HUMAN RESOURCE MANAGEMENT
Personnel Issues

A Training Manual for Educational Management

UNESCO International Institute for Capacity Building in Africa
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Preface

This training manual is designed to help you learn, understand, and apply the concepts presented in Human Resources Management I: Personnel Issues by G.M Steyn (UNISA). The Training Manual has two main purposes: to increase your mastery of the content and to enhance your overall understanding of Human Resource Management. As such it is intended to serve as a quick reference.

Each topic in the Training Manual corresponds to a topic in the text and is comprised of the following six sections:

- **Introduction**- highlights the topics and issues discussed very briefly.
- **Learning Outcomes**- present what the learner is expected to acquire after studying the text and the Training Manual.
- **Key Concepts to Know**- lists the important concepts in the topic.
- **Chapter Outline**- presents an extraction of the topic’s content and key points. All of the topic’s main points are included in the outline.
- **Review Questions**- includes questions that comprehensively cover the material in the Training Manual. The purpose is to test learner’s mastery of the content.
- **Discussion Questions**- are directed at relating the specific topic to the situation in your country. They may have no “one best” answer but are developed to spur your own thinking. Hence, in answering these questions apply your own judgment and creativity.

We hope you will find the Manual a useful tool for increasing your efficiency in studying the text and for broadening your understanding of the concepts and issues in Human Resource Management.
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TOPIC 1

PERSONNEL DEVELOPMENT

1.1. Introduction

Personnel development is an investment in human capital. The education manager is therefore required to know the various aspects of personnel development. This chapter focuses on these aspects.

1.2. Learning Outcomes

After going through this chapter you will be able to:

- Explain the aim of and necessity for personnel development
- Identify the role the principal plays in personnel development
- Distinguish between job rotation, job enrichment and quality circles
- Know how to interview a group of staff members and summarize their views.

1.3. Key Concepts to know

- Personal development
- In-service training
- Job rotation
- Job enrichment
## 1.4 Chapter outline

### 1.4.1. Definition, Goals and Necessity for Personnel Development

Personnel development is a **formal, systematic programme** designed to promote personal and professional growth. In-service training relates to the acquisition of knowledge or a particular skill and can therefore be a component of personnel development in the broader context. This discussion uses the term personnel development and includes in-service training as one of its aspects.

#### 1.4.1.1. Principal Goals of Personnel Development

The principal goals of personnel development are to:

- Improve employee’s performance
- Create opportunities for personal fulfillment and institutional effectiveness
- Serve the primary aims of the education system—the promotion and attainment of quality teaching and learning.
- Institute acceptable, meaningful programme to enable staff members to cooperate in order to achieve their personal aims and those of the system.
- Develop the skills of important selected staff members so that anticipated vacancies can be filled.
- Provide a meaningful programme in which the strengths and talents of each individual in the system can be utilized.

#### 1.4.1.2. The Necessity For Personnel Development

Personnel development is a necessity because:

- Pre-service training is only an introduction to the teaching profession. The complete teacher is developed over time and in the crucible of experience.
- A dynamic community and the increasing knowledge explosion necessitate the development of effective replacements for outdated teaching strategies and techniques.

### 1.4.2. The Role of the Principal in Personnel Development

Although personnel development is sometimes considered to be the responsibility of the Ministry of Education and Regional Government Bureaus of education, the school should play an important part in implementation. Personnel development at school level can ensure the development of individual teachers, the broadening of their outlook, the heightening of their professionalism and the improvement of their effectiveness.

If personnel development programs are really going to meet the needs of teachers, it is important to identify those needs.

Teachers’ needs differ from school to school, so it is essential for every school to have an individualized personnel development programme, which is based on its own needs. This individualization is the particular responsibility of the principal.

#### 1.4.2.1. Principal Leadership Behavior

The following eight forms of leadership behavior aimed at the promotion of personnel development and in-service training are expected on the part of the principal:

- Encouraging the staff to discuss good teaching practices.
- Involving staff in the development and evaluation of annual staff objectives.
- Demonstrating knowledge of theories of learning, teaching methods and research.
- Making pupil discipline and attendance a high priority.
1.4.2.2. Guidelines for Implementation of Personnel Development Programs

The following guidelines would enhance effective implementation of personnel development programs:

- a) Provide practical advice i.e. focus on handling recurring problems.
- b) Give consideration to the contributions of participants in deciding on the contents of the programme.
- c) Take the length of personnel members’ experience into account.
- d) Make the programme ongoing (continuous) rather than a one-off learning experience.
- e) Involve the participants actively in the learning process.
- f) Allow participants to achieve certain personal objectives.
- g) Provide for peer presentation of personnel development programmes. Be the facilitator, not the controller.

1.4.2.3. School Personnel Development Committee

One way of achieving some degree of ownership of personnel development programme by all staff is the establishment of a school personnel development committee. Membership as well as size should be carefully determined. In order to balance membership the following may be considered:

- a. A convener (chairperson) with delegated authority from the principal
- b. Representatives of management staff and teaching staff
- c. Representative of the school administrative staff and
- d. Depending on the nature of the school, a parent representative

1.4.3. Designing Personnel Development Programs

Five stages may be distinguished in the design of a personnel development programme:

1.4.3.1. Pre-planning Stage

The major responsibility here is to make a thorough need analysis. Conducting a training needs analysis in an institution is a multiphase process. It consists of the following steps:

- a) Define the need, deficiency or problem.
- b) Prioritize the need (deficiency or problem) in relation to organizational goals and available resources.
- c) Identify:
  - Knowledge, skills and abilities required to do the work.
  - Knowledge, skills and abilities required by people.
  - Tasks associated with work.
- d) Consider work environment factors that may be barriers to effective performance.
- e) Develop objectives for the school personnel development programme.

