CHAPTER 7

A MANAGEMENT DEVELOPMENT MODEL FOR SCHOOLS IN THE GAUTENG PROVINCE

7.1   INTRODUCTION

The literature study (Chapter 2 & 3) has shown clearly that education management development could have received more attention in South Africa than it has had thus far. Schools are thus managed by educational managers who need management development and training. It is also clear that school management teams have little or no management development and training and are in a dire need thereof. It also is clear that existing forms of management development in schools are based on the past top-down practices which are not in touch with the present day educational situation and ideals (cf. Gauteng Department of Education, 1997a:11).

Despite ambitious plans to institute management development programmes by the Department of Education (cf. Department of Education, 1995), the process seems arduous and requires a long period of time to implement. The financial constraints and implications thereof, as experienced by the entire Public Service and the concomitant restructuring thereof, furthermore impact negatively on the provision of educational management development needs currently prevailing in schools. This then situates the education management development needs on a priority dilemma, especially with the decentralisation of the macro education management to provinces and the incumbent problems thereof. Among others, one could cite the devolution process from Regional to District Offices of the GDE, especially with regards to the budgetary implications thereof (Gauteng Department of Education, 1997b).

The GDE has already started on various developmental and training programmes for education managers. District officials are trained in various education management development training modules (cf. Anon., 1998c:1 & 2). The problem is, however, the rate at which delivery at schools level takes place, perhaps due to the cascading model of training. Often there are no effective and real follow-up mechanisms to ensure that the implementation of these programmes at schools takes place. There is also a need for principals to learn about various components of their work directly during the actual performance of their work rather than through the investigation of existing documents or through reading about their work. This is premised on the fact that the principal's work is highly fragmented due to constant disruptions, pressing crises and unexpected

problems (cf. Peterson, 1989:153).

It is therefore necessary to design a model that could be used at school-level by the school management teams. This model would have to relate directly to the management development needs of the school in such a manner that each school is able to embark on a process that is sensitive to its peculiar needs and circumstances, and at the same time be open enough to accommodate any new management development processes that would eventually cascade to schools from the Provincial and or National Department of Education.

This chapter purports to design such an open model for use by educational leaders in the Gauteng Province's schools. The design of a management development model is premised on an assumption that models attempt to represent reality (Nadler, 1989:4). The management development model will therefore attempt to help school management teams to put into place programmes of action to kick-start the management development process. Since the aim of this chapter is to design a management development model, it is essential to give an exposition of some management development models.

7.2   A   FRAMEWORK   FOR   DESIGNING   A   MANAGEMENT DEVELOPMENT MODEL

Nadler (1989:4) describes a model as a representation of reality so that sense can be made out of the world around us. Mouton and Marais (1990:140) postulate that a model does not pretend to be more than a partial representation of a given phenomenon, but rather agrees in broad outline with the phenomenon of which it is a model. Mouton and Marais (1990:140) also point out that the value of a model is its ability to draw attention to specific themes so that a model has a strong guiding function. Nadler (1989:5) posits that a model should be based on the following questions:

- What is its purpose?

- For which kinds of learning is it appropriate?

- Does it tell what to look for?

- Does it help its user to anticipate what he or she will find?

- Does it provide alternatives?

Nadler (1989:5) emphasises that a model is valuable in so far as it improves understanding or helps the user to understand what is essentially a complicated process. Mouton and Marais (1990:141) add that a model

- identifies central problems or questions concerning a phenomenon to be investigated;

- limits, isolates, simplifies and systematises the domain that is investigated;

- provides a new language game or universe of discourse; and

- provides explanations, sketches and the means for making predictions.

Jansen and Steinberg (1991:9) warn that models highlight certain aspects of a complex process and offer a simplistic representation of the aspects covered. It should therefore be noted that models generally accentuate certain aspects so as to serve a particular purpose. This then highlights the need for careful consideration of the purpose of a particular model and for applying it for its express purpose. In this regard it is imperative for the purpose of management development in the current school educational setting to be open to additions of new inputs as part of the educational transformation in South Africa and to be receptive to changing needs in the educational arena.

There are various ways to design models. For the purpose of this research two kinds of models will be discussed, *viz.* the closed model and the open model.
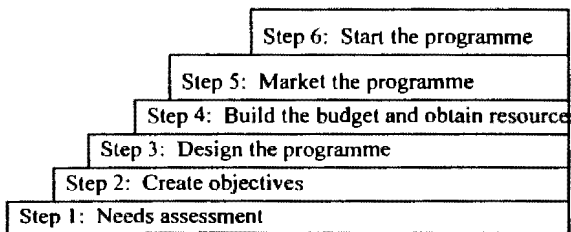
7.2.1 The closed model

A closed model is based on the assumption that all inputs can be identified, i.e. it endeavours to build all the possible variables into the model (Nadler, 1989:6). This explanation suggests that the predictions or paths suggested by the model, e.g. the conclusions and outcomes, are predetermined. If the model is therefore used as indicated by the designer, the programme path will evolve exactly as promised by the model. Therefore, the closed model is predictive as it is dependent on being used exactly as designed. This model then becomes linear in application. In this model the management development process would have the following six steps (Legotlo, 1994:258):

- Step 1: The first step entails a needs assessment of the management development target population. This would include the school management team.

- Step 2: The second step entails converting the identified needs into objectives. This would relate to management development needs.

- Step 3: This step relates to the designation of the management development programme that would address the identified needs, thus actualising the programme goal.

- Step 4: The fourth step would entail the building of a budget and the obtaining of resources to carry out the programme.

- Step 5: The programme would then be marketed at this stage. The aim would be to familiarise the target population of the programme.

- Step 6: This step entails starting the programme.

Figure 7.1 depicts this model as captured by Legotlo (1994:258) from Kowaliski's exposition.

Figure 7.1   The linear model

The closed model seems like a logical path for developing a management development programme at school level as it presents simple and straightforward steps. In fact, it is so practically tempting that it would seem like an appropriate model to use. However, the model is imbued with the following difficulties (Legotlo, 1994:259):

- It fails to take cognisance of the complex nature of management development in a transforming education system.

- It presupposes a smooth if not successful progression through the various stages.

- It does not allow for a feedback and follow-up mechanism for corrective action.

- It fails to accommodate any failure at any stage and the necessary damage-control mechanisms.

- The final stage seems like an end in itself, as it is silent on what should be done in the event of unforeseen external forces coming into play in the process. For example, it does not explain what would happen if there is a policy change or input from the Department of Education at any stage of its progression.

- It presupposes a successful implementation phase and does not cater for delays or shifts in time frames as the process unfolds.

7.2.2 **The open model**

7.2.2.1 *Orientation*

In contrast to the closed model, an open model is one that considers that outside factors can have an impact on the design process. In creating an open model, the designer is therefore specifically accepting that some outside forces may be beyond the scope of the model but should still be considered in the design process (Nadler, 1989:6). The open model therefore provides the designer with possible courses of action and anticipation of outcomes.

Nadler (1989:6) points out that the open model is descriptive in that it endeavours to describe what will happen if the model is followed, without making guarantees as to outcomes so that the design process must be carefully watched as it unfolds. According to Legotlo (1994:259) this model views the planning process as an on-going activity which implies that the management development process should adjust to the changing social and political landscape.
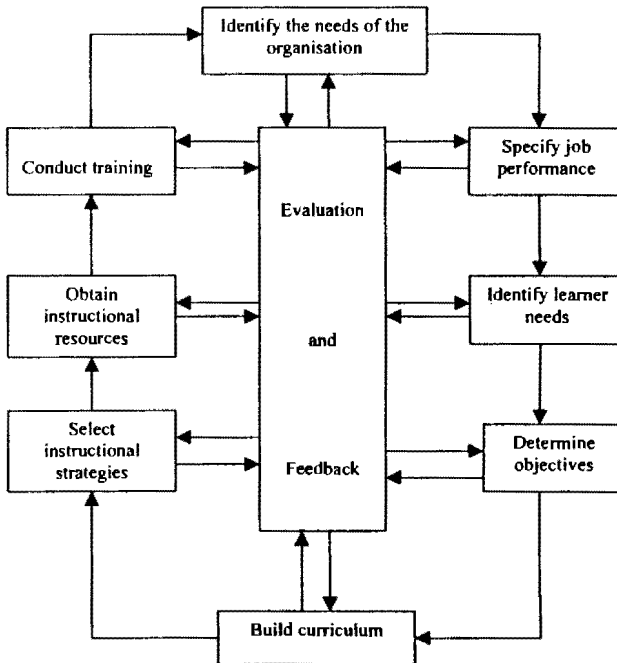
In the light of Nadler's assertion (1989:4) that designing a model calls for recognising that models already exist and that such models can be extremely useful. Two such models will be exposed before designing one for the Gauteng schools.

7.2.2.2 *The Critical Events Model* (Nadler, 1989)

Exposition of the model

The Critical Events Model (CEM) is essential for training, i.e. learning programmes related to the job the individual currently has. Figure 7.2 depicts the CEM model.

