study information was gathered from literature (Chapters 2-4) and by means of quantitative and qualitative research (Chapters 5 & 6) regarding the career development and extent of involvement of principals in the career development of female teachers in primary schools with more than 300 learners in the Free State Province. Research aim 5 is informed by these two aspects namely literature and empirical research. Research aim 5 refers to the development of a management strategy for the career development of female educators (cf. Par. 1.3). In the management strategy the focus is mainly on constructs where practical significance is evident to a large extent, outlined in a structure where affirmative action underpins all actions regarding HRM and HRD.

A summary of this study is made in the next chapter and recommendations, based on the findings of this research, are made to optimize the involvement of the principal in the career development of female educators.