

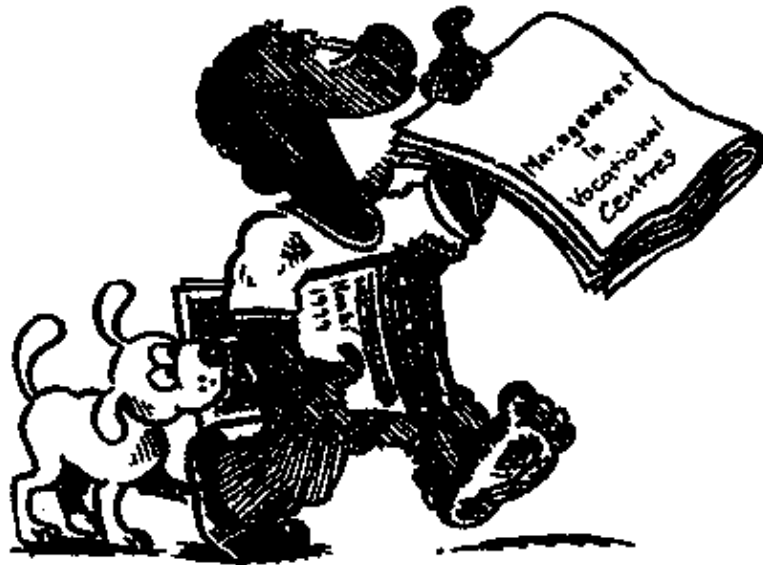
Management in Vocational Centres

Table of Contents

Management in Vocational Centres	1
<u>Module I: Management and its Tools</u>	1
Unit 1: Introduction to Vocational Centre Management and its Tools.....	1
Unit 2: Planning.....	17
Unit 3: Organising.....	36
Unit 4: Controlling.....	51
Unit 5: Motivating.....	60
<u>Module II: The Human Factor</u>	68
Unit 1: Introduction to The Human Factor.....	68
Unit 2: Inter – Human Relationships.....	79
Unit 3: Supervision & Staff Development.....	97
<u>Module III: Facilities in Operation</u>	110
Unit 1: The Vocational Centre in the Community Environment.....	110
Unit 2: Legal Aspects.....	118
Unit 3: A Site Development Plan for the Vocational Centre.....	131
Unit 4: The Care and Control of Assets.....	140
Unit 5: The Board of Management.....	151

Management in Vocational Centres

Compiled and developed by Uli Müller and Markus Schäfer, German Development Service (ded), in co-operation with staff of the PNG Education Institute

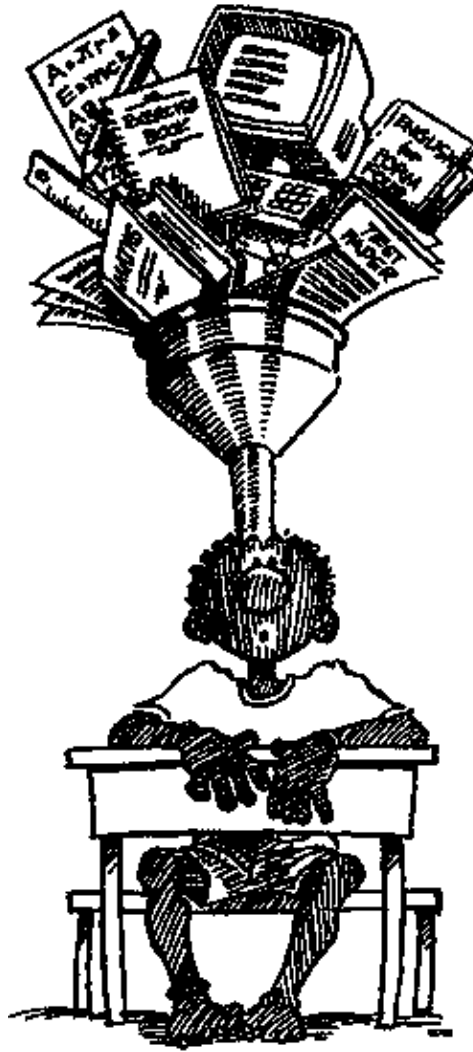


Cartoons published with permission of the artist Bob Browne

Port Moresby July 2000

Module I: Management and its Tools

Unit 1: Introduction to Vocational Centre Management and its Tools



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Define Vocational Centre Administration and define Management.
2. Explain the relationship between management & leadership.
3. Describe typical features of leadership.
4. State the two roles that Managers in Education have to play and explain them by listing main tasks.
5. Enumerate qualities of an effective Manager in the Vocational Centre environment.
6. Give examples of the three types of skills that Managers in Vocational Centres need.
7. State the four principles of Management and describe the interaction amongst them.

Administration and Management in Vocational Centres

Definition of Administration and of Management

With reference to dictionaries and encyclopedias administration and management are actually described as the same. So, one could conclude that administration is management, and vice versa, management is administration.

In fact they are described as follows:

Administration is referred to as the management of public affairs. In contrast management can be described as the administration of enterprise affairs.

Although in everyday terms of modern expression there is a difference between the two terms. Administration is distinguished from management in the way that administration collects and processes data and information in order to prepare decision making at higher levels of the administrative hierarchy or by the management. Management therefore is the enhanced administrative competency by the added function and responsibility of decision-making. Therefore, management comprises of administration, analytical competency and decision making and implementing authority.

To put it in brief: Administration is preparing decisions, managing is deciding and ensuring those decisions are implemented.

Management:

- **is to apply** of a set of principles,
- has an organised body of **competencies**,
- requires the acquisition of particular **skills**,
- is a social function, embedded in a tradition of **values, customs and beliefs**.



Management



Administration

The Relationship Between Management and Leadership

Leadership and management are two distinctive and complementary systems of action. To some extent all managers need to be able to lead to effectively achieve their functions and all leaders would benefit from the ability to manage to achieve their functions. The following diagram illustrates the relationship between the two.

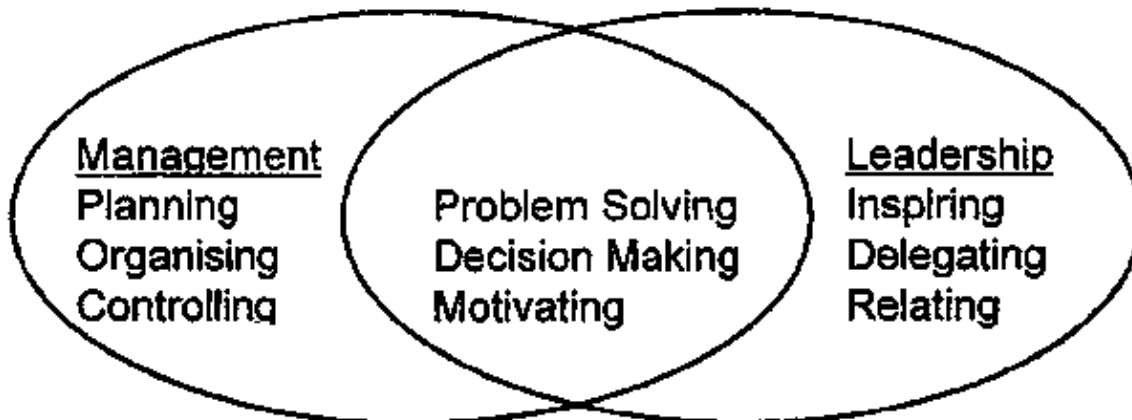


Diagram 1: Relationship Between Management and Leadership

A lot has been said about the comparison between Leaders and Managers. Consider the following series of quotations raised at a conference held by United Technologies in Hartford, Connecticut USA in 1982.

*People don't want to be managed. They want to be led.
 Whoever heard of a world manager? World Leader Yes!
 Educational Leader... Political Leader... Religious Leader... Scout Leader...
 Community Leader... Labour Leader... Business Leader.
 They Lead, They don't manage
 You can lead a horse to water, but you can't manage him to drink.
 If you want to manage somebody manage yourself. Do that well and you will be ready to stop
 managing and start leading.*

The difference between managers and leaders can be summarised by the following:

Managers:

They emphasise judgment and efficiency and are mainly concerned with “know how”.

 They do things right.

 To manage means to bring about, to accomplish, to have charge of or responsibility for, to conduct.

Leaders:

They emphasise vision and effectiveness and are focused on “know why”.

 They do things right.

 To lead means to influence, to guide in direction, course, action and opinions.

Nature of Leadership

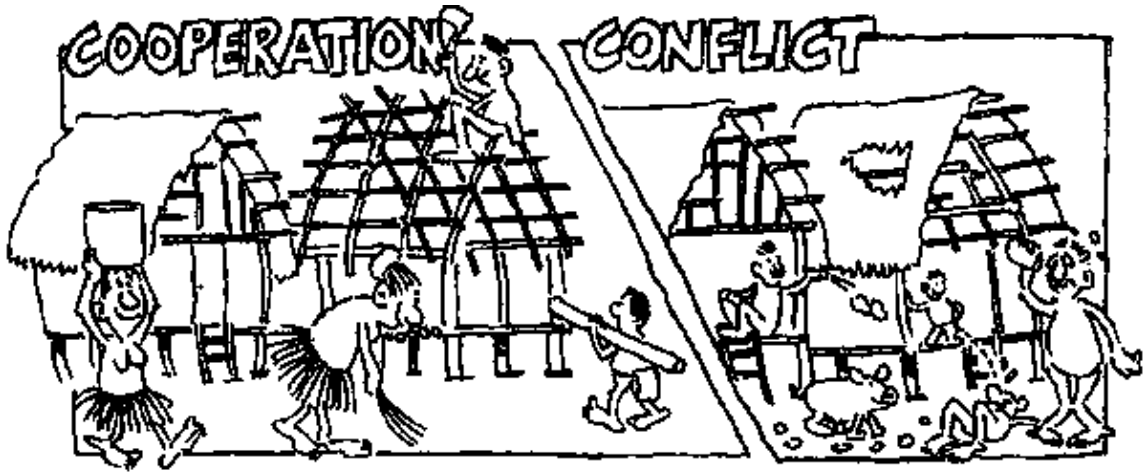
Leadership is generally defined as influence, or the process of influencing people. This is a complex social activity. Ideally people should be encouraged to develop not only willingness to work but also willingness to work with purpose and confidence.

To lead therefore is to guide, conduct, direct and precede or go before the others. Leaders act to help a group attain objectives with the maximum application of its capabilities. They do not stand behind a group to push and instruct, they place themselves before the group as they facilitate progress and inspire the group to accomplish goals.

Shared or Democratic Leadership

*A leader is best
 When people barely know that he exists...
 Of a good leader, who talks little
 When his work is done, his aim fulfilled
 They will say, 'We did this ourselves'*

Words of Laotsu, Chinese Philosopher 600 BC



Leadership and Personality

It is a common belief that personality traits such as intelligence, imagination, emotional stability etc. are qualities an individual requires to exercise leadership. However all scientific study has failed to prove this. Leadership is not inherited and research has concluded that there is little to support the belief that personality traits and capacity to lead are systematically related. Every imaginable trait seems to have been examined, including height, weight, state of health, intelligence, self confidence and many more. It is safe to conclude the following:

- No systematic relationship between personal traits and leadership has been established.
- It is a difficult subject to research and reviews of literature suggest results are often biased by the methods used to conduct the studies.
- The situation in which leadership is attempted is at least as influential as the personality traits of the leader.

Management Roles and Responsibilities in Vocational Centres

The roles and responsibilities in Vocational Centres can be divided into two areas which include those tasks performed as an educational leader and those performed that relate specifically to the administration requirements in Vocational Centres.

1. Educational Leadership

There are tasks which Vocational Centre Managers, Principals, Head Teachers, Superintendents, Inspectors, Supervisors, Chairpersons, Deans and others in administrative positions in educational agencies must fulfil if they are to be recognised as performing their educational leadership role.

Tasks as an Educator:

The main tasks of leaders in education that need to be fulfilled are:

- facilitating instructional and curriculum improvement/facilitation,
- building consensus in educational goals/objectives,
- promoting all round development of trainees,
- guiding staff development efforts.

Activity 1:

Name:..... **Date:**..... **Signature:**.....

Give examples of some of the activities you have done in your role as 'educational leader'!

Help Yourself Hints to Effective Leadership

If you want to be an effective leader you should keep in mind the following six points:

Know Yourself

It is only by making sure that you are fully aware of your own strengths as well as your weaknesses that you can learn how to get the best from others. Nobody expects you to be perfect, but if you are able to exploit and understand your own talents you will then be able to make the most of your abilities of your team. For example your planning skills may be excellent, but your ability to get your message across not quite so good. By knowing and accepting this limitation, however you can encourage a member of the group to use his/her skills to convey your ideas to the rest of your colleagues.

Know Your Situation

If you are not totally familiar with all aspects of your situation, your carefully planned strategy could fail dismally because you have not taken some vitally important factor into account.

Knowing your situation will involve a certain amount of advance preparation and research (in which you could involve your colleagues) to make sure that you have all the necessary facts at your disposal.

Select Leadership Styles that are Appropriate to the Situation

Leadership styles should be adapted to suit the situation in which the leader finds him or herself. Account should also be taken of the task maturity level of the group concerned.

In order to be sure of selecting the most suitable leadership style for the planned project, the manager will have worked out a detailed strategy in advance. As a manager, you will thus have catered for each of the steps to be taken in achieving the final objective.

Satisfy Task Needs

Completion of the task is the reason why the leader or manager has been put in charge of the group. If this need is not satisfied, the project as a whole will probably be considered a failure.

Satisfy Team Needs

The most common reason for having a certain group of people working together is because each individual has something special to contribute to the performance of a task. The combined efforts of this team are therefore expected to produce good results.

As a team, this group will most probably have certain needs, such as recognition of its united achievements, and these needs will have to be met if the individuals are to remain enthusiastic about combining their skills for a common purpose.

Satisfy Individual Needs

In a situation where members of a team are working well together and producing good results, it becomes easy to overlook the fact that this team is made up of individual people.

Because of their different abilities, most of these people will probably have slightly different needs, and it is up to the leader or manager to discover what these needs are and to satisfy them as far as possible. The effort

on his or her part will ensure that the individuals concerned will continue to contribute as best as they can towards achieving the common objective.

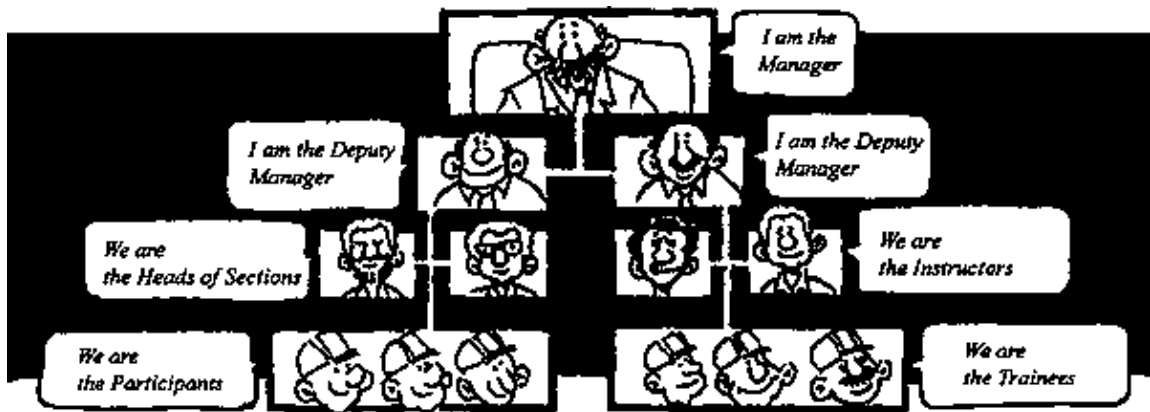
Activity 2:

Name:..... Date:..... Signature:.....

Who are the Managers?

The person(s) who take responsibility for contribution to the organisation.

They have as first responsibility the performance of the institution for which they work. The Vocational Centre Manager is not the only person responsible for the management of a school. Make a list of at least three other groups of people who contribute to successful management of a Vocational Centre. Explain by giving practical examples for each group.



2. Management

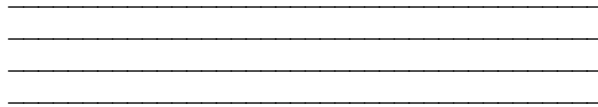
Tasks as a Manager:

- Defining the purpose/mission of the organisation.
- Implementing and developing policy.
- Organising structure, making work productive and the worker achieving.
- Making decisions.
- Developing and maintaining resources/facilities.
- Managing social impact and social responsibilities.

Activity 3:

Name:..... Date:..... Signature:.....

Give examples of some of the activities you have done in your role as 'manager'!



The Importance of Management in Vocational Centres

Ever since people began forming groups to accomplish aims they could not achieve as individuals, managing has been essential to ensure the coordination of individual efforts. As Papua New Guinea has come to rely increasingly on group effort, and as many organised groups have become larger, the task of managers has become more important.

This is particularly relevant in the case of Vocational Centres where previously reliance for management had been placed on a centralised bureaucratic approach. The vision for the future is decentralised management with the responsibility and accountability placed on all staff in Vocational Centres to use resources to respond to community needs.

Roles of Managers

All managers take on different roles within an organisation or a team. As discussed previously one of the important interpersonal roles that a manager must perform is as leader. In Vocational Centres, a manager must perform the educational leadership role within the organisation as well as performing as a leader in the management role. Roles of managers in the Vocational Centre environment extend beyond this to include more informal roles such as being spokesperson to the community on behalf of the centre.

Mintzberg (1973) identifies the following roles of managers:

Diagram 2: Roles of Managers

<p><u>Social Roles</u></p> <ol style="list-style-type: none">1. Symbol, figure head: signing legal documents, receiving visitors.2. Leader: hires, trains, encourages, fires, remunerates, judges.3. Liason between outside (contacts, community, suppliers and other) and the organisation.
<p><u>Formal/Informal Roles</u> (providing a communication network to organisations)</p> <ol style="list-style-type: none">1. Manager as monitor: Gathers information to be well informed.2. Manager as disseminator of information from both external and internal sources.3. Manager as spokesperson or representative of the organisation: speaks for subordinates to superiors or represents upper management to subordinates.
<p><u>Decision making Roles</u></p> <ol style="list-style-type: none">1. Manager as entrepreneur (innovators, initiators, problem discoverer and designer of improvement projects).2. Manager as disturbance handler: reacts to unexpected situations, hirings, firings, behavioural problems of trainees.3. Manager as resource allocator.4. Manager as negotiator: when conflicts arise.

The 'Challenge' for Managers

Managers always have to administer, manage and improve what already exists and is already known, but they have a responsibility to be entrepreneurs. They are the reformers and have to have the vision to create a 'better' tomorrow. This means they often have to plan for and organise for systematic abandonment of the obsolete, the unproductive and the no longer appropriate. The making of a different tomorrow (reform) is a major responsibility for managers in educational institutions. This is something that has been difficult for

managers in public institutions to achieve.

Qualities of Managers in Vocational Centres

Examine the following duty statement for a Manager of a Level 7 Vocational Centre taken from Joint Secretary/TSC Circular 4/97.

Instructor Grade 7 (Manager) **Work Level Standard**

DEFINITION

Under broad direction and control undertake overall management of a large centre including coordination and overseeing of staff and students, programming of all operations, management of finance, teaching/instructing and demonstration of specialist trades/subjects. Exercise a degree of independent judgment on professional and administrative matters.

SPECIAL FEATURES

At this level, emphasis is placed on the ability of the Manager/Manageress to perform with a minimum of direction and in accordance with broad policies and guidelines. This position requires physical and mental maturity and high standard of entry qualification and extensive experience in management capabilities. This is a Manager/Manageress of a Level 7 centre with a maximum of 414 students and 23 teachers.

TYPICAL DUTIES

The duties below are typical of this level:

- Direct, supervise and manage the overall operations of the centre including:
 - overseeing duties of instructors and centre's timetable;
 - welfare of all staff and students;
 - welfare of boarding students where applicable;
 - promotion of professional development of staff through conducting in services and further training courses.
- Undertake teaching/instructing and demonstration duties on specialist trades or general subjects.
- Coordinate and compile financial incomes and expenditures, prepare budget estimates according to the needs of the centre and present to the appropriate authorities through the Board of Management.
- Be responsible to the Board of Management for effective implementation of the goals and objectives of the centre.
- Initiate ways of generating income for the centre.
- Undertake all administrative and clerical duties including centre's finance and bookkeeping.
- Under delegated authority, approve funds for purchase of equipment/materials needed for the centre.
- Promote the role of the centre by identifying the training needs of the community it serves and conducting short appropriate courses for them.
- Represent the centre at committee meetings and other discussions.
- Conduct the day to day activities of the centre, in particular:
 - consultative meetings with deputy and senior staff;
 - marketing/sale of goods/products created by the centre;

- boarding students' maintenance and welfare where applicable;
 - record of daily transactions of the centre accounts;
 - routine inspection and maintenance of centre property;
 - monitor daily absentees of staff and students;
 - attend to all appointments with parents and other clients;
 - monitor the maintenance of the security of the centre.
- Accept full responsibility for matters affecting the centre, staff and students.
 - Ensure staff maintain records of appropriate planning and development progress of their areas of activity.
 - Arrange for the supply of suitable materials and tools and ensure security facilities are available for tools and equipment.
 - Act as Public Relations Officer for the centre.
 - Carry out boarding duties where applicable.
 - Promote the role of the centre in relation to the community it serves, and work for the maintenance of good relations between the instructors, the BOM, the controlling agency and the community.
 - Assist with community training needs by offering short appropriate courses where applicable.