Figure 7.2 The Critical Events Model

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                    ┌─────────────────────┐
                    │ Identify the needs of the │
                    │    organisation      │
                    └─────────────────────┘

┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│Conduct training│     │              │      │  Specify job  │
└──────────────┘      │  Evaluation  │      │  performance  │
                      │              │      └──────────────┘
┌──────────────┐      │              │      ┌──────────────┐
│   Obtain      │     │     and      │      │Identify learner│
│ instructional │     │              │      │    needs      │
│  resources    │     │              │      └──────────────┘
└──────────────┘      │              │
┌──────────────┐      │   Feedback   │      ┌──────────────┐
│   Select      │     │              │      │  Determine    │
│ instructional │     │              │      │  objectives   │
│  strategies   │     └──────────────┘      └──────────────┘
└──────────────┘

                    ┌─────────────────────┐
                    │   Build curriculum  │
                    └─────────────────────┘
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(Nadler, 1989:18)

According to this model the first step is the *identification of organisational needs*. These relates to what the organisation must have to attain its goals while recognising that there are constraints on the kinds and amount of resources available. Nadler (1989:17) postulates that the underlying assumption behind needs identification is training and therefore, development cannot be undertaken unless there is a specific need. This step therefore entails identifying the need(s) and clarifying them. It is only when that has

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been done that the next event can be moved to.

Needs identification involves determining *where needs come from*. Nadler (1989:20-24) postulates that needs can emanate from the following:

- production or service of the organisation;

- equipment or regulations;

- output in terms of products or service;

- outside pressures;

- people in the organisation;

Needs assessment also entails an *organisational diagnosis* (Nadler, 1989:24). This implies finding answers to questions like:

- How are we doing?

- How can we do it better?

- What problems do we have?

- What is our future?

Organisational diagnosis includes *performance analysis*. Nadler (1989:27) relates to performance analysis as seeking to find out what the performance component is and how the need(s) of the organisation relate to some kind of performance problem.

Performance analysis would then answer the following questions:

- How did the need arise?

- Which human resource area is to be focused upon?

The consideration of the afore-mentioned aspects of the needs assessment would then lead to assessing alternatives to management development and training programmes if necessary. Some alternatives could be to hire and fire, internal mobility, re-engineering the job, equipment changes or organisational change or redesign. It is only after the consideration of alternatives that a decision to design a development and training

programme would be undertaken (Nadler, 1989:30-34).

A look at the CEM (cf. Figure 7.2) shows one event that is involved in every other event until the end of the programme *viz., evaluation and feedback.* Evaluation is concerned with how the model designer is meeting the objectives of a particular event (Nadler, 1989:39). Nadler (1989:39-41) emphasises that evaluation and feedback is an automatic step built into the CEM so that it alerts everybody to the necessity for some decision making before proceeding further.

This process involves answering the following questions at each event of the CEM:

- Who will be asked to make decisions?

- Who must receive the feedback so they can make decisions?

- Who must receive the analysis so they can provide feedback?

The most important point to make about evaluation and feedback is that it runs through all the events and affords opportunities for the designer to apply corrective action throughout the process of model designing (Nadler, 1989:45-46).

After completing the first event in the CEM, the designer would then move on to the next event, namely, *specifying the job performance.*

Nadler (1989:47) explains that this event stems from the job being identified as relating to a need of the organisation which makes the event of job specification a crucial one. The CEM is based on the premise that needs can be assessed against some kind of standard, which is based on agreement about the job to be performed. Nadler (1989:47) emphasises that an agreement about the job to be performed is essential and such an agreement would show how the job contributes to the organisation and would make it meaningful to try to find how to improve it.

Specifying the job performance involves knowing what job performance is by gathering the perceptions about the job and clarifying them (Nadler, 1989:51). Issues needing clarification would be (Nadler, 1989:53):

- the *interdependence* of people's inputs and outputs in the job in the light of the nature of an organisation which requires that for tasks to be accomplished and to reach goals, depends on more than one person.

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- *standards of the job* which relate to stating the output of the job as either quality or quantity. There would have to be an agreement as to the meaning of these standards since they mean different things to different organisations.

- whether the job involves *a group* or *an individual.* Some considerations would be whether people work alongside others or alone as well as working with others. It can also be considered whether substitutes have to be trained on a regular basis.

Job specification necessitates gathering data on job performance. There are various ways of gathering data about job performance. Nadler (1989:57) explains that when gathering data for this event, sources of information like people, records and reports and methods like questionnaires, interviews, meetings, literature search, observation and the critical incident have to be considered.

Evaluation and feedback in this event would be analysis, feedback and taking decisions on the job performance with regard to for instance, is there still agreement on the problem of the needs assessment, is there agreement on job performance, should consideration be given to alternatives and will time be allocated for development and training? It is only after the designer is confident that appropriate decisions have been made that it would be possible to proceed to the next event, namely, identifying learning needs (Nadler, 1989:77-80).

The next event in the model is *identifying learning needs.* According to Nadler (1989:83-102) the objective here is to identify the learning of those who are doing the designated job so that the focus of this event is on the persons in the job. Since people are different, the purpose of a good development and learning programme would be to bridge the differences between the person and the job so that the individual can perform in a way that meets the organisational goals (Nadler, 1989:83). Identifying the learning needs entails considering a person's values, *vis-à-vis*, job performance and the needs that are related to the job performance thereof.

Identifying learning needs involves gathering data using such methods as the use of electronic data gathering by teleconferencing, including performance appraisal, supervisors and employees for whom the development and training is designated (Nadler, 1989:88).

Evaluation and feedback in this event involves the analysis of what has been gathered under the previous event to ascertain how the identified needs are related to the job

performance. Decisions to be taken would relate to whether job performance will be acceptable if the needs are met, how important the needs are, whether the job has to be redesigned, whether tasks should be reallocated, whether subordinates should be transferred rather than trained and what the availability of learners is (Nadler, 1989:100-101).

If there are positive decisions about the preceding questions, the designer can then move over to the next event.

The next event is the *determination of objectives* (Nadler, 1989:103-123) which intends to identify elements that must be considered in determining objectives for the programme and for the individual learning experiences, and to list specific programme objectives and learning objectives (Nadler, 1989:103). Determining objectives has as a point of departure the understanding and consequent definition of what they are and how they are developed and used.

In order to develop the objectives of a management development process, priorities such as time, resources, availability of personnel play a major role (Nadler, 1989:106-108). It is also necessary to consider skills, knowledge and attitudes, as aspects of intentional learning (Nadler, 1989:112-113). Nadler (1989:115) opines that three components of an objective should appear, namely performance, condition and criterion, and emphasises that writing objectives should be done in a way that states the desired outcome, thus indicating performance at the end of the development and training experience.

Evaluation in this event takes place after objectives have been written and discussed. For analysis to take place, the written objectives are shared with at least the supervisor as well as managers. In the analysis the designer indicates how each objective relates to what had been previously agreed upon under the identification of the learning needs so that each need should have an objective or a reason for not writing an objective for that need (Nadler, 1989:120).

Feedback considers who should be involved. Management or the supervisor is the crucial person. Feedback could include the discussion of the rank order of objectives which might differ from unit to unit or department to department depending upon such factors as personnel, work schedules, production schedules and locale.

Decisions to be taken in this event would look at the acceptability of the objectives, the reflection of all the needs in the objectives, the acceptability of the priority of learning

objectives, the relation of objectives to the performance specification and the location of the achievement of the objectives, i.e. whether they can be met internally or externally.

The next event after determining objectives is *building the curriculum* (Nadler, 1989:124-157). The designer aims to develop a specific list of items to be learned in order to meet the previously determined objectives and to list the order in which training is to take place (Nadler, 1989:124). Building the curriculum is the event where the designer, given the objectives from the previous event of the CEM, starts identifying what must be learnt to reach the stated objectives (Nadler (1989:126). The curriculum therefore deals with skills, attitudes and knowledge and how this is stated is a reflection of, in part, the beliefs of the designer and the nature of the subject matter. Objectives then serve as a checklist so that each of the stated objectives should be readily identifiable in the curriculum.

Variables to be considered in building the curriculum include the learner who has had prior learning experiences before the one under consideration (Nadler,1989:128-129). Therefore, the culture of the learner or his prior experience when designing the present learning experience cannot be ignored. The nature of the instructor is another variable, e.g. the instructor could be machine-mediated or a subject matter specialist.

Building the curriculum also involves selecting content for the programme. Selecting content involves people. These may be people internally in the organisation such as supervisors, managers and employees, or external concerns, like professors from colleges and universities, consultants, NGOs, professional organisations and societies. These concerns could provide goods or provide services (Nadler, 1989:132-133).

All content related to the objectives can be organised under one of the four categories, namely (Nadler, 1989:134-136):

- *Essential content*, which is the absolute minimal content that the curriculum must contain if the learning programme is to meet the previously stated objectives.

- *Helpful content*, which refers to that content which supplements what is essential. This type of content is indirectly related to the performance expected but which will help the job performer understand more about the job.

- *Peripheral content*, which can be tested in terms of whether the performance can change if the peripheral content is not included. The inclusion of this content may be more a political decision than a design decision.

- *Unrelated content*, which arises in various ways and is, as implied by the term, unrelated to the developmental need. It arises as a result of a tendency of some people feeling that if the content was good for somebody in another organisation, it should also be included.