1.4.3.2. Planning Phase

This phase includes the details of the programme: Its objectives, decisions on who should present it, where and when it will be held, resources needed and compensation for attendance.

1.4.3.3. Implementation

This includes all the personnel development activities and may take place in various ways: workshops, investigation of new teaching methods and visits to other schools.

1.4.3.4. Evaluation
This involves determining whether the programme has achieved its objectives and filing proposals for future programs.

1.4.3.5. Maintenance

The committee should establish periodically whether the new techniques are being applied or not.

1.4.4. Continuity of Personnel Development

Personnel development should take place continuously on a long-term basis. A one-off programme cannot be satisfactory. The personnel development programs should therefore be an integral part of the school programme.

1.4.5. The Individual and Personnel Development

Personnel development should meet the needs of both the individual teacher and the education system. This means that the unique characters of teachers should be acknowledged and accommodated. Teachers can be categorized to different stages of development as well as different ages and these differences should be taken into account in adaptations of personnel development programs.

Personnel development programs demand an intensive needs analysis so that areas for personnel development can be selected and planned for. Teacher participation in and involvement with personnel development can help to determine individual needs and can enhance the success and effectiveness of the personnel development programme.

A major problem with training is identifying who needs how much and what type of training. The two main techniques for determining training requirement are:

a) Task analysis-appropriate for determining training needs of staff who are new on the job.

b) Performance analysis - appraising the performance of current staff.

Other techniques include:

a) Consulting reports and personal records.

b) Carrying out observations.

c) Conducting interviews and

c) Questionnaire surveys.

1.4.6. Means of Personnel Development

There are a number of strategies:

1.4.6.1. Job Rotation

Job Rotation is moving a person from one responsibility to another within the organization to give him/her broad experience through exposure to many different areas of the organization. It is based on the concept that personal growth takes place mainly in the work place. Both the employees and the organization benefit because the employees apply their personal talents and meet challenges in different jobs. The disadvantages include that:

a) It can cause staff to feel insecure about their competence.

b) Colleagues may criticize each other’s performance.

c) It requires extra administration.

d) The time factor may limit experiments to determine the effective execution of responsibilities.

e) It can give rise to “jack of all trades and master of none” situation.

1.4.6.2. Job Enrichment

Job enrichment is a deliberate restructuring of a task in order to make it more challenging, meaningful and interesting for the worker.

An enriched professional task for teachers should offer staff more opportunities in many areas of the school situation and should include the following components:
a) Achievement (Success).
b) Recognition for quality work and good ideas.
c) Personal and professional growth.
d) Experiencing important, interesting and meaningful work.
e) Experiencing more responsibilities.

One however needs to bear the following in mind when implementing this job enrichment programme:

a) Job enrichment is no substitute for good management.
b) “Enrichment” is a relative concept.
c) Job enrichment can snowball.
d) Job enrichment is based on the assumption that teachers want more responsibility.
e) Change is difficult to implement.

1.4.6.3 Quality Circles (QCs)

Quality circles are groups of employees who meet regularly to identify problems, which influence their professional duties, and to recommend action to solve them.

If a quality circle is to succeed:

a) there must be clear objectives
b) staff must be aware of those objectives
c) it must have the support of top management
d) the climate of the organization must be able to accommodate participatory management
e) the programme must be strictly voluntary
f) the participants must receive sufficient training and
g) the programme must begin slowly and gradually gain momentum.

The advantages of quality circles include:

a) the development of new knowledge and skills
b) the strengthening of the individual’s responsibility for personal development
c) the promotion of personal motivation and job satisfaction
d) the improvement of personal job performance and quality
e) the general improvement of staff communication, human relations and trust
f) the contribution to the improvement and development of the school as an organization and
g) the creation of a pleasant, positive working environment in which it is a pleasure to be employed.

1.5. Review Questions

1.6. Discussion Questions

1. What is the role of the school principal in personnel development in schools in your country?
2. Is there a personnel development committee in your school? Why?
3. If a personnel development committee exists in your school:
   a) Who are the members?
   b) Are both the teaching staff and the administrative fairly represented?
   c) How many times did it meet in the last two months?
   d) What type and how many personnel development programs were conducted?
   e) What were the achievements and weaknesses?

4. If the personnel development committee in your school did not carry out its duties, what major problems did it face? What measures should be taken to alleviate the problems?
5. Prepare a questionnaire asking the staff to supply written information on their job and training needs. Based on the information collected:
   a) Identify the training needs of the staff
   b) Prioritize the needs in relation to the school goals and available resource.
   c) Develop the school personnel development programme for the next academic year.
   1. What is the aim of personnel development?
   2. Why is personnel development essential in an organization?
   3. Identify four kinds of suitable leadership behavior through which the principal could implement a personnel development programme.

TOPIC 2

STAFF APPRAISAL

2.1. Introduction

Personnel appraisal is widely used as management aid at schools. Appraising the quality of teaching is an attempt to ensure the realization of educational objectives. As one author puts it “if instruction is the heart of teaching, evaluation is the conscience”. This chapter focuses on this important issue.

2.2. Learning Outcomes

After going through this chapter you will be able to:
- Know the different methods of staff appraisal
- Identify components of appraisal interviews
- Simulate an appraisal interview
- Design a self evaluation process
- Draw up a policy on staff appraisal for your school
- Introduce a staff appraisal system

2.3. Key Concepts to know

Staff appraisal
Necessity for staff appraisal
Types of supervision
Options
Clinical supervision
Cooperative professional development (CPD)
2.4. Chapter Outline

2.4.1. What is staff Appraisal?

Appraisal involves the formal evaluation of an employee’s performance. It can be defined as a continuous and systematic process to help individual teachers with their professional development and carrier planning and to help ensure that in-service training and deployment of teachers matches the complementary needs of individual teachers and schools.

