

## CHAPTER 2

### THE NATURE AND SCOPE OF INDUCTION IN EDUCATION

#### 2.1 Introduction

In this chapter an overview of personnel induction in education in the context of personnel management is provided. The survival of any organisation like a school depends on the quality of management available (Musaazi, 1982:53). Literature studies have illustrated that the principal is the key person in any effort to achieve excellence in schools (Anderson, 1989; Reed, 1989). This implies that the selection, recruitment and induction of effective school principals may not be left to chance. The need to employ selection techniques with high predictive validity in the process of hiring the school principal cannot be over-emphasised (Reed, 1989; Morgan, *et al.*, 1983).

Even in countries where the training of principals is the vogue, as in the U.S.A., there is a general concern that new principals need support to jump the first hurdles (Daresh, 1987a; Rogus & Drury, 1988; Anderson, 1989; Daresh, 1992; Blackman, 1992; Playko, 1992). It is clear from the literature on the concerns and problems of beginning principals (Barth, 1980b; Weindling & Earley, 1987; Daresh, 1987a; Janson, 1989; Anderson, 1990; Parkay, *et al.*, 1992) that transition to principalship is experienced as a shock of reality and well-structured induction programmes to help new principals to adjust to the school system and the community are of the greatest importance.

Initially a brief clarification of the term induction is provided and the latter part of this chapter is devoted to the major components of an induction programme with particular emphasis on the induction of the newly-appointed school principal. Guidelines for effective induction programmes also receive attention.

## 2.2 Definition of the term "induction"

### 2.2.1 *Induction*

A clarification of the term **induction** is essential to guide this study, and more importantly to underline how effective induction programmes should be designed to actualise their objectives. It is fair to state right from the outset that induction is a multidimensional concept with various interpretations. To some extent these interpretations could be ascribed to different employment policies in school systems, which also guide the extent to which resources are allocated for the implementation of the induction programme; the time slot for phasing in the induction activities as well as the time when actors should be on stage.

Furthermore, people responsible for the induction of personnel (in this case for new school principals) view induction through an assortment of lenses, as revealed by the resources allocated for induction, as well as the variety of goals set to be achieved by induction. These interpretations are revealed in phrases like "Now that you have been appointed principal, run the school", in "induction talk", "induction week", "orientation" and "induction programme" (Barth, 1980b).

These interpretations and perspectives or frames imply that others may see induction as a way of introducing the new members of the occupation to colleagues and his immediate seniors. For example Rebores (1987) who views induction as a process designed to acquaint new members with the school, the community, and their colleagues, gives two categories of induction programmes, namely informational and personal adjustment induction programmes. The personal adjustment programme offers an opportunity to new members to socialise with other members.

Gorton (1983:174) sees induction as a process in which recently employed individuals are helped to become oriented to a new environment which includes the school system, the community, the teaching position and the people with whom they will be working. It is during the induction that the newly-appointed principals get their first impressions of the school policy and the method(s) of operation.

Daresh and Playko (1992c) argue that others see it as a process of providing general information needed by the newcomers during the first few weeks in a new work environment. Research on effective induction programmes for new school principals to guide the practice and the design of a comprehensive induction programme is also very limited (Daresh & Playko, 1989a).

During induction provision is made to provide information about the organisation to the newly-hired employees so that they can carry out their work effectively. Newly-appointed principals gather basic information on their new work milieu (Dessler, 1984:223; Potgieter, 1990:8).

The information as such should help them to gain a picture of the role expectation of principalship and the ever-increasing demands made on the principal by the school community and the school system. These views imply that others may see it as a way of providing information to the newly-appointed principal, as in Rebore's (1987:137) informational programme.

Normally a pack of information, textbooks, school rules and standard forms should await the new recruit, and guided tours and meetings should be planned. The guided tours help the newly-appointed principal to form an impression about the school and the community (Everard & Morris, 1990:89). Induction could be viewed as an attempt to help various categories of newly-hired personnel to fit into and to adjust to the working environment with a minimum of disruption so that the goals of the organisation can be achieved as effectively as possible (Bondesio & De Witt, 1991:251).

These definitions assume that the newly-hired employee, like the beginning principal, will have adjustment problems, thus justifying the implementation of a well-organised induction programme.

Castetter (1986:260) defines induction as a systematic organisational effort to assist personnel to adjust readily and effectively to new job

assignments so that they can contribute maximally to the work of the system while realising personal and position satisfaction.

Castetter's definition includes personnel assuming new responsibilities because of promotion or reorganisation or structural changes in the school system. Personnel assuming new roles, like newly-appointed principals, may not be expected to give their maximum effort in the realisation of the organisational goals until they have fully adjusted to the work to be performed, and to both the internal and external environment of the school.

To summarize the above views, induction is seen as a process for developing, among new principals, knowledge, skills and attitudes and values essential in fulfilling their roles more effectively.

### *2.2.2 Induction Programme/Process*

In this study an induction programme is seen as a well-structured, comprehensive professional development plan of activities that a school system or an educational institution designs to develop, among new principals, knowledge, skills, attitudes and values essential to carry out their respective roles effectively. An effective induction programme helps to create conditions that help the newly-appointed principal to internalise the norms of the occupation to the point that the primary means of social control (that is, control over performance) is self-controlled (Rogus & Drury, 1988:11). Induction programmes are viewed as a means of improving the quality of the beginners (Fox & Singletary, 1986). They are seen as support provided to the beginners.

The induction programme has numerous components, such as printed materials on employment conditions and school system policies, orientation meetings and visits, seminars and training workshops or sessions, follow-ups, conferences, and the assignment of a mentor (Huling & Austin, 1986).

Anderson (1991) identifies a range of induction programmes such as sink-or-swim, learn-on-your-own strategy, peer assistant leadership, principal in-service programmes and mentoring. All these programmes

have different activities and actors; the timing as well as the duration of such programmes differs from one school system to the other.

Induction in the U.S.A. for example could be seen as a programme that starts during the pre-service principal preparations, while in some systems it starts during recruitment and selection. This view is well supported by Daresh and Playko's (1992b) tridimensional conceptualisation of the professional development of school principals, with three main elements, namely pre-service, induction and in-service (cf. 4.2.1.2).

Daresh and Playko (1989b) point out that an effective induction programme explicitly and implicitly uses recruitment and selection as an integral part of induction. Rigorous selection criteria and the requirements that the recruits should show commitment to the occupation as a prior condition of acceptance create conditions that are conducive to the socialisation of adults.

An induction programme, in terms of this study, is viewed as a well-structured, comprehensive professional development plan with clearly articulated objectives designed to develop among newly-appointed principals the knowledge, skills, attitudes and values needed to carry out their roles effectively. It is the support programme provided by the school system to meet the needs, concerns and problems of newly-appointed principals

The total induction programme in this study has five phases, namely pre-appointment, principal-designate, induction and in-service workshops and seminars, follow-ups and evaluation phases. Each phase consists of different steps or activities. These phases are discussed in detail later (cf. 2.5).