According to Nadler (1989:136) the content should then be categorised so that it becomes possible to instruct almost directly from that content. Thereafter sequencing becomes important, i.e. the order in which the content should be presented to the target group. Sequencing should reflect both the content and the learner. After these activities it should be decided whether to design the model or obtain an appropriate programme that already exists.

The designer then needs to produce lesson plans. The lesson plan takes the content and sequence and translates the material into a form that is a plan for the development and training situation. The form of the lesson plan depends on various factors, *inter alia*, the users of the material like the instructor (Nadler, 1989:144). The general form of the lesson plan should contain the lesson objectives, preparation, time/duration of the lesson, major topic(s), instructor activity, learner activity, learning strategies, and evaluation.

Evaluation in this event entails determining which approach to the analysis would prove most helpful. The decision as to the approach would be influenced by the nature of the content and the form of the lesson plans. Nadler (1989:154) postulates that the question is: Which approach will communicate better to the people who will be involved in the feedback? The analysis involves issues like the assumptions made about the nature of the content matter, time in terms of the reduction or increase thereof and the decision to designer buy an existing programme.

Feedback in this event includes feedback to people like the supervisors or managers by virtue of the major decisions that would have to be taken.

Decisions to be taken in this event would relate to whether the content meets the previously determined objectives, whether it will satisfy the identified needs of the learners, whether the content relates to performance and the previously identified organisational needs and whether the potential learners will be made available for the period decided upon.

The final decision would be to buy a packaged learning programme if available. In that case the next event, namely *selecting instructional strategies*, would not be engaged in

as it would be part of the purchased programme (Nadler, 1989:157). However, in the absence of a packaged programme, the next event would then be embarked on.

Selecting instructional strategies entails selecting those strategies that are appropriate for the curriculum, the learner(s), the trainer and the organisation. Nadler (1989:160-161) states that instructional strategies should include methods, techniques, devices, media and equipment. He emphasises that using strategies reinforces the proposition that the learning situation involves a combination of methods and devices.

In selecting strategies there are factors that should be considered, *inter alia*, concepts of learning psychology, administrative practices, the culture of the organisation, the instructor and the learner (Nadler, 1989:164-169). After considering these variables, the designer will then return to the curriculum and selects the appropriate strategies and, according to Nadler (1989:170-180), these would include the various management development methods discussed earlier in this text (cf. 3.7).

Evaluation in this event entails using external people to react to what has been accomplished (Nadler, 1989:180). Various strategies can be listed and reasons for their choice are propounded.

Feedback involves senior managers or supervisors to provide insight into how their subordinates might react to the instructional strategies selected for the learning situation.

Decisions to be taken in this event will focus on whether the instructional strategies complement the curriculum, if the objectives will be reached, if the learning plans (curriculum) reflect the identified learning needs, if the curriculum will relate to the current job performance, if the selected strategies can be implemented and, if the selected learning strategies will be available when needed (Nadler, 1989:182-183).

The next event entails *obtaining instructional resources* (Nadler, 1989:186-205). The objective of this event is to assure that all the necessary resources will be made available for the development and training programme (Nadler, 1989:186). There are a variety of resources available and this would be the function of the size of the organisation. The variety of resources needed fall within the traditional categories of the physical, financial and human resources (Nadler, 1989:188-196). The following checklist will assist the designer immensely in this event (Nadler, 1989:196-201):

- Scheduling

    * Are the necessary facilities available?

    * Who will instruct?

    * Do the instructors need any prior instruction before beginning their duties?

    * Will the learners be available?

- Equipment and material

    * If to be purchased, produced in-house or rented, is there a specific list of the items?

    * For all equipment and material, have delivery schedules been prepared?

- Budget

    * Have there been previous budget estimates so that these could be reviewed and updated based on decisions made during the intervening events?

    * What is included in the budget?

    * Will the training be cost-effective?

    * Who will be charged for the training?

    * Are there alternative budgets?

Evaluation in this event will entail the analysis of resources, schedules and budgets. Scheduling, selection of participants and identification and preparation of instructors will also be in the analysis (Nadler, 1989:202).

Feedback in this event will include a variety of people depending on how the organisation is structured (Nadler, 1989:202-203). The prime person would be the supervisor by virtue of the decisions he would have to take, such as who will go for training. Budget people are also crucial in this event since they control funding.

Decisions that have to taken in this event would include whether the cost is acceptable, the required resources would be available when needed, whether there is a list of potential learners, whether specific instructors can be assigned and whether the

programme with modification would solve the problem it seeks to address (Nadler, 1989:203-205).

The next event is the actual *conducting of training*. This event is the culmination of all the work done previously. According to Nadler (1989:207) for some programmes, no variations from the design and lesson plans will be permitted while for some, lesson plans are expected to serve only as general guidelines with modifications by the instructor in the actual learning situations.

Conducting training involves considering the participants to the training programme. This entails their selection, considering their needs as well as their notification about the training programme (Nadler, 1989:209-213). Afterwards the programme is opened. This would involve climate setting which would consist of those activities that will communicate an attitude conducive to effective training. This can be formal or informal (Nadler, 1989:214).

Evaluating the programme should be summative. The evaluation and feedback will all be influenced by the need to report to the supervisors and managers. The programme should then be closed by giving recognition to the participants and instructors.

At the end of the programme it would be important to analyse the impact of the programme to the learners. Decisions to be taken would entail assessing if the results of the programme have solved the problem, assessing if there is a need to repeat the programme and if modifications will be necessary if the programme is repeated (Nadler, 1989:225).

Critical evaluation of the model

The CEM seems like an appropriate management development model for its recognition of the complexity and dynamism of the process of management development and training. Its strong point seems to be its evaluation and feedback mechanism that runs throughout the process. This would cater for any unforeseen changes to the organisational structure and needs. The CEM seems also to embrace specific learner needs in an organisation.

However, there seems to be some flaws in the model. For one, the model seems to rely heavily on a 'hired' designer who would then make submissions to the supervisors and managers. The decisions taken by these persons as to the suitability of the programme

proposed by the model/designer would render the design process slow especially if one considers the evaluation and feedback aspect at each event. On the other hand, the success of the programme seems to be in the hands of the organisation's decision-makers. In an educational setting the temptation could be to get an "experienced" designer whose experience may not necessarily be educational.

The programme could be elaborately appropriate. However, the lack of educational management experience could be imbued with inappropriate solutions to educational management development. The CEM seems suited to industrial settings where the management structure would be suitable. In education this model would need modification. At school level it would need to take cognisance of what continuous improvement as driven by the school principal would imply as well as the new vision that focuses on stakeholder participation. The problem-solving model attempts to address this aspect.

7.2.2.3 *The problem-solving model*

Lashley and Williams (1997:38-49) present an example of a model that displays features of an open model and is referred to as the problem-solving model. As implied by its name, the problem-solving model approaches management development from a teamwork or action team perspective and thus aims for participation. The model recognises that organisational members at all levels can contribute to the continuous improvement of the organisation and that there is a deep reservoir of ideas and experiences that are not fully utilised. Figure 7.3 depicts the model.
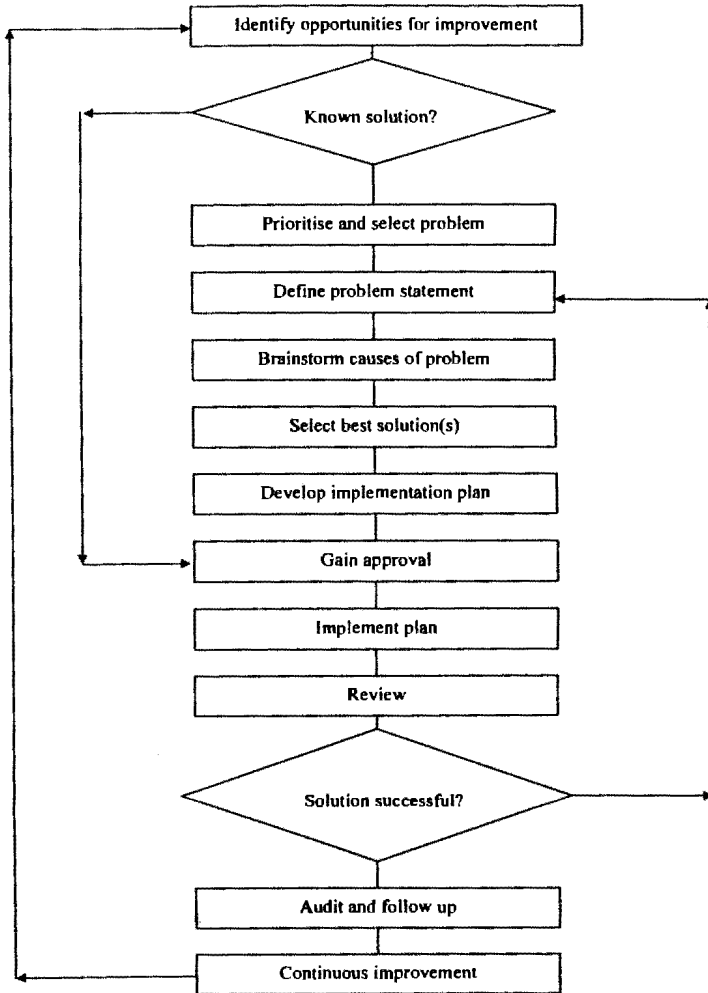
An organisation could have several action teams. Each action team has the responsibility of identifying and solving work-related problems (Lashley & Williams, 1997:42). This responsibility intends to induce employees to assume full ownership of organisational quality and overall improvement (cf. Xaba, 1996:83-88).