Three components need emphasis in this definition:

2.4.1.1. "Continuous"

Implies that appraisal should not be merely a one-off exercise.

2.4.1.2. "Systematic"

Implies that the process should not be haphazard or subjective.

2.4.1.3. The Intention to Help Individual Teachers

Suggests that the appraisal should focus on improving current practices, setting achievable targets, identifying training needs and considering career progression.

2.4.2. The Necessity for Staff Appraisal

2.4.2.1. Benefits for Teachers

Appraisal should offer teachers:
   a) Recognition for effective practice
   b) Greater clarity in role
   c) Improved feedback on performance
   d) A more open working environment
   e) Better understanding of requirements of the job
   f) Improved job satisfaction
   g) Support in work-related issues

2.4.2.2. Benefits for the School

Schools can derive the following benefits from appraisal:
   a) More accurate information about teacher performance
   b) A more purposeful organization
   c) Clear lines of responsibility and communication
   d) An improved management
   e) A more open ethos and supportive environment
   f) Better informed school
   g) Increased staff morale
   h) Enrichment of pupils
2.4.3. Taking the Sting Out of Evaluation

2.4.3.1. Major Areas of Dissatisfaction

Staff appraisal is often unpopular with teachers because they perceive it as threatening and negative. The major areas of dissatisfaction with evaluation center around the following:

a) Over-emphasis on the idea of confidentiality
b) The objectives of evaluation are not primarily to ensure educational excellence by means of personnel development
c) Very little provision is made for staff development after evaluation has taken place.
d) The evaluation criteria in the actual evaluation model are largely based on a naturalistic foundation,
e) The assessment of teacher’s competencies is based on areas of their task, which are easiest to measure in relatively concrete terms.
f) The evaluation process is characterized by a lack of communication between the educational leader and the teacher.
g) Provision is seldom made for pre-evaluation planning and support and mutual agreement on relevant objectives.

2.4.3.2. Ways to Change Attitude of Staff towards Appraisal

In order to change the attitude of staff towards appraisal, the principal should:

a) Refer to appraisals as a positive tool for growth not as a weapon
b) Visit classrooms on a regular, informal basis
c) Present the appraisal as part of his/her role in helping teachers to improve
d) Become partner in teachers’ ongoing growth
e) Clarify when and how feedback will be provided after observation
f) Give teachers leeway regarding the timing of the observation
g) Adopt an accountable and transparent procedure for appraisal

2.4.4. Types of Supervision

Two types of evaluation are distinguished:

2.4.4.1 Summative Evaluation

It is conducted at the end of an activity or period of time and is designed to assess terminal behaviors or overall performance.

2.4.4.2. Formative Evaluation

It is an ongoing evaluation designed to provide feedback to the person being evaluated to allow that person to improve his/her performance.

2.4.5. A Differentiated System of Supervision

Teachers are at different developmental stages of professional growth and require development through different supervisory avenues. We can distinguish between options and non-options.

2.4.5.1. Options

These focus on individual teachers and are development oriented. While there are three options, the selection may be made by the teacher or jointly by the teacher and the supervisor.

a) Clinical supervision - involves the developmental relationship between a staff member and an appraiser
and consists of the following four basic stages:

- **Pre-conference**-teacher-appraiser meeting to reach understanding of what will occur.
- **Observation**-appraiser observes agreed upon task.
- **Analysis and conversion**-appraiser analyses data and converts it into a more manageable form which can be used by the teacher to improve performance.
- **Post observation**-teacher-appraiser meeting to share their interpretations.

b) **Cooperative professional development (CPD)** are teams designed for staff members to help one another as professional colleagues and equals.

c) **Individual professional development (IPD)** allows individual staff members to assume responsibility for their own professional growth. While it follows a target-based approach, it is appropriate for competent staff members who prefer to work alone.

### 2.4.5.2. Non Options

These are designed to provide the quality control of supervision, which is necessary to ensure pupils receive the quality of education to which they are entitled. We can distinguish between the following three non-options:

- **a) Administrative monitoring**- brief unannounced classroom visits to ensure that teachers are meeting their responsibilities.
- **b) Paper monitoring**- regularly and systematically collecting workbooks, files or any other written material produced in classrooms.
- **c) Formal observation**- conducted once a year and concentrated on a standard list of professional skills. It is judgmental and usually takes the form of a checklist or rating instrument.

### 2.4.6. Different Methods of Staff Appraisal

Staff appraisal can be approached in a number of ways. The following forms of evaluation may be distinguished:

#### 2.4.6.1. Self -Appraisal

Measuring one’s own performance against a set of appraisal criteria.

#### 2.4.6.2. Classroom Observation

Involves making judgments and these must be made on the basis of agreed criteria. It appears to work best if set in a cycle of preparation, observation and feedback.

- **a) Preparation**
  
The appraiser and appraisee should meet to agree on:
  
  - the time and place of the observation
  - the focus of the observation
  - the methods to be employed
  - the style of the observation and the degree of appraiser involvement
  - list of what would be looked for (expectations)
  - a time and place for informal feedback

- **b) Observation**
  
The type of classroom observation will depend on:
  
  - the chosen focus of the observation
  - the purpose of the observation
  - the experience of the observer
The following are methods of recording classroom observation:

- Open recording
- Tally systems
- Timed Systems
- Prompting questions and
- Diagram

The most usual methods are probably **open recording** and **prompting questions**. It is important to remember to record observations in one form or another.

Numerous kinds of appraisal forms are used. Whatever form is used, the appraiser should remain in the class for the duration of the lesson.

c) Feedback (Post observation conference)

Feedback may be given in a variety of forms both verbal and non-verbal. In both cases there is an initial need to decide on what exactly is to be observed. Feedback is most effective if it is:

- given within 48 hours of the observation
- based on careful and systematic recording
- based on factual data
- constructive
- open
- encouraging and
- collaborative.