STANDARD QUALIFICATION

Satisfactory completion of Grade 10, possession of tradesman certificate and trained teacher's certificate or possession of such other educational qualifications as acceptable to Teaching Service Commission. Extensive experience in managing a large centre and some Business Management Skills. Proven leadership quality with ability to train subordinate staff

or

Satisfactory completion of Grade 12 and Diploma in trades/secondary education with extensive experience in teaching/instructing and demonstration of various specified trades, general subjects and core subjects.

(NOTE: Duties extend from administrator of a large centre to an extension officer of community development project and a chalk and board teacher.)

Activity 4:

Name:..... Date:..... Signature:.....

List the qualities that you need to be an effective Manager in your work environment to perform the duties described above.

Activity 5:

Name:..... Date:..... Signature:.....

Compare your list to the following and add any additional qualities you feel should be included.

Inventory of *Qualities* for Effective Vocational Centre Management

The Best Manager:

- is trustworthy and ethical (morally correct),
- is supportive,
- is a good listener,
- is sensitive,
- goals and expectations,
- leads by example,
- follows through,
- has good technical ability,
- is strong yet approachable,
- gives constructive feedback,
- is flexible,
- is decisive and acts,
- appreciates others,
- is sincere and genuine,
- delegates,
- is well organised and purposeful,
- achieves consistent results,
- is confident,
- is fair,
- is positive about organisation,
- takes reasonable risks,
- expects excellence,
- _____
- _____
- _____
- _____
- _____
- _____

Important Management Skills

For Managers to obtain the qualities listed on the previous page they need a wide range of skills. They need skills in communication, making effective decisions, assessing needs, evaluation, counseling, time tabling, record keeping, conflict resolution, assessment, budgeting, delegating, planning, proper use of controls and measurement, goal setting etc.

These skills and others that they need can be grouped into three areas:

1. Technical Skills

These are essentially the skills of the 'trade' or profession. Just like a carpenter needs the skill of his trade, a Vocational Centre instructor needs the skills associated with the teaching profession, i.e. organising and facilitating student's learning. Technical skills are related to procedures, methods, techniques and processes.

2. Interpersonal Skills (*Human Relationship Skills*)

These skills are needed for working with and through other people. They include such skills as conflict resolution and delegation of tasks.

3. Conceptual Skills

These are skills needed for dealing with ideas. Administrators are always dealing with ideas and trying to translate them into practical activities.

These are groups of skills. For each group there are many component skills.

Activity 6:

Name:..... Date:..... Signature:

List exactly five examples of each of the groups of skills a Manager needs.

Technical Interpersonal Conceptual

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Reflection and self analysis is important for all managers.

It is important that we analyse our own skills, our strengths and our weaknesses.

Activity 7: (No name required!)

Think about the three skill areas above and your own abilities, describe situations that show strengths and weaknesses in your kills.

Technical Skills

STRENGTH

WEAKNESS

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Interpersonal Skills

STRENGTH

WEAKNESS

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Conceptual Skills

STRENGTH

WEAKNESS

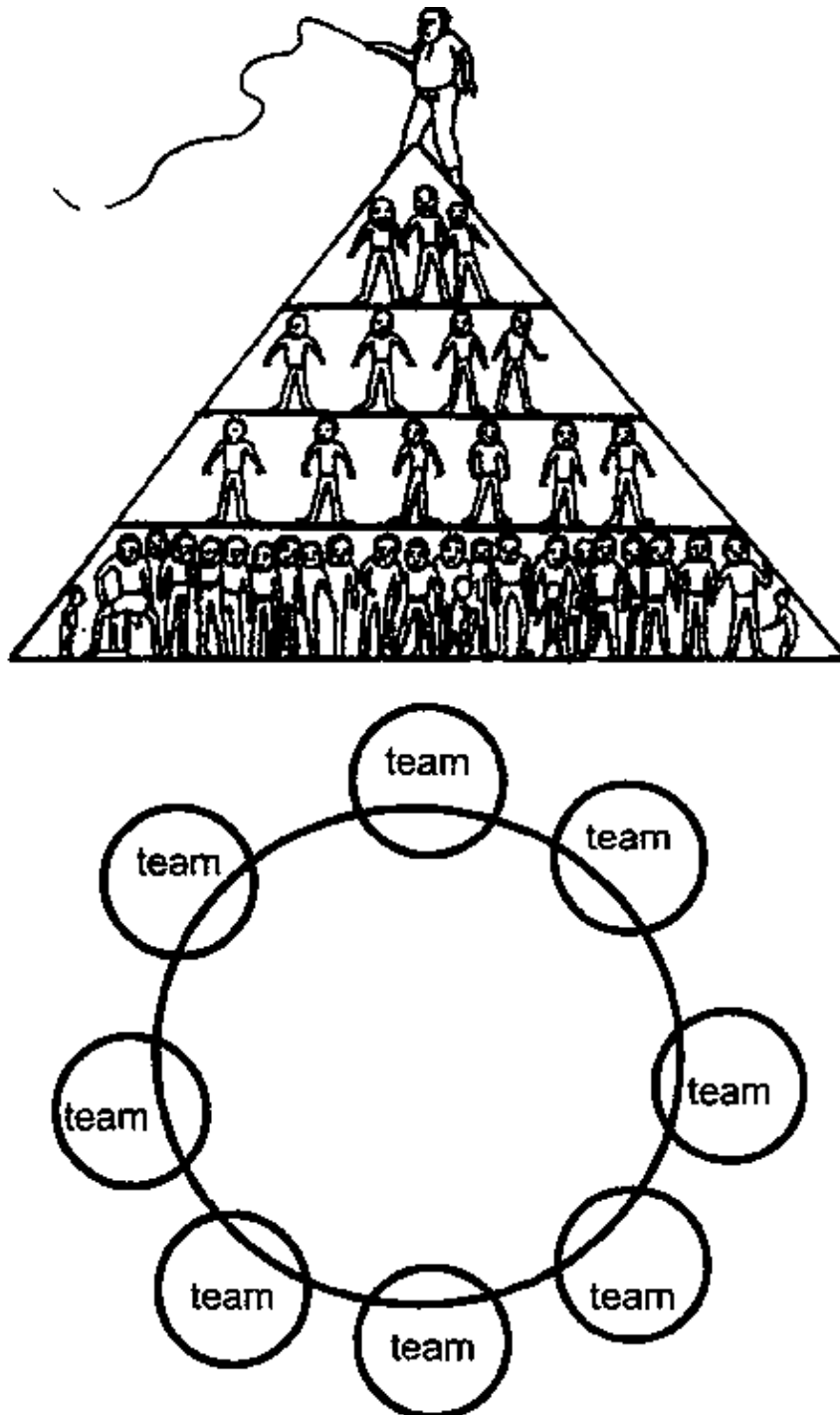
Trained managers have written objectives for their business in the form of a business plan. If schools are to be administered properly **YOU NEED WRITTEN OBJECTIVES FOR YOUR VOCATIONAL CENTRE AND YOUR WORKSHOPS.**

2. Organising

There must be the establishment of purposeful roles for people to fulfill in an organisation.

Managers analyse activities, decisions and relationships needed; they classify work and divide it into manageable activities, then group units and tasks into an organised structure. So, once the basic purpose of your Vocational Centre has been set and you have written your objectives you need to use your analytical skills to provide the best organisational structure to accomplish your goals.

Diagram 3: Traditional Bureaucratic Structures Versus Modern Team Networks



3. Controlling

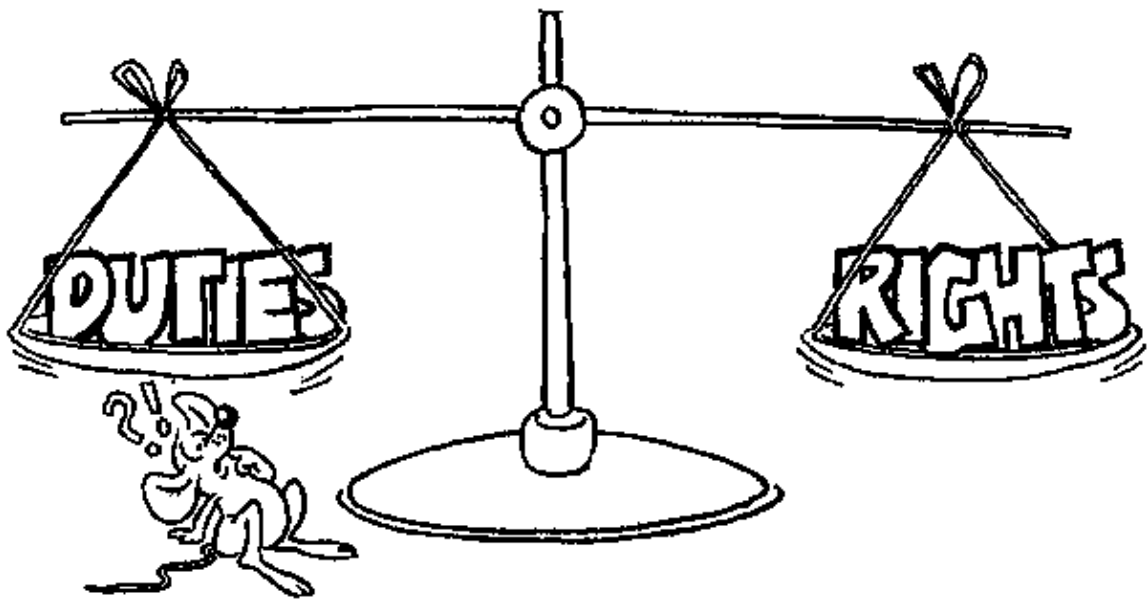
The performance of an organisation must be measured against the goals and objectives set.

Plans must be evaluated. The manager's role is to establish targets and standards and to see that all the workers in an organisation are focused on these. The manager analyses, appraises and interprets performance of individuals and the organisation as a whole. The manager is ultimately responsible for the results. A successful manager will make sure that enough work is done each day and that work is up to standard. This is to be accomplished at every level of hierarchy in the organisation: by the instructor who is managing his/her workshop in the very same way as the VC manager/principal for the VC as a whole.

4. Motivating

The organisation must be established in a way that facilitates motivation and communication.

The manager must establish a team out of the people that are responsible for various tasks that cooperate and assist one another to achieve the objectives. The manager does this using human relations skills and through decisions on pay, placement and promotions. The manager does this through constant communication, to and from subordinates, and to and from superiors, and to and from colleagues. This is the manager's integral function.



Putting The Management Tools into Practice

The four management tools are a formal, systematic way of classifying activities to assist the learner in understanding the knowledge required for management. However, only a manager's experience through practice can bring them to life.

You have to understand that these four management tools are practised in real life in an overlapping yet constant manner. By integrating and practising each of these principles anybody can improve his or her performance as manager.

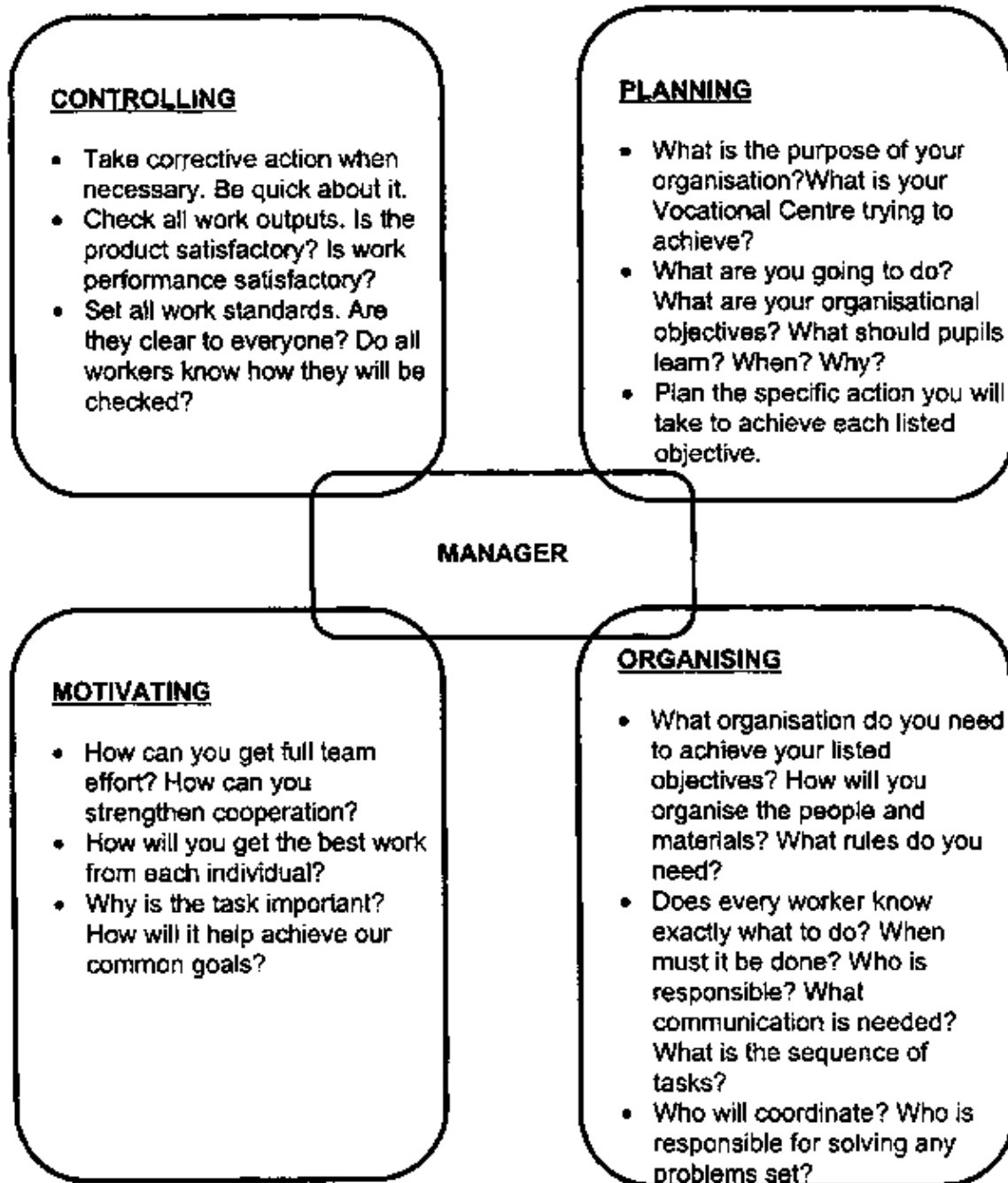
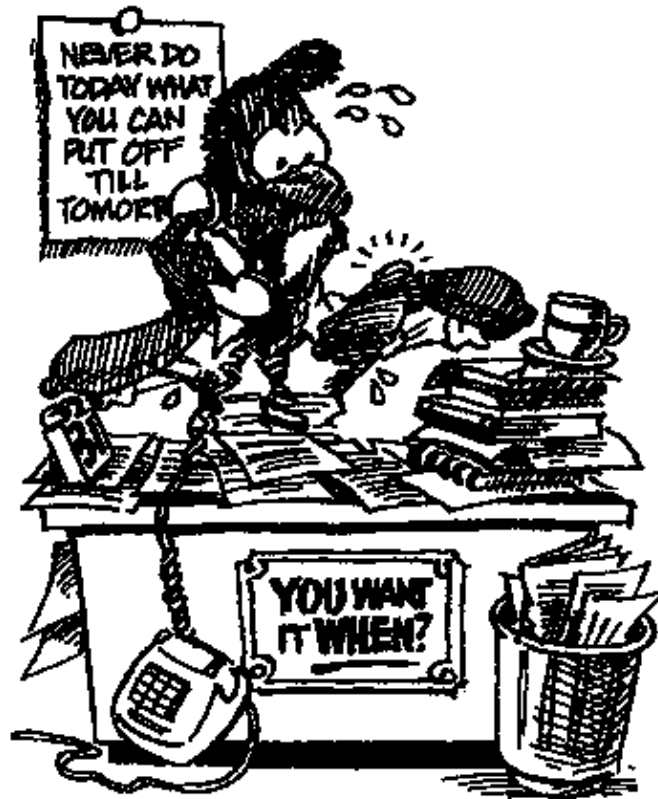


Diagram 4: The Close Relationship Between the Four Management Tools

Main Ideas

- a) A Manager administers resources efficiently and effectively so that the goals of the VC can be successfully achieved.
- b) Modern management works with and through people to achieve the organisational goals.
- c) There is a strong relationship between management and leadership. Remember: People don't want to be managed. They want to be led.
- d) Regard yourself as a possible/potential future Vocational Centre Manager and do not forget that you are already a manager in your professional field. Most of the skills and qualities can be learned step by step.
- e) The four management tools – planning, organising, controlling and motivating – are always in close relationship to each other.

Unit 2: Planning



Unit Objectives

After the completion of this unit, the participant should be able to:

1. State the key questions within the planning principle.
2. Develop a future vision for your own Vocational Centre.
3. List and explain the hierarchy of plans.
4. Set SMART Goals.
5. Use the three components, Performance, Condition, and Standard, to prepare management objectives.
6. Prepare an Action Plan.

Introduction



How did we come to be here today?

Some time back a date and time were set, a venue decided and we all made our arrangements to be here.

Thus we had a well defined goal. This venue, this time, this date.

Do we go through life with that same clarity of purpose, or do we let the major parts of our lives just happen?

In life there are three main types of people:

Those that make things happen!
Those that watch it happen!
Those that wonder what happened!

This unit is about setting goals and making them happen.

There is no reasonable goal that cannot be achieved if you really want to achieve it.

'By the end of this decade we will send a man to the moon and back safely...' (J.F. Kennedy, 1960)



The Planning Principle of Management

Management requires the setting of objectives. Schools must have written plans which are communicated to all those involved in achieving the goals and which reflect the overall vision of a particular Vocational Centre.

Your most essential task as the manager of the school is to see that every instructor understands the Vocational Centre's purposes and objectives and the methods and strategies for attaining them. Teachers must know what they are expected to accomplish. This is the principle of planning. It is the most basic of all the managerial functions.

This can be described very simply as answering the questions 'Who does what, with whom, and over what period of time in order to accomplish what purpose?' Without going through this process, the performance of Managers in Vocational Centres will be unpaired and the implementation of individual, group, or program goals and decisions will be hampered.

Planning involves selecting missions, objectives and the actions to achieve them. Planning requires decision making that is choosing from alternative future courses of action. Planning bridges the gap from where we are now to where we want to go. It means looking to the future and preparing for it. It is a deliberate effort to answer these questions:

- What is the job we are going to do?
- What results are expected?
- What is the best way to do it?

It must involve the future, people and action, and it should combine facts and imagination. People expect to work to a set plan prepared by the manager and to be controlled according to that plan.

What is a Plan?

We can highlight the essential nature of planning by examining its four major aspects:

- The contribution of planning to defining purpose and objectives.
Plans are written to contribute to the achievement of the purpose and objectives of any organisation.

- The primacy of planning among the manager's tasks.
Planning is the first task that a manager must do.

- The universal nature of planning.
Planning is a function that must be carried out by all managers.
If managers are not given some planning function they are not truly managers. Everybody who holds a leadership position in a Vocational Centre needs to plan.

- The efficiency of plans.
Plans are efficient, if they are actually implemented at a reasonable cost in terms of financial, human and physical resources.

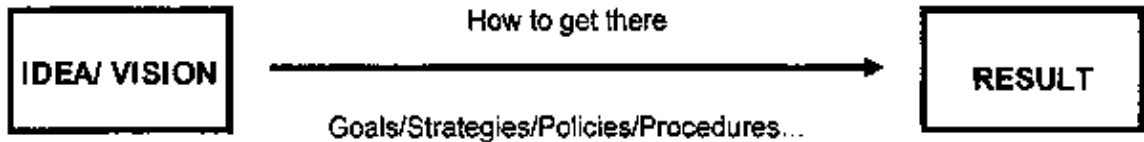


Diagram 1: Planning is a Course of Action to Achieve Results.

Vision

Before you can begin any planning, you need to have a clear idea or picture in your mind of where you want to get to. This is often called the Vision for your organisation.

Activity 1:

Name:..... Date:..... Signature:.....

Discuss the direction that Vocational Centres are heading in Papua New Guinea!

Read Matane's Report on the Philosophy of Education and excerpts from 'According to their talents' (Appendix I). Develop ideas of what your Vocational Centre will be like. Write a paragraph that gives a picture or 'vision' for your vocational centre.

Types of Plans

A plan can be defined as 'a course for future action' but there are many different ways or degrees of determining a course for future action. The failure of some managers to recognise the variety of plans has often caused difficulty in making planning effective. It is easy to see that a major program, such as one to build and equip a new workshop, is a plan. But a number of other courses for future action are also plans. For the purpose of this course plans will be classified into eight categories as shown below:

VISION

- Purpose/Mission
- Objectives
- Strategies
- Policies
- Procedures
- Rules
- Programs/Projects
- Budgets

1. Purpose or Mission

Every kind of organised group in society has a specific calling or mission which it fulfills. The purpose of a business generally is the distribution of goods and services. The purpose of the court is the interpretation of laws and their application. The mission of a trade workshop is to be a provider of support services for a variety of trades.