The action teams are made up of 4 - 8 people whose membership is initially voluntary. The action teams meet and work with a trained team leader and continuous-improvement advisor who guides them through the process of problem identification, analysis and resolution.

Lashley and Williams (1997:43) emphasise that the action teams are intended for developing employees' sense of involvement and commitment to organisational objectives particularly, as these relate to quality improvement and cost-effectiveness.

Figure 7.3 The problem-solving model

Identify opportunities for improvement

Known solution?

Prioritise and select problem

Define problem statement

Brainstorm causes of problem

Select best solution(s)

Develop implementation plan

Gain approval

Implement plan

Review

Solution successful?

Audit and follow up

Continuous improvement

(Lashley & Williams, 1997:45)

The team leader is therefore acting as facilitator, mentor and expert to assist the action team in its progress through the process. The team leader's responsibility is also that of

encouraging the action team members to identify problems and then providing the necessary organisational backup to help the team (Lashley & Williams, 1997:46; Holden, 1997:625).

In a school setting, the action team could comprise HODs, senior educators and educators, while the principal and deputy principal could be team leaders. In this sense each team member would gain management experience while SMT members would further enhance their management skills. The whole school would benefit from the continuous improvement envisaged by the process. The process however assumes expert and experienced facilitation from the principal and deputy principal, which would be a problem in most schools. This approach could be applied in the GDE's cascading training programmes, which have a "train-the-trainer" feature.

The problem-solving model unfolds in the following manner (cf. Fig. 7.4; Lashley & Williams, 1997:44-49):

The action team first *identifies the organisation's opportunities for improvement* by using the organisational standards or indicators of performance. In this stage the action team identifies problems which might be suitable cases for improvement.

The second phase involves *brainstorming* about whether there is (are) a known solution(s) for identified problems. If there is a solution, the team goes straight to the stage of consulting or gaining approval for the implementation of the improvement solution. If there is no known or ready solution to the identified problem, the next phase, *viz., prioritising and selecting the problem* is embarked on.

The identified problems are then ordered according to priorities and the problem for improvement is selected. The selected problem is then defined. This is important as it ensures that the action team is focussed and delves on real problems for improvement.

The next phase entails the *organisational analysis* that would expose the causes of the problem. The role of the team leader would be very important at this stage in order to expose the real causes of the problem and avoid picking on apparent problems or symptoms of the problem. Having brainstormed the causes of the problem(s) identified, the action team gathers data in order to confirm the root causes thereof. The team allocates responsibilities for information gathering and fact finding to various team members. Each member is charged with investigating specific issues in preparation for the next meeting, which would help to inform their understanding of the problem and

suggest possible outcomes.

The next phase entails *brainstorming solutions*. Suggestions from all members are then advanced. This is made possible by the fact that the team members have volunteered to seek continuous improvement mechanisms and are committed to the process of improvement. At this stage the team leader could assist the team members to seek various solutions to the problem. This could include the various techniques of management development. The mission of the organisation would be the focus points, with the organisation's strategic priorities being taken cognisance of. Brainstorming of solutions is followed by selecting the best solution to the problem. This could entail weighing all available options against the organisation's current situations, *vis a vis*, the problem identified for the best solution.

The selection of the best solution is followed by the *development of the action plans* to solve the problem. This phase could include, *inter alia*, selecting appropriate management development methods to be applied.

The next and perhaps important phase of this model entails *gaining approval of the decided-upon solutions* to the problem(s). This phase, one would imagine, is important in so far as it involves consultation and seeks approval for the management development programme decided upon as a solution to the problem. This is the decisive factor of the programme since it would affect stakeholders in the organisational operations. Acceptance and approval of the programme from all stakeholders would ensure its success by virtue of the commitment invoked by the ownership of the process engendered by participation. This phase would also induce the all-important support of the senior management of the organisation.

The next step flows from the consultation process of the previous phase. This phase sees the actual *implementation of the plans* drawn up and approved. This phase goes along with the review phase which aims at receiving feedback on the progress, evaluating the process and deciding whether to go on with programme or deviate. A deviation would be as a result of the expected outcomes being contrary to expectations, in which case the model directs the process back to the problem definition and re-progression through the phases following problem definition. In the event of expected outcomes being realised, the process proceeds to the next phase, *viz.*, audit and follow up.

Audit and follow up could relate to assessing the organisation's improvement status after the action team's intervention and the feedback gained throughout the process. Follow-

up could relate to reinforcing the process for sustained and continuous improvement and applying corrective measures which do not necessarily render the process ineffectual in such a way that going back to defining the problem is necessary.

The next phase entails *continuous improvement* using the applied solutions decided upon during the solution-brainstorming phase. This phase will also determine the next phase of continuous improvement in terms of it leading to the next problem. This could be a completely new problem or the next problem of whose solution is dependent on the solution of the problem solved by the process just completed.

Evaluation of the model

The strength of the problem-solving model is located in the use of action teams. This gives recognition to contributions that organisational members can make at all levels thereof. In terms of whole-school development, this implies involving educators in all aspects of school improvement, which will ensure commitment and ownership of school improvement processes.

Another striking feature of this model is its simplicity, i.e. it can be easily implemented because it progresses through few and understandable phases. Most important in the model, is the phase that entails gaining approval of solutions decided upon. This is of significance in that solutions decided upon will impact on other stakeholders in the organisation. It is therefore imperative that approval be gained so enlist support of and commitment to new processes resulting from brainstormed solutions.

However, this model needs to be implemented carefully. First, if care in implementation is not exercised, action teams might degenerate to being ends in themselves, rather than means to an end. In the event of many teams, careful monitoring is needed. Second, team leaders may not always be trained to lead action teams. Care needs to be exercised to ensure that team leaders are well equipped to lead so as to avoid the perpetuation of unsavoury behaviours, like domination of teams, use of positional authority to enforce pre-determined solutions and straying from identified targets. Third, making up teams and setting them in operation may be time consuming. The model, however, does address the question of participation and ownership of improvement processes in the school.

7.2.2.4 *Comments on the two open models*

The two models presented above display the following factors:

- the importance of the needs assessment before any development and training takes place. The latter model emphasises this analysis within the school's development plan as well as the need for consultation with staff even at this stage.

- the importance of continuous evaluation and feedback on the process - both during the planning and implementation stages.

- the openness to corrective action through the built-in ability to deviate to earlier stages where modifications, additions and or omissions and deviations from the set plan are necessary.

It can thus be concluded that a model of management development should, at least, have these features. It should be indicated that the model must focus on continuous development and thus should be accommodative of changes and inputs that may be effected from time to time. The essence of this model should be for it to be a tool that can be used on-goingly rather than be of a once-off utility.

The two models seem elaborate on paper. However, they would need experts at school level who can design models or customise models to the school's unique circumstances. This expertise is sadly lacking in South African schools. Schools management teams need, therefore, a readily usable model that would provide an instrument SMTs can easily relate to and apply in their school circumstances. Such a model for Gauteng schools is presented in the next section.

7.3 A MANAGEMENT DEVELOPMENT MODEL FOR GAUTENG SCHOOLS

7.3.1 Orientation

Chapter 2 highlighted the need for a new management development approach in South African schools. The imperatives for change (Chapter 2) espoused the reasons for a move towards a school-based management system. In a transforming education system the onus for delivering an education management development system cuts across all stakeholders.

There is thus a need for national and provincial initiatives for management development of SMTs (cf. 2.4.4; 4.2.3). These initiatives should focus on

- a completely planned career development for school leaders which should include initial training and continuous in-service training. This initial training should have two aspects, *viz.* the period prior to taking up appointment and the period immediately after appointment (4.2.2.5; 4.2.3.3);

- linking a newly-appointed school leader with an experienced leader and subsequently mentor (cf. 2.5.3; 4.2.2.3); and

- creating conditions for regular meetings of school leaders for mutual support (cf. 2.5.3; 4.2.3.2).

The national and provincial management development initiatives will play a major role in that they would,

- develop and draw-up a national and or provincial vision and guidelines for management development, e.g. target populations and training programmes' durations 4.4.2; 4.2.3.2).

- develop training materials and establish a bank of such materials, e.g. content and methods and handbooks for trainers (cf. 2.5.4; 4.2.3.2; 4.4.2).

- focus on the training of trainers (cf. 2.5.3; 4.4.2).

- identify indicators of good practice (4.4.2).

- evaluate training programmes (4.4.2).

- arrange for funding and resourcing of the management development and training programmes (cf. 2.5.4; 4.4.2).

It is also important for the national and provincial management development initiatives to consider appropriate types of management development and training programmes. The following types of programmes could be considered (cf. 1.2; 2.4.4; 2.5):

- Programmes for school managers to undergo individual development outside the school with their colleagues from other schools.