2.4.6.3. The Appraisal Interview

The appraisal interview provides an opportunity for the appraiser and the teacher to have a face-to-face private discussion on the teacher’s performance and progress.

a) Preparation for appraisal interview

Preparation should include:

- determining a date and time well in advance
- setting aside sufficient time for a meaningful discussion
- gathering all the necessary information about the interviewee
- arranging for a comfortable, non-threatening environment

b) The Interview and appraisal statement

The determinants of the sources of an appraisal interview include:

- interviewing skills (including listening, questioning, problem solving and verbal skills)
- making sure that the criticism is constructive
- making the interview a two way communication
- focusing the interview on the person’s strengths, weaknesses and achievements
- reaching agreement on the appraisal statement

c) Suggestions for a successful appraisal interview

During the Interview:

- face the interviewee
- maintain eye-contact
- avoid using closed questions
- be sensitive to nonverbal communication cues
- state questions clearly
• listen attentively
• do not allow interruptions
• provide clear and useful feedback

d) The structure of the interview
The components of the appraisal interview include:
• An introduction
• A central part
• A concluding phase

2.4.6.4. Peer Review
Peer review is the process by which a staff member’s performance is judged by colleagues. It may take the form of classroom visits or examination of documentary evidence.

Peer review has the benefits that it:
• contributes to the improvement of performance
• strengthens the education profession
• provides a means of recognizing exemplary practice

The reservations regarding peer review include:
• problems of validity and reliability
• that it is time consuming and expensive
• problems that stem from the collegial culture of any judgments

2.4.7. Planning for Appraisal
The planning for appraisal includes three steps:

2.4.7.1. Step 1: Developing a Concept of Appraisal
For appraisal to stand any chance of being successful, it will have to be perceived by teachers as an initiative which leads not only to higher standards of education for pupils, but also to their own professional development and individual fulfillment. Securing the commitment of all staff is a crucial step in the school’s planning strategy for appraisal.

2.4.7.2. Step 2: Developing a Framework for Appraisal
The following are key issues in developing a framework for appraisal:

a) Generating ground rules
In generating ground rules for the appraisal programme, we should pay attention to:
• confidentiality
• the right to appeal
• the scope of information requested
• access to records and information
• appraising in a range of contexts to provide a comprehensive profile
• involving teachers in the process and in decision making
• ensuring that appraisal benefits both appraisee and appraiser
• informing all teachers about the policy and procedures
• making the aims of the scheme clear to everybody

b) Organizational issues
The organizational structure for appraisal will necessarily differ widely from one school to another.
There is no correct structure and each school will need to develop its system to suit its own context, ethos and stage of development.

c) Implications of appraisal process for managers

The following may serve as a check list for principals when implementing appraisal arrangements:

- What are the benefits of the appraisal?
- How will the school carry out a whole-school review?
- Have job descriptions been provided for all members of staff?
- Which staff members will be appraisers?
- How will appraisers and appraisees be matched?
- What skills will appraisers and appraisees need to develop?
- How will the components of the appraisal cycle be managed?
- What support materials would be made available?

Most evaluators believe that in the observation process they should follow the sequence given below:

- observe the teacher
- form judgment about the teacher and
- then respond to the teacher and his/her performance

Evidence from research reveals quite the opposite:

- Evaluators bring their own existing attitudes, judgments, beliefs and expectations.
- When they observe, their preconceived beliefs color what they see and
- They respond to the teacher’s performance on the basis of their prejudgments.

d) Mutually agreed upon performance criteria and standards

The necessary performance criteria and standard must be established prior to implementing a teacher evaluation and supervision programme.

2.4.7.3. Step 3: Implementing the Appraisal Arrangements

The following issues need to be addressed before the appraisal programme is implemented.

- Who will conduct the appraisal?
- What training will be provided for the appraiser and appraisee?
- What will be appraised and what criteria will be used?
- What data will be collected for the appraisal?
- What time will be available for the process?
- How will appraisal influence decisions on promotion?

This step involves a number of aspects:

a) Establishing a climate for appraisal- A favorable climate is one in which there is trust and openness, a two-way process, partnership and non-threatening atmosphere.

b) Selecting appraisers- Largely depends on organizational structure for appraisal. A major decision for principals in this respect is the matching of appraisers with appraisees.

c) Formulating job descriptions- A job description is a basic description of a teachers’ professional tasks and responsibilities. It can help to identify the aspects that should be appraised.

d) Training for appraisers and appraisees- Both appraisers and appraisees should be trained. Training for appraisal involves:-

- awareness raising
- information giving
- skills training

2.4.7.4. Ongoing Support
Participants in the appraisal process will require ongoing support in order to gain maximum benefit from the process.

2.4.8. Evaluating Departments

Appraisal does not begin and end with the individual teacher. Departments within the school would also be evaluated from time to time to ensure a high standard of work and performance. A department may be evaluated in terms of the following criteria:

a) Organization
b) Documentation
c) Content of programme
d) Standards of work
e) Control of work and records
f) Development and innovation

2.4.9. Obstacles to Accurate Appraisal

The following are some of the obstacles to accurate appraisal:

2.4.9.1. Stereotyping

Stereotypes are judgments of others that are based on group membership such as sex, race, ethnic group and age.

2.4.9.2. The Halo Effect:

Occurs when a perceiver uses a favorable general impression as a basis for judgments about more specific traits. When the halo effect works in reverse it is called horn effect. Prevention of the halo and horn effects depends on awareness.

2.4.9.3. The Centripetal Error

The tendency to give an average evaluation when managers are uncertain about a person’s performance or cautious about expressing their opinion.