It is observed from the literature (Rebore, 1987; Gerber *et al.*, 1992) that the concepts **induction programme** and **induction process** are used synonymously, both implying the means of developing among new principals the knowledge, skills, attitudes and values essential to carry out their work effectively. However, in this study **induction** is seen as a process, while **induction programme** is seen as a well-structured

comprehensive professional development plan or strategy designed to facilitate the process of induction.

## **2.3 Induction in the context of personnel management**

Personnel management is closely linked to human resource planning, or it could be viewed as a subset of human resource planning. Bondesio and De Witt (1991:239) view personnel management as the provision, maintenance and development of personnel with the aim of achieving the primary goals of the organisation such as the school system. Personnel management deals with the procedures for employment, determination of personnel policy, setting and creating of posts as well as the drawing up of directives on the development and training of new staff members (French, 1982).

This section sketches important induction activities that personnel management units could employ to facilitate the induction of newly-appointed principals.

### **2.3.1 *Recruitment***

Recruitment is an active pursuit for potential candidates with the main purpose of influencing them to apply for the vacant position (Gorton, 1983:159). It is a set of activities that the organisation uses to attract candidates who have the abilities and interests needed (Gerber *et al.*, 1992). It is a challenge to the school system to identify suitable candidates for principalships, because the principalship, as illustrated by research work, is more than critical to the effectiveness and the efficiency of the school (Reed, 1989; Bossert, 1982).

The intent of recruitment is to generate a pool of applicants who possess the qualities needed for a position like that of a principal (Reed, 1989:23). Anderson (1989:14) argues that the recruitment of outstanding principals is too important to be left to chance.

Patronage, favouritism and nepotism should not be allowed to influence the selection of capable candidates. Haphazard recruitment procedures

often lead to one missing capable candidates (Anderson, 1991; Morgan et al., 1983).

The recruitment of quality educational leaders should be pro-active. School districts should not simply sit back and wait for people to decide to go into administrative positions one day. Districts should identify potential administrators and groom them (Daresh & Playko, 1992b). Such talented teachers should be given release time for training, special learning activities to support on-the-job learning and even financial incentives. The utilisation of assessment centres is also recommended for the identification of potential leaders (Reed, 1989).

Recruitment to principalship in the U.S.A. starts when a student applies for admission into graduate programmes in educational administration. The student may be recommended by the school district, friends or by having had previous contacts.

Direct contact with the students through activities such as off-campus teaching tends to serve the recruiting functions (Anderson, 1989). However, in most countries certification or post-graduate programmes in educational administration are not a prerequisite for selection to principalships (Van der Westhuizen, 1988; Morgan et al., 1983).

The school district may be required to recruit beyond the district lines or narrow down the vacancy announcement to geographical areas. However, it is recommended to have a large area covered by placing position announcements in newspapers with a large circulation (Anderson, 1989). A too narrow search should be avoided in order to maximise the application ratio.

Newspapers, brochures, technical journals and direct mail advertising can be used effectively to communicate employment needs to a wide audience (Morling, 1992).

It should be noted that recruitment is a two-way communication process between the prospective candidates and the system. The individuals need information about the nature of the position, the community and the system itself, working conditions and salary. The system needs

information about the candidates regarding such matters as educational qualifications, work history, health and personality.

Standardised forms are designed to secure information about candidates. Brochures, manuals and fact sheets are used to furnish prospective applicants with information about the position and the environment in which the school is located (Castetter, 1986). The information gathered about each prospective principal is evaluated and suitable candidates are invited for selection interviews (Musaazi, 1982:193).

### 2.3.2 *Selection*

#### 2.3.2.1 *What is selection?*

Personnel selection is a decision-making activity in which one individual is chosen to fill a position on the basis of how well the selected individual's characteristics match the position requirements.

The aim is to fill existing vacancies with well-qualified and capable candidates in order to improve the efficiency and the effectiveness of an organisation like a school (Castetter, 1986; Bondesio & De Witt, 1991; Rebore, 1987).

All selection activities exist for purposes of making effective selection decisions (Robbins, 1983). The design and implementation of selection activities are to a certain extent a reflection of the importance which school officials attach to attracting and retaining competent personnel. The expenditure of time and money is wasted when the people selected for positions do not meet the organisational expectations (Castetter, 1986).

The interview is the most important tool to secure information and impression about the candidate. It provides information and other data which other instruments cannot reveal. The major purpose of the interview is to secure sufficient information from the candidate to enhance the possibility of making the best choice (Robbins, 1983).

A preliminary screening interview is conducted with the main purpose of ascertaining whether the applicant understands key requirements of the position and possesses the minimum position requirements. It provides the applicant and the selectors with the opportunity of exchanging meaningful information about position requirements and the interest of the candidate in the position (Gerber et al., 1992).

Steps in the selection emphasize the systematisation of data-gathering that leads to the hiring of an individual. The information should be checked for accuracy and adequacy. When all the information about the applicant has been juxtaposed with the requirements of the position and those of the school system, the selector should be able to compare both sets of information and make a prediction as to whether the applicant or prospective principal will perform according to expectations (Castetter, 1986:250).

### *2.3.2.2 Selecting school principals*

The district may not select the best candidates because of non-specific recruitment and selection policies or inadequate screening tools (Morgan et al., 1983). The declaration of the vacancy is the first step in the selection and recruitment activities. The announcement should specify the special needs and characteristics of the school where there is a vacancy. The selectors also have to match the school needs with the applicants' skills, leadership style and characteristics. Position guides should provide all information concerning the role and qualities of the incumbents (Rebore, 1987).

The best districts in the U.S.A take time to define and articulate what they are looking for in a principal and specify how they will determine the suitability of the candidate (Anderson, 1989; Reed, 1989). Clear selection criteria maximise the possibility of employing top-notch principals. The criteria for selecting the principals should be very explicit. Without clearly defined selection criteria, wide reliance on localised notions of fit or image may surface. The candidate's physical presence and projection of self-confidence may influence the selection (Morgan et al., 1983).

Assessment centres as a technique in the selection of prospective candidates is used widely in the recruitment and selection of principals in the U.S.A. (Reed, 1989; Hersey, 1992).

The National Association of the Secondary School Principal (NASSP) started the assessment centre notion in 1975. Participants engage in simulation activities which represent daily activities of the school principals. Trained assessors observe the participants over two days, and prepare a comprehensive report on their strengths and weaknesses and possible areas for development (Reed, 1989; Van der Westhuizen, 1987; Farmer, 1986; Thomson, 1992).

The NASSP identifies the following skills that are essential for principals (NASSP, 1986; Thomson, 1992; Hersey, 1992):

- \* **Problem Analysis.** The ability to seek out relevant data and analyse complex information to determine important elements of the problem situation.
- \* **Judgement.** The ability to make logical decisions and high quality decisions based on available information.
- \* **Organisational ability.** The ability to plan, schedule and control others.
- \* **Leadership.** The ability to get others involved in solving problems, and to see when others need direction.
- \* **Sensitivity.** The ability to perceive the needs of others, tact in dealing with persons from different backgrounds.
- \* **Decisiveness.** The ability to see when the decision has to be taken and to act quickly.
- \* **Range of interests.** Competence in discussing a variety of subjects like education, current events and active participation in the events.
- \* **Personal motivation.** The ability to be self-policing.
- \* **Educational values.** Possession of a well-reasoned educational philosophy.
- \* **Stress and tolerance.** The ability to work under pressure and stress and despite opposition.
- \* **Oral communication.** The ability to make oral presentation of facts and ideas.