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- Programmes which are mainly concerned with whole-school development where the role of school leaders is that of change-agents. This may even involve the participation of other school staff members.

The management development model proposed here intends to provide the school principal with a readily usable tool in the process of continuous improvement and whole-school development (cf. 6.5.6; 6.5.10). The model is appropriate in the present economic climate where the scale of costs for management development training are very astronomical, especially since, school management teams and their staff should take as much responsibility as possible for their own further development, thus retaining ownership of their own learning and customising development and training to their individual needs (cf. 2.2.3.3; 2.3.4; 2.4.3; 2.4.4).

Education transformation in South Africa and the intended concept of self-managing schools require commitment to improvement, development and education service delivery from all stakeholders (cf. 2.4.3). Most important, for the day-to-day and operational improvement, a commitment from educators is imperative. The proposed model seeks to induce and encourage a commitment from parties involved in the operational activities of the school and management development through their participation and involvement. The model is, therefore, aptly termed the *Commitment Approach* to management development.

7.3.2 The Commitment Approach to management development

The Commitment Approach (CA) is premised on the need to ensure stakeholder participation in the process of management development. The reasoning behind this is that, when people are part of a process from its inception, they commit themselves to its completion and strive hard to make it a success. This is due to the feeling of ownership of the process they adopt as well as the spin-offs of recognition they enjoy out of being part of its design and development. However, perhaps the most important reason for commitment is the use of a vision as the starting point of the process and the reference thereto throughout the process. A vision being the ultimate end aspired to, will keep the ultimate end of the process alive in people's minds throughout the process. This is against focussing in isolation only on aims and objectives, which often tend to be seen as ends in themselves, rather than means to an end (cf. 6.5.7). The idea is continuous reference to the vision throughout the process of management development.

The CA is based on the Quality Assurance Framework instrument developed for use in

GDE schools by the GDE Quality Assurance Task Team of which the researcher was part (cf. Appendix E). The framework developed a list of *strategic issues, quality pointers, indicators of good practice and focus points* which were derived from "unpacking' of the mission statement of the GDE (cf. 6.5.7; 6.5.11). Therefore, the CA incorporates an instrument that is readily usable and which SMTs can relate to.

Strategic issues are broad topics that would be considered as the guiding cornerstones of an organisation, mainly as they are derived from the vision and mission statements of the school. They essentially point towards the direction of the school, i.e. they underpin the school's vision, mission, goals and aims. Consequently, they become the major focus areas in the school's attempt to actualise its mission. Seven strategic issues were developed for schools to focus on, *viz.*,

- The quality development and transformation process

- The school curriculum

- Academic and personal empowerment for citizenship

- Ethos and human rights

- Human resource management

- Physical resource management

These strategic issues were derived from the mission of the GDE, which in essence would form the basis of each school's vision and mission in Gauteng. An example of a strategic issue is in this exposition is:

* Human resource management

Quality pointers are key aspects that have to be addressed if the mission area espoused by the strategic issue is to be effectively covered in the school. The word "pointer" is used to give the image of turning attention in a particular direction. Quality pointers serve to simplify or unpack the strategic issues. One of the quality pointers for the strategic issue mentioned above is:

♦ Personnel management

For each quality pointer there are *indicators of good practice* that are specific statements

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describing the quality pointers. In other words, indicators describe what is implied by the quality pointers. These indicators could also be used for self-evaluation and monitoring purposes. Examples of indicators of good practice for personnel management are

- Staff with personal or professional problems are supported
- Staff is deployed efficiently
- The work of all staff members is monitored
- Personnel records are efficient
- Code of conduct and grievance procedures are sensitive and fair

Focus points are descriptions of indicators of good practice. They provide more details about what the indicators imply. The focus points are the narrowest of the process criteria and are thus used for the measurement of management performance, i.e. improvement and/or the need thereof. There are six focus points for each indicator of good practice. Examples of focus points for the first indicator above are:

- Every effort is made to reduce sources of stress in the operation of the school
- Communication systems allow staff to voice criticism rather than nurse grievances
- Change is introduced with sensitivity to the feelings and interests of those involved
- Enmities, tensions and divided loyalties are resolved by reconciliation
- Staff members experiencing problems or failure are supported with sensitivity
- Grievance and disciplinary issues result, if possible in healing and reconciliation

The Commitment Approach to management development is depicted in Figure 7.4.

The CA as depicted in Figure 7.4 proposes that the management team of the school looks at management development as a process that seeks to effect continuous improvement, thus becoming an open model (cf. 7.2.2). The management development process depicted by the CA has to be developed by the school management team (SMT) in consultation with various stakeholders in the school. There will, for instance, be a need to consult with the school governing body (SGB) (which according to the new Governance Act comprises parents and educators) and/or educators depending on the issues to be addressed (cf. 2.2.3.3; 2.3.4). This will induce commitment in the participants in that they will be part of its unfolding and will thus experience ownership of the process. However, the management team as change agents would initiate the process with the school principal playing a major role.

Another reason for the involvement of other stakeholders in what should be aimed at the SMT development, is to place management development in the context of whole-school development and improvement. This lends weight to commitment as all school stakeholders would see the need for full participation in whole-school development. This approach would also avoid management development activities being isolated from the whole school, thus empowering a broad spectrum of the school population in terms of future aspirations to management positions as well as enhancing participatory and flat management. In other words, school management would be demystified from the notion of belonging to the SMT only and would be related to the entire school population. This would also rid the school of the often prevalent perceptions of the "them and us" between the educators and the SMT (cf. Reeves, 1994).

Figure 7.4 The Commitment Approach to Management Development
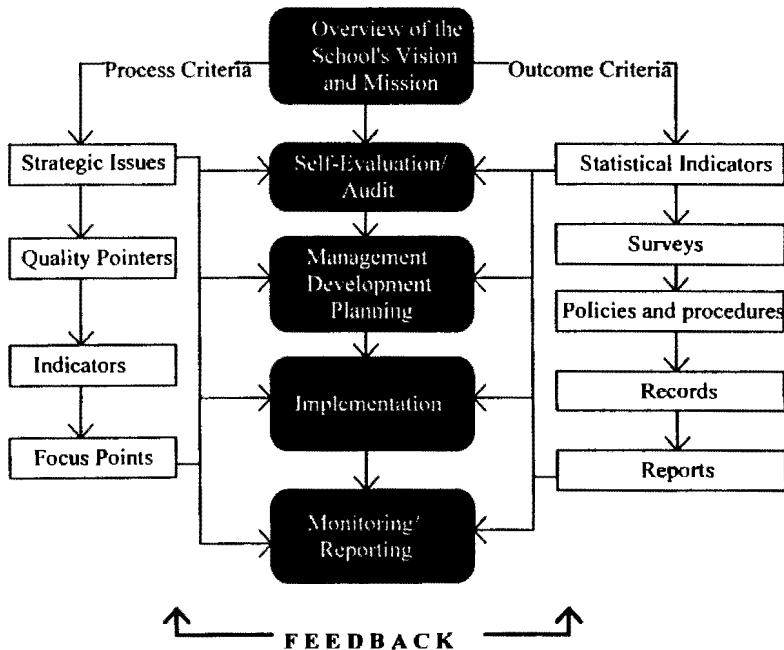
The management development process begins with an *overview of the school's vision,*

mission and aims (cf. 3.5.3.4; 6.5.7). It is important that this stage be initially kick-started by the SMT. The aim of this overview is to unpack the mission so as to locate strategic issues or priorities of the school. This overview ensures that management development is a process within the whole-school development plan and not an isolated entity addressing only the SMT's management development needs (cf. 6.5.11; 6.5.17). In this phase the SMT unpacks its vision and mission by using process criteria (cf. Figure 7.4) to assess the school's management development needs. The aim is to locate the strategic issues from the vision and mission statements in order to see if the statements are in line with the strategic issues and priorities of the GDE, and to direct the school's management development activities.

The overview of the school's vision, mission and aims leads to the examination of what the school actually does and how it does it. This is the school's *self-evaluation* (cf. 3.5.3.4; Checklist 3.4; 6.5.5; 6.5.9; 6.5.14). The intention at this stage is to rate the school's actual management activities against its vision and mission. At this stage, the weaknesses and strengths are identified and priorities for development and training are determined for the development planning phase. The same process criteria are used to identify the actual stage of management development through various scanning indicators and rating. This is followed by the selection or setting of indicators of good practice for the planning and implementation phases.

The next phase is the actual *management development planning* (cf. 6.5.8; 6.5.15). This stage is based on the outcomes of the self-evaluation phase. Planning is carried out on how the identified areas of weakness are to be addressed. This stage is the most important since it determines the next direction of the school's management activities. This stage includes plans of how management development is to take place, how it will be monitored and who will be responsible for the implementation and reporting. This includes the evaluation mechanisms.

The planning phase is followed by the actual *implementation* of the plans (cf. 3.5.3.4). This stage is the practical enactment of the planning phase where the outcomes thereof will determine the effectiveness of the plans carried out. It is at this stage that reporting, monitoring and evaluation of the effectiveness of the management development activities becomes crucial (cf. 6.5.4; 6.5.9). This will determine the need to proceed with plans or revert to any of the previous phases.