2.4.9.4. Supervisor Subjectivity

Teachers who advance the interests of their school are often seen in a favorable light. However, education managers can feel threatened when credit goes to teachers, resulting in an evaluation, which is not objective.

2.4.10. Summary of Do’s and Don’ts in Staff Appraisal

2.4.10.1. The Do’s

a) Spend the greater part of the school day in classrooms
b) Believe in Staff members
c) Seek feedback openly and lead by example
d) Demonstrate the value of observations and conferences
e) Be firm and believable, whether giving praise or a reprimand
f) Approach staff appraisal from the point of view of helping people to improve
g) Be very specific when complimenting or reprimanding
h) Follow the region’s evaluation procedures and policies
i) Show staff members your own improvement plan for the school

2.4.10.2. The Don’ts

a) Do not pass the buck.
b) Do not give a “good” rating if it is not deserved.
c) Do not pretend to have all the answers
d) Do not procrastinate on problems

2.5. Review Questions

2.6. Discussion Questions

1. Who are involved in teacher appraisal in schools in your country?
2. Draw an organizational structure for appraisal as applied in schools in your country and compare it to Table 3.7 in the main text. What differences and/or similarities do you observe?
3. What criteria are used for teacher appraisal in your schools? Compare it to the appraisal form (Table 3.5) provided in the main text. What differences and/or similarities do you observe?
4. Do the criteria used for teacher appraisal in your school differ according to the rank of each teacher? If yes, what are the differences?
5. Are parents involved in teacher appraisal? If yes:
   a) How are the parents to be involved in the appraisal selected?
   b) Who selects them?
   c) On what major points do they evaluate the teachers?
   d) Do you provide them any training and/or orientation on teacher appraisal?
   e) What are the advantages of involving parents in teacher appraisal?
   f) Are there any problems associated with the involvement of parents in teacher appraisal?
6. Are students in your school involved in teacher performance appraisal? If yes:
   a) How are the students to be involved in the appraisal selected?
   b) Who selects them?
   c) On what major points do they evaluate the teachers?
   d) Do you provide them any training and/or orientation on teacher appraisal?
   e) What are the advantages of involving students in teacher appraisal?
   f) Are there any problems associated with the involvement of students in teacher appraisal?
7. Are classroom observations conducted in your school? If yes:
   a) Who observes whom?
   b) How often?
c) What methods of recording are used?

d) What feedback provision mechanisms are in place?

TOPIC 3
WORKING WITH GROUPS

3.1. Introduction.

Groups are the building blocks of every organization, and they are a natural, necessary and important part of the organizational life of the school. As the leader and also a member of a group it is important for the education manager to understand the dynamics of groups. This chapter ponders over this issue.

3.2. Learning Outcomes

After going through this chapter you will be able to:

- Identify the components and characteristics of informal groups
- Understand the influence informal groups have on the functioning of the organization
- Know the role education manager's play in groups

3.3. Key Terms to know

- Group
- Formal group
- Informal group
- Physical group
- Physiological group
3.4. Chapter Outline

3.4.1. What is a Group?

A group is a collection of individuals who share a common set of norms, who generally have differentiated roles among themselves, and who interact with one another to jointly pursue common goals.

The behavior of groups is influenced by:

- background of the particular group.
- the kind of participation.
- the goals of the group.
- institutional standards.
- procedures and
- the atmosphere or climate within it.

A physical group is a collection of individuals

A psychological group shares common norms, interacts and finds group membership rewarding. Effective work groups are always psychological groups, but psychological groups are not always effective groups.

3.4.2. Kinds of Groups

There are two main kinds of groups:

3.4.2.1. Formal Groups

Are prescribed working units within the organization, formed by management to perform the organization’s work.

3.4.2.2. Informal Groups

Sometimes called friendship cliques are those, which evolve naturally as a result of individual and collective self-interest among members of an organization and are not the result of deliberate organizational design.

Informal groups usually develop their own norms, roles and unwritten rules and can substantially influence member’s attitudes and behavior.

Informal groups are not inherently good or bad for an organization. This depends on the goals of the informal group.

3.4.2.3. Characteristics of Groups

All groups have:

- leaders
- followers and
- a desire to get some "work" done

When formal and informal groups are compared:

- most formal groups will also contain informal groups and some informal groups may contain members of different formal groups.
- a formal group is organized to serve a particular objective/s and has an appointed/elected leader,
formally defined tasks and roles, and a prescribed and defined system of communication. In informal groups objectives may change over time, one or two individuals may be looked upon for informal leadership, develops norms and expectations in respect of appropriate behavior for members and communication follows an informal channel.

3.4.3. Components and Characteristics of the Informal Organization

3.4.3.1. Informal Organization:

Refers to a network of interpersonal associations that grows of the social contact and interactions of the members of the formal organization who have common responsibilities, interests, problems or personal qualities. They usually come into being because conditions at work and relationships specified by the formal organization do not fully meet the needs of the people working in a specific situation.

3.4.3.2. Elements of the Informal Organization

a) Norms- informal rules which a group adopts to control the behavior of members.

b) Expectations- norms as applied to specific situations

c) Sanctions- measures used by a group to ensure compliance with expectations

d) Informal Interaction and Communication- means of satisfying members social needs and advance their group objectives

e) An informal leader operates in every group- exerts more influence over the group than the other members and can be easily identified.

3.4.4. The Influence of the Informal Organization

The operation of informal organizations can affect:

3.4.4.1. The Implementation of Administrative Policy

Informal organization does not usually take the form of direct challenge. Instead resistance is expressed by underachievement or lack of follow-through in response to the administrator’s expectations.