- \* Written communication. The ability to write clearly to the target audience.
- \* Conflict management. The ability and willingness to intervene in order to solve conflict, the ability to develop solutions that are agreeable to all persons involved.
- \* Political assertiveness. The ability to perceive the critical features of the environment, such as power structures, principal players and special interest groups.
- \* Risk-taking. The extent to which risk is taken on the basis of sound judgement.
- \* Creativity. The ability to generate ideas that provide different new ideas.

The information gathered during selection helps the personnel management unit or the selection panel to make a final decision to appoint the most suitable candidate(s).

### *2.3.3 Placement and appointment*

Once the right candidate has been chosen the next important task for the personnel unit is to place the new hiree and induct him into position and role. Gerber *et al.* (1991) define placement as the process of putting people into jobs. Placement is a follow-up of selection, in which the most suitable candidates are placed in the right position. The ultimate goal of placement is to place the right individual in the right position.

Appointment of school principals is the responsibility of the personnel unit. However, it should be mentioned that appointment to such a position as principalship is delegated to other bodies in line with the employment policy of the school system.

To cite some examples: in the U.S.A. the appointment of school principals is the responsibility of the superintendent (Reed, 1989). In the past, the Local Education Authority (LEA) was responsible for the appointment of the school principal in the U.K. (Morgan *et al.*, 1983). However, most recently this task has been delegated to the local governing body (Morling, 1992), known as the Local School

Management (LSM); in Bophuthatswana it is the responsibility of the Secretary for Education (Bophuthatswana, 1979).

A letter of appointment is given to the chosen candidate together with written statement of terms and conditions of employment so that the candidate can decide whether to accept the appointment or not. As in recruitment and selection, the conditions of service are communicated to the chosen candidate to reduce possible future friction (Bondesio & De Witt, 1991).

After appointment has been formalised, there follows a series of activities which may help to integrate the newly-appointed school principal to the district, school and community (Bondesio & De Witt, 1991).

#### 2.3.4 *Orientation*

Orientation is viewed as a series of activities designed to help to introduce the newly-appointed school principals to his new working environment, including the building plant, the superintendent, the district education officers, the professional and administrative staff, pupils and parents, professional associations the role and job assignment (Gorton, 1983).

Orientation is an important component or subset of a comprehensive induction programme. Simply handing over the keys to the principal and expecting him to learn the district policies and procedures is an ineffective orientation strategy (Andrews, 1989). Well-planned orientation activities include orientation to the school district, the school and the community (Rebore, 1987). The superintendent, the local governing body and the out-going principal all play important roles in the orientation of the newly-appointed principal.

Beside familiarising himself with school policies and district policies and procedures by reading principals' guides and teachers' handbooks, meetings and visits to the community should be well planned with the superintendent and other members of the induction team. The main

purpose of the orientation meetings should be to establish a healthy relationship with all bodies concerned.

### 2.3.5 *Career development*

A systematic approach to the selection and support of newly-appointed principals is essential for school improvement. Personnel management sections responsible for the selection should make all efforts to match school needs to a candidate's strengths when selecting school principals.

The common path pattern to principalship in the U.S.A. shows that the entry point is certification as a teacher (Gorton, 1983). For some teachers a principalship forms the focus of career goals. It is noted that people seeking principalships do not start as principals.

Greenfield (1977:30) noted that the upward mobility among teachers was associated with the process known as GASING, that is, Getting the Attention of the Superiors. This is followed by anticipatory socialisation, interpersonal socialisation and situational adjustment.

The prospective candidates would later assume an entry point as vice-principal or head of a department. Such positions give the candidate valuable experience, thus it could be seen as a necessary stopping point before the candidate moves on to a desired position, that is, a position as head of a department followed by a vice-principalship provides the candidate with a better opportunity of understanding the role and responsibilities of a school principal.

Personnel management units could help the prospective principal or the new principal to realise his objectives and the objectives of the the school system by creating opportunities that enhance the professional growth of the individual.

## 2.4 Recruitment and selection of school principals in Bophuthatswana

The traditional view that good teachers without any formal training in school management could be effective principals is still the vogue in Bophuthatswana. The argument here, however, is that since teachers are trained for their work, principals also need support in their new work situation if they have to achieve any measure of success. The increasing complexity of the principal's work reflects the needs for higher levels of competence in technical, human relation and conceptual skills.

The common path pattern is from being a classroom teacher, which may be followed by promotion into one or the other managerial position like deputy principal (in case of high schools) and head of department. The probability of being promoted to a principalship is high among teachers with management experience, like heads of departments and deputy principals.

### 2.4.1 *Recruitment of school principals in Bophuthatswana*

Once a vacancy has been identified in the circuit, the circuit education officer prepares a position announcement. Announcements are commonly made by writing a circular to school in the circuit. The announcement specifies the location of the relevant school, the phase of the school, and states the requirements of the candidate in terms of work experience, age, academic and professional qualifications, citizenship, and recent testimonials for reference checks, including a detailed **curriculum vitae**.

The circulars are the major tools used for the advertisement of the position, and because of the poor postal system in most circuits such circulars are collected by principals at the circuit office, in most cases at the end of the month when they visit the circuit to collect the teachers' monthly salaries, or at principals' council meetings.

The announcement may be extended to the neighbouring circuits when the need arises, by employing the government weekly news bulletin, the **Mirror**. The circuit officers may also recruit from outside the office by

encouraging potential candidates to apply for such a vacant position in the school.

It is noted that no specific efforts are made to extend the applicant pool beyond the borders of the circuit. Promotion to a managerial position like head of department or deputy principal is the only opportunity offered to groom potential candidates for principalships.

#### 2.4.2 *Selection of school principals in Bophuthatswana*

According to departmental policy there should be at least three members but not more than five members of the interviewing panel. The selection panel for the principalship consists of two members from the circuit office, two members of the school council plus one head office official responsible for the particular school phase (Motsilenyane, 1992; Legotlo, 1992).

The Head Office, together with the circuit office, determines the date and venue for the selection interview. Once the date has been fixed, candidates are invited for the selection interviews.

The panel members meet an hour before the scheduled time to acquaint themselves with the particulars of the candidates as well as to set out the manner in which the interview will proceed. In such a pre-selection meeting applicants who do not meet the required minimum standards may be informed. Such applicants may not be interviewed (Legotlo, 1992).

The panel has to ensure that they have the information in respect to the post for which candidates are selected. The job description should be accurate and written in operational terms, personal characteristics and previous behaviours associated with the post should be clear.