Activity 2:

Signature:

Name:..... Date:..... Signature:.....

Reflect on the purpose of Vocational Centres, now and in the future in PNG. Discuss the following questions.

What should be the general purpose of a Vocational Centre in PNG?

Should the purpose of every Vocational Centre be the same?

Who should decide the mission/purpose of your Vocational Centre?

Write a mission statement for your Vocational Centre.

2. Objectives and Goals

Objectives or goals are terms used interchangeably. They are the ends towards which our activities are aimed (they are also sometimes referred to as aims). The objectives should always support the overall mission of the organisation.

Example Objectives for the Trade Workshop to support its mission might be:

- to manufacture quality products for a competitive price,
- to offer after sales service,
- to train apprentices in their respective trades,

They represent not only the end point of planning, but the end towards which organising, motivating and controlling activities are aimed. As such they should be verifiable.

For example, the objective for a short course you wish to run on making scones might be written '**to prepare and conduct a short course on making buns and scones, for twenty villagers to be held during the fourth week of April 1999.**' This statement in itself is a plan which can be used to guide those involved in achieving the preparation and running of the course.

3. Strategies.

The purpose of strategies is to determine and communicate how a system of objectives and policies may be achieved. The description that we will use to describe strategies in this course is that they are general programs of action indicating the required resources to attain set objectives. Strategic planning requires a systematic analysis of the work effort needed to implement a decision. The best plan is only good intentions unless it leads into work. The crucial elements in forming a strategic plan are:

- Looking at new and different ways to attain the objective rather than believing in doing more of the same, especially when that is not working.
- Starting by removing the activities that are not productive.
- Systematically analysing the work needed to be done to attain the objectives; defining all actions required to be done.
- Thinking through the time process and ask, when do we have to start work to get the results when we need them?

You will find strategies are written to support policies, programs, projects and other types of plans.

4. Policies

Policies are plans because they are general statements or understandings which guide or channel thinking and action in decision making. Policies are not just 'statements' as people so often think but are planned guidelines. Policies define an area within which a decision is to be made and ensure that the decision will be consistent with and contribute to an objective. Policies help decide issues before they become problems, making it unnecessary to analyse the same situation every time it comes up and unify other plans. For Vocational Centres, policies are set by the NDOE, the PEB and by the Board of Management. Policies must be supported by objectives, strategies and budgets.

Since policies are guidelines not laws there should be some room for discretion on the part of decision makers. It may even be policy to delegate a particular type of decision to a person within the organisation. It is however preferable that policy be written down so that it is more easily controlled.

5. Procedures

Procedures are plans that establish a required method of handling future activities. They are truly guides to action, rather than thinking and they give the exact details of the exact manner in which a certain activity must be accomplished. They are chronological sequences of required actions.

Here is an example of the relationship between procedures, strategies and policies. There may be a policy that all children can be enrolled in school once they reach the age of seven. A strategy adopted to achieve this is providing schools with a subsidy for each child. Procedures to be carried out are for head teachers to submit returns at specified times during the year indicating enrolments etc.

6. Rules

Rules spell out specific required actions or non action, allowing no discretion. They are usually the simplest type of plan. Rules differ from procedures in that they do not specify a sequence and may stand alone. Example: 'Students are not allowed to chew betelnut or smoke near campus buildings'.

7. Programs/Projects

Programs/projects are complexes of goals, strategies, policies, procedures, rules and steps to be taken, resources to be employed to carry out a given course of action: they are usually supported by necessary budgets. They may be as major as the curriculum divisions program to provide a new curriculum for schools from elementary to grade twelve, down to a classroom teacher's program for health education in the upper primary.

8. Budgets

A budget is a statement of expected results expressed in numerical terms. It does not only refer to a plan for money that is needed but any item that can be measured in numerical terms. It can be number of hours needed, human resources, units of output expected, etc. Budgets are also a control device, but cannot be considered a sensible standard of control unless it reflects planning. Government organisations often develop a program budget, in which each agency, identifies goals, develops a program to achieve the goals and finally estimates the cost of each program. To plan an effective program budget, a manager must do some fairly detailed and thorough planning.

Activity 3:

Name:..... Date:..... Signature:.....

In relation to the types of plans discussed, reflect on your experience in your own Vocational Centre.

What evidence of planning, or products of the planning process, have you found? List examples of the products of the Planning Principle in Vocational Centres.

Setting Management Objectives – SMART Goals

When the purpose or mission of an organisation is clear, our objectives must be set.

An objective is a statement of expected outcomes at a specific level. Without well-defined objectives, the functioning of an organisation, its use of people and other resources will be aimless. Managers in Vocational Centres must be capable of developing well defined objectives for Vocational Centre functions.

Objectives describe the intended results of an activity, not the process of activity. As such it should be:

Diagram 3: SMART Goals

- **Specific** (be as precise as possible.)
- **Measurable** (so that it can be verified)
- **Achievable** (you should be in a position to do it with your means)
- **Realistic** (Does the environment allow it? Is it favourable?)
- **Time-bound** (when to start, when to end)

Well written objectives can easily be translated into action plans and used to generate a sense of purpose and direction throughout the organisation.

Any activity whether it be teaching a language lesson, making a chart, cooking rice or cutting grass, is directed by the expectation of certain outcomes. The statements of these desired or expected outcomes are called objectives.

An objective is a statement of outcomes at a specific level. It describes the performance a worker must be able to demonstrate. A clear objective is one that succeeds in communicating an intent to the reader. It should communicate the intention of the writer exactly without confusion.

The best statement is one that eliminates any other meaning than the one intended.

There are three components of a well written objective that communicates an intent:

- performance,
- conditions,
- standards.

The Three Components of a Well Written Objective

1. Performance

An objective always says what an individual or group is expected to be able to do. It describes the kind of outcome that will be accepted as evidence that the objective has been achieved. Objectives are action statements and should start with an action verb.

Consider the following list of action verbs to use when writing objectives:

Information	Conceptual		Technical		Interpersonal
brief	administer	proofread	adjust	join	accept
clarify	analyse	regulate	align	lay out	adopt
copy	audit	requisition	arrange	maintain	advise
define	budget	research	assemble	manipulate	advocate
depict	calculate	review	attach	observe	approve
describe	catalogue	schedule	build	overhaul	choose
explain	classify	study	check	perform	coordinate
identify	compile	supervise	collect	pilot	cooperate
inform	compute	survey	conduct	process	counsel
interview	design	teach	connect	procure	decide
itemise	develop	train	construct	remove	defend
label	devise	translate	count	repair	determine
lecture	estimate	tutor	demonstrate	replace	direct

list	evaluate	visualise	detach	sketch	endorse
name	forecast		draft	sort	guide
outline	formulate		draw	store	judge
recite	instruct		edit	test	lead
record	interpret		erect	transmit	mediate
recount	investigate		examine		negotiate
relate	manage		experiment		persuade
report	modify		fabricate		prescribe
specify	monitor		file		recommend
state	organise		fix		select
tell	plan		gather		suggest
verbalise	prescribe		inspect		resolve
write	program		install		

Inappropriate Verbs

Verbs are considered inappropriate to use in the writing of objectives if they:

- are too vague,
- have many interpretations,
- are difficult to measure,

The following are some examples of inappropriate verbs. Avoid using these!

To know...

To learn...

To appreciate...

To be familiar...

To really understand...

To grasp the significance...

To have knowledge of...

To believe...

To plan...

2. Conditions

An objective always describes the important condition (if any) under which the performance is to happen. By condition, we mean the environment under which the objective is to be achieved. (i.e. What the person will be allowed to use or be denied when you evaluate the achievement of the objective.)

The conditions can be answered by the following questions:

- WHEN, WHERE, WITH WHAT, WITHOUT WHAT?

Examples of conditions under which the performance is to happen:

on a slope,
to the shops,
in the rain,
with bush materials,
at a meeting,
using a spirit duplicator in the classroom.

in a simulated environment,
with a hammer,
with given tools,
next Monday,
without shoes,

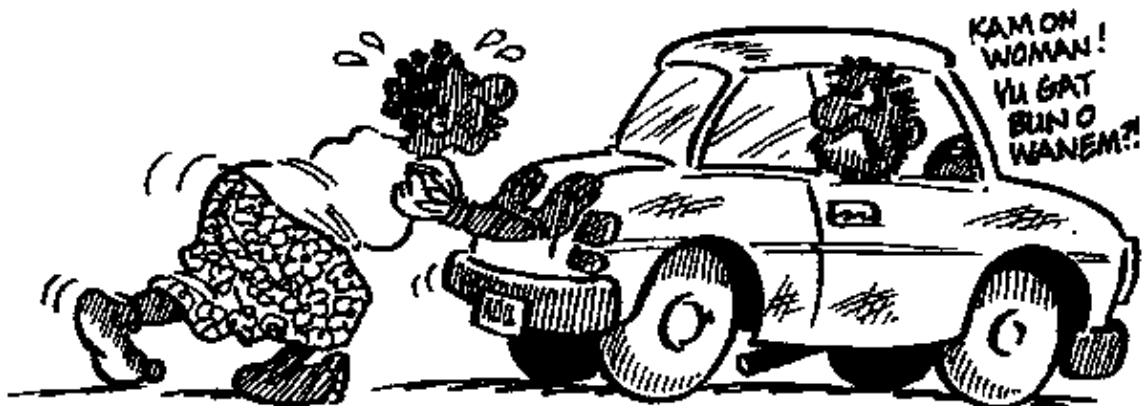
Activity 4:

Name:

Name:..... **Date:**..... **Signature:**.....

Select two conditions from the list above that might act as performance conditions in each of the following statements:

- a. To drive the car _____
- b. To play soccer _____
- c. To cut a wooden post _____
- d. To demonstrate a lesson _____
- e. To repair the machine _____



3. Standards

Wherever possible, an objective describes the criteria of acceptable performance by describing how well the person must perform in order to be considered acceptable. Standards are usually expressed in terms of quality, quantity and time. Standards indicate how well the individual must perform a task before we can be satisfied that the task has been completed.

- a. Quality without error,
 in a straight line,
 without injury,
 with 2% error,
 within 2 cm tolerance,
 following the correct procedure
- b. Quantity 2,000 words or more,
 12 bags of copra,
 all five parts
- c. Time within two minutes,
 before lunchtime today,
 at 3:30 p.m.

Activity 5:

Name:..... **Date:**..... **Signature:**.....

Write the performance standards in the following examples:

- a. To drive the school tractor to the playing ground _____
- b. To write the lesson on the board _____
- a. To drive the car on a slope, _____
- b. To play soccer with no shoes, _____
- c. To cut a wooden post given tools, _____
- d. To demonstrate a lesson in the classroom, _____
- e. To repair the machine with a hammer, _____

Let us examine the three characteristics of an objective together in the following examples:

1. PERFORMANCE: The P&C will clear (action verb) the land set aside for the Instructor's new house (unit)

CONDITION: Using the village group and tools (with what)

STANDARD: By the end of term 1 (time standard)

It reads:

By the end of term 1 the P & C will clear the land set aside for the instructor's new house, using the village group and tools.

2. PERFORMANCE: At Moombi Vocational School, the trainees will keep the Centre clean by placing (action verb) any paper lying around the workshop (unit).

CONDITION: During recess and lunchtimes (when).

STANDARD: In the rubbish bins (quality standard).

It reads:

At Moombi Vocational Centre, during recess and lunchtimes the trainees will keep the Vocational Centre clean by placing any paper lying around the workshop in the rubbish bins.

3. PERFORMANCE: Instructors will be able to write (action verb) training programs (unit).

CONDITION: During staff meetings on Mondays, (when).

STANDARD: In the required format (quality standard) for the following week's instruction (quantity).

It reads:

During staff meetings on Mondays instructors will be able to write training programs in the required format for the following week's instruction.

Pre-planning

The development of a sound plan for any purpose is dependent on some very important factors. Regardless of what your intention is, there is an information gathering and analysis process that determines the nature of the plan and provides a sound foundation on which to base your plan. All managers should know where they stand in the light of their strengths and weaknesses, understand what problems they wish to solve and why and know what they expect to gain. Setting realistic objectives depends on this awareness.

A classic method of ensuring that you have appraised the situation is to conduct what is known as '**SWOT**'. This is an examination of the Strengths, Weaknesses, Opportunities and Threats.

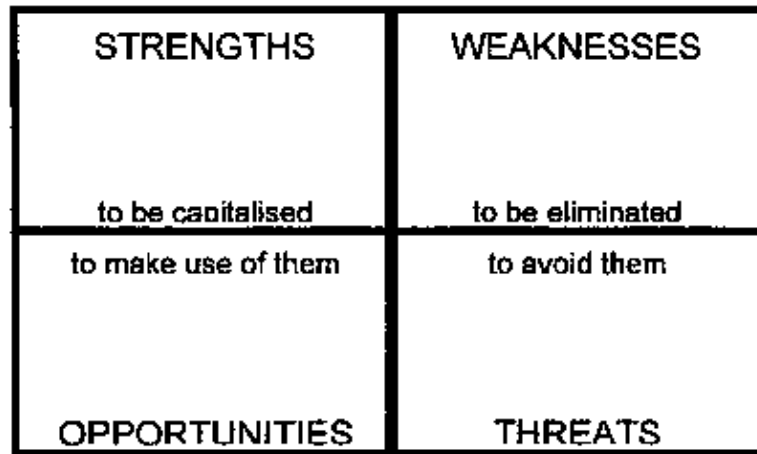


Diagram 4: SWOT Grid

Activity 6:

Name:..... **Date:**..... **Signature:**.....

Read and discuss the following story:

The Moombi Vocational Centre was begun several years ago by the Moombi Local community government. Hearing that the local member was willing to donate some money for rural development projects, the Vocational Centre manager, Mr Bula decided to write down some ideas for a plan for a piggery to meet the needs of the local community.

- a. Provide a piggery big enough for the whole community.
- b. Make enough money to buy more pigs.
- c. Grow better pigs than the nearby agricultural college.
- d. Teach trainees to look after pigs.
- e. Sell more pigs than the agricultural college.
- f. Pay less money for food.
- g. Get money from the member.

Mr Bula will be in a better position to approach the member if he carries out some analysis before drawing up his plan. A good method of carrying out this analysis is to think about the task and the environment by evaluating the Strengths, Weaknesses, Opportunities and Threats (SWOT). Using the following grid write down points that Mr Bula would need to consider to turn his ideas into a plan of action.

Present	
<p style="text-align: center;">STRENGTHS</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">to be capitalised</p>	<p style="text-align: center;">WEAKNESSES</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">to be eliminated</p>
<p style="text-align: center;">to make use of them</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">OPPORTUNITIES</p>	<p style="text-align: center;">to avoid them or do contingency planning</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;">THREATS</p>
Future	

Activity 7:

Name:..... **Date:**..... **Signature:**.....

Can you improve on these objectives?

The Vocational Centre wants to have a thriving piggery project, that is competitive and meets a need in the community. It has long-term goals, medium term goals and specific short term targets. Separate the things the centre wants to achieve into these three categories. Rewrite your improved objectives below!

Long Term

Medium Term

Short Term

Steps in Preparing an Action Plan

Step 1: Processes You Need to Undertake Before Writing Your Plan

a. Information Gathering

This includes being aware of opportunities and is the real starting point of planning. We need to have information on hand such as: Who are our clients or stakeholders? What are their needs? What are the environment factors we need to consider? What policies and premises exist that will contribute to our planning?

b. Information Analysis (SWOT)

It is important that we conduct an analysis of our strengths, weaknesses, opportunities and threats as a preliminary to preparing our plan. We need to establish clearly why this plan is needed.

This will assist in setting realistic goals. At this point in time it is important to explore alternative courses of action that may exist.

Step 2: Establish Clear, Measurable Objectives – SMART Goals

What needs to be achieved, what is our goal?

Step 3: Select a Course of Action to Follow (Strategies)

How is it to be done? What are the tasks needed to be done in order to achieve the objective?

Which tasks demand priority?

What is the best order to arrange these in?

Who is responsible for each of the tasks?

Step 4: Resources Needed (Numbering Plans by Making Budgets)

What labour force is needed so the plan can be implemented?

What equipment and materials are needed?

What funds are needed?

What is your time budget

Step 5: Building in Controls

Who is in authority and is accountable for each tasks' completion?

What timeframes and deadlines need to be set?

Who is responsible for resources and money?

What processes are to be used for reporting and feedback?

Step 6: Contingency Planning

Review the plan. Ask, 'What things might go wrong?'

The timing of some tasks is fixed, while others may be varied. If necessary, which can be postponed and for how long?

If people involved in the plan are absent what will happen?

Have understudies been trained?

What if materials are unavailable?

SUMMARY:

- Information gathering and analysis.
- Identify the objective.
- Break the job into tasks and the task order and decide who is responsible for the job.
- Determine what resources are needed.
- Build in controls
- Review the plan to determine contingencies.

For small or routine tasks your planning may be quite straightforward and follow a set pattern. For a special project or a large job you may find it helpful to prepare a written plan. Consider the following points which sets out each step in order:

Objective (Action needed and time standard)

Actions/Tasks (Describe the work to be done, when, where and by whom in sequential order)

Budget (Resources, equipment or materials needed)

Controls (What must be done to ensure that it is done)

Activity 8:

Name:..... **Date:**..... **Signature:**.....

Select one of the following events which you may be required to undertake in a Vocational Centre and prepare a plan of action following the format suggested above (Refer also to appendix 2 and 3).

1. A school based inservice activity for NIST week
2. Vocational Centre Open Day
3. Short Course

Main Ideas

- a) You need **written objectives** for your Vocational Centre.
- b) Planning **bridges the gap** from where are we now (or an idea/vision) to where we want to go (desired results).

c) Before you begin any planning, you need to have a **clear idea or picture in your mind** of where you want to get to.

d) Think **smart** – plan **smart**:

- + **s**pecific,
- + **m**easurable,
- + **a**chievable,
- + **r**ealistic,
- + **t**ime – bound.

e) Well written objectives are only of value after **being translated into action plans**.

which lead to implementation.

f) Don't forget the three components of a well written objective which are:

- **Performance,**
- **Conditions,**
- **Standards.**

g) The six important steps for preparing a simple action plan are

- **Information gathering and analysis.**
- **Identify the objective.**
- **Break the job into tasks and decide on the task order.**
- **Decide who is responsible for the job.**
- **Determine what resources are needed.**
- **Review the plan to determine contingencies.**

Appendix 1: Excerpts from: 'A Philosophy of Education' and 'According to Their Talents'

General Comment

The Reports '*A Philosophy of Education*' (also known as the Matane Report) and '*According to Their Talents*' identify the need to improve the vocational training system in Papua New Guinea. "THE FORMAL EMPLOYMENT IS 20% OF THE WORK FORCE AND HAS HARDLY GROWN SINCE 1980. UNEMPLOYMENT IS RAPIDLY INCREASING AS APPROXIMATELY 50,000 YOUNG PEOPLE ENTER THE WORK FORCE (According to Their Talents – page 6). There is a great need to change roles and functions of VCs, to offer a broad based curriculum, to offer community courses, to upgrade staff qualifications and to become more market-oriented.

Over the years VCs developed survival instincts by engaging in income generating activities because of both Provincial and National Governments' lack of support. With the current government reforms the VCs must change roles and functions, i.e. curricula will be offered in modules, the method of delivery will be Competency Based Training (CBT), community courses have to be offered, staff to be further trained and VCs have to be regarded more as enterprises.

The 'Matane Report' states that:

This decentralized unitary system of government allows for wider popular participation in decision-making. The Constitutional Planning Committee in its final report, states:

"The diversity of our country is one of its greatest strengths. We are fortunate that Papua New Guinea does not have large ethnic groups competing for power at the national level, and that our cultural heritage is nonetheless so rich and varied. We must ensure that our Constitution recognizes the value of our diverse national heritage and fosters its development. We must not allow a dull uniformity to be imposed upon our people in the name of unity. The system of district (provincial) level governments we propose opens new opportunities for our people to become involved in determining how their affairs should be conducted"

A PHILOSOPHY OF EDUCATION

1. The philosophy of education for Papua New Guinea acknowledges the National Goals and Directive Principles in the National Constitution, and is based on integral human development: **integral**, in the sense that all aspects of the person are important; **human** in the sense that social relationships are basic; and **development**, in the sense that every individual has the potential to grow in knowledge, wisdom, understanding, skill and goodness.

2. This philosophy is for every person to be dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that Education must aim for integrating and maximising:

socialisation
participation
liberation
equality

3. This philosophy is based on an awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems, contribute to the common good of society and maintain, promote and improve learning and living.

4. This philosophy presumes the goodness and dignity of every person and so calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline, and a sense of responsibility for oneself and for others.

5. The ultimate goal of this philosophy is for every person to receive an education which results in integral human development.

THE MEANING OF THIS PHILOSOPHY OF EDUCATION

Where does this Philosophy come from?