3.4.4.2. The Role Performance of the Individual or Group

Usually the negative influence is emphasized. However, if their existence is acknowledged and they are involved in decision-making, informal organizations can play a facilitating role.

3.4.4.3. Communication in the Organization

Gossip or rumors are common types of communication in informal groups. Other types of communication include opinions, evaluation, new ideas, and other forms of expression exchanged at social gatherings. The concern here should be about the accuracy of the information. If a message is inaccurate, people can be misled and this can result in improper behavior.

Managers Cannot Stop the Communication but can:

a) acquaint themselves with kinds of ideas being expressed

b) identify the individuals who are members

c) identify the informal leaders and

d) develop positive and functional relationships with them.

3.4.4.4. Degree of satisfaction or contentment felt by the people

Informal organizations have the ability to influence the degree of job satisfaction. This is not however always a positive influence. The administrator must continuously seek knowledge of the ways in which it is affecting the attitudes and feelings of others, and take whatever action seems necessary.
3.4.5. Reasons why People Join Groups

There are four primary reasons:

3.4.5.1. Security

Group members have a strong sense of loyalty and share common values. This fulfils a basic need for protection.

3.4.5.2. Social needs

Groups fulfill member’s needs for affiliation.

3.4.5.3. Esteem needs

Groups help fulfill esteem needs by prestige gained from membership.

3.4.5.4. Interpersonal attraction

When individuals are placed in close physical proximity to each other, they tend to interact and communicate with each other facilitating group formation. Attraction among similar people appears to be more and more easily produced.

While the tendency to include or exclude people from groups on the basis of attractiveness seems normal, it can cause a number of organizational problems especially for minorities in the organization. A widely recognized problem is the exclusion of women from the informal groups to which men belong.

3.4.6. Group Cohesion and Trust

3.4.6.1. Group Cohesion

It is the degree to which individual group members feel drawn to the group and motivated to remain part of the group, and are willing to be personally responsible for its tasks and to become involved in cooperative action to attain objectives.

3.4.6.2. Preconditions for Group Cohesion

a) Membership should be appreciated  
b) The goals of the group should be understood and be reconcilable with personal goals  
c) The leader and the members should work together  
d) The size of the group should not be too large and  
e) The background and interests of members should correspond

3.4.7. Task versus People Oriented Groups

Groups are made up of two kinds of members:

3.4.7.1. Task Oriented People

Want to have objectives clearly defined, get the job done, are conscious of time pressure and impatient with digressions.

3.4.7.2. People Oriented Individuals

Believe that the goals of the groups are of secondary importance. The interaction between members is of more importance than the task imposed by the manager.

A task orientation without a people orientation can lead to sterile decisions whereas the reverse can lead to frustration and stagnation.
3.4.8. Team Building in Formal Groups

3.4.8.1 Team Building

is the building of effective formal group. It is a process that involves the formal work group developing an awareness of those conditions that keep it from functioning effectively and the proceeding to take action to eliminate those conditions.

a) Problems encountered in team building include:
   - lack of understanding of why they are members of the group and lack of dedication to the group
   - lack of acceptance of the task to be performed or the goals being pursued
   - problems in developing a constructive atmosphere
   - problems in focusing the attention and efforts of members on the task and the goal
   - inadequate group leadership, organization or communication
   - lack of knowledge, skills or resources among the members of the group
   - inadequate follow-through of group discussions or directives

b) To build an effective team, we must:
   - create a working environment that is just and fair
   - encourage staff to participate in a variety of spheres
   - look at matters from the staff’s point of view as well

3.4.8.2. Characteristics of Effective Team Building

The characteristics of effective team building emphasize the role managers can play in team building.

a) High standards and expectations- standards and expectations, communicated in various ways can create high performance climate.

b) Use of the principle of supportive relations- create a climate of trust, support, openness and credibility in the interaction with members. Focus should be on ego building rather than ego deflating.

c) Use of the human resources approach- the use of participative management for important matters leads to improved decision making and departmental effectiveness. In this approach the manager views staff as reservoirs of untapped potential.

3.4.8.3. Group Problem Solving Techniques

There are three popular group problem-solving techniques:

a) Brainstorming- members suggest ideas without considering their practicality or feasibility. These ideas are not evaluated until all ideas are listed so as to unleash creativity and get as many as possible ideas in a short time.

b) Nominal group technique- after the problem has been discussed, members jot down their ideas without discussion. The ideas will be recorded on a flip chart and members are encouraged to add to each other’s suggestions. After a discussion period, members vote on or rank the ideas.

c) Delphi technique- a means of collecting suggestions from individuals who are physically separate.

3.4.9. The Key Role of the Education Manager in Group Effectiveness

3.4.9.1. Guidelines for Educational Leaders on Working with Staff

To make group effectiveness a reality the educational manager should:

a) Start off with a pleasant working atmosphere.

b) Set out goals and objectives of the groups work at the initial or next meeting.

c) Keep the group on track.
d) Possess skills in the group process.

e) At the end of each session, summarize what the group has agreed on and see to it that decisions have been made about the next steps to be taken.

f) Ensure that periodically the group determines its progress, evaluate its accomplishments and determine whether it is on schedule.

g) Make the group feel that its efforts have been worthwhile.

3.4.9.2. The School Principal as a Member of a Group

Attitudes and behaviors of educational leaders that can contribute to the effectiveness of a group include:

a) **Responsibility** - seeking and accepting responsibility actively.

b) **Dedication** - committing oneself to pursuing the group’s objectives.

c) **Cooperation** - sharing responsibilities, ideas and tasks.

d) **An open mind** - willing to listen to all points of view.

e) **Flexibility** - prepared to change one’s idea or behavior if necessary.

f) **Objectivity** - avoiding prejudice in one’s ideas and views.