The qualities examined include the following (Legotlo, 1992):

- \* Mental alertness. The ability to learn quickly, a retentive memory, a keenness to acquire new ideas, and ability to solve problems accurately and quickly.
- \* Personality. The sum total of habits, traits and emotional qualities which affect the relationship with others and the individual's educational platform.
- \* Job performance. Work output and the level at which knowledge, training and experience are applied to produce the desired results in time.
- \* Administrative ability. The ability to delegate responsibility with corresponding authority to plan effectively, to distinguish between major and minor issues and to co-ordinate the work of others. The candidate should demonstrate that he can make sound decisions, and has the ability to organise, lead and coordinate the work of the others, and delegate responsibilities with authority. To be able to communicate and express himself clearly are also important skills needed.
- \* Leadership. The ability to win the respect and loyalty of others and to guide them in developing good teamwork. The ability to stimulate team work and a readiness to take the initiative when the opportunity arises and possession of good working relations are essential.
- \* Initiative and adaptability. How the person handles new skills or improvement and the ability to adjust to new situations. The candidate should demonstrate the ability to perform tasks independently and show a readiness to be involved in new curriculum developments at a micro- and a macro-level.

All these important skills are scored on a four-point scale. The average scores of the candidates are used as a guide in decision-making together with other biographical data and reference checks. This is quite an interesting blueprint in the selection which focus on some of the important leadership qualities required for managerial positions. The question to be researched is the extent to which these criteria are used in the selection of school principals.

The representative of the head office chairs the proceedings. It is assumed that the head office and circuit office representative are the

experts in school management, and are aware of the required qualities and skills in order to match the position requirements with the candidates. While the school council members are aware of the community norms and traditions which are important for beginning principals.

For better understanding and communication the interview is conducted in Setswana, the medium in which all participants have a high level of proficiency. However, English as the medium of instruction in the school system and mostly used medium of communication in the school settings is also used to a minimum level to test the candidate's oral communication skills.

The problem may also arise in a situation where the school council has already earmarked a candidate because of the role he played during the erection of a new school or for any other reason like the "son of the soil syndrome". Such a situation creates unnecessary tension and conflict between educational officials and members of the council which may delay the processing of the selection and appointment. The low applicant ratio, ranging from one to ten applicants per position, may be ascribed to such a situation (Legotlo, 1992).

After all necessary applicants have been screened, suitable candidates are listed in rank order of preference. The first three at the top of the list are recommended in rank of suitability. Though the policy of promotion from within may be considered, it does not necessarily minimise the chances of good candidates from outside to be selected. Another factor to be noted which may influence the decision of the panel, is the situation where the head of the department has been requested to act as principal for some time.

At the end the panel submits its recommendation to headquarters in Mmabatho for final selection and appointment. The head office makes the final decision from the first three candidates recommended. The final selection and appointment may take some months before the candidate is informed by way of a letter of appointment. The delay in the final processing of selection and appointment may be ascribed to

bureaucratic red tape. It is noted that only successful candidates are informed of the outcome of the selection process.

#### 2.4.3 *Issues in the current selection practice in Bophuthatswana*

The announcement is limited to a specific circuit where the vacancy occurred. Principals are employed in distributing the position announcement circulars to teachers. Some principals never inform their teachers or make the position announcement papers available to them for some personal reasons or simply because the principal does not want his good teachers to apply for promotion (Motsilenyane, 1992).

Such a situation better explains the reasons for low applicant ratios, a situation which reduces the validity of the whole exercise.

The low applicant ratio may also be ascribed to a situation where the candidate has already been earmarked for the position. In remote rural areas it could also be difficult to have suitable candidates with minimum qualifications. At this point it is also appropriate to mention that the minimum qualifications required for a primary and middle school principalship is Standard Ten plus a professional qualification and at least five years' teaching experience (Legotlo, 1992). For higher principalships the minimum requirements are a university degree plus a professional qualification and a minimum of at least five years' teaching experience. No mention is made of a course or qualification in school management. Previous experience in managerial positions like head of department or deputy principal position enhances the candidate's chances of being selected.

After a new principal has been selected the next important activity is to support them to be successful in the new position. The new principal knows very little about the position and the community, so he needs help to adjust to the new position.

## 2.5 The essence and goals of induction

### 2.5.1 *The essence of induction*

The newly-appointed principal needs support from the day of his effective appointment until he becomes a self-motivated, self-directed, and fully effective member of the enterprise. Every employed individual in an organisation needs safety, security and satisfaction. The new inductee is probably uninformed on how things are done. School objectives, specific duties and responsibilities, school and community traditions and taboos, and personal and position standards to which members are expected to adhere, are not always known to the newly-appointed hires (Rebore, 1987:132; Castetter, 1986:261; Musaaazi, 1982:195).

Absence of well-planned proper induction practices may lead to voluntary resignations during the probationary period. Castetter (1986) argues that the number of first-year teachers who leave the profession is higher than the profession is thought capable to sustain. DeLeonibus and Thomson (1979:1-9), in their study on why principals leave found that most important factors for leaving were excessive time demands, heavy workload and stress, implying that high turnover amongst principals could be ascribed to discrepancies in pre-service education and unplanned induction strategies. Personnel turnover represents an economic loss to the system.

Literature on the essence of induction programmes reflects that (Castetter, 1986:261; DeLeonibus & Thomson, 1979:1-9; Gorton, 1983:528):

- turnover tends to occur during the early period of employment;
- replacement in position of authority may cause hostility and resistance;
- change within the social system is viewed unfavourably; haphazard induction procedures can produce discouragement, disillusionment or defensive behaviours;

- austerity, belonging, esteem could be maximised, and information problems of the inductee could be minimised during the induction period;
- frustrations develop when the newly-hired employee discovers inconsistencies between the realities of the organisational life and their expectations and values at the time of employment.

On the basis of the above argument the development of an induction programme as a tool to minimise the problems and frustrations of the newly-appointed principal or employee should be carefully planned and implemented. The objectives should minimise the problems of the newly-appointed principals.

### *2.5.2 Goals of the induction programme*

An effective induction programme should have well-defined objectives that reflect the needs of the newly-appointed principal or newly-hired employee and the specific philosophy of the school system (Daresh & Playko, 1992a; Rebore, 1987). The main purpose of the induction programme is to facilitate adjustment of the newly-appointed inductees to the work environment in which they render service to the system (Van Vuuren, 1989; Rebore, 1987; Castetter, 1986).

Goals are important signposts in the development of an effective induction programme. Daresh and Playko (1992b; 1992c), in their research on the development of induction programmes for beginning principals (U.S.A.), identified three important goals for the induction programme namely; orientation, remediation, and socialisation.

#### *2.5.2.1 Orientation*

The objective of induction is to provide the newly-hired principal with information concerning the local policies. During orientation newly-appointed principals learn about the operation of the school system and gain information about the personnel responsible for different units. Even though new principals may know very little they are confronted with the myth that the leader knows everything, when they actually need support to learn how to oil the machinery (Andrews, 1989).