The National Constitution pledges the nation to guard and pass on our noble traditions and Christian values and identifies these in terms of the National Goals and Directive Principles which provide our nation with a philosophy of life and development. However, there is an urgent need for much greater public awareness of the meaning of these goals and their implications for education.

The five National Goals expressed in the National Constitution recognise the importance of:

- **Integral Human Development**
- **Equality and Participation**
- **National Sovereignty and Self-Reliance**
- **Natural Resources and Environment**
- **Papua New Guinea Ways**

The goal of integral human development is of particular importance for the education of children because it can set the foundation for the achievement of the other goals. The National Constitution further defines integral human development in these words:

“We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others.”

For a child to achieve the goal of **socialisation** the child must first be provided with an opportunity to become dynamically involved with others. Accordingly, another goal of education must be to maximise **participation**. Another goal of education is liberation from every form of domination and oppression and, as a consequence of liberation, the other important goal of education is **equality**.

Much of what is good in traditional Papua New Guinean society operates within a framework of spiritual, social, physical/economic.

According To Their Talent (Pg. 1), defines Vocational Training as, “the planned acquisition of competencies together with necessary knowledge defined by community, individual, social and economic needs relevant to the development of material well being in the informal and village economic sector.”

Training for the Informal Economy

Training for the informal economy must fit the elasticity of rural life and the non–formal urban economy. It should also work with the recognition, expressed in the Government's *Medium Term Development Strategy*, that:

- people individually, people in their communities, people in their villages, people in their businesses are primarily responsible for the spiritual, social and material advancement of themselves, of their fellows, and so the Nation; and
- Government is only effective if working for and with people sharing these ideas.

Recommendation

The National Training Authority will ensure:

- all Vocational Training is based on the needs and wishes of the people within the respective catchment areas;
- Vocational Training is geared towards economic benefits, which take into account changes in society and technology;
- all target groups, within any community have access to the broad spectrum of Vocational Training;
- Vocational Training programs have flexible entry and exit points, and respond to changing needs;
- Vocational Training is centre or community based, depending on resources available for effective and efficient training;
- Vocational Training programs indicate learning outcomes, and are subject to monitoring and evaluation to ensure attainment of competency standards;
- national certification of competencies allows continuing training; and
- increasing female participation in all relevant Vocational Training Programs.

Demand for Vocational Training

The demand for Vocational Training among those who cannot enter the formal economy is universal. Research is required of their training needs and economic opportunities.

In urban centres, this may require attention to at–risk populations – street children, delinquents and criminals and urban *pamuk meri*. It must include people with lower levels of education who have established livelihoods through small business, cash and subsistence activities – and those who have not.

In villages, the following training priorities are central:

1. Train for community planning and decision–making

Many villages wish to take charge of their own development. They want to set their own objectives, and to gather resources from within their communities and through the network of government, mission and other assistance links. Communities are asking to learn how to organise themselves.

2. Train for competencies for development

The demand is for competencies related to local development opportunities and taught in language and a format easily understood in the village. Training should meet this need immediately, and in the long run make the village a learning community, with wider access to information.

3. Train for development of village resources

Communities want to develop local resources for income generation and sustained well being. Associated with this is finding and meeting markets for community products. Training should aim at immediate instruction and long term autonomous self development.

The Resources of Vocational Training

Plans for administering and funding Vocational Training programs must include the provision of required resources. These include:

- **A Training Program.** This begins with analysis of training needs and hopes. From this a training program is developed.
- **Learners.** The program must be designed to attract and motivate target groups.
- **Learning Groups.** For efficient and effective use of trainers, learning groups must be established. These will also be a basis for collaboration within communities, and for developing marketing and organisational structures to support new enterprises.
- **Learning Resources.** People with special competencies who are willing to share these with others.
- **Learning Facilitators.** This is the intersection between the community and the public service. They help organise and manage the program, and provide community-based leadership for carrying out learning programs.
- **Learning Materials.** These are the media, instructional materials, tools, equipment, seedlings, etc., to help learners acquire the required competencies.
- **Learning Place.** A learning place is wherever the learning group gathers to learn. The comfort and willingness of the learners to gather in the learning place is much more important than the structure and facilities.
- **Learning Motivation and Publicity.** Successful programs of Vocational Training will depend on motivating communities, community leaders, perhaps politicians, public servants and individual learners. This may include public recognition of village achievements, and personal recognition and support for group, village and community activities.
- **Learning Fund.** There has to be planning to ensure that the material resources needed to carry out and ensure the continuity of Vocational Training are available. This is especially important where there is divided constitutional responsibility.

Department of Education Reform Proposals

The Department of Education's reform proposals include:

- Makina Vocational Training 'Technical' as Defined by Trade Competencies, and Pre-employment Technical Training Programs (TTC). Sometimes trade competencies overlap with community training needs. However, sometimes orientation to a trade keeps trainers out of touch with technical possibilities in rural communities and micro-enterprises.
- Strengthening Academic Continuities. These proposals are placed in a General Education framework where Vocational Centres will offer a parallel high school program. This in turn may lead to employment, an apprenticeship or higher education. And;

– a residual establishment of smaller Rural Vocational Centres to teach short courses.

These proposals would benefit some of the community and integrate much of Vocational Training into a system of academic awards.

Appendix 2: Example of an Action Plan

Action Plan for World Environment Day

Objective: Celebrate World Environment Day on the 6th of June with 3 speeches by guest speakers, 8 item presentations and fruit tree plantings involving all children and teachers.

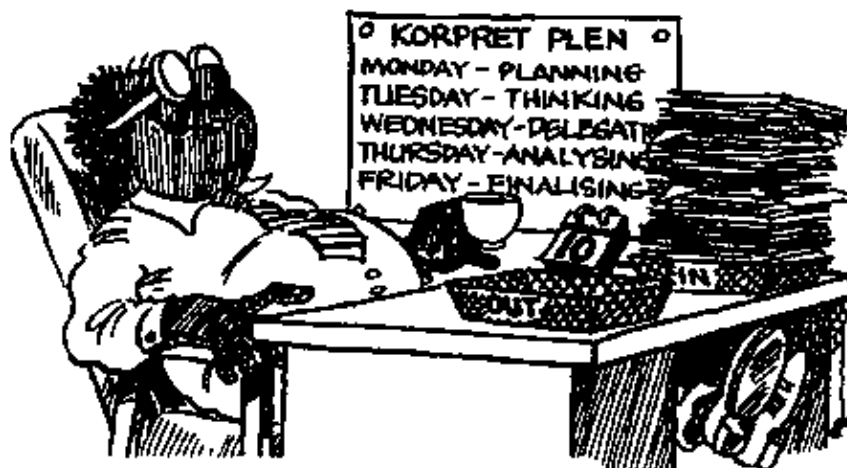
	Sequence of Action	Budget	Method of Control (and who controls)
Before	<ol style="list-style-type: none"> 1. Write invitation letter to DPI, Fisheries and Forestries: Mr. Tim 2. Write to local council for fruit tree plants: Mrs. Souemo 3. Organise refreshments: Mrs. Pilai 4. Draw up programme for the day – 300 copies: Mr. Tau 5. Arrange pick up of trees: Mrs. Souemo 6. Grades to practice items for presentation: All class teachers 7. Set up chairs and P.A. system: Mr. Uba 8. Rehearsal: All 9. Decorations & bilas: Mrs. Roy and SRC 	<p><u>Human resources:</u> Parents & friends – make sandwiches Students – plant trees Teachers – prepare environmental activities</p>	<p><u>Mr. Tim:</u> Follow up invitations to make sure guests will be coming. Write speeches for guests if needed. Briefing of everyone at rehearsal on the day before.</p> <p><u>Mr. Tau:</u> Meet with teachers to finalise activities for presentation before finalising programme. Proofread programme prior to printing</p>
During	<ol style="list-style-type: none"> 1. Normal assembly led by head teacher: Mr. Tim 2. Roll call: Mrs. Souemo 3. Visitor welcome: Mrs. Pilai 4. Give out programme: Mr. Tau 5. Master of Ceremonies explains the day's programme: Mr. Tim 6. Speeches: Guests 7. Activities & tree planting: All class teachers 8. Refreshments for guests: Mrs Roy and SRC 	<p><u>Financial resources:</u> Reams of paper x 2 = K 30.00 Envelopes x 10 = K 2.00 Petrol = K 5.00 Photocopier = K 20.00 Stamps x 10 = K 3.00 Refreshments = K 40.00 TOTAL = K 100.00</p>	<p><u>Mrs. Souema:</u> check on supplies and prices of trees just in case council cannot supply.</p> <p><u>Class teachers:</u> Supervise children's items. Rolls to be checked at rehearsal and on the day. Supervise tree planting. Supervise clean up.</p>
After	<ol style="list-style-type: none"> 1. Thank you letters to guests: Mr. Tim 2. Thank you to council for trees: Mrs. Souemo 3. Pack up chairs & P.A.: Mr. Uba 4. Closing assembly: Mr. Tim 5. Clean up decorations & bilas: Students 6. Watering & maintaining trees: Students 	<p><u>Physical resources:</u> 16 spades Table cloth Chais P.A. system</p>	

Appendix 3: GANTT – Chart

OBJECTIVE: To prepare and conduct a short course on making buns and scones, for twenty villagers to be held during the fourth week of April 1999.

Month		Feb 99				Mar 99				Apr 99				Responsible	Resources
ACTIONS	Weeks	1	2	3	4	1	2	3	4	1	2	3	4	Person	Needed
1. Gather information														Manager	Travel
2. Refine market analysis														Manager	Nil
3. Identify resource person														Dep. Manager	Wages
4. Identify venue														Dep. Manager	Hire/rent
5. Identify transport														Dep. Manager	Travel
6. Identify participants														Dep. Manager	Postage
7. Identify tools and materials														Dep. Manager	Stock Lists
8. Promotion														Manager	Travel, Printing
9. Costing and pricing														Manager	Calculator
10. Prepare handouts & worksheets														Dep. Manager and	Printing
11. Enrolment														Resource Person	Enrol. Forms
12. Buying tools and materials														Resource Person	Purchase Orders
13. Conduct course														Resource Person	Utilities
14. Analyse short course														All	Eval. Form

Unit 3: Organising



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Explain the principle of organising.
2. Explain the nature and purpose of organising.
3. Define organisation.
4. Define authority, responsibility, delegation and accountability.
5. Relate the source of authority to delegation and structure.
6. Analyse relationships in the school organisation.
7. Discuss the effects of span of control and levels of authority on organisational structure.
8. Draw organisational charts to show authority relationships in schools.

What is an Organisation?

An organisation is a complex social system which brings together a number of individuals to fulfil predetermined objectives. Organisation involves a group of people who have been brought together for business or social purposes. Organisations can be 'formal' or 'informal'.

A formal organisation is structured to achieve specific goals. It must have a clear purpose. It sets out relationships within a well defined framework with divisions of responsibility.

Activity 1:

Name:..... **Date:**..... **Signature:**.....

Think about the following examples of organisations which you know quite well:

- Steamships Ltd
- The Red Cross
- St. John's Ambulance
- Port Moresby Rifle Club
- The Hawks Football Club
- The Uniting Church
- The Boy Scouts
- The Defence Force
- The Education Department
- The Pangu Pati
- Ward Strip Community School
- Port Moresby Inservice College
- Badili Vocational Centre

Why are organisations important? Give reasons!

An informal organisation is any joint personal activity undertaken by a group without conscious joint purpose, even though it may contribute to joint results. Informal organisation is often spontaneous and flexible, created by the activities of work or social groupings within or alongside the formal framework.

Organisations like Vocational Centres are formal organisations and require structure to:

- link individuals in an established set of relationships,
- enable them to plan and make decisions,
- enable them to achieve their own individual goals as a necessary step,
- towards achieving the overall objective of the organisation.

Activity 2:

Where are you in your Organisation?

Where are you in your Vocational Centre?

Organisation Process	Description	Reaction (check one Item per box)
Influence	How much of a say do you have in determining the centre's action and directions?	<input type="checkbox"/> enough <input type="checkbox"/> not enough
Structure	How do you feel about the structure of your Vocational Centre?	<input type="checkbox"/> it's too tight, rigid, controlling <input type="checkbox"/> just right <input type="checkbox"/> too loose
Resources	How do you feel your resources (skills, interests, abilities) are being used?	<input type="checkbox"/> I'm over-used <input type="checkbox"/> used just right <input type="checkbox"/> I'm under-used
Experimentation	How creative and how experimental is your Centre?	<input type="checkbox"/> not enough <input type="checkbox"/> just right
Intergroup Communication	How much communication is there between you and staff from other trade courses?	<input type="checkbox"/> too much <input type="checkbox"/> just enough <input type="checkbox"/> not enough
Goals	How challenging are the goals of your Vocational Centre now?	<input type="checkbox"/> too challenging, demanding <input type="checkbox"/> just right <input type="checkbox"/> too simple, underdemanding
Involvement	How involved and interested are you in the Centre's activities?	<input type="checkbox"/> very involved <input type="checkbox"/> just right <input type="checkbox"/> uninvolved
Time	How do you feel about the amount of time you have for the work?	<input type="checkbox"/> too much time <input type="checkbox"/> just right <input type="checkbox"/> not enough time
Learning	How much does the organisational structure of your centre support your learning progress?	<input type="checkbox"/> very much <input type="checkbox"/> much <input type="checkbox"/> fair <input type="checkbox"/> little <input type="checkbox"/> very little

The Organising Principle of Management

There must be the establishment, of intentional roles or people to fulfil in an organisation that clarify how work is divided or shared, and where relationships between people are defined.

The managerial function of organising is similar to the assignment of parts to members of a drama group, football team or in a symphony orchestra. The members of the play, team or orchestra must know the parts they have to play and where they fit, in relation to everyone else. It forces teamwork, since people know that they must cooperate to get anything done. Designing and maintaining these systems of roles is basically the function of **Organising**.

The Structure and Process of Organising

Following the principle of planning in which the managers in Vocational Centre's establish a purpose or mission for the Vocational Centre and prepare supporting objectives, policies and plans, the organising process will commence as follows:

1. Identify and classify the activities necessary to accomplish the Vocational Centres plans.
2. Group activities in the light of human and material resources available and the best way of using them in the circumstances.
3. Delegate to the head of each group the authority necessary to perform the activities.
4. Tie the groups together horizontally and vertically through authority relationships and information flows.

Theories of Organisation

Writers on the subject of management have expressed different ideas about what is important and necessary in order for organisations to be effective and efficient. The theories may be summarised as follows:

'Scientific Management'

This is the earliest theory and is based on the belief that organisations would be more effective and efficient if all the knowledge, experience and practice that came out of their operations were properly examined and analysed and formulated into universal scientific principles which could be followed.

'Classical'

This approach is centred on the importance of specialisation and division of labour in an organisation with the need for organisations to have a formal structure for authority and communication to be effective.

'Human Relations'

This theory is centred on the importance of human and social relationships in determining how successful or effective an organisation will be.

'Behaviourist'

This theory questions the traditional authority structures of the classical school with authority being exercised from the top down. Instead the manager is encouraged to see the position as one of serving a team of workers by employing leadership skills. By developing roles and work within a team, the success of an organisation is ensured.

'Systems Approach'

This is based on the idea that an organisation can be compared to a scientific system that takes inputs from its environment, processes them inside the system and produces outputs back in to the environment.

The following diagram shows the basic inputs Vocational Centres need to operate. Some Vocational Centres are fortunate to have more than these, e.g. agency run centres may have nicer buildings and more equipment. However all Vocational Centres carry out the same kinds of activities to achieve their outputs. These processes are classically known as 'practical skills development', but today include broader processes such as personal development, business development and literacy.

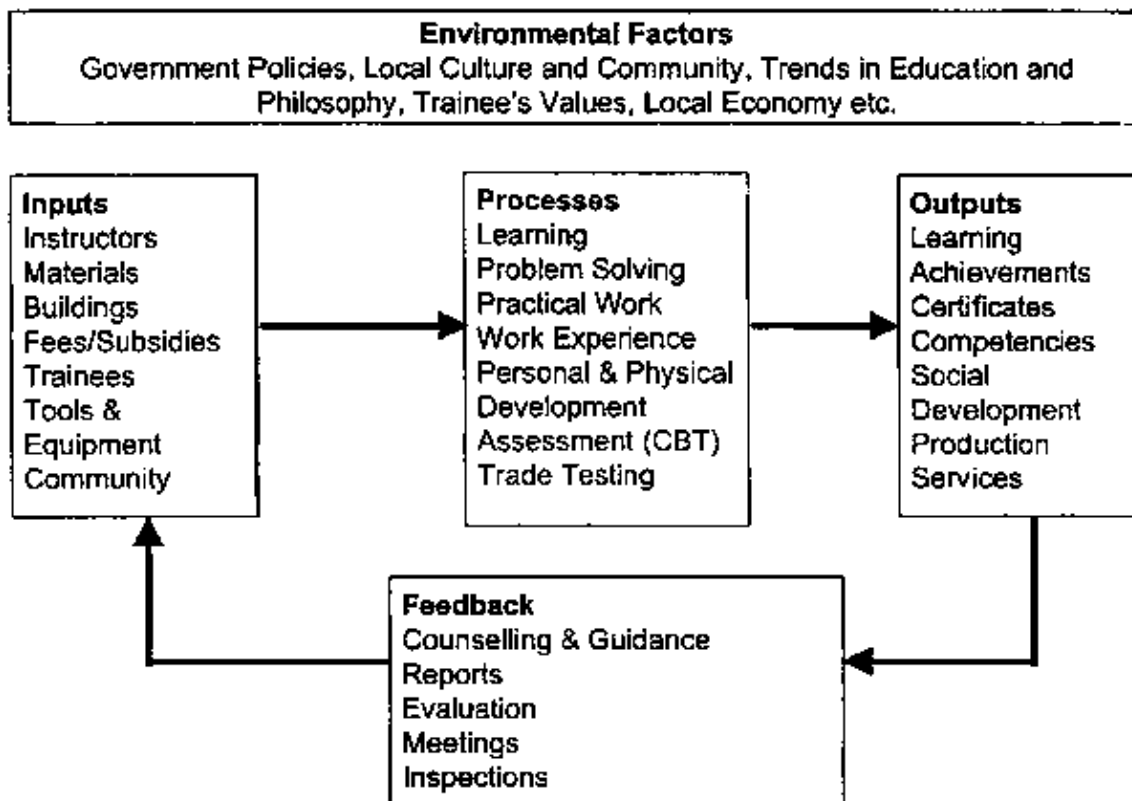


Diagram 1: The Systems Approach to Vocational Centres

After trainees have been put through these processes the end results or output should be that learning has taken place and skills are developed. This is measured by how competent the trainees and how employable and self reliant they are.

Modern Organisation Theory – 'Contingency'

Organisations must be flexible and adaptable to respond to different factors in the environment. There is no 'best way' to design and run an organisation. What works in one situation may not work in another. Managers need to analyse and respond to their own circumstances.

A knowledge and understanding of all the theories proposed will assist a manager in choosing the most appropriate approach. In essence four types of organisations with their own management style and characteristics have been identified.

Organisations respond to different factors in the environment which leads to different types of organisations. Even in the Vocational Education sector we find Vocational Centres vary in the type of organisation.

Activity

Consider the following types of organisation, and discuss which model relates to your Vocational Centre

Diagram 2: Types of Organisation

Reactive Organisation	Responsive Organisation
<ul style="list-style-type: none"> – focused on the past and struggling to survive – members seeking protection and being self-centred, no common purpose – management busy finding the guilty and focused on punishing 	<ul style="list-style-type: none"> – focused on the present – attention for setting goals, planning action and solving problems – attention for team building

	– situational leadership depending on level of maturity of staff
Pro-active Organisation – focused on the future – attention for mission and objectives – long-range planning – performance oriented – flexible – leadership that attempts to motivate staff at immaterial level (higher needs)	High-Performing Organisation – focused on flows (developments from past via present to future) – seeking opportunities – performance oriented – ongoing evaluation and adjustment – holistic leadership focused on empowerment of staff

Structure Within Organisations

There are three basic structural elements within an organisation:

1. **Division of Labour (Who does what?)**
2. **Source of Authority (Who tells them what to do?)**
3. **Relationships (How do they work together?)**

1. Division of Labour, Specialisation and Departments

When an organisation reaches a certain size, the task that it has set for itself will have to be divided up and suitably grouped. This is called Division of Labour. Ideally people are allowed to do the things that they do best or know most about. They are allowed to concentrate on one task or group of tasks. This is called Specialisation, e.g. A Vocational Centre Instructor has a trade qualification in a specialist area. A trained carpenter will normally teach courses in his area of specialisation.

Organisations must examine tasks and classify and group them. Often particular groups of tasks are allocated to particular groups of people. This is called departmentation. e.g. All teachers that teach the same trade in a large Vocational Centre might be classified as a department, e.g. You might have a wood-working department made up of joiners and carpenters.

We have to be careful in the structure of organisations that we do not create bureaucratic structures that have unnecessary departments. Public sector organisations are criticised in many management texts for developing structures with divisions and departments whose purpose seems to be to obstruct the people dealing with the organisation from getting anything done.

There are many different options in how organisations might divide work into different areas.

Activity 4:

Name:..... Date:..... Signature:.....

Is there any division of labour or specialisation currently operating in your Vocational Centre?