3.4.9.3 The School Principal as a Leader of a Group

The group leadership functions can be divided into two categories.

a) **Task Oriented** - emphasis on the attainment of group objectives.

b) **People Oriented** - emphasis on consideration of individual’s feelings, needs and emotions.

Both of these are important for the success of a group.

3.5. Review Questions

3.6. Discussion Questions

1. Draw an organizational chart of your school which shows the formal groups. Are they all functional? Why?

2. Informal groups tend to resist some policies. Which aspects of the education policy in your country face such resistance?

3. Identify the informal groups in your school and analyze each group along the following questions:
   a) What are the primary reasons for their formation?
   b) Are the groups made up of task oriented people or people oriented individuals?
   c) Who are the most influential members?
   d) Do they play a facilitating or a hindering role in the overall programs of the school?

4. Are you, as a principal, a member of any informal group in your school? If yes,
   a) Why did you join the group?
   b) Does the group influence your decisions in any way?
c) How do the rest of the staff members look at your membership of that informal group?

| 1. Define the concept of the group. |
| 2. Distinguish between the two kinds of group. |
| 3. Identify the components and characteristics of informal groups. |
| 4. Explain the influence of informal groups. |

TOPICS 4
PERSONNEL MOTIVATION

4.1. Introduction

The educational leader has to motivate the staff at the school. It is thus vitally important for the manager to have a thorough understanding of motivation. This chapter focuses on this issue.

4.2. Learning Outcomes

After going through this chapter you will be able to:
- Explain the content of the motivation theories.
- Identify the guidelines for motivated behavior.
- Describe the equity theory.
- Identify types of reward incentives managers can use to reward their staff.

4.3. Key Concepts to know

- Motivation
- Maslow’s hierarchy of needs
- Herzberg’s two-factor theory
- McGregor’s theory X and theory Y
- Reinforcement theory
4.4. Chapter Outline

4.4.1. What is Motivation?

Motivation can be defined as the complex forces, incentives, needs, tensions and other mechanisms, which start and maintain voluntary activity for the attainment of personal aims, indicating that this is an internally generated activity.

4.4.2. A General Model for Motivation

The process of motivation has three components:

4.4.2.1. Energizing behavior - a need, desire, wish arises
4.4.2.2. Directional behavior - behavior is directed by aims and outcomes
4.4.2.3. Maintenance behavior - rewards are appropriate and fair. Feedback is given to change needs or aims.

The urge for satisfaction leads to the people concerned releasing energy, which leads to specific action until the need has been satisfied.

4.4.3. Motivation Theories

Four prominent motivation theories are briefly described.

4.4.3.1. Maslow’s Hierarchy of Needs Theory

Maslow distinguishes five levels of needs. In priority of importance the levels are:

a) Physiological needs - the human body’s primary needs.
b) Safety needs - the need for stability and protection from physical threats and dangers.
c) Belongingness and love needs - need for love, affection, belongingness in interpersonal and group relationships.
d) Esteem needs - need for esteem of others and for self-esteem.
e) Self actualization - need to fulfill one’s potential to grow/develop abilities completely.

It should be noted that the most basic needs have to be reasonably satisfied before attention can be given to needs at the next level. Besides, only unsatisfied needs influence behavior-satisfied needs do not motivate.

4.4.3.2. Herzberg’s Two-Factor Theory

Proposes two types of factors pertinent to employee motivation:

a) Hygiene factors (“dissatisfiers”, maintenance factors) - employees are dissatisfied when they are absent but do not strongly motivate when present. They relate to the work environment (are external to the job itself) and include: supervision, interpersonal relationship, physical working conditions, salary, status, policy and administration, fringe benefits and job security.
b) Motivators (satisfiers) - conditions which motivate employees when present but do not result in dissatisfaction when absent from the work place. They relate to the job content or the intrinsic aspects of the work and include: achievement, recognition, responsibility, the work itself and advancement possibilities.

4.4.3.3. McGregor’s Theory X and Theory Y
Douglas McGregor describes two opinions about work:

a) **Theory X** assumes that employees dislike work, lack ambition, avoid responsibility, prefer job security the most, and must be coerced, controlled or threatened with punishment to work adequately.

b) **Theory Y** assumes that employees want self-direction and self-control in their work, and want to be creative and assume responsibility. Believes that physical and mental effort at work is as natural as play or rest and that commitment to organizational objectives is a function of rewards.

**4.4.3.4. Positive Reinforcement Theory**

This theory is based on the law of effect, which advocates that employees are likely to repeat behavior that results in a pleasing outcome (reward) and not repeat behavior that results in an unpleasant outcome (punishment). Many educational managers believe that the only way they can truly get through to their staff is by means of salaries. However, they all have access to a free and very effective means of getting their employee’s attention: praise. Most people thrive on attention. Effective praise:

a) requires specific comments, not merely general,

b) should be given as soon as possible after the event,

c) should be done deliberately,

d) must be sincere, well deserved and timely.

**4.4.4. Motivation Theories and the Education Manager**

**4.4.4.1. Rules underlying management relationships and the application of any motivational technique**

Educational managers should:

- a) remember to use “motivators”.
- b) note that the relative intensity of psychological needs will vary greatly from person to person and from time to time.
- c) try to suit their behavior to both the personalities of the members of staff involved and the requirements of the situation.

**4.4.4.2. The Role of Educational Managers in Satisfying needs**

a) Basic, Social and Security Needs

Education managers at the school level cannot provide grants or determine salary. They can however see to it that there are no delays in payment. They can also address security and social needs through formulation of various school policies.

b) Self-esteem and Self-actualization Needs

Education leaders can help the staff to meet these needs through:

- involving the staff in policy-formulation
- delegation and the use of committees
- job enrichment i.e. making work more rewarding more challenging and possibly more productive.

c) Application of Theory X and Theory Y

When a teacher is on probation and new on the job, theory X approach may be more appropriate until the teacher is able to function alone.
4.4.5. Motivation Techniques

A variety of motivational techniques are available to the motivator. These include:

a) Formal evaluation
b) Informal feedback
c) Positive written feedback
d) Provision of growth opportunities
e) Public recognition and awards

4.4.6. Motivation and Performance

Performance is determined not only by the motivation of the worker but also by his/her competence, skills, training, equipment and technological knowledge. Following is a simple model illustrating the relationship:

\[ \text{Performance} = f (\text{ability} \times \text{motivation}) \]

4.4.7. The Importance of Motivation

Motivated staff members make an organization more effective because they are:

a) Always looking for better ways of doing their job.
b) Usually concerned about quality.
c) More productive than apathetic ones.

4.4.8. Guidelines for Motivated Behavior

The following may serve as guidelines to motivate teaching staff:

a) Be aware of basic human needs and motivation processes.
b) Put the motivation process in the context.
c) Remember that individuals differ.
d) Know your staff member as a unique individual.
e) Watch out for factors, which threaten existing needs satisfaction.
f) Initiate changes which will further the satisfaction of human needs.
g) Develop respect and credibility before developing the motivation process.

4.4.9. Rewards

a) The purpose of offering rewards is to improve job performance.
b) Rewards and incentives are not synonymous. Incentives are incentives only if the people who receive them have anticipated them.
c) The incentive system operates on three distinct levels:
   - Individual incentive system – provides reward only to individual members
   - Group incentive system – rewards are shared among colleagues.
   - Organizational incentive system – rewards are for the institution. It becomes formal or impersonal.
d) Equity theory deals with the fairness (equity) relationship in the rewards provided. The four important terms are:

- **Person**: the individual for whom equity or inequity exists.
- **Comparison other**: group or individual used by person as a referent.
- **Inputs**: characteristics individuals bring with them to job, which may be ascribed or achieved.
- **Outcomes**: those things the individual receives from the job.

The fairness (equity) relationship is illustrated as follows:

a) People compare their inputs and rewards (outcomes) with other people’s inputs and rewards

<table>
<thead>
<tr>
<th>Personal</th>
<th>Compared to others</th>
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<tbody>
<tr>
<td>Reward (outcomes) = Rewards (outcomes)</td>
<td></td>
</tr>
<tr>
<td>Inputs</td>
<td>Inputs</td>
</tr>
</tbody>
</table>

If a person ‘A’ feels that his ratio is either higher or lower than person ‘B’’s he/she could experience a sense of inequity.

b) Outcomes A < Outcomes B

<table>
<thead>
<tr>
<th>Inputs A</th>
<th>Inputs B</th>
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If person A is under compensated in comparison with person B, he/she may attempt to restore equity by taking one of four of possible course of actions. These are increasing his/her own outcomes, decreasing his/her own inputs, decreasing person B’s outcomes or increasing person B’s inputs.

c) Outcomes A > Outcomes B

<table>
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<tr>
<th>Inputs A</th>
<th>Inputs B</th>
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If person B is under compensated in comparison with person A, equity theory predicts that person A will experience guilt and will attempt to restore equity by altering one or more of the four components. If the four components of the ratios cannot be altered, person A would be forced to choose from among altering his/her perceptions of the situation, leaving the field or choosing a different comparison other.

Available research supports two basic conclusions about the value or potency of various rewards for teaching staff:

a) Staff usually find intrinsic rewards more meaningful and more attractive than extrinsic rewards.

b) Staffs interpret their professional responsibilities and experiences in highly divergent, subjective ways. This means that different teachers will reach for and react to totally different intrinsic and extrinsic rewards in their work situation. The following incentives may be identified:

- Compensation plans (extrinsic)
- Career options (extrinsic)
- Increased professional responsibility (extrinsic and intrinsic)
- Non monetary recognition (extrinsic)
- Improvements of working conditions (extrinsic).

### 4.4.10. A Few Tips for Educational Managers on Boosting Staff Morale

a) Become a detective
b) Talk to staff members
c) Compliment the staff
d) Ask staff members to talk about their projects at staff meetings
e) Capitalize on home talent for personnel development programs
f) Give staff members opportunities to learn new skills
g) Find a way to allow staff to observe colleagues who perform outstandingly well
h) Publicize school projects
i) Select a project of the month
j) Select a teacher of the month
k) Most important: say “Thank you” and “Good Job” often.
4.5. Review Questions

4.6. Discussion Questions

1. What do you think is the level of motivation of teachers in your schools? Why?
2. Can you as a principal provide rewards for teachers? If “yes” What kind? If “No” why?
3. Assess the individual needs of the teachers in your school. What is the level of satisfaction of the following needs for the majority of the teachers?
   a) physiological needs
   b) job security needs
   c) self actualization needs
4. A teacher in your school is frustrated because he was denied promotion. What can you do about it?
5. Examine your school along the following hygiene factors (dissatisfiers) and rate the situation on a scale from poor to good.

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<tr>
<th>Factors</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
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<tbody>
<tr>
<td>a) Teacher-principal relationship</td>
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<td>b) Teacher to teacher relationship</td>
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<td>c) Teacher-student relationship</td>
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<td>d) Teacher-community relationship</td>
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<td>e) Availability of fringe benefits</td>
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<td>f) Salary increment</td>
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6. Based on your assessment result to question 5 what can you do to improve the weak aspects and further strengthen the strong aspects?

1 Definite motivation
2 what needs does Maslow identify in his need theory?
3 Herzberg's theory consists of two sets categories What are they?
4 What is the content of Theory X and Theory Y?
5 Why do motivated staffs make an organization more effective?
6 What is the result of unfairness, according to the equity theory?