### 2.5.2.2 *Remediation*

The strategy behind the induction programme is to facilitate adjustment of the individual to the new role. The long-range strategy is to utilise the induction programme to initiate shaping or reinforcement of performance behaviours that are socially acceptable. All newly-appointed principals or newly-hired employees joining the organisation have both desirable performance behaviours and potentially disruptive performance-related behaviours (Castetter, 1986).

Induction is the programme that enhances the development of those performance behaviours that are conducive to the individual and organisational goals, and to correct performance deficiencies (Castetter, 1986).

Remediation helps to address the inadequacies of the pre-service education, but this does not necessarily imply that the pre-service institutions send forward incompetent people. The pre-service preparation may not address all the nuts and bolts of school management (Barth, 1980b; Rogus & Drury, 1988). All the nuts and bolts of school management need proper handling for effective management.

In developing countries like Bophuthatswana, where principals are not trained, it is more important to provide the beginner with the essential knowledge and skills to run the school smoothly and not just to survive. Daresh and Playko (1992b) argue that there will always be a need to fix the newly-hired person regardless of the quality of the pre-service training.

### 2.5.2.3 *Socialisation*

The goal of the induction programme is to integrate the beginning principal into the social group by his learning the groups's culture and his role in the group. Three distinct forms of socialisation are noted, viz. anticipatory, professional and organisational socialisation.

- \* Anticipatory socialisation refers to the learning of rights, obligations and expectations. This type of socialisation occurs throughout the life of the beginning principal, even before taking up the position as principal. As a student at school, a school teacher, he observes the role of the principal as well as the community expectations. So by the time he assumes a position of leadership he has learnt some roles and expectations of the school principal.
- \* Professional socialisation of the new principal involves how the principals learn about management, and acquire school-wide perspectives on things like curricula, instruction and evaluation as well as resource allocation.
- \* Organisational socialisation of beginning principals involves learning how to function in a new setting, like a school district. New principals learn the culture and norms of the school and the district; how effectively successful principals function in the district. They learn the survival skills needed in the district.

#### *2.5.2.4 Other goals*

The other common goals of the induction programme could be summarised as follows (Rebore, 1987:132; Castetter, 1986:265; Potgieter, 1990:8; Hegler & Dudley, 1987:57; Fox & Singletary 1986:13; Gorton, 1983:526; Van der Westhuizen, 1991 :252; Van der Westhuizen, *et al.*, 1992:172):

- \* To make the newly-hired employee or principal feel welcome and secure: Safety and security are the first needs to be satisfied in order that the job incumbent can be satisfied as illustrated by research works based on theories of motivation like Maslow's needs hierarchy and Herzberg's two-factor theory.
- \* To inspire the employee towards excellence, for purposes of the position satisfaction and professional growth of the newly-employed principal, and the ability to carry out his management role more effectively and efficiently is the ultimate goal of the induction programme.

- \* To help the employee to adjust to the new work environment: Newly-appointed principals should be furnished with all information necessary to facilitate their socialisation.
- \* To provide information about the local community, the school system, school building, faculties and student body. Every newly-appointed principal should be fully informed about the social structure, values and norms of the local community, the nature of the student body, the building unit, the relationship between all social structures involved and their responsibilities.
- \* To acquaint the newly-appointed principal with all other officials with whom he will be associated.

The ultimate aim of the induction of the newly-appointed principal is to actualise the aims of education, which culminate in quality education for all children. Once the objectives have been set the next step is to design implementation strategies of induction programme.

## **2.6 The induction programme/process**

In order to be accepted by the school personnel, an induction programme has to be designed with specific aims in mind. Aims such as orientation, socialisation and remediation discussed above (cf. 2.5) are important to direct the design of an induction programme. As stated earlier in this chapter (cf. 2.2.2 ) an induction programme is a well-structured comprehensive professional development plan designed to help new members of the occupation to internalise the roles and norms of the position in order to carry out his roles and responsibilities as effectively as possible.

From the literature and empirical studies (Castetter, 1986; Gordon & Rosen, 1981; Weindling & Earley, 1987; Gorton, 1983; Anderson, 1989; Daresh & Playko, 1989b) on the induction of new school principals, an induction programme is conceptualised as a comprehensive professional development programme with five main phases as indicated earlier (cf. 2.2.2).

## 2.6.1 *Pre-appointment period*

### 2.6.1.1 *Recruitment*

The induction cycle begins before the initial contact between the institution and the newly-appointed principal more especially if he is an outsider. When the vacancy occurs a position guide containing person and position specifications is prepared to give direction to those responsible for recruitment and selection (Casterter, 1986). In addition to the position guides, some districts prepare brochures for applicants to acquaint them with the characteristics of the community and the system (Reed, 1989).

### 2.6.1.2 *Selection*

The initial interview provides an opportunity for the recruiter to furnish the applicant with variety of information on a range of relevant matters. The interview also enables the candidates to meet with the district officials and to visit the community. The candidate is fully informed about the conditions of employment, the school and the local community.

Some systems in the U.S.A. utilise internship as a strategy to train and attract prospective principals for principalship position. In 1987-88, the Selecting and Training Administrative Recruits (STAR) programme was launched in Oregon, U.S.A. for purposes of identifying and training prospective principals from within the teachers' corps (Anderson, 1989). Such strategies as the STAR programme, with clearly articulated objectives, are seen as means of grooming prospective principal in the pre-appointment induction phase.

## 2.6.2 *Principal-designate period*

The formal appointment to the position of principalship poses problems to both the individual and the system. Plans for assisting the newly-appointed principal may take the following steps (Casterter, 1986; Gorton, 1983):

- \* A letter of appointment is sent by the superintendent of schools or board of education.
- \* An experienced principal in consultation with the newly- appointed principal is assigned to the beginning principal.
- \* A brochure is prepared for the mentor that explains the aims and the goals of the induction programme and responsibilities of the mentor.
- \* A preliminary conference is held between the mentor and the superintendent.
- \* A conference between the newly-appointed principal and the superintendent is held.
- \* Copies of school handbooks and records are furnished.
- \* The induction team is established.
- \* Conditions of employment are confirmed.

The preparations should be made before the newly-appointed principal assumes his duties. The induction checklist is the most effective tool to assist supervisors and directors in making the induction activities effective. Such a list is drawn up to ensure that all activities are given the desired attention (Castetter, 1986).

### *2.6.3 Induction workshops, seminars and conferences*

The induction team should establish the concerns and problems of the newly-appointed principals and organise the initial workshops for beginning principals to address such identified needs. The literature (Barth, 1980; Janson, 1989; Andrews, 1989; Anderson, 1991; Daresh, 1987a) reveals that the major areas where new principals need further guidance are financial management, educational law, supervision of staff and pupils, how to develop good interpersonal relations, and supervision of instruction.

The next series of workshops, seminars and conferences should include veteran principals as well as mentors. Rogus and Drury (1988), in their induction model for beginning administrators, highlight the value of seminars and conferences where experienced principals meet with the beginning principal. Such seminars promote collegiality, networking and collaboration (Anderson, 1991). The use of institutes and the

academies is also an important in-service induction strategy to be explored, as well as a means of extending networking and peer assistant leadership.