Activity 5:

Name:..... **Date:**..... **Signature:**.....

With the educational reform some Vocational Centres are restructuring to become a Vocational Centre offering trade training at level 1. At the same time Vocational Centres are being asked to respond to relevant needs in the community by offering more short courses.

How will you organise the division of labour to cater for these two training opportunities?

2. Source of Authority – Authority, Responsibility and Delegation

Authority is the right to carry out a task, make a decision or give an order. Formal authority is given to a person by law or by the organisation through delegation. It is by virtue of a position in an organisation that a person has formal authority.

Responsibility is the obligation or duty of a person who has been instructed (and thus given authority) to perform a task and do it satisfactorily.

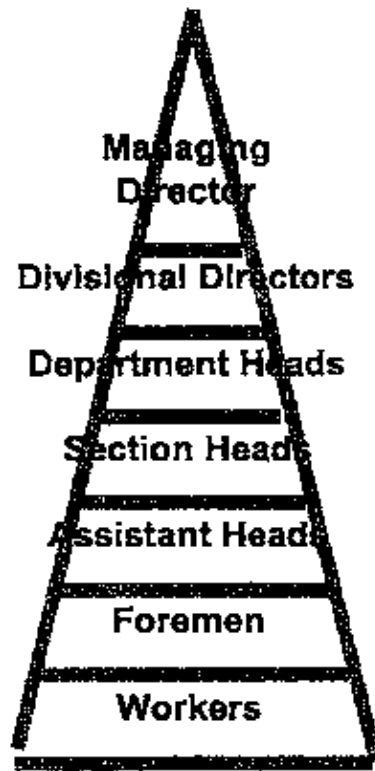
Delegation is the process by which a superior gives a subordinate the authority to carry out an aspect of the superior's job. The most serious symptom of poor organisation is inadequate or unclear authority or delegation. If a manager clearly delegates authority to undertake a well defined task, a well trained subordinate can get it done with minimum of the manager's time and attention. But if the subordinate's task is not one that can be done, if it is not clearly defined, or if the subordinate does not have the authority to undertake it effectively, either the task will not be performed or the manager will spend unnecessary time supervising and guiding the subordinate.

When a person recognises and acknowledges the responsibility to carry out the duties for which authority has been given, one must accept that you may be called to account for decisions, actions and results. This is called accountability. Managers can delegate parts of their own job to others to carry out. They can delegate the authority to carry out tasks and the responsibility but not the accountability.

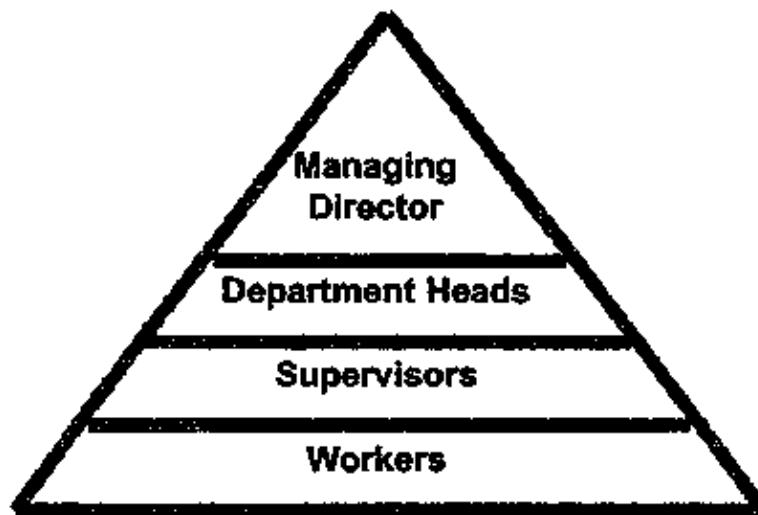
When a manager has grouped the activities in the light of human and material resources available in the best way possible, part of organising means that the authority necessary to perform the activities must be delegated to the head of each group. This leads to the development of duty statements as part of organising.

Levels of Authority

The hierarchy of the organisation is made up of different levels of authority or different stages at which the authority is delegated. The number of levels depends partly on the number and type of employees which effect the span of control. A wider span of control will result in fewer levels of authority. This is why some organisations are referred to as 'flat' and others as tall.



"Tall" Structure



"Flat" Structure

Flat or tall, which is more efficient?

You may think the flat organisation is more efficient, because there are fewer levels and information and decisions can get from top to bottom quickly and work will pass through fewer hands. Top management are closer to the actual work done, authority is not delegated down through so many levels and so may cover larger and clearer areas.

However the size of the organisation will have a big impact on whether or not the structure is tall or flat. Large and complex organisations need more division of work, specialisation and delegation of authority so as not overload single individuals or groups.

There is no 'best' way to design or run an organisation. What is right for one organisation is not necessarily right for another. The role of managers is to analyse and respond to meeting the needs in their own circumstances. This is important for managers in Vocational Centres to understand because the organisational structure created for a level 3 Vocational Centre in a rural area will not necessarily work for a level 7 Vocational Centre in a town.

3. Relationships

In forming organisations we need to understand something about the relationships between people within the organisation; how many people have authority and over how many others, who is responsible for decisions etc.

The number of people involved with a single 'delegator' i.e. the number of subordinates whom a person has direct authority is known as span of control.

Organisation with Wide Span

If the span of control is too wide more of the superior's time will be taken up supervising, leaving less time for important decision making.

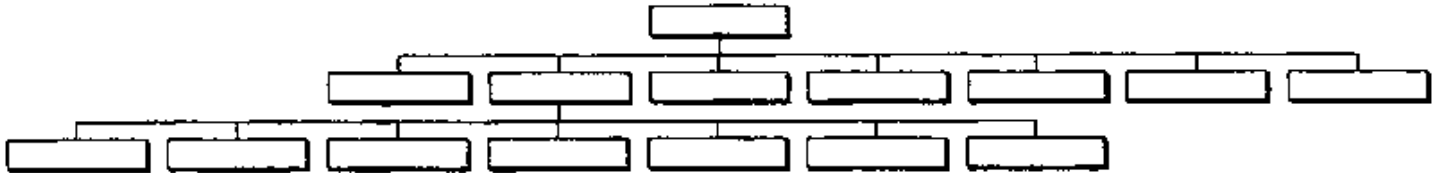


Diagram 4: Wide Span

Advantages

- Superiors are forced to delegate.
- Clear policies must be made.
- Subordinates must be clearly selected.

Disadvantages

- Tendency of overloaded superiors to become decision bottlenecks.
- Danger of superior's loss of control.
- Requires exceptional quality of managers.

Organisation with Narrow Span

If the span is too narrow the superior may keep too many routine tasks to oneself and may interfere or over-supervise work delegated to others.

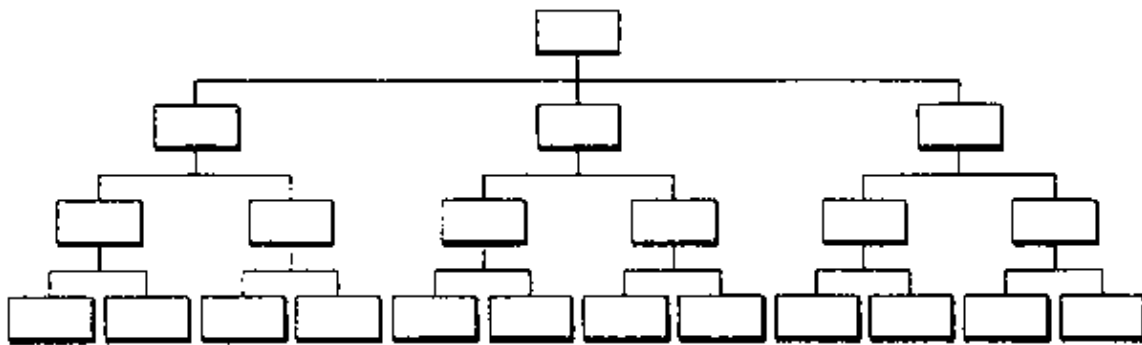


Diagram 5: Narrow Span

Advantages:

- Close supervision.
- Close control.
- Fast communication between subordinates and superiors.

Disadvantages:

- Superior's tend to get too involved in subordinate's work
- More levels of management.
- Higher costs due to many levels.
- Excessive distance between top level and the workers.

Choosing the Span

Factors Determining an Effective Span

The number of subordinates a manager can effectively manage depends on the impact of underlying factors. Aside from such personal capacities as comprehending quickly, getting along with people, and commanding loyalty and respect, the most important deciding factor is a manager's ability to reduce the time needed to be spent with subordinates on supervisory tasks.

Consider the following checklist that compares organisations with narrow and wide spans. Should the span for your Vocational Centre be narrow or wide?

Diagram 6: Comparison Between Narrow and Wide Span

Narrow Span	Wide Span
Managers need to spend a great deal of time with subordinates due to:	Managers need to spend very little time with subordinates due to:
Little or no training.	Thorough subordinate training.
Inadequate or unclear authority delegation.	Clear delegation to undertake well defined tasks.
Unclear plans for repetitive operations.	Well defined plans for repetitive operations.
Non verifiable objectives and standards.	Verifiable objectives and standards.
Fast changes in external and internal environments.	Slow changes in external and internal environments.
Use of poor or inappropriate communication techniques including vague instructions.	Proper communication techniques, written and oral communication
Ineffective interaction of superior and subordinate.	Effective interaction between superior and subordinate.
Ineffective meetings.	Effective meetings.
Greater number of specialities at lower and middle levels.	Number of specialities at upper levels (top managers concerned with external environment).
Incompetent and untrained manager.	Competent and trained manager.
Complex tasks.	Simple tasks.
Subordinate's unwillingness to assume responsibility and reasonable risks.	Subordinate's willingness to assume responsibility and reasonable risks.
Immature subordinates.	Mature subordinates.

Organisational Charts

The purpose of an organisational chart is to:

- show the parts, or departments into which the organisation is divided,
- show formal communication channels and reporting channels,
- show the structure of:
 - (i) authority and delegation,
 - (ii) responsibility and accountability,
 - (iii) relationships between departments/sections.

Organisational charts can be:

Vertical

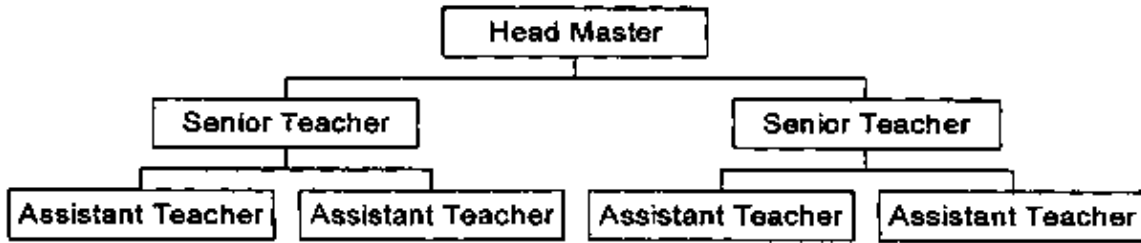


Diagram 7: Organisational Chart for a Community School

Circular

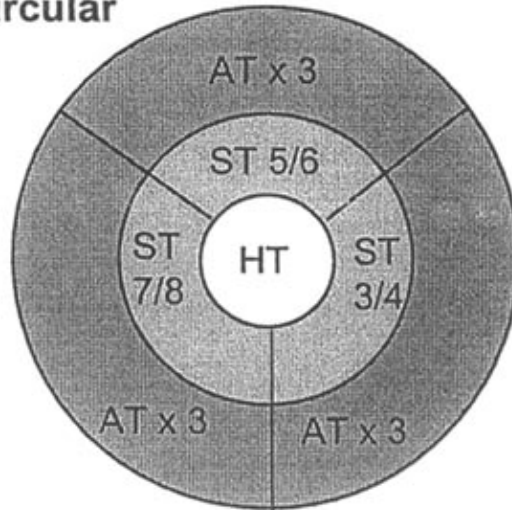


Diagram 8: Organisational Chart for a Level 5 Primary School

Horizontal

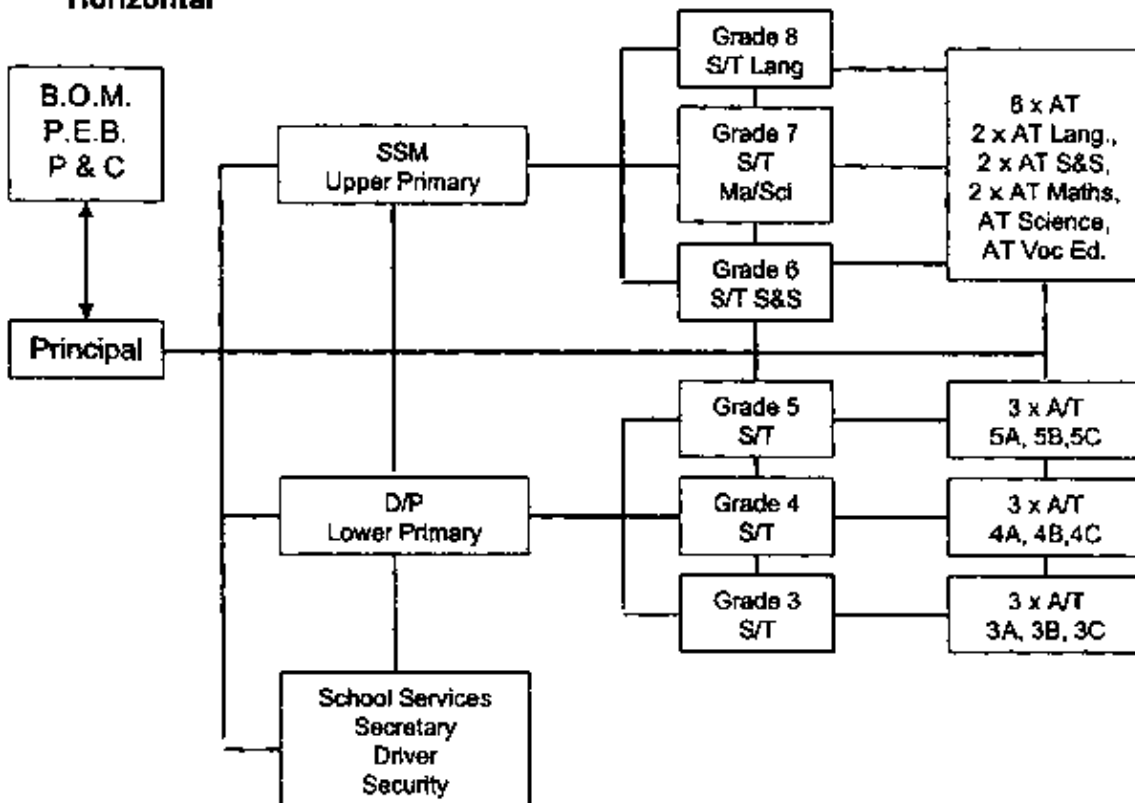
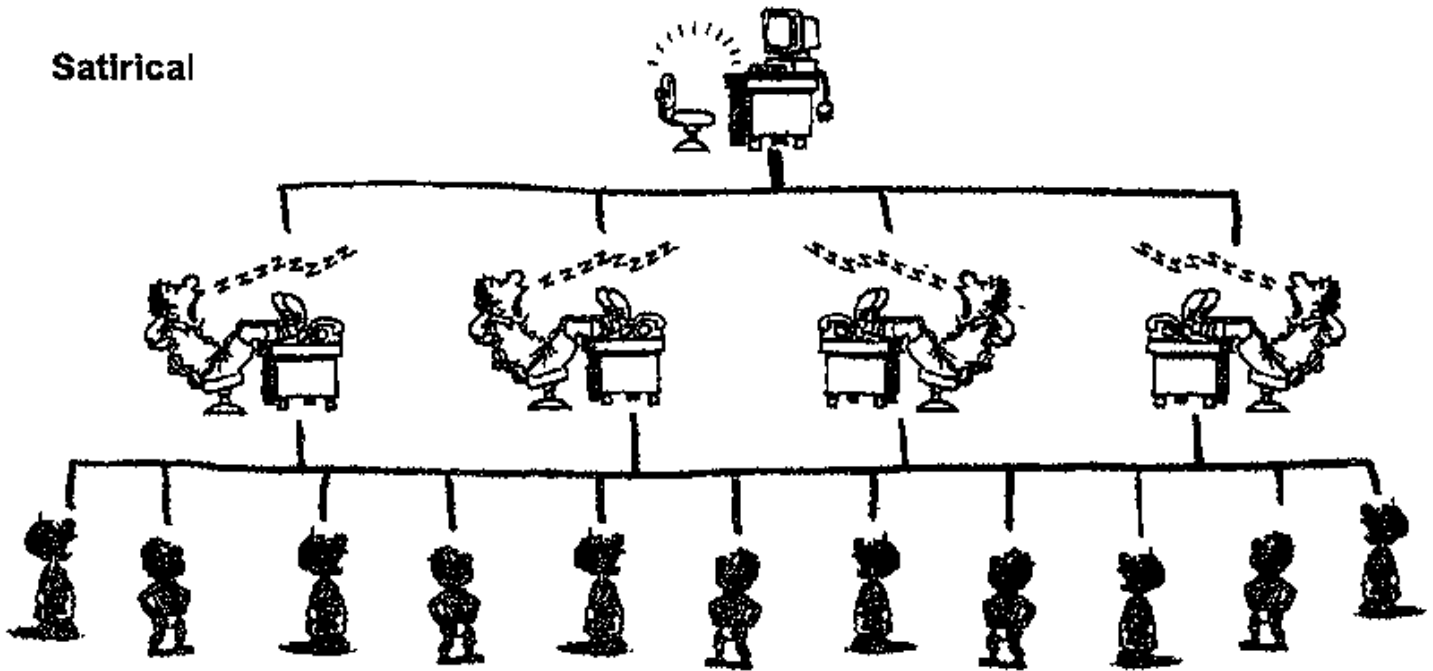


Diagram 9: Organisational Chart for a Level 8 Primary School

Satirical



Activity 6:

Name:..... Date:..... Signature:.....

Prepare an Organisational Chart for the Kange Vocational Centre, given the following Information:

Kange VTC is a semi-urban Vocational Training Centre in Western Highlands Province running 2-years specialised training programs in Woodwork, Metal Fabrication, Secretarial Work and Agriculture.

Apart from the 150 trainees (1st and 2nd years) there are 20 third year trainees retained each year to run the Centre's production unit. Eleven staff (1 Manager, 4 Senior Teachers and 6 Junior Teachers) are allocated to Kange VTC.

Encouraged by the Ongoing Education Reform, the Centre plans to offer short courses next year in order to respond to the training needs of the surrounding local community. Therefore one staff member is to become the future facilitator for such a short course program.

Your proposal for a chart:

The Committee – An Important Authority Structure

Committees are frequently used within an organisation as a body to carry out a delegated authority. A committee is a group of people who meet to discuss and decide upon matters that concern them all.

In business organisations, committees may be formed within departments or between departments. They are often used as a way of communicating between departments at the same level or at different levels. Some committees have power over the parent body which called them together and some don't. Committees also have different functions and length of existence which can be categorised as follows:

- **Executive committees** have power to govern or administer, e.g. Board of Management.
- **Standing committees** are formed for a particular purpose on a permanent basis, they deal with routine business delegated to them at regular meetings, e.g. curriculum committees, assessment committees.
- **Ad hoc committees** are formed temporarily for a particular task. e.g. fact finding, having reported to the parent body they are dissolved.

- **Sub-committees** are appointed by a committee to relieve it of some of the routine work. e.g. Board of Management sets up a Building Maintenance sub committee.
- **Joint committees** link the activities of two or more committees, e.g. district planning committee and school committees.

Potential advantages of committees:

- Coming up with new ideas.
- Improving communication.
- Combining abilities, experience of members within an organisation.
- Increasing participation in decision making.
- Reducing the workload of Board of Management.

Potential disadvantages of committees:

- Large committees may be unable to come to consensus on decisions.
- Time consuming and creates paperwork in form of minutes, agendas etc.
- Weak management can hide behind decisions of committees.
- If members are inappropriately chosen they may make 'poor' decisions due to inexperience.
- Can become dominated by individual members defeating the purpose of shared ideas and decisions.

The Importance of Organising Yourself

Before managers can consider the responsibility of defining roles for others, it is important that they have organised themselves. That means that they must first of all acknowledge their own role and define their purpose within the organisation. Following the organising process, one must consider the type of activities that a manager might be involved in.

Consider the following situations that you may find yourself in as a manager in a Vocational Centre:

- Attending a number of previously arranged meetings and assemblies, as well as a number of unplanned conferences and interactions.
- Dealing with a substantial volume of mail and paperwork and handling numerous phone calls.
- Being at work each day for long periods with seldom real breaks in the work. You are expected to be the first there in the morning and the last to leave.
- Making a large number of decisions, often with very little time allowed to respond to issues and problems that arise.
- Communicating and interacting with different groups of people. One hour you may be dealing with subordinates, the next superiors and the next outsiders.
- Reacting instinctively to important and trivial activities arising at the same time in an unplanned way.

Activity 7

Name:..... Date:..... Signature:.....

How do you feel about dealing with each of the above situations?