The final phase is the *evaluation* of progress of the implemented plans. Included would be the evaluation of changes in the desired direction and the sustenance thereof or the

converse in terms of any failures or deviations from the plans. This will include an analysis of reasons for success and/or failure of the development activities. The feedback derived in this phase will determine the way forward, i.e. whether the process has succeeded, or needs to be complemented or restarted.
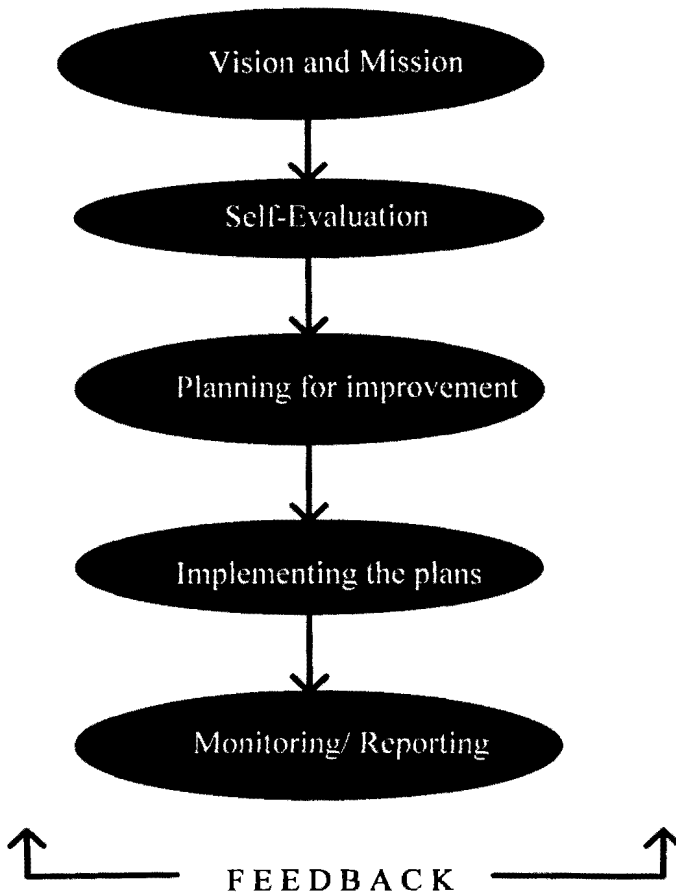
An important feature of the CA is the continuous feedback throughout the various phases (cf. 7.2.3.3; 6.5.20). Each phase allows for the generation of feedback through continuous reference to the vision and mission of the school. This feedback is used to plan ahead, proceed with each phase or refer back to the initial phase or any phase passed. This is important in that the vision and mission of the school is reinforced and stakeholders are committed to the improvement and development process by the vision being kept alive throughout the various phases.

The CA proposes the development and implementation of the management development process in the context of whole-school development. This is especially so because whole-school development is a management responsibility of the school's SMT and cognisance is taken of most school management teams' general lack of management training (cf. 2.4.3; 2.4.4; 6.4.1; 6.4.2; 6.4.3). Therefore, stakeholder participation becomes crucial. The CA, being based on the GDE Quality Assurance Framework, provides a readily usable instrument in the form of the strategic issues and indicators of good practice.

7.3.3 The unfolding and development of the management development process

The CA unfolds and develops through six phases as depicted in Figure 7.5.

**Figure 7.5 The development of the Commitment Approach to management development**

Vision and Mission

Self-Evaluation

Planning for improvement

Implementing the plans

Monitoring/ Reporting

F E E D B A C K

The development of the process unfolds in the following manner:

Phase 1: Vision and mission

Phase 1 is conceptualised in Figure 7.6.

Figure 7.6 Phase 1: Overview of the vision and mission
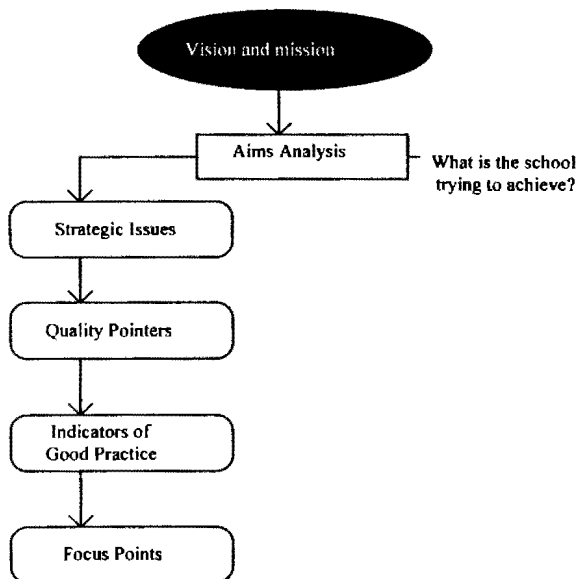
This phase addresses the following question:

• *What is the school trying to achieve?*

This is articulated by the school's vision, mission, goals and aims (cf. 3.5.3.4; 2.4.3.4; 2.4.4). These aspects of the school define the direction and task of the school as they are reflected in the goals, aims and objectives of the schools.

The SMT and some designated staff members and possibly the SGB make an overview of the school's vision, mission, goals and aims. This involves an assessment of the school's vision, mission, and aims. An overview of the school's vision, mission and

aims makes use of process criteria, namely the strategic issues, quality pointers, indicators of good practice and focus points (cf. Figure 7.4; Checklist 3.1). Process criteria will ultimately be the target that is aimed at especially the indicators of good practice, e.g. *effective two-way communication structures are established.*

In the light of whole-school development, this phase assesses the school's management development needs, hence the use of process criteria. The most important aspect of this phase is for the overview of management development goals (cf. Checklist 3.1). This is done with reference to sections of the school's vision. Reference to the vision is essential as it would induce keeping the management development "dreams" of the SMT alive throughout the process. This will encourage the continuity of the process towards the school's overall vision.

Very often aims and objectives are short direct statements. Achieving one of them induces a feeling of having accomplished or completed a process, task or project and having to begin another. The writer opines that this causes a "break" in the process of reaching the overall vision or a feeling of frustration when failure to achieve them occurs. A comfort zone in these instances becomes the re-start or beginning of whatever activities were geared towards achieving them. This is premised on the notion that most improvement processes allow for a feedback that provides opportunities for a re-start of the process so that a lot a time may be spent on attempting to accomplish and achieve a goal, aim and or objectives. In essence these milestones tend to become ends in themselves rather than means to an end.

On the other hand, continuously making reference to the vision instead, ensures that the ultimate purpose of the management development activities is kept alive. All parties involved commit themselves to the "dream" and are essentially committed to it so that all activities are linked to the "dream". The question of what the school is trying to achieve lives throughout, i.e. it informs the decisions taken to achieve it and is aspired to as a vision that drives all management development activities.

It is, however, important that reference to the vision be well articulated, well defined, discernible, realistic and achievable in the short-term so as to build up to the ultimate and overall vision. Priorities derived from the vision and mission would thus have to be stated in a precise, specific and direct manner that would relate to the overall vision of the school and will have to display short-term and sometimes medium-term accomplishment qualities and targets, so as to embody attainability and directedness (cf. 3.5.3.4).

As indicated in the systematic approach to management development (cf. Figure 3.4; 3.5.3.4 & Checklist 3.1), it would be crucial to consult the staff because the process is likely to affect them since there may be changes in the normal way things are done. The process might also directly affect some staff members so that consulting them would create a favourable climate for management development. The ways of moving ahead with management development should also be discussed with the educators, and the GDE Quality Assurance Document should be outlined so that educators should embrace it or suggest an alternative strategy thus creating a sense of participation and ownership of the process.

This is the phase where it can also be decided on who should co-ordinate the whole process and whether a core team should be established to advise on the process. This process needs to be driven in as short a period as is realistically possible (cf. 7.2.3.3).

Phase 2: Self-Evaluation

The self-evaluation phase is depicted in Figure 7.7.

Figure 7.7 The Self-Evaluation phase

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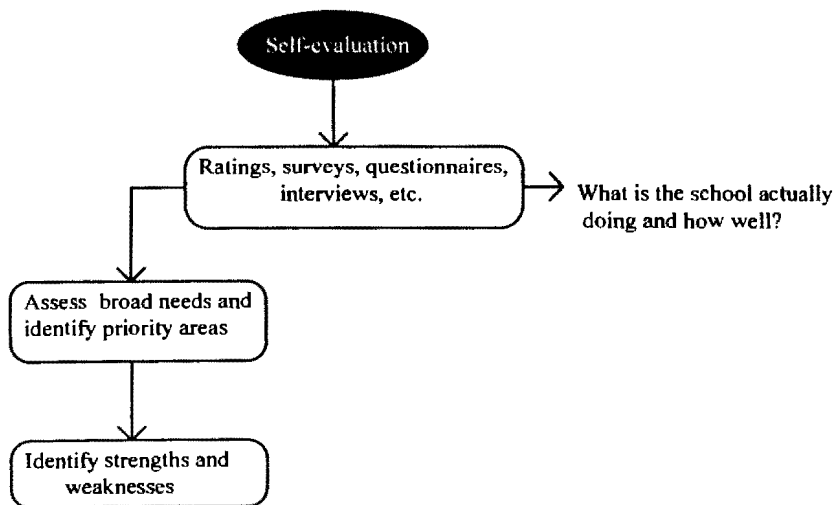
The self-evaluation phase addresses the following question:

- *What is the school actually doing and how well?*

This phase of the management development approach addresses the analysis or assessment of the school's management activities (cf. Checklist 3.2). This means asking what management activities is the school's management team engaged in. This is essentially part of the management development self-audit. This will assist the school management team to identify those management activities they perform in the context of the school's direction and vision as captured in the mission, goals, aims and objectives.