In-service workshops provide new principals with the opportunity to learn from practical experiences and the veterans' styles different ways of addressing management issues (Anderson, 1989).

Workshops and in-service seminars, depending on their goals, may continue for more than three years.

#### *2.6.4 Follow-up phase*

The induction process begins from recruitment until the confirmation of tenured appointment. Recruitment can improve the quality of the applicant. Selection attempts to match the person with the position. The newly-appointed principal may not be confirmed until he has demonstrated his ability under actual conditions, and the superintendent has the opportunity to appraise the suitability of the beginning principal for the position (Castetter, 1986). The probation period is quite common in some school systems.

The superintendent should plan the follow-up steps. Follow-up visits and interviews are essential during the first few weeks of employment. These visits are important to clarify assignments, and questions that may be raised by the new principal as well as questions based on reality shock (Rogus & Drury, 1988).

The induction programme should spell out the frequency, nature and phasing of the follow-up interviews. Follow-up reports are filed and used for appraisal

Feedback mechanisms employed during the initial occupancy indicate that the system has a continued interest in the welfare of the newly-appointed principal and his contribution to the effectiveness of his institution is highly valued. Self-appraisal instruments may be designed to provide feedback on position problems and progress towards effective role performance (Anderson, 1991). The information provided could be

used during the follow-up sessions with the superintendent (Castetter, 1986).

### *2.6.5 Evaluation of the induction programme*

Investment in recruiting, selection and induction of newly-appointed principals as indicated above is very high, thus early resignation could increase the social cost of induction without maximising the social benefit. Thus induction should in theory maximise the retention and attraction rate of highly competent and successful principals needed by the system. Appraisal of the induction programme should minimise the rate of the early turnover (Castetter, 1986).

In theory recruitment, selection and induction should have a positive correlation with performance level. The appraisal system should reveal the strengths and weaknesses of the induction programme. The main purpose of controlling is to see how well the system is able to attract and retain competent principals and to achieve the induction goals (Daresh & Playko, 1989b).

## **2.7 People responsible for the induction of newly-appointed principals**

### *2.7.1 The Department of Education*

In Bophuthatswana the Department of Education is the employer of the newly-appointed principal, thus as the employer it should made all resources, people, money , time and other resources like equipment, available for the induction of the newly-appointed principals.

### *2.7.2 The Superintendent*

The superintendent as the representative of the ministry of education is the major role player in the induction of the new principals. At all times the ministry has to give an unqualified commitment to the induction programme (Janson, 1989).

\* Orientation to the school district

Orientation to the school district is the responsibility of the district officials (Anderson, 1991). The main purpose of the programme is to orient the newly-appointed principal to the school system. The newly-appointed principal should understand the school system's policies and procedures (Rebore, 1987).

A meeting could be arranged where names are put to faces, the superintendent of schools, board members and other central office personnel are introduced. Their roles and responsibilities are outlined as well as the structure of the central office (Castetter, 1986).

The superintendent is responsible for seeing that the newly-appointed principal is well-informed about district policies and procedures. Guides and manuals should be provided so that the new recruits can familiarise themselves with the policies. A small workshop should be arranged where questions about the policy and procedures are clarified (Anderson, 1991).

They should know how all essential parts interact for goal achievement. Specific role expectations, customs associated with the role and the degree of autonomy permissible in fulfilling the role are important to the new principal (Janson, 1989; Weindling & Earley, 1987).

\* Position adjustment

The literature (Barth, 1980b; Gorton, 1983; Daresh, 1987a) reveals that newly-appointed principals experience difficulties in understanding their new role and position. The problem is related to lack of clear conceptualisation of the new responsibilities. Position guides should be made available so that the newly-appointed principals could have a picture of their role.

Serious consequences result when the newly-appointed principal is seen as a source of disruption and restriction. A reality shock is also experienced by the newly-appointed principal whose expectations and

values might be inconsistent with the realities of organisational life (Daresh, 1988; Davis, 1988:74-83).

\* School community

Induction to the community is also part of the task of the district office personnel. Newly-appointed principals should be informed about the social, racial, cultural, ethnic and religious make-up of the community. Orientation to the community starts during the selection interview.

The most effective way of introducing the newly-appointed principal is by conducting a tour of the community. Important information such as the geography, economy, educational level, occupations, housing, religious agencies, educational resources, law-enforcement agencies, public safety, health conditions, medical resources, recreational facilities, child and family welfare agencies should help the newly-appointed principal to adjust to the new environment (Gorton, 1983; Rebore, 1987).

The awareness of the community structures and its effect on the school is of strategic importance to the newly-appointed principal for enhancement of effective school community relations. In this way the newly-appointed principal could know and understand how to communicate with the community; what community resources are available for school use; what the community norms and values are and which facilities in the school could be made available for community use.

\* Personal adjustment

Establishing good human relations is viewed as an important step in the actualisation of the organisational objectives. In a harmonious relationship people become aware of different point of views, different practices and common problems. Establishing good relations helps newly-appointed principals to achieve satisfaction in their work. It is also partly the responsibility of the central personnel to help the newly-appointed principal to form meaningful relations with his colleagues, central office and most importantly, his staff (Rebore, 1987).

Thus, in order to facilitate orientation to the system and establishment of good relations with both the internal and external environments, the central office may appoint a mentor or an induction committee to each newly-appointed principal.

### 2.7.3 *Mentor*

The use of mentors has become so widespread that it has come to be viewed as a kind of panacea for dealing with many existing limitations on professional role learning by beginning teachers and administrators (cf. Erasmus, 1993).

Mentoring has two applications to professional development of school principals namely at the initial pre-service preparation and the process of professional induction (Merriam & Thomas, 1986:177-191; Gehrke & Kay, 1984:21-42).

Though the selection process of mentors for newly-appointed school principals is the responsibility of the school superintendent, it is clear from the literature (Daresh & Playko, 1989b; 1990a; 1993; Erasmus 1993) on mentoring that beginning principals should be consulted in this exercise. Mentors should be caring and giving people who are truly committed to the enhancement of the professional life of the newly-appointed principals (Morling, 1992).

The characteristics of effective mentors for newly-appointed school principals are (Daresh & Playko, 1990a; 1990b; 1993; Erasmus, 1993) that they are

- good at what they do in their schools;
- well-supported by their schools;
- well-respected in the school system;
- good effective leaders;
- good motivators;
- sensitive to the needs of the newly-appointed principals;
- powerful;
- secure in their own position in the school system.

The role of the mentor in the induction of the newly-appointed principal is quite broad and could be summarised as his/her being (Daresh & Playko, 1992b: 1990b) a:

- role model;
- role clarifier;
- provider of technical expertise;
- helper in the socialisation to the school and system;
- confidant;
- opener of doors.

A mentor acts as a host and a guide to the newly-appointed principal in his integration into the system and helps him to put his dreams into effect in the working reality.

#### 2.7.4 *The governing body*

For the newly-appointed principal recruited from outside the district commonly known as "outsiders" need help of the governing body and the superintendent in the following areas:

- location of suitable accommodation;
- arranging of transport for his family;
- finding educational facilities for his children;
- locating religious and cultural facilities, as well as banking.

It is the responsibility of the governing body to help the new principal to adjust to the local community (Janson, 1989).

#### 2.7.5 *The newly-appointed principal*

Having accepted the position the newly-appointed principal should make attempts to meet the outgoing principal during the head-designate period to become oriented to the school building and programme as well as senior management team and staff members (Weindling & Earley, 1987).

The newly-appointed principal should also schedule individual meetings with the deputy principal and heads of departments. At these meetings the newly-appointed principal should try to focus primarily on developing good human relations.

## **2.8 Guidelines for new principals in their own induction**

The literature on the role of the newly-appointed principal in facilitating his own induction (Gorton, 1983) suggests some guidelines to be followed by the beginning principals in their own induction.

Literature on the role of the newly-appointed principal in his own induction process is mapped by guidelines given to beginning principals. Some of the guidelines are discussed below.

### *2.8.1 Gorton's guidelines for newly-appointed principals*

Gorton (1983:505-506) provides some guidelines for the newly-appointed principal during the entry year. Once the newly-appointed principal has accepted the position he would need further orientation into the school district, the school and the community. The newly-appointed principal may take the following steps to facilitate his own orientation:

#### **STEP 1**

- \* Attempt to secure and read the student and teacher handbooks, copies of the student newspaper.
- \* Examine school board policies, district office manual procedures.

All these allow the school and district problems, policies and procedures to surface.

## STEP 2

- \* Arrange individual meetings with the superintendent and relevant central office personnel for the purpose of getting better acquainted with the operation of the district.

## STEP 3

- \* Schedule individual meetings with the deputy principal, heads of departments, unit leaders and the school secretary.

During these meetings, focus on developing good personal relations, and pay attention to the proposed activities and problems. The people with whom the newly-appointed principal work at school play an important role towards his success or downfall.

## STEP 4

- \* Tour the community, the commercial areas surrounding the school to have a good impression of the school neighbourhoods. Use every opportunity to meet parents and the local community and attempt to understand the culture, norms and problems of the local community by reading the local newspaper.

All these steps will help the newly-appointed principal in his socialisation process, and effective preparation for the opening of the school.

### 2.8.2 *MacIntyre's five-step approach to new principals' success*

McIntyre (1985: 85-90) proposes a five-step approach to making the first year a successful one for a newly-appointed principal. She emphasises that the first year as a principal should be used to establish trust and cooperation for successful management.

She divides the first year into five phases, namely pre-arrival information gathering, sizing-up, positioning, polarising, and accepting.

## STEP 1: Pre-arrival information-gathering

The pre-arrival period begins when the position is formally announced. This period is characterised by rumours, conjecture and instability. The newly-appointed principal can fight the pre-arrival jitters and minimise some potential problems by taking the following steps;

- \* Ask the current principal to invite you to the school and spend some time with him, getting acquainted with procedures and policies.
- \* Establish contacts with deputy principal, heads of departments, counsellors and your new secretary.
- \* Meet the board of the Parent Teachers' Student Association.
- \* The current principal or yourself should introduce you to the student bodies, at such meetings with students establish communication links that help to dispel the rumours and promote stability.
- \* Schedule coffee hours with parents and lunch sessions with small groups of students.
- \* Write a letter to staff members to assure them of continuity of procedures, programmes and staff responsibilities.
- \* Introduce your wife and children to the staff at a welcoming party.
- \* Begin the goal-setting process before the school starts. Let all professional staff members participate in identifying the strengths and overall management. Interact by relating your vision to their goals after mapping out the strengths identify the weaknesses.
- \* Make real attempts to understand the staff's expectations and values.

## STEP 2: Sizing-up

From the first meeting the newly-appointed principal is "on camera". All the new principal's actions' are under scrutiny, the way he dresses, the way he talks to people, and the way he acts. Thus the newly-appointed principal should carefully carry out the following activities;

- \* Assess the last principal's characteristics. What managerial style did he use? Was he highly visible to staff members? Are you accepted

by the staff? Were staff members comfortable with the last administration? Watch out for the "Rebecca Myth".

- \* Arrange a meeting with your immediate boss, verify his goals for the school once you have been appointed. Identify the strengths and weaknesses of the school with him. The assessment you draw together with the input from the staff provides a good base for prioritising items or activities to be performed. Try to draft a plan of action. Explain how you will commit the funds from your budget.

In the first faculty meeting, once you have discovered the concerns of the staff that need attention, address them honestly. At this time the staff need clear direction of what your expectations are and how they relate to the schools' philosophy and culture. They may expect some change but more importantly, they need to know whether their past efforts are being appreciated.

Quickly try to get to know the goals and objectives of the instructional programme. Involve the staff in drawing up the instructional expectation form. Such forms indicate the stated goals, grading policy, and other policies, like attendance policy.

Ask teachers to provide students with the expectation form, to be signed by parents.

Read the teachers' expectations carefully. Invite relevant staff members to explain unclear areas. Look for the strengths of the staff and start to build on positive qualities.

### STEP 3: Positioning

In most cases, around 33.3% of the staff will accept and recognise the newly-appointed principal and will like to know him and share freely with him their versions of what is wrong with the school. Another third will be indifferent and the remaining third is the loyal brigade of the past principal. They are concerned with keeping the goals and values of

the previous principal and the integration of new ideas for this group may take longer.

Focus your attention on those who are with you, be patient with those who are not with you as loyalties take time to transfer.

Set aside time to address the mission of the up-coming school year. Utilise the small interdisciplinary groups to identify goals and priorities. Once the priorities have been identified let the volunteers to work on specific projects. The accepting third will take the lead. Reinforce their commitment and dedication by encouraging shared decision making and problem-solving process to clarify and reach agreement on goals that would enrich student learning opportunities.

Promote staff leadership by allowing teachers to chair committees and projects. Reinforce the sense of collective responsibility towards identified common goals. Provide monies and time for volunteers to develop the programme or project.

#### STEP 4: Polarising

The promoters of the new culture and policy will be the accepting third. Their visibility and achievement may result in some polarisation of the rest of the staff. The uninvolved staff members may make some remarks and assume a "sit-and-wait" stance.

The sit-back groups need understanding and tolerance. Help them to identify their interests and capitalize on them. Let them identify their priorities and areas in which they want to participate. The process helps to develop the sense of shared decision-making and positive attitudes.

#### STEP 5: Accepting

The entry year is the time to develop team spirit, mutual trust and good human relations. This is followed by achievable goals and objectives identified by the entire staff. Being accepted by the staff it is your responsibility to foster and promote initiative, excellence and growth in

others, to motivate and provide necessary unity and commitment to mission of the school.

### 2.8.3 *DigGeronimo's do's and don'ts for new principals*

DigGeronimo (1985:91-94) provides the following suggestions to help the new principal in his socialisation to the new position and role.