Extensive research has found that doing their work, Managers characteristically devote a brief time to each of a large number of decisions and these tend to centre around specific, well-defined issues and problems. Important and trivial activities arise requiring quick mental shifts from topic to topic.

Managers prefer to deal with active problems that are well defined and non-routine. Routine information (such as recurring reports) is given low priority whereas 'fresh' information (even of uncertain quality) is given high priority.

It is easy to see that Managers face an enormous challenge in organising themselves so that they are equipped to make the correct decisions to ensure they are effective. Facing this huge daily workload you need to resolve a number of issues.

How can managers in Vocational Centres organise themselves?

- Divide tasks into:

positive active tasks – tasks to do with achieving the centre's objectives. These tasks generally require a lot more time and are almost always important.

reactive tasks – routine tasks that require a response. These tasks may be urgent and need short amounts of time to deal with e.g. answering the phone.

- Establish priorities:

decide what is urgent and needs to be dealt with immediately. Decide which tasks are important.

- Plan your time:

schedule active tasks and still allow time for reactive tasks. Use time planners such as a diary for daily activities and calendars for long range planning.

Activity 8:

Name:..... Date:..... Signature:.....

Brainstorm some of the tasks that you have to do throughout the year and classify as either positive active or reactive tasks.

Positive Active Tasks	Reactive Tasks
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Organising yourself requires the manager to make some decisions. The manager must prioritise tasks in the

light of **Importance** and **Urgency** and schedule time accordingly. The use of a diary or planner is an important tool for the effective manager.

Activity 9:

Name:..... Date:..... Signature:.....

Consider the following examples and decide whether the tasks are important or urgent.

	Urgent	Important
1. Paying an outstanding power bill.	<input type="checkbox"/>	<input type="checkbox"/>
2. Collecting and filing invoices for centre expenditure.	<input type="checkbox"/>	<input type="checkbox"/>
3. Preparing a contract for new ancillary staff and organising worker's compensation insurance.	<input type="checkbox"/>	<input type="checkbox"/>
4. Writing a receipt for each product sold, school fees etc.	<input type="checkbox"/>	<input type="checkbox"/>
5. Organising the Board of Management meetings.	<input type="checkbox"/>	<input type="checkbox"/>
6. Distributing minutes of the staff meeting.	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintaining an effective filing system.	<input type="checkbox"/>	<input type="checkbox"/>
8. Repair a leak in the Centre's water supply system.	<input type="checkbox"/>	<input type="checkbox"/>
9. Renew safety sticker, registration and insurance of the Centre's vehicle when the inspection is due.	<input type="checkbox"/>	<input type="checkbox"/>
10. Provide monthly and quarterly returns as well as annual (financial) centre report.	<input type="checkbox"/>	<input type="checkbox"/>
11. Conducting quarterly stock-take of tools and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
12. Reporting students who have acquired typhoid to the health authority.	<input type="checkbox"/>	<input type="checkbox"/>

Find your own examples (two urgent, two important):

urgent: _____

urgent: _____

important: _____

important: _____

Products of the Organising Principle in Vocational Centres

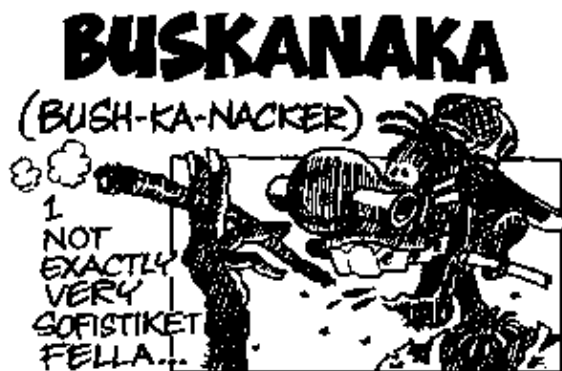
The establishment of intentional roles in Vocational Centres and clarification as to how those within the organisation are to relate with one another can be achieved in many different ways but what can help managers in Vocational Centres to do this effectively? Much of what we do is done through our abilities to communicate verbally but many other useful aids have been developed by Managers over time. These include:

- Duty Statements
- Organisational Charts
- Supervisory Structures
- Calendars
- Committee Guidelines
- Meeting Guidelines
- Timetables

- Attendance Records
- Sports Houses
- Stock Control Records
- _____
- _____
- _____
- _____

Actually, these are not just “useful aids” but important tools, that should be used by every manager. The above list is not exclusive and managers have to be able to develop their own specific aids according to their organisational needs.

*Organise yourself first,
before you try to organise others*



Main Ideas

- You have to understand the structure and purpose of the organisation you are working in.
- Keep the contingency theory always in mind: adapt and respond to circumstances of your Centre environment – **be flexible and open to changes.**
- You have to understand:
 - authority,**
 - responsibility,**
 - delegation.**
- Choose an organisational structure that **helps people dealing with the institution** to get their tasks done – not to create bureaucratic structures obstructing people from achieving tasks.
- Each meeting should have **a meaningful purpose.** It shouldn't be convened to have just another tea time.
- First organise yourself–then organise others.

Unit 4: Controlling



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Define *controlling* and state its nature and purpose.
2. Analyse and discuss the main steps in the basic control process.
3. Give examples of effective methods used in Vocational Centres, which measure performance against standards.
4. List and explain five different types of control.
5. Design a control system for your Vocational Centre and develop a suitable report format for that system.

Activity 1:

Name:..... **Date:**..... **Signature:**.....

What kind of control mechanisms are currently operating in your Vocational Centre?



The Nature and Purpose of Control

The performance of an organisation must be measured against the goals and objectives set.

The manager is employed to get work done by the workers. As such the manager of any Vocational Centre will need some controls to be sure that the planned tasks of the instructors are being done and being done properly.

Controlling can be defined as the measurement and correction of performance in order to ensure that organisational objectives and the strategies and other plans to attain the objectives are accomplished.

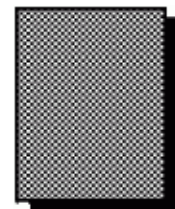
Planning and controlling are thus closely related. Controls should be built into the plans that you make. These two functions of management are like the blades of a pair of scissors. The scissors will not work unless there are two blades joined together. Without objectives and plans, control is not possible, because performance must be compared against some established criteria.

The Basic Control Process

The basic control process, whether for office procedure, product quality or instructor and student performance, involves three steps:

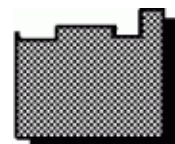
Step 1: Setting standards

Set a standard for quality, quantity, cost, time performance etc.



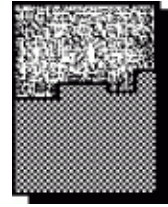
Step 2: Measuring performance against these standards

Measure performance and compare it with the standard.



Step 3: Correcting deviations for standards

Take action to bring performance back to standard or reset the standard.



STEP 1: Setting Standards

Plans are the yardsticks against which managers design controls. The first step in the control process logically would be to establish clear objectives or plans. Since plans vary in detail and complexity and since managers cannot watch over everything, standards are established. A standard simply means criteria of performance. They are selected points in an entire planning program at which measures of performance are made so that managers can receive signals concerning the progress of set tasks and thus do not have to watch over every step in the execution of plans.

There are many kinds of standards. The best standards are verifiable and are built into the objectives (SMART).

Examples of Standards

It is impossible to tell if work activities are being carried out successfully if it has not been decided beforehand what is meant by success. How will success be measured? What is acceptable? Whatever that figure is, becomes the standard.

Consider the following examples of standards:

- Production – x/items per week;
- Building Construction – y/square metres per day;
- Dress – clean, ironed pants and shirts,
– safety boots/glasses,
– required safety gear for particular task e.g. welding;
- Instruction – within 10 minutes,
– given equipment specified;
- Book-Keeping – using black ink,
– with no correction fluid,
– with all blank spaces crossed through.

You can set a standard for almost anything, although many achievements cannot be measured in physical or monetary terms, particularly those that involve human relationships. These are referred to as 'intangible'. How do we measure, for example, the performance of instructors? Our own observations and intangible judgements are often used to profile the performance of our colleagues.

Setting Standards in Vocational Centres:

The manager is ultimately responsible for the setting of standards in the Vocational Centre that will serve as a basis for measurement or as an accepted model for the instructors and trainees to follow. Points to consider when setting standards.

1. Standards should be set collectively. Instructors and students that participate in setting the standards for their own work tend to develop a feeling of 'ownership' of the standards and are more strongly motivated to achieve them.

2. Standards must be relevant to the objective that is to be achieved, e.g. The standards of performance for Instructors should be concerned with measuring the outcome of learning of the trainees which the instructor is teaching, rather than, say, the performance of the BOM, which is outside his/her control.

3. Standards must be realistic, fair and achievable by the instructor(s) concerned.

4. Standards must be specific, clear and set at a high level. Challenging standards can help achieve a high level of performance if the goal is accepted. If agreed to by staff they will encourage excellent performance will be encouraged.

5. Standards must be measurable or observable. They must be output related rather than activity related. Output is the completed work not the process that has been gone through. Being active and being productive is not the same thing.

6. Standards must be passed in an encouraging way to the instructors. Instructors will be driven to perform, if they feel that their performance is going to be rewarded. Standards should not be seen as rules for which non-performance is to be punished but rather as aims written to motivate staff towards achievement.

STEP 2: Measurement of Performance

The measurement of performance against standards should be done on a forward looking basis so that deviations may be detected in advance of their occurrence and avoided by appropriate action. We have to think ahead about where our plans are likely to break down and build in check points for reporting etc. so that we can take actions as managers to keep the progress going or amend plans if necessary.

If clear standards have been drawn up, for the specific performance and responsibilities of various people within the organisation, then it is easier for us as managers to appraise and make decisions concerning performance.

When performance is measured two processes have to be considered:

- **Collecting data:** Much of the data that you collect is done with your eyes – you observe if the job is being performed to the required standard. However, it is not always necessary to be watching someone do a job to know that the standards have been met. You will also collect data from the feedback you receive. This feedback can be both verbal (e.g. complaints, praises) or written (e.g. reports and statistics).

- **Comparing the result against the standard:** If the standards are clear and the measurement of performance is accurate, this comparison is easy. Remember it is deviation from the standard that the control will detect and this can only be done by comparing actual performance with desired performance.

Activity 2:

Name:..... Date:..... Signature:.....

What methods are you currently using in your Vocational Centre to measure performance against standards?

How effective are they?

STEP 3: Corrections of Deviations

Standards should reflect the various positions in an organisation structure. If performance is measured accordingly, it is easier to correct deviations. Managers should know exactly where, in the assignment of individual or group duties, the corrective measures must be applied.

Correction of deviations is the point at which control can be seen as part of the whole–system of management and can be related to the other managerial functions.

Managers may correct deviations by redrawing their plans or modifying their goals. They may decide to correct deviations by reorganisation of tasks and people or clarification of duties. This should include examining leadership styles including explanation of tasks to others and taking remedial action where necessary. It could include the removal of obstructions or barriers to progress, which may include restaffing or dismissal of staff.

Managers may also need to correct deviations by providing additional resources if the activity has been under–budgeted. This may not be the failure of the manager in planning, as circumstances often arise which cannot be adequately foreseen. A typical issue for Vocational Centres relates to Consumer Price Index (CPI) in PNG. In some years it has had increases which even the best economic analysts would not have predicted. Failure to measure and subsequently make adjustments would however suggest poor management.

Control can easily be viewed as a systematic process.

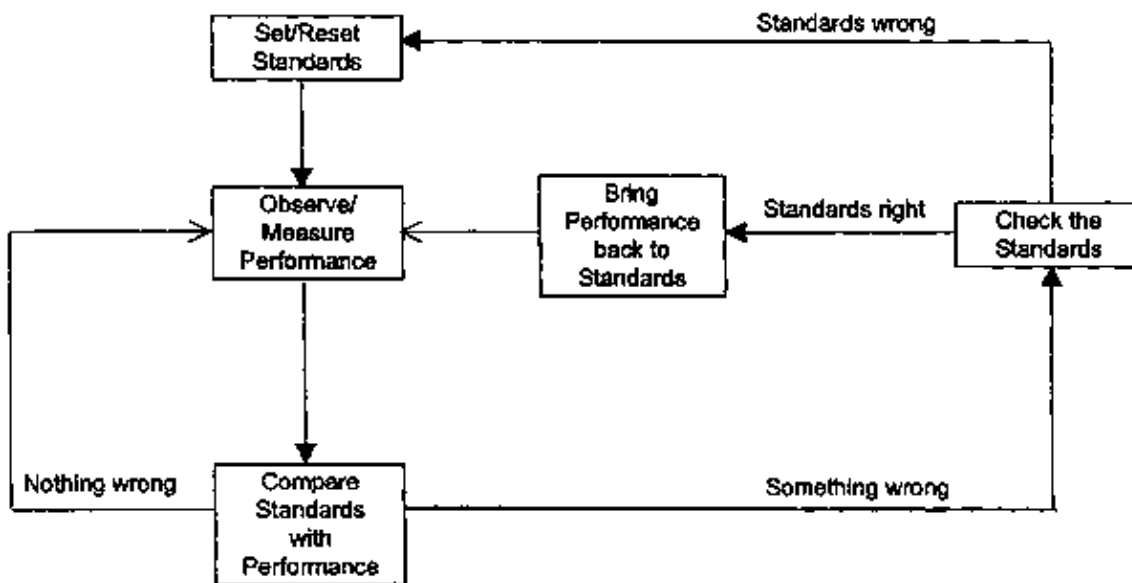


Diagram 1: The Idea of Controlling

Types of Control

All managers would like to have an effective system of controls to assist them in making sure that plans are implemented. It must be recognised that the controls used by managers must be designed for the specific task and person they are intended to serve. If we accept the modern approach to management and contingency theory, and the 'human relations' arguments, then we have no choice, but to use control systems that suit the plans, organisations, individual managers and their personalities and the needs for efficiency and effectiveness.

There are many and varied types of controls that have been successfully used, modified and are continually being created by managers to suit their planning purposes.

Cost control

The purpose is to ensure that those costs within a manager's power to control are in fact being controlled.

Quality control

The purpose of quality control is to ensure that the output of production processes or the services provided conform with a prescribed standard.

This can be done by inspection at various stages, depending upon the nature of the work. It may be on receipt of materials specified for a particular product or project, at a component or sub-assembly stage, or on completion of the product or project. It may be by sample checking or complete inspection.

Production or performance control

The purpose is to ensure that production or performance is up to the nominated level or standard that has been set. This is sometimes quantified as a percentage figure. The percentage of productivity can be calculated according to the formula:

$$\text{Actual Production} \div \text{Standard Production} \times 100\% = \text{Productivity \%}$$

Example: You set a target of producing 10 coconut scrapers in a week. At the end of 1 week you find you have produced 12 coconut scrapers.

Actual Production: 12
 Standard Production: 10
 Productivity: 120%

Calculation: $12 \div 10 \times 100\% = 120\%$

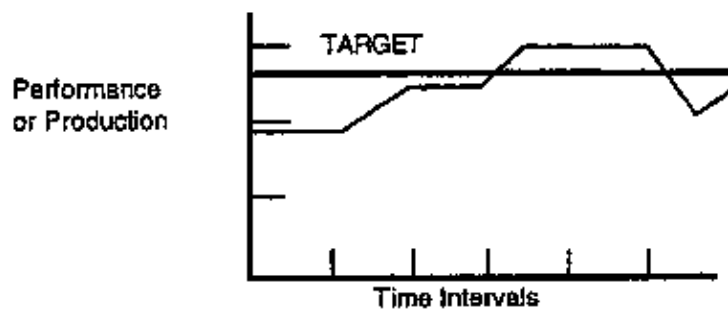


Diagram 2: Example for Performance or Production Control

Another suggested method is to show the performance on a simple graph which you can maintain to compare performance and target at regular intervals.

Deadline (time) control

The purpose of deadline control is to ensure that work is being finished on time or that adequate progress is being made on tasks. An effective method is to use a wall chart listing to show when jobs are due and from whom. The person responsible is to initial the chart when the task is completed.

For long term tasks, prepare a bar graph for estimated target dates and block in the parts that are completed as follows:-

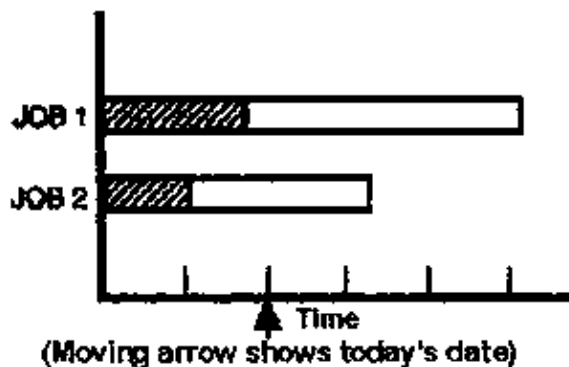


Diagram 3: Example for Deadline (Time) Control

Work survey control

The purpose of work survey control is to ensure that no jobs are overlooked, that the jobs have the right priorities, and that everyone is fully occupied. Suggested methods include daily briefings or weekly reviews of all unfinished work within the section, job by job, or person by person.

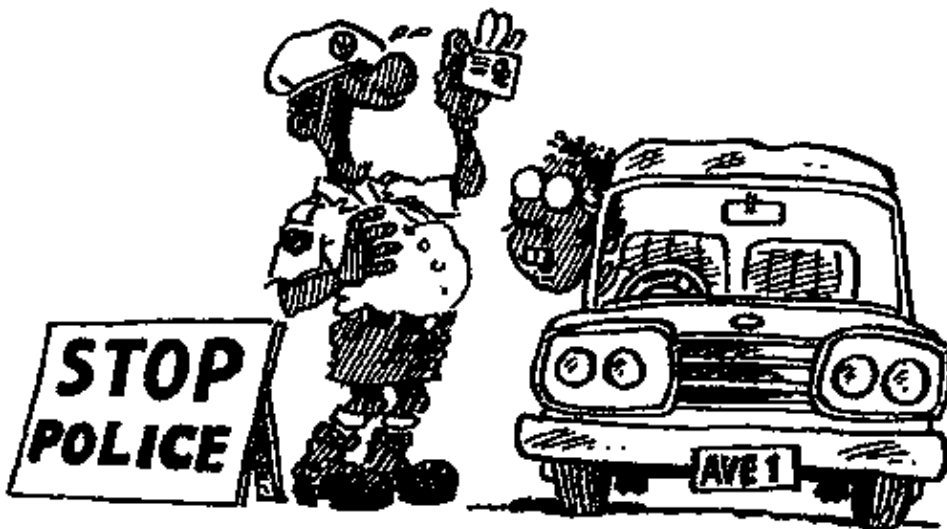
Work scheduling control

The purpose of work scheduling control is to avoid overloading people and to control work output where repetitive tasks are handled. Suggested methods include estimating or measuring the time required for each section of the work, grouping related jobs into one person assignments, allocating these to individual members of the section and setting realistic time for completion. In Vocational Centres these can result in loading or staffing schedules.

Fault location control

The purpose of fault location control is to pinpoint sources of error in complex repetitive jobs so that corrections may be made and training given. A suggested method is to chart all the stages of the operation and the people employed, then study details of the processes and record correctly where errors occur.

Police control



Summary

This list is not exclusive and controls need to be selected that ensure the measurement of performance against standards takes place so that deviations can be corrected and plans fully implemented. An adequately planned system of controls will highlight where failures are occurring and who is responsible for them, so that corrective action can be taken. But remember that conditions change unexpectedly and no control should be maintained longer than it is clearly seen to be needed.

Putting the Control Process into Practice

Products of control systems in Vocational Centres

The performance of an organisation must be measured against the goals and objectives set. The control system can be applied in many different ways but what can help managers in Vocational Centres to do this effectively? Many useful aids have been developed over the time. These include:

- Advisory visits by inspectors,
- Stock control system,
- Meal cards,
- Log books for vehicles
- Student IDs,

- Lesson observations,
- Product inspection,
- Safety audit,
- Roll call for trainees,
- Financial audit,
- Handover/Take-over reports.

Activity 3:

Name:..... Date:..... Signature:.....

Please describe the tool control system that is currently being used in your Vocational Centre. How effective or ineffective is this system. Please explain concisely.

Using the Basic Control Process, design a report format that assists in the control of tools in a Vocational Centre.



Main Ideas

- Controlling is already part of planning and therefore has to be built into a plan.
- It is the manager's responsibility and duty to ensure that control takes place.
- The basic control process consists of three steps
 - + the setting of standards,
 - + the measurement of performance against these standards,
 - + the correction of deviations from standards.

d) As a manager, when a control system is designed, make sure that all implementers are involved in its development.

Unit 5: Motivating



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Explain what motivation is.
2. Explain the process of decision making in regard to motivation.
3. Classify human needs as described by Maslow.
4. Explain the relationship between needs and motivators.
5. Discuss the value of rewards and punishment as motivators.
6. Identify barriers to motivation and describe actions to overcome them.

The Nature of Motivation

Motivation is a complex internal state that we cannot observe directly. Motivation affects behaviour but is not behaviour. If it can be said to be anything, it is mental activity or process that drives us to do some physical activity. Managers cannot truly motivate other people because motivation is internal. What managers can do, if they understand people and motivators, is relate well with people and provide an environment in which people are more likely to be motivated to achieve the work that the organisation needs to get done.