It also addresses the way in which the school management tries to achieve its goals and how well that is done. In this phase use is made of ratings on the indicators of good practice. The ratings use VW, W, S, and VS, which stand for:

VW = Very Weak
  W = Weak
  S = Strong
VS = Very Strong

This will highlight the strengths, weaknesses, opportunities and threats (SWOT analysis) regarding the management team performance of their functions. This will certainly identify those areas that need to be addressed through a management development and improvement process. A very weak rating means that the school has to do something immediately to improve that indicator or focus point, while a rating of very strong means the school is doing very well in the indicator or focus point and is not an immediate priority for improvement and would rather be sustained (cf. Checklist 3.2).

Since the Quality Assurance Framework instrument is used, SMTs do not have to struggle with the SWOT analysis of which they are not adequately trained and which usually becomes superfluous and unrealistic (cf. 2.2.1; 2.2.2.2; 4.4.3.4; 6.4.4). Self-evaluation is focussed on what the school is currently engaged with, *vis a vis*, the desired levels as identified by the GDE Quality Assurance Framework (Appendix E).

A very strong rating could also be assessed in terms of its overall strength. For example, a very strong rating of matric results could be further assessed in relation to the quality of the results themselves, e.g. how many matric exemption passes are attained and what is the percentage range or distribution of the exemptions as well as symbols attained in individual subjects.
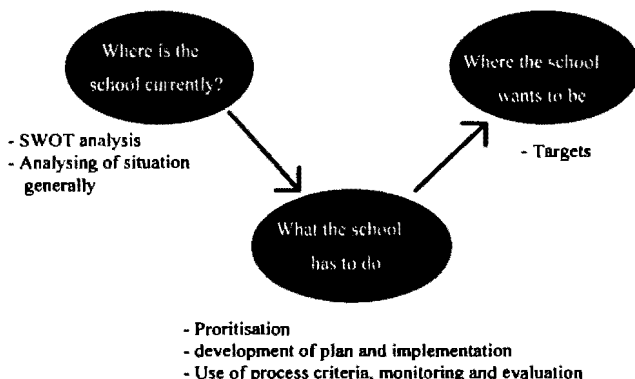
Figure 7.8 Self-evaluation template

Strategic Issue	6.0	Human resource management
Quality Pointer	6.4	Communication and administration
Indicator	6.4.1	Effective two-way communication structures are established
Focus Points	6.4.1.1	School policies and circulars are circulated to all staff
	6.4.1.2	Communications which arrive in school are quickly circulated to all staff
	6.4.1.3	There are efficient procedures for informing staff about day-to-day school business
	6.4.1.4	Information obtained at external meetings or in-service courses is passed on
	6.4.1.5	The management team gathers views through meetings and informal gatherings
	6.4.1.6	Surveys of staff views on school matters conducted and feedback given
Priority		
Target		
Project		
Time Frames	Start:	Finish: Progress Date:
Staffing/Action Team	Leader: Post: Action Team:	
Resources		
In-service		
Costs		
Success Criteria		
Monitoring	Procedure:	Performance:

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The schools make use of surveys, questionnaires, interviews, suggestion box inputs, observations, historical analysis and focus groups to collect data for self-evaluation. Included here are statistical indicators used as scanning elements (cf. 7.4). These are measurable or countable factors, like pupil-teacher ratios, percentages of parents who attend school meetings, examination or test results.

The data will then be used against the indicators and focus points for rating. An example of what could be a complete self-evaluation template with the selected areas of weakness to be addressed is depicted in Figure 7.8.

In essence, the self-evaluation phase conducts an audit of what currently prevails in the school. This phase reflects on the past and endeavours to think how things can be different in the future. Issues addressed relate to where the school currently is, where it wants to be and what has to be done. The essence and issues addressed by this phase are captured in Figure 7.9.

Figure 7.9 The essence of the self-evaluation phase

- SWOT analysis
- Analysing of situation
  generally

- Targets

- Proritisation
- development of plan and implementation
- Use of process criteria, monitoring and evaluation

The exercise undergone in the self-evaluation stage basically gathers data for improvement and development. Strengths and weaknesses will have been identified. There will then be a need for the prioritisation of the school needs since for obvious reasons, it is not possible to attend to all the areas needing development all at once. The CA puts emphasis on invoking commitment from stakeholders. Therefore, the narrower the scope of attention, the easier and realistic it is to induce commitment and set realistic and achievable goals. This demands of the school at this stage to reflect on those areas

needing immediate and urgent attention. Prioritisation will lead to the planning phase. However, it is important to select or set indicators of good practice for the prioritised areas.

The indicators of good practice will help the school to recognise when success has been attained. A priority is selected and measured against its success criteria, which could be an indicator or focus point (cf. Appendix E). For example, a school's self-evaluation could generate *staff development* as a priority. This priority is embodied in the **Human Resource Management** strategic issue. Staff development is situated in the *Development and training* quality pointer. The indicator of good practice for staff development is *a staff development and training programme is implemented.* The strategic issue, quality pointer and the indicators of good practice are targets of the school, i.e. where the school wants to be. The focus points indicate the real targets of the school's management development process as detailed in realistic and tangible goals. These focus points are:

- The school has a policy statement on staff development and training.

- Whole-school and individual training and development needs are identified.

- In-service priorities for staff are identified through self-evaluation and appraisal.

- Staff development and in-service programmes are costed and included in the budget.

- Staff are encouraged to take in-service training in school and on external courses.

- Staff report on content and value of in-service courses and other training attended.

The selection and setting of indicators of good practice are tangible measurements of action. These are as specific as is possible so as to make the recognition of success easy. At this phase the school should know exactly which management development areas need to be addressed and what performance, success or outcome criteria are expected as is indicated by the focus points. Focus points in this case allow the school to focus on specific target areas, so as to define the main priorities or strategic issues. Focus points are, therefore, located within indicators of good practice, through to the strategic issues. Figure 7.10 illustrates this phase.

Figure 7.10 Selecting and setting indicators of good practice

Strategic Issue	Human Resource Management
Quality pointer	Development and training
Indicator	A staff development and training programme is implemented
Focus Points	1. The school has a policy on staff development and training.
	2. Whole school and individual training and development needs are identified.
	3. In-service training priorities for staff are identified through self-evaluation and appraisal.
	4. Staff development and in-service programmes are costed and included in the budget.
	5. Staff are encouraged to take in-service training in school or on external courses.
	6. Staff report on the content and value of in-service courses and other training attended.

The selection and setting of indicators lead to the planning phase.

Phase 3: Planning for improvement

This phase addresses the following question:

- *What improvements are required?*

The planning phase is conceptualised in **Figure 7.11**.

This is an important phase because it determines the new direction of the school's management activities within the context of whole-school development (cf. 6.5.6). The success of the planning phase will have an impact on the whole school hence the need for as broad stakeholder involvement in the process as possible (cf. 2.4.4; 3.6.1; 3.6.2; 6.5.12; 6.5.20). This stage has to take consideration of a broad range of issues in the school.

The information collected from the previous stage and the results of the ratings thereof are used for the improvement planning (cf. Checklist 3.3). The issues to be improved are prioritised. The present policy and practice is clarified and action to be taken is recommended. The action phase is planned for. Attention if focused on how the process

of improvement will be started. The expected job performance has to be specified (cf. 7.2.2.2). The indicators of good practice and the focus points are used as a standard against which the job performance is specified.

Figure 7.11 Planning for improvement
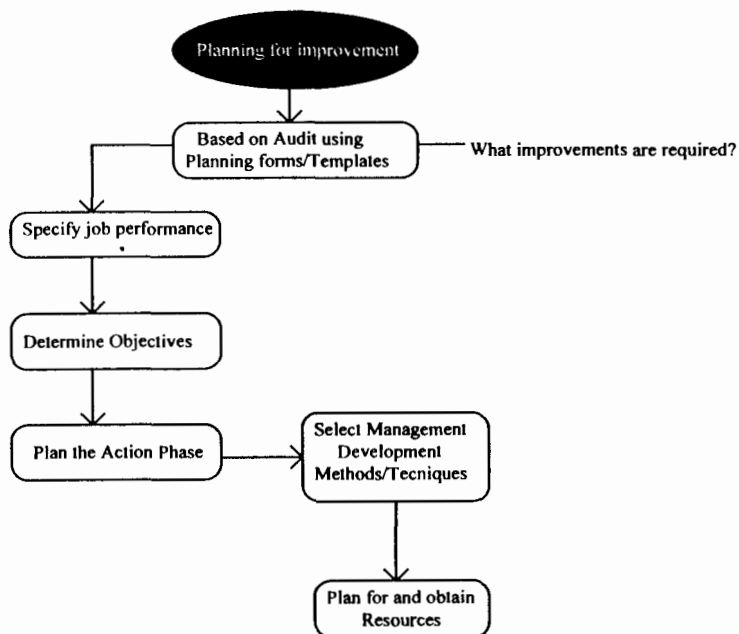
It is during this phase that appropriate management developments techniques (cf. 3.6) and methods (cf. 3.7) that will be employed, are identified and decided upon. Since this is not a once-off process, the selection of development methods and techniques needs to be done with the longevity of the process in mind. This would include persons who will be responsible for the improvement action, i.e. either people in the school or from outside, *inter alia*, agencies and GDE officials in charge of education management development (cf. 6.5.18).