Some do's

- \* Review the personnel files to gain insight in their strengths and weaknesses.
- \* Study the conditions of employment to avoid embarrassing actions.
- \* Develop a high visibility profile by visiting classrooms, popping into the faculty rooms in the mornings and during lunch and break times.
- \* Maintain an open door policy and ensure that you are always available to the staff members - and listen to them.
- \* Return the staff's telephone calls.
- \* Know your staff leaders, their support is critical for your success.
- \* Meet each staff member individually before the opening of the school, and say something positive to each of them.
- \* See the value of the non-technical staff and show appreciation for their work.
- \* Do something nice and unexpected to your staff.
- \* Find out parents leaders and meet the PTA, learn their concerns and attempt to resolve minor problems.
- \* Study the budget allocations and the purchase procedures. Make a fair allocation of funds to the departments.
- \* Arrange an informal meeting with the students to gain insight into their concerns and what they consider important issues.
- \* Put all district requests and promises in writing.
- \* Ensure that your school looks attractive for the opening day, as first impressions are important to both students teachers and parents.
- \* Learn how the plant operates. The custodian will be pleased that you care.
- \* Send a newsletter to parents within the first two weeks of the school. All correspondence to parents should be error-free.

- \* Study your office operations. Make sure your office staff are courteous, efficient and organised.
- \* Visual impressions are very important, your office should not be a hang-out for students. Sick pupils should not mix with discipline referrals.
- \* Efficient registration of new students is important. The process should be smooth and free of confusion.
- \* Learn about the sensitive and controversial issues to avoid potential pitfalls.
- \* Capitalise on the strengths of your management team. Allocate duties that provide opportunities for the team to be successful.
- \* Keep the faculty meetings short and significant. Set timelines to meetings. Move the meeting from point to point providing strong leadership needed for the smooth running of the meetings.
- \* Plan your assemblies with great care. Run them with smoothness and finesse.

### SOME DON'TS

- \* Learn to accept different teaching strategies - don't reject what is not your own views.
- \* Do not impose your pre-conceived ideas of what should be done on your staff. Learn to listen to your staff, central office personnel, parents and students.
- \* Do not make promises you can not keep. Study your options carefully. Do not set unaccessible goals. Be selective about issues before you commit your resources.
- \* Do not take sides on issues. Avoid hasty decisions.
- \* Know your audience before you speak.
- \* Be cautious at the first council meeting.
- \* Avoid singling out or endorsing local political candidates.
- \* Keep your politics to yourself.
- \* Avoid public confrontations with staff members. Confront staff members in privacy.
- \* Do not try to discipline your staff by using memos left in the mailbox.

- \* Deal promptly with staff disciplinary matters. Be sensitive but firm, allowing staff members to retain dignity yet being aware of problems that need to be corrected

#### 2.8.4 *Seiferet's guidelines for new principals*

Seiferet (1991:56-58) gives the following guidelines of how to be a successful newly-appointed principal:

STEP 1: The newly-appointed principal could determine the framework in which he will be working by carrying out the following activities:

- \* Read the school district's written policies.
- \* Obtain a conference with his immediate supervisor to clarify policies and secure other policy documents.
- \* Have a clear picture of your supervisor's interpretation of your role.
- \* Interview the former principal to gain information about the faculty, students, and community.
- \* Examine the budget, and the internal financial operations.

#### STEP 2

- \* Review curriculum guidelines and courses of study.
- \* Become familiar with curriculum consultants.

#### STEP 3

- \* Get acquainted with all local leaders of the school, such as affiliated organisations like the Parent Teachers' Association (PTA).
- \* Examine each organisation's stated aims and objectives.

#### STEP 4

- \* Review all purchase requests and determine the status of these requests.

- \* Learn the procedures for obtaining additional supplies and equipments.

#### STEP 5

- \* Survey the school plant facilities.
- \* Establish a good working relationship with the custodian and the maintenance shop.
- \* Learn the procedure for requesting labour for major jobs.

#### STEP 6

- \* Establish rapport with your secretary.
- \* Learn the office procedure.

#### STEP 7

- \* Prepare for registration of new pupils in the school. It is wise not to change pupils' registration in the first year.

#### STEP 8

- \* Plan for the first staff meeting.
- \* Arrange to have all staff present, including support staff.
- \* Introduce new members of the staff.
- \* Make sure the meeting does not exceed one hour in length.
- \* Give each member the necessary information, like first day activities, class roster, room keys, grade books, class schedules and yearly calendar.
- \* Each faculty member should get a copy of the teachers' handbook.
- \* Emphasize the extra duty schedule, and procedures for securing supplies and equipment.

#### STEP 9

- \* The first school day plan should include the following:
  - a method of enrolling new students who are not preregistered;

- signs indicating room numbers;
- a brief meeting with each grade level to set the tone for the year;
- be available to meet emergencies and be visible to staff members and students.

## STEP 10

- \* Establish effective channels of communication with the staff by providing two-way communication on a daily basis.
- \* Adopt an open-door policy to staff members.
- \* Establish a faculty advisory committee or a group.

These ten steps should increase the opportunity for the newly-appointed principal to be quickly integrated into the system and to eliminate problems which may arise.

In brief, this section has outlined the complexity and wider scope of the newly-appointed principal's work in terms of his socialisation in the school, the district and the local community. More importantly, it is clear that the success of his induction programme counts more on his own efforts.

## 2.9 Summary

In brief, this chapter provided the conceptual framework of induction in the context of human resource management. It is clear from this chapter that induction starts from the pre-appointment phase (in cases where principals receive formal training, as in the U.S.A., it starts during the pre-service preparation). More importantly, the link between formal training and induction and in-service education is also highlighted; chapter 4 will throw more light on this link.

Furthermore, it has surfaced that in some systems induction of newly-appointed principals starts during the recruitment and selection activities, when the prospective principal gains more information about the school, that is the size of the school, the strength of the teaching personnel, and perhaps even the problems and concerns of the school

community. This keeps the prospective principal more informed about the position and the school and on the basis of this information he can make a decision whether to take the position or to give up.

People responsible for the induction of the newly-appointed principals have been identified, and their roles and responsibilities during the induction of the newly-appointed principal suggested. The role of the principal in his own induction is of vital importance for his success.

Guidelines for the effective induction of beginning principals were highlighted. Like all projects or innovations, the development of an induction programme needs systematic planning. Identification of the objectives on the basis of the needs of the beginning principals and the school system is the first and important step, followed by the identification of both human and physical resources, implementation strategies and formative and summative evaluation.

Five important phases of the induction programme were identified, namely

- \* Pre-appointment
- \* Principal-designate
- \* Induction and in-service workshops, seminars and conferences
- \* Follow-up of the induction activities
- \* Evaluation of the induction programme.

Finally, the induction programme was defined as a well-structured comprehensive professional development plan designed to develop among newly-appointed principals knowledge, skills attitudes and values essential in carrying out their roles effectively.

The next chapter will outline the problems and critical skills which are of concern for beginning principals as manifested in research conducted in U.S.A., the U.K., and elsewhere. These needs, inductions and problems are important in designing an induction programme.