The greatest waste of our natural resources is the number of people who never achieve their potential.

Motivation can be defined as an inner state that activates or moves individuals and is made up of all our driving desires, needs, wishes and similar forces.

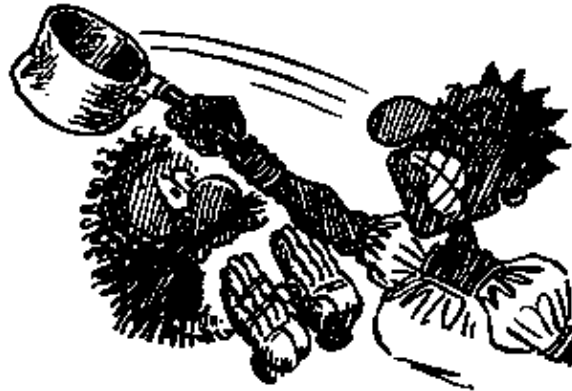
Understanding People

There are two extreme views of human nature, referred to by some theorists as 'Theory X' and 'Theory Y' and by others as 'Hard' and 'Soft'. Let us examine the two sets of assumptions that these theories are based on as originally proposed by Douglas McGregor.

Theory X “hard”

- Average human beings have an inherent dislike of work and will avoid it if they can.

- Because of the human character of disliking work, most people must be coerced, directed and threatened with punishment to get them to put forth adequate effort toward the achievement of organisational objectives.
- Average human beings prefer to be directed, wish to avoid responsibility, have little ambition, and want security above all.



Theory Y “soft”

- The expenditure of physical effort and mental effort in work is as natural as play or rest.
- External control and the threat of punishment are not the only means of producing effort toward organisational objectives. People will exercise self-direction and self-control in the service of objectives to which they are committed.
- The degree of commitment to objectives is in proportion to the size of the rewards associated with their achievement.
- Average human beings learn, under proper conditions, not only to accept responsibility but also to seek it.
- The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organisational problems is widely, not narrowly distributed in the population.
- Under the conditions of modern industrial life, the intellectual potentialities of the average human beings are only partially utilised.

Researchers have found that it is difficult to test these assumptions against reality. However, they are useful in exposing our perceptions of human nature. These assumptions have a fundamental error in that they refer to the “average” person. Each person must be dealt with as an individual with their own wants and needs.

What Drives People?

One of the greatest motivators is needs. Some are primary or basic physical needs such as food, water, shelter, sleep etc. Others are secondary or higher needs such as self esteem, status, affection, self assertion. If we have a need that has to be satisfied, our brain will signal our bodies to do some physical activity to satisfy that need. This is referred to as the Need–Want–Satisfaction Chain. If the need is not satisfied by the action it leads again to tension and to new action. But also satisfaction will not last for ever. After a certain time the individual has to satisfy it's needs again. This process is the main driving force for all human activity. Human motives are based on needs, whether consciously or subconsciously felt. The proposal is:

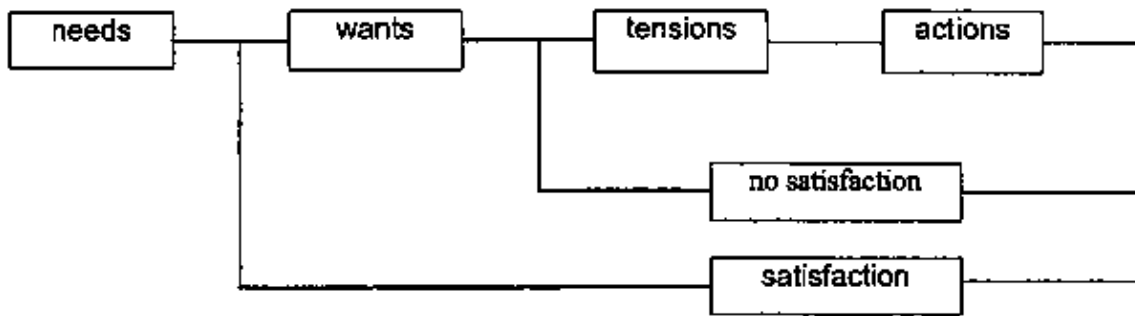


Diagram 1: Need – Want – Satisfaction Chain

Motivation refers to the drive and effort to satisfy a want or goal. This is different to satisfaction which is the contentment experienced when a want is satisfied. Motivation implies a drive towards an outcome, and satisfaction is the outcome already experienced. These needs, classified and categorised into a hierarchy by psychologist Abraham Maslow, are recognised as follows:

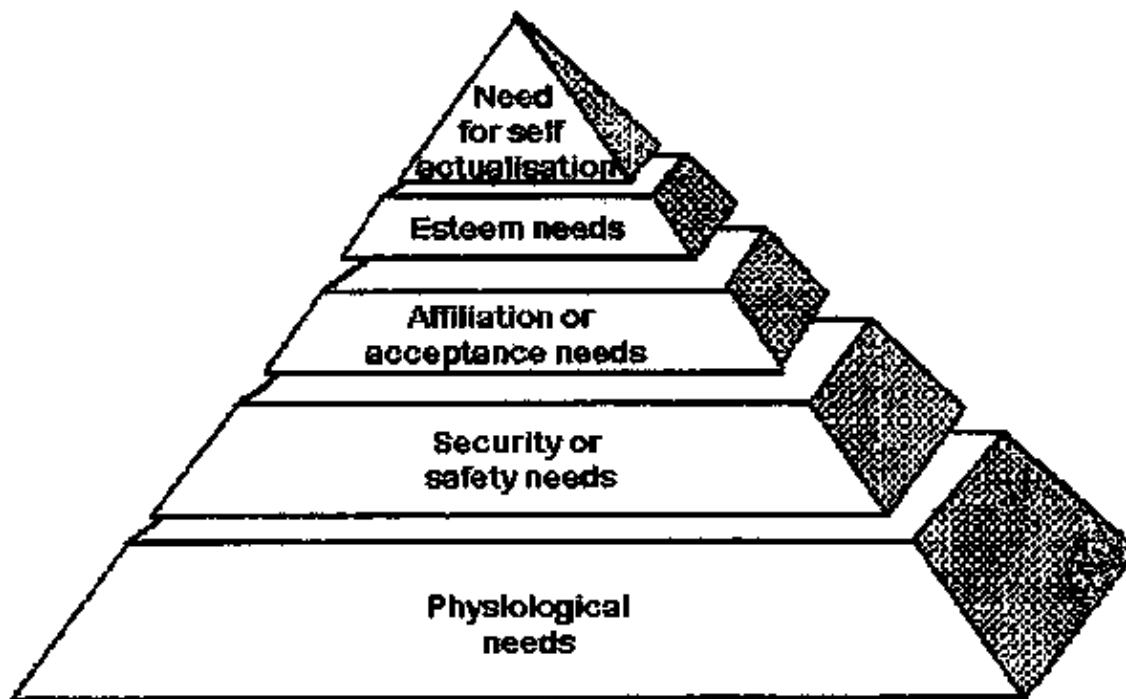


Diagram 2: Maslow's Hierarchy of Needs

- 1. Physiological needs:** These are basic needs for sustaining human life itself such as food, water, warmth, shelter, sleep, health and sexuality. Maslow took the position that until those needs are satisfied to the degree necessary to maintain life, other needs will not motivate people.
- 2. Security or safety needs:** These are the needs to be free of physical danger and the fear of losing the possibilities to satisfy the physiological needs.
- 3. Affiliation or acceptance needs:** Since people are social beings they need to belong, to be loved and to be accepted by other people.
- 4. Esteem needs:** Once people satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces satisfaction as power, prestige, status and self-confidence.

5. Self actualisation needs: This is the desire to become what one is capable to becoming – to maximise one's potential and to accomplish something.

Maslow argued that when one kind of need is satisfied this need ceases to be a motivator and so on up the chain. There has been considerable discussion by theorists as to whether a hierarchy exists or not and various modifications to this has been made by other theorists over the years.

Activity 1:

Name:..... Date:..... Signature:.....

Consider the following actions which you could use to improve the motivation of your Vocational Centre staff. Which of Maslow's five needs will be satisfied by each action?

- a) Act quickly on water supply complaints. _____
- b) Say hello every morning to your staff. _____
- c) Take care of and follow up staff salary problems. _____
- d) Seek feedback from your staff. _____
- e) Set a good example in whatever you do. _____
- f) Develop a set of rules for safety. _____
- g) Discuss work assignments with your staff. _____
- h) Provide an inservice for staff on motivation. _____
- i) Review staff performance on a regular basis. _____
- j) Give each staff a special responsibility. _____
- k) Have a morning tea for one of your staffs birthday. _____
- l) Provide transport to the hospital in emergency cases. _____
- m) Start up a staff soccer team for the town competition. _____

How Can You Use This Understanding of Needs?

From theory we know that everyone has similar basic needs. But, because people are different, they have different expectations on how to satisfy their needs. For one person, a fancy job title, a distinctive uniform and a reserved space in the car park will satisfy recognition needs. For another, these may be unimportant compared with continual praise and attention from the supervisor.

The importance of each of the needs is different for everyone. Kerry may value good relations with his supervisor and work mates (affiliation needs), while Julie may value challenging work and variety (self actualisation). To further complicate the issue, people's needs tend to change. What motivates Kerry today may not necessarily motivate him tomorrow, next month or next year.

In a managerial role in a Vocational Centre, your job is to get people to do what you want them to do. If you can get them to WANT to do this, you will be more likely of success.

But, how do you actually get people to want to work for you?

If you want your workers to be motivated, you must find out what they want from their job and what needs can be satisfied by the performance of their work. This means that as a manager you will need to communicate with your staff to try to find out as much as possible about their feelings and attitudes.

Activity 2:

Name:..... Date:..... Signature:.....

Give an example of how you could use a person's need to get him/her to want to work for you.

Reward and Punishment ('Carrot and Stick')



Reward and punishment is a popular method used by people to create an environment in which people are motivated. A simple story is told about the donkey, which is a stubborn animal. One of the foods that the donkey likes to eat is carrots. To make the donkey move, the owner holds a carrot in front of him. Alternatively the owner can pick up a stick and hit the donkey from behind, the result is the same and the donkey will move.

Activity 3:

Name:..... Date:..... Signature:.....

Discuss and answer the following questions: Which do you think will be more effective; the carrot or the stick? Why?

What type of 'carrots' do you think can be used to motivate Vocational Centre Instructors to perform better?

What type of 'sticks' exist within the education organisation?

One problem with rewards is that some managers use rewards too freely and that too often everyone gets a 'carrot' regardless of performance. It is as simple as this: If a group of donkeys are all in the yard eating carrots and you stood outside with a carrot, would any of the donkeys be motivated to move towards you?

Barriers to Motivation

A number of factors can be identified which act as barriers to motivation within organisations. These include:

- unclear authority structures,
- poor flow of information,
- unclear decision making processes,
- unsuitable physical work environment,
- salary not reflective of expertise and experience,
- _____
- _____

Activity 4:

Name:..... **Date:**..... **Signature:**.....

Read and discuss the following case study:

Harry Kulau, the joinery instructor, was wondering where his 2nd year trainees had gone this afternoon. Only three of fifteen boys had returned to the workshop after the lunch break. He was told that the remaining boys were still in the dormitory.

The group had been sanding furniture for a big order the previous three days the whole day long and the air in the joinery workshop was filled with dust everywhere. Even with a dust mask it was hard to breathe and the visibility inside the building was poor due to small window openings and most of the neon lights damaged.

Harry Kulau was not really aware of those workshop conditions because after doing the roll-call and telling the boys what to do, he went back to his small office in the administration block in order to read the daily newspaper or to do something else.

After waiting another ten minutes he got really angry and decided to walk across to the dormitory building to 'chase' the trainees out from there – back to the joinery workshop.

Mr. Pongo, the instructor from the adjoining metal fabrication section has been watching the trainees during the recent days doing the sanding job, getting red eyes and coughing again and again. He quickly followed Mr. Kulau and pulled him aside before entering the boys' dorm towards a shady place under a big rain tree. He then started convincing Harry in a friendly but determined way of how to change his approach of motivation towards the trainees.

What caused the problem?

Which approach of motivation would you have to recommended Harry Kulau in this situation?

Activity 5:

Name:..... Date:..... Signature:.....

Read and discuss the following case study.

“What do you think you are doing on that work bench” yelled the Manager. “I spent three hours cleaning it yesterday, so that I could do my motor – and you are spreading parts and dirt everywhere! What a stupid idiot you are to make such a mess! Shift that junk of yours somewhere else.”

Poor John felt embarrassed. He could feel the other instructors watching and smiling to, themselves. He began to get hot! He had begun work on time. He had used the only empty bench which was beside the motor he was working on. No one had told him the boss had decided to work on his own motor.

He felt like walking off. Damn him, he thought, I promised to help raise money working at the Vocational Centre so that my brother could buy a truck – if it wasn't for that I would leave right now. His heart burned. He threw a spanner down, and began picking up the parts on the bench. One day, one day...

What caused the problem?

This Manager now has a problem which he created for himself, imagine that you had to solve this situation (as the Manager). **What would you do to motivate “poor” John?**

Activity 6:

No name required!

Think about your Vocational Centre. Is the centre management encouraging staff motivation? Consider the following statements below and tick yes or no!

<i>The centre management...</i>	YES	NO
1. Keeps me informed of results.	<input type="checkbox"/>	<input type="checkbox"/>
2. Does not take notice of my advice.	<input type="checkbox"/>	<input type="checkbox"/>
3. Gives clear directions of work to be carried out.	<input type="checkbox"/>	<input type="checkbox"/>
4. Encourages initiative.	<input type="checkbox"/>	<input type="checkbox"/>
5. Makes constructive criticism to improve performance.	<input type="checkbox"/>	<input type="checkbox"/>
6. Gives support when I need assistance.	<input type="checkbox"/>	<input type="checkbox"/>
7. Shows a lack of confidence in me.	<input type="checkbox"/>	<input type="checkbox"/>
8. Is slow to give recognition for a job well done.	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|--|--------------------------|--------------------------|
| 9. Shows an interest in my ambitions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Actively seeks suggestions and solutions from me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Exerts unnecessary controls. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Sense of priorities seem to vary day to day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Tends to assume standards will be met without checking. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Consults me before making decisions which affect my area. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Does not encourage participation in setting goals or plan formulation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Clearly explains the schedule of activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Is slow to act on requests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Notices mistakes rather than a job well done. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Does not hold meetings as often as required. | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Leaves me alone if the job is being done properly. | <input type="checkbox"/> | <input type="checkbox"/> |

Main Ideas

- a) Motivation is an important management tool, which should be used to help staff to achieve their potential.
- b) **Remember!** There is nothing such as a right or wrong leadership style. As a manager you have to adapt your leadership style to given circumstances.
- c) The different kind of **needs** as described in Maslow's hierarchy of needs have all one thing in common; they serve as motivators and drive us to get things done.
- d) In order to successfully motivate your staff you must find out what they want from their job and what needs can be satisfied by the performance of their work.

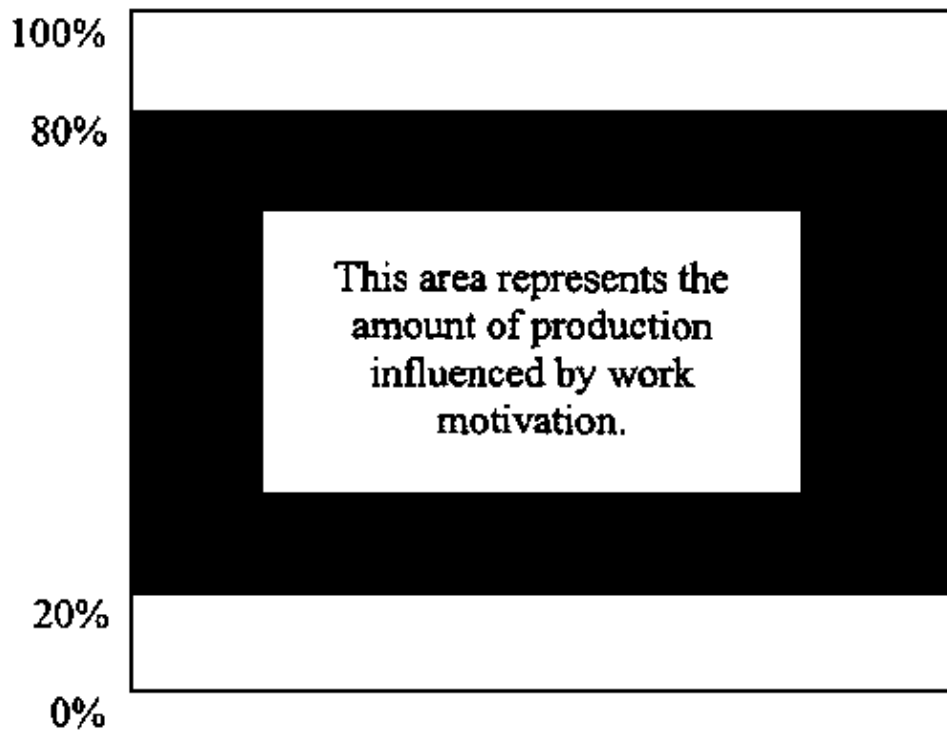
Appendix 1: William James's Experiment

William James was invited to investigate the cause of high production costs in a factory which made ball-bearings. If the ball-bearings could not be produced more cheaply then the factory would be forced to close.

When he went into the factory he found that the ball-bearings were being made by big machines, and then they had to be checked, to make certain that each ball-bearing was the correct size. A tiny bit oversize or undersize and the ball-bearing was useless. In order to pick the correctly sized ball-bearings there were lots of girls who checked each ball-bearing from her box. The girls were paid for every hour worked on an hourly rate. As they worked the foremen walked around encouraging them to work hard.

William James found the ten fastest girls and timed them to find out what their very best rate of work might be. He then asked them to work steadily for the whole day in order to find out what rate they could keep up for the whole day. When he compared their top rate with that for the full day he found that each could keep working at 80% to 90% of their very best output. They could keep this pace up day after day without tiring.

Then he did a sneaky thing. He asked the girls to find out how slowly each could work before the foreman threatened to sack them for doing too little work. He did not tell anyone but the girls in the experiment. The girls worked slower and slower, doing less and less work.



They found that no one became really upset until their production fell to 20% of their best effort. Then they were told to improve or to leave the job!

This study shows that when worker motivation is low then productivity will be as poor as though the workers had very little ability, or had very poor training! Think about this.

If your Instructor, or Trainees are doing a very poor job, is it because they are badly trained, have no real ability, or need some good motivation?

If you look at the diagram you can see that when the girls worked hard they could keep at 80% to 70% of their top effort. From the diagram you can see that the influence of worker motivation was

$$80\% - 20\% = 60\%.$$

That is, the feeling of these workers towards their job, and the amount of effort they put into it, had a tremendous effect on the output or productivity of the factory.

As a result of this experiment the factory tested all the girls, selected the fastest, fired the slow ones, and began paying on worker productivity. Each girl was paid according to the number of ball-bearings she sorted, rather than on the number of hours she sat at her desk! The factory found that thirty girls were able to sort more ball-bearings than a hundred had done before the experiment. Fewer girls did more work yet got paid more than before, while the cost of production for each ball-bearing dropped considerably. The factory was able to continue at a profit.

Interesting, isn't it?

Module II: The Human Factor

Unit 1: Introduction to The Human Factor



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Explain what an effective socialisation programme for a new staff member looks like.
2. Carry out an orientation with a new Vocational Centre staff member joining the team.
3. Describe what makes a good team and identify the four team building phases.
4. List five characteristics to efficient teams.

Human Relationships – The Vital Strings

Having and Maintaining good Relationships

We have already talked about relationships between people within an organisation in regard to the three basic elements; *source of authority*, *work relationship* and *division of labour*. Visualised in organisation charts we see our names and those of our colleagues printed into boxes and connected to each other by lines. Those 'strings' hold us together as a company or Vocational Centre and they show us very clearly how we – as part of an organisation – are connected one to another and that each one of us has to contribute in order that the common goals of the centre can be reached.

Behind the 'strings' are also hidden *human relationships* between people who are in our situation for example the relationship between an instructor and a trainee or between the deputy manager and the centre manager. Whether you are manager of a Vocational Centre or head of a trade workshop, whether you are the chairperson of the *Open Day Committee* or the organiser of the centre's yearly sports carnival; you always have to understand the importance of having and maintaining good working relationships within your team.

Orientation and Socialisation

Maintaining good human relationships in a workplace or team actually implies the fact that good relationships have been built already some time before. The best occasion for a manager to demonstrate a culture of good relationships therefore is each time a new staff member joins the organisation, i.e. a new instructor becomes part of the Vocational Centre Staff Team.

Orientation and socialisation is to provide a new employee with the information he or she needs to function comfortably and effectively in the organisation. Socialisation conveys three types of information:

- general information about the daily work routine,

Managing a Team

The Team and its Leader

In one of our first sessions we had a close look at *important management skills* which are grouped into three areas, *technical skills*, *interpersonal skills* and *conceptual skills*. Managing a team focuses on the area of *interpersonal or human relationship skills*, as your intention is to work with or through people – your team.