This phase will also consider whether there is any form of in-service training needed and who will conduct the training. Perhaps the most important of other factors in this phase would be the consideration of resources that will be needed and the costs thereof (cf.

Checklist 3.3). These will most certainly determine the success of the improvement phase. It is also important to stipulate time frames and target dates so that the process is within reachable and realistic time frames. The outcome criteria and performance expected need to be considered and stipulated. This will help to ensure that the process is within the framework of planned activities and will make it easy for detecting any deviations or problems arising as the process progresses (cf. 6.5.16).

The planning phase is rounded off with a planning form or template. This template is actually an action plan (cf. 6.5.15). It details the activities to be taken, the rationale for those activities, the priority activities, action team, resources needed, the time frames, success criteria, monitoring and reporting procedures and performance expected. Figure 7.12 shows the planning form/template.

The action plan form or template covers the following five basic questions, *viz.*:

- What must be done?

- How will it be done?

- How will it be known when it has been done?

- By when will it be done?

- Who is responsible for doing it?

The next phase addresses the actual implementation of management development plans.

Phase 5: Implementation

This phase addresses the question:

- *How will the improvements be put into practice?*

This phase will address the implementation of the plans designed in the previous phase. This will include actual plans, people charged with their implementation, resources needed, priorities and time frames needed to effect the plans (cf. Checklist 3.3; 3.4). This includes any in-service planning required for the development improvement. The action phase is monitored, i.e. an "eye is kept" on what is happening (cf. Checklist 3.4). This phase is closely tied with the next phase.

Figure 7.12 The action plan form

Plan No.		Title	
Plan Date		Group	

Background	
Priority	
Project/Action	

Time frame	Start		Finish		Progress date	

Project/Action Team	Leader: Post/Title: Other team members:

Resources	
In-service training	
Costs	
Success Criteria	
Monitoring & Reporting Procedures	
Performance	

Phase 6: Evaluation/Monitoring/Reporting

The question addressed here is:

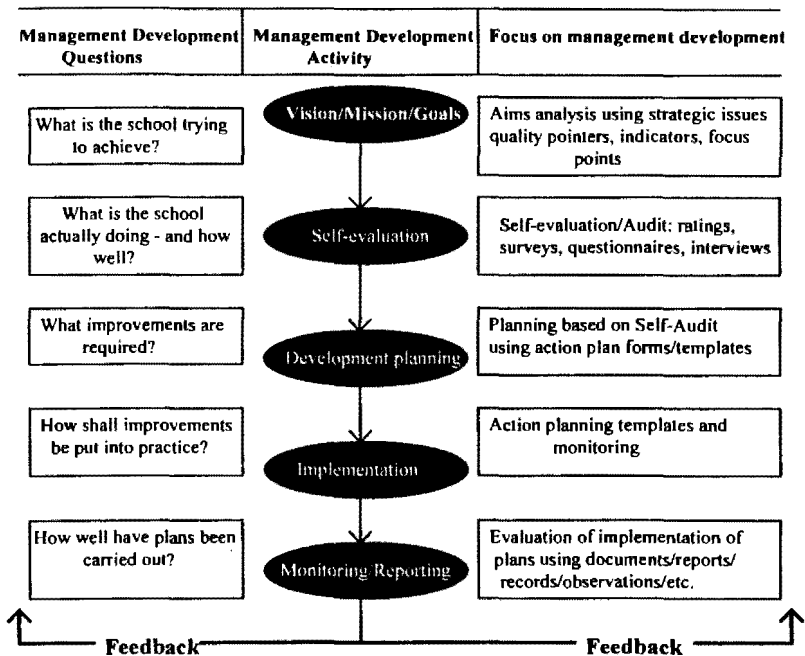* *How well are the plans carried out?*

This is perhaps the most important phase as it implies the monitoring, reporting and the entire evaluation of the implementation of plans using documents, reports and records (cf. Checklist 3.4; 6.5.9). This phase will entail, *inter alia*, performance and outcomes criteria. It is at this phase that the management development improvement team analyses progress and notes any deviation that would need corrective action. This phase, the last, should actually be a continuous process.

The information gathered here serves as feedback to the process (cf. 7.2.2.2; 7.2.2.3). Conclusions and recommendations are made on the basis of feedback received. Feedback derived here must be presented to the staff or those involved, as well as to the SGB and possibly the District Office of the GDE. The feedback thus received will lead to the declaration of success of the development process or to the initial review phase, i.e. the overview of what the school is trying to achieve and what the school is actually doing. In the case of the latter, the process would restart and the self-evaluation phase would include an analysis of where the implementation phase went wrong. This will assist in the designation of further plans to improve or correct the deviations from the intended action.

The evaluation of the process involves deciding whether the ongoing process is meeting the development needs and whether the new activities arising from the projects that have been integrated into the management development programme should be maintained (cf. Checklist 3.4). This is done by *inter alia*, analysing those forces that are encouraging improvement and those that are inhibiting it so as to strengthen the positive ones while reducing the inhibiting forces. This stage will determine what should be done to outstanding priority projects. Finally, a summary report is compiled and is distributed to all appropriate people and if the approach is going to be used again or adapted, it will be decided if there is a need for conducting another needs assessment (from the vision and mission) or it can be moved straight into another priority project (cf. 7.2.2.2; 7.2.2.3).

The complete management development process is conceptualised in Figure 7.13.

Figure 7.13 The management development process

Management Development Questions	Management Development Activity	Focus on management development
What is the school trying to achieve?	Vision/Mission/Goals	Aims analysis using strategic issues quality pointers, indicators, focus points
What is the school actually doing - and how well?	Self-evaluation	Self-evaluation/Audit: ratings, surveys, questionnaires, interviews
What improvements are required?	Development planning	Planning based on Self-Audit using action plan forms/templates
How shall improvements be put into practice?	Implementation	Action planning templates and monitoring
How well have plans been carried out?	Monitoring/Reporting	Evaluation of implementation of plans using documents/reports/ records/observations/etc.

↑ **Feedback** **Feedback** ↑

The CA presented in this chapter for Gauteng schools has advantages in that it proposes the involvement of the whole management team and the involvement of other stakeholders where necessary (cf. 3.6.1; 3.6.2; 6.2.1.10). It is open to the school's priorities in that the school team decides on areas of weaknesses to be addressed. The CA also does not prescribe the route to be taken but rather relies on the management team of the school identifying strategic issues to be addressed. The CA therefore provides the team with indicators of good practice so that there is a GDE designed standard against which the self-evaluation is conducted (Appendix E). This ensures that the management team is focused and chances of having a myriad of focus areas are reduced.

The emphasis is on participation of people in the school so that there is a commitment invoked through a feeling of ownership of the process (cf. 2.4.4; 3.6.1; 3.6.2). Finally, the CA can be used to fit within the school's annual development plans since it presents

indicators of good practice that do not focus specifically on management issues, but cover the whole spectrum of school development (cf. Figure 3.4; 2.5; 6.5.11). The management development activities of the school are thus aimed at continuous improvement of the school management in all its facets (cf. 6.5.10).

7.4 CHAPTER SUMMARY

This chapter set out to develop a management development model for Gauteng schools. Two types of open models of management development were discussed with a view to using some of their precepts in designing a model for management development.

The CEM highlighted the importance of having a planning process which is as elaborate as possible, with a built in evaluation and feedback mechanism throughout the process of designing. The need for this has, however, been reduced by the utilisation of the GDE designed Quality Assurance Framework in the proposed approach. This will assist SMTs in that they would not have to be model designers themselves. They would rather use a readily available document of indicators of good practice.

The problem-solving model emphasised the role of teams in management development programme planning and implementation. The brainstorming session is important in that it induces teamwork and commitment since all persons involved will ultimately own the whole process by virtue of having contributed to its design. Brainstorming also induces people to locate problem causes even in themselves. This would be good for formulating the solution thereof. This model's strength is situated in the continuous feedback and evaluation mechanisms. Consultation features strongly in this approach and can only suit the new education vision of stakeholder participation in school management and governance.

The CA designed for Gauteng schools puts an emphasis on stakeholder participation. This is premised on the notion of empowering all educators in the school. This will also ensure that the process' recommendations and conclusions will be carried down to the school.

The success rate of the commitment approach is also based on the support the GDE would lend to the schools. The local GDE offices are of importance in this regard because of their accessibility.

The next chapter presents a summary, conclusions and recommendations of this study.