As manager of a trade workshop within a Vocational Centre or the teacher in charge of the C.O.D.E. studies programme you are leader of a team of people (such as peers, trainees, ancillary staff etc.) and must therefore have exceptional ability to work with people. Your team may expect you to be strong, helpful, co-operative, easy to work for, understanding and much more and you must be able to motivate others in order to get high work output and satisfying results.

Being introduced by your boss as “*meet my subordinate – she works for me*” or “*meet my colleague – she works with me*” makes a big difference – does it?

The most important product of social changes are changed people. That is why the basic beliefs most employees have about work, supervisors, jobs, obligations, rights, careers, management and themselves differ greatly from those held by people like them only a couple of decades ago. Many employees have changed more rapidly than their organisations. For example, consider some of the out-of-date words which are still used by managers. One of them is **Subordinate**. Before using this term again we have a close look at the dictionary definition:

A subordinate is a person of lesser importance. Somebody who is inferior

Colleague is an old term. It literally means “one who is selected”. In English the word has developed two references:

1. A person who works alongside and with another and has similar status (peer).
2. An employee who is formally under the control of a supervisor or manager but enjoys a special relationship with that person. For example, the Managing Directors say “my colleague the General Manager of Production” or VC Managers say “my colleague the instructor in metalwork section”.

Such changes in words would be only stupid games if men and women are not convinced that they can earn the right to be regarded as valuable contributors, whatever their ranks and jobs; that they will be treated like people and not regarded as human resources, bodies or hands and that they will be assisted to develop and express their best capacities.

Team Development

Very often we have the situation that a person starts to work for a company or an organisation, i.e. he or she joins an existing team. But we also know that for special tasks or purposes new teams have to be created, for example in form of committees, and such a group of people or work group is not yet a team. In order to become a team in the real sense of the word, there must be shared goals, interdependence, commitment and accountability. A newly formed work group will proceed through several stages of team development – as proposed here – in the following four phases:

- Forming Phase: The undeveloped team,
- Storming Phase: The experimenting team,
- Norming Phase: The consolidating team,
- Performing Phase: The mature team.

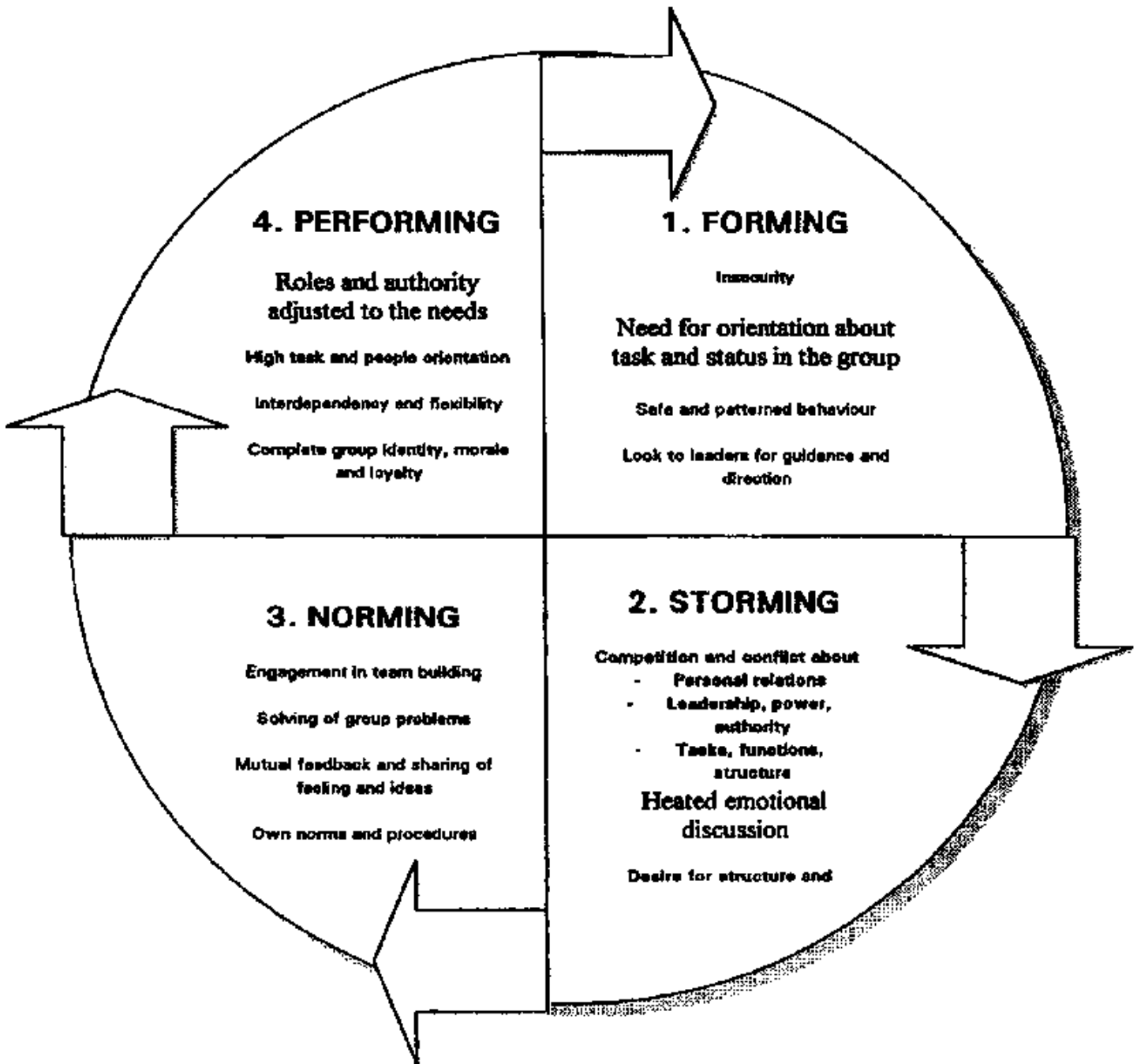


Diagram 1: The Team – Building Watch

Team Management Tasks in the Forming Stage

In the forming stage, the overall theme is awareness and orientation. Team members need to understand and become committed to group goals and resolve their dependencies. The initial task activity is setting goals, which give meaning to the team's existence. The members have to understand how the team fits within the organisation and how they are related to the goals.

Staff members should discuss their job description with their senior officers and agree on clear targets. For smooth co-operation, however, it is not sufficient for a staff member to know his/her own job description. In a team every one should know the functions of their colleagues and how they relate to their own tasks.

To form good relationships, team members must develop mutual trust and understanding. Team workshops and social activities will help them get acquainted with one another, know and accept their unique identities, personal skills and be friendly, concerned and interested in others.

Act as a team:

Be open to new ideas and listen to others

Team Management Tasks in the Storming Stage

The team manager must be willing to regard this phase of relative upheaval as positive and necessary development. If the leader resorts to authority, suppresses discussions and stops the process, the group will fall back into stage one – development is not possible.

Many team members are not used to discuss with others constructively and to deal with personal issues. The team manager can help to steer and channel the process in a positive way by providing a forum for discussion of team issues and by introducing rules for communication, feedback and decision making.

Act as a team:

See conflicts as possible motivators to find good solutions rather than barriers to teamwork.

Team Management Tasks in the Forming Stage

The key role in the development of a group is that of the leader, who helps the individuals to become a cohesive team. In order to achieve this, a good team manager will:

- build and use the creativity of the team by involving it in participatory management,
- introduce participatory methods like group work, visualisation, moderated discussion,
- encourage the team members to express their wishes, expectations and offers regarding leadership, performance, co-operation, communication, flow of information, meetings etc.,
- lead the group to analyse, set goals, plan and evaluate together with the help of participatory methods of analysis, planning and decision making,
- let the group find consensus and formulate agreements on:
 - quality and performance standards
 - norms for co-operation, acceptable behaviour patterns and
 - a system of handling problems, complaints, conflicts.

Act as a team:

Be co-operative and work together: “Can I help you in some ways to get our job done – maybe you can help me?”

Team Management Tasks in the Performing Stage

Team development is a continuous process. Even a mature team needs to reflect and monitor its progress.

Include team development in your monitoring system. Establish a forum for reflection of team work. At least every quarter of the year one meeting should be held with team development as its major topic.

Give team members an opportunity to learn and take responsibility. For example, in staff meetings the function of discussion leader can rotate.

The achievements of the team have to be acknowledged and rewarded.

Act as a team:

Apply and maintain the strategies which helped the group to become a team.

Characteristics of efficient teams

To make an efficient and effective team out of your group of people, the following conditions should be met:

1. The group must have common **agreed – upon goals and objectives.**

2. There must be common **agreed-upon interaction** (communication, co-operation, coordination) to achieve the goals.
3. There must be **agreed-upon group structure**.
4. The team members must have **agreed-upon roles** and well defined functions and responsibilities within the structure.
5. There must exist **accepted common rules, norms and values**.
6. The group should be linked by **“We-Feeling”**: A common feeling of affinity or belonging together.

If one or more of these necessary characteristics is not present, tension, friction and eventually conflicts will develop and the group will be in danger of breaking up. The six characteristics can serve as a yard-stick for the evaluation of teams. If there is tension, friction or conflict, the team manager should try to find out which of the team characteristics is missing

See **further readings in appendix I and appendix II**.

The benefit of successfully managing a team

In a team or organisation where people work together efficiently and effectively in order to achieve common set goals it is more likely to expect that people receive job satisfaction as well as individual satisfaction, provided that every team member understands and accepts common agreed-upon goals, interactions, group structure and rules and norms. A highly motivated team with a strong we-feeling, encouraging and supporting one another will have much better outputs or work results than a group of people trying to work together.

Nevertheless one person in the team has to be in the guiding role, which is normally the teamleader or manager. He is responsible for the team development and has to understand problems and conflicts emerging in a team. Appropriate actions have to be initiated by the team leader in order to steer the team and, if required, bring it “back on track”.



Resources for Effective Teamwork

To work together as a team means mutual understanding and support, team spirit and much more, as we have discussed before. But having a strong “we-feeling” is not enough in order to obtain effective and productive results and the desired outputs.

Examples:

In order to let each team member contribute effectively to the goals of the organisation, a teamleader needs to know the level of professional expertise and work experience of each staff member as well as additional skills which are available in the team – in fact he should seek potentials and opportunities (professional skills and knowledge).

The manager himself needs to have the maturity to lead and guide a team or at least has to be open to acquire and then implement team management skills (knowledge of adequate methods and strategies).

Proper time planing has to be done in order to distribute work loads equally and in a way that people can cope with the assignments given to them (time and time scheduling).

Staff also has to be ready and prepared to work as a team and therefore needs to be trained accordingly (staff development).

Activity 2:

Name:..... **Date:**..... **Signature:**.....

Think of any other resources which could contribute to effective teamwork.

Main Ideas

- a) Effective socialisation programmes reduce the anxiety of new employees on entering an organisation.
- b) It makes a big difference to be introduced by your boss as a **colleague** rather than as a **subordinate**.
- c) Act as a team:
 - Be open to new ideas and listen to others.
 - See conflicts as possible motivators to find good solutions rather than barriers to teamwork.
 - Be co-operative and work together.
 - Apply and maintain the strategies which helped the group to become a team.

Appendix 1: Team Building Phases

FORMING PHASE: THE UNDEVELOPED TEAM

The first stage of team development is the forming group. This is the state of a newly formed team. It is characterised by a great deal of uncertainty.

The group have not yet had an opportunity to get to know each other and to develop its own goals, forms interaction, norms of behaviour and we-feeling. Everything is new: the overall situation, the work tasks, the leader and the colleagues. Therefore official goals, official ways of interaction, official rules, regulations and

norms and the formal job description are the only guidelines and dominate the behaviour of group members. Everyone is concentrating on his/her own tasks and tend to adopt safe and patterned behaviour. Formalism and bureaucracy are predominant characteristics of this phase.

There is little or no participation in management tasks outside one's own sphere of work. The group members are not involved in setting goals or planning activities. They rather look to the "boss" for guidance and let him make decisions. In meetings group members may give statements, but these are usually very factual and directed to the team leader. Opinions or new and innovative ideas and suggestions are seldom voiced. The ability to listen to one another and to discuss in a constructive way is not yet developed. The general rule seems to be "don't make waves by rocking the boat".

Co-operation and communication with other group members is restricted to formal exchanges demanded by the task. Colleagues are seen as rivals rather than fellow human beings and are eyed with suspicion. In this atmosphere of uncertainty and insecurity, group members try to cover up mistakes, hide their shortcomings and avoid asking "stupid" questions. Personal feelings are not expressed and not respected.

STORMING PHASE: THE EXPERIMENTING TEAM

The second phase of team development is a transitory period in which the group opens up and begins to reflect and discuss their interaction and working climate and starts to look for improvements.

By now, group members know each other better and are more familiar with one another. Communication becomes more open and issues that were taboo before can now be faced and addressed. Team members begin to question and challenge their tasks, their interaction, their norms and especially their roles, including that of the team leader. This is a phase in which conflicts about status and hierarchy and who will control the group come up.

Discussions in this phase are more personal. The team members start to give each other feedback, talk about what they like or dislike, and stand up for their values and convictions.

While the discussions at this stage may not always be constructive it is still important to see this storming phase as progress in the process of team development. Team members begin to take responsibility and to show commitment not only for their immediate work but for the group or the organisation as a whole. If the process is guided in a positive way, the team will learn to discuss (and even fight) in a more constructive way. In spite of all arguments, the willingness to listen will grow and mutual understanding and respect will increase.

NORMING PHASE: THE CONSOLIDATING TEAM

In the storming phase, the group focused on internal team problems and clarification of roles and personal relationships. In the norming phase, conflicts are settled and the general interest is on common norms and rules for co-operation. During the turmoil of the storming phase, the need and wish for more order becomes predominant.

But this is a new order. Before, goals, structures, standards and roles were imposed from the outside. In the norming phase the group begins to develop own patterns of co-operation for which their own rules and norms are formulated. This is the main difference to the formalism of the first phase. The group is actively complementing official rules and regulations with ways of interaction which they have found to work and satisfy their needs. By participating in defining objectives, planning and evaluation, the group has moved from external control to self-control.

Adhering strictly to official pre-set norms and regulations can stifle the productivity of a team. It has been observed in many organisations that efficiency and effectiveness of work is greatly enhanced by "informal" interaction based on positive personal relationships and mutual support. At this stage, the group members do not see their colleagues in their official role only, they have acquired a sound knowledge of their personalities, their capabilities, their strength and also their shortcomings. They acknowledge and respect the contributions that others may make in their "informal" roles. They know whom to ask for help, whom to ask for advice, who can act as a mediator in cases of conflict. They know, who can contribute new and innovative ideas, who can help to structure and analyse, who will be a driving force in implementation of plans. And they also appreciate those who contribute humour and help to release tensions. All this leads to a sense of team spirit and good-fellowship.

PERFORMING PHASE: THE MATURE TEAM

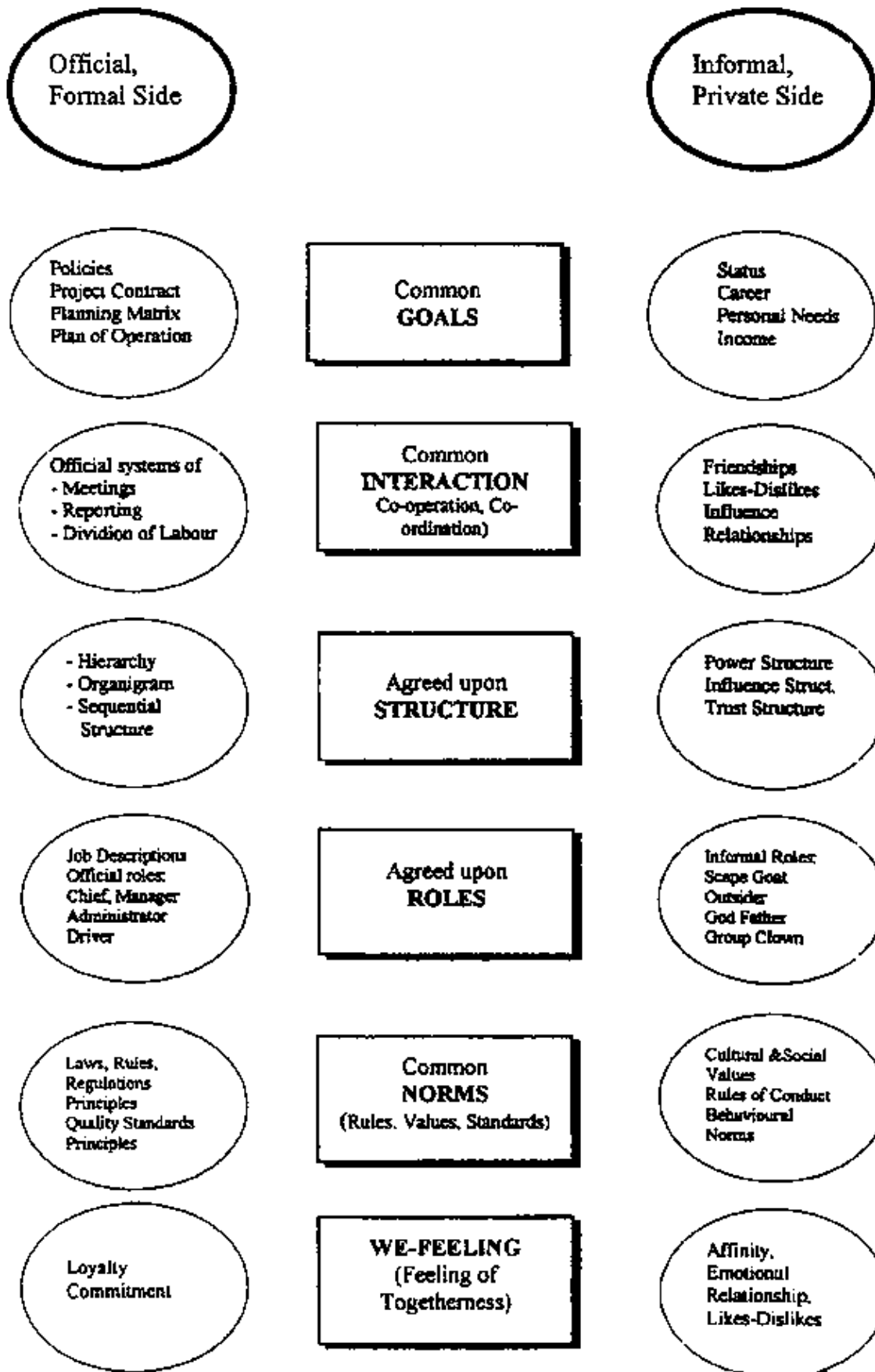
As a result of the storming phase the team learns to be more open. In the norming phase the team elaborates their own approaches to systematic and methodical interaction and co-operation. The key characteristic of the mature team in the performing phase are **productivity** and **flexibility**.

The mature team is one in which objectives are clear, working methods are agreed, and individuals work easily together. This does not mean that a mature team is not facing problems or difficulties. The main difference to former stages is the way in which problems are tackled and challenges met. The personal relationship of the team members are stable and co-operation is co-ordinated in such a way that the team can react flexibly to new situations and challenges. Group members are not insisting on their status and rights and do not defend their position, but use their energy and their potential to overcome obstacles and to achieve the common goals. Each one can contribute ideas and suggestions. The result of this is achievement of tasks and shared pride and we-feeling on the personal level.

This is also true for leadership. Leadership functions tend to be shared. Decisions on who takes the lead are based on the available special knowledge and skills demanded by the issue. This does not mean that formal authority is questioned. The official team leader will make use of the creative energy of the group and encourage team members to take responsibility. Participative leadership is a key to achieving high group satisfaction.

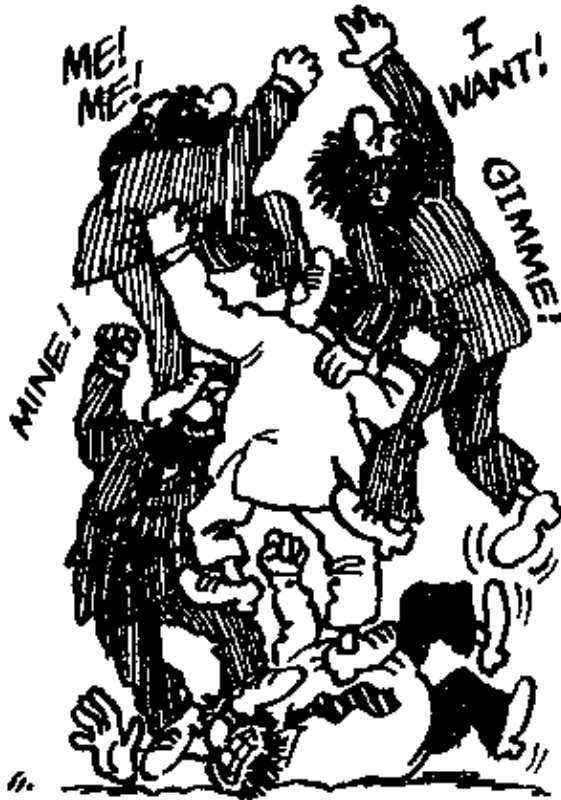
A mature team does not exist in isolation. As the individual recognises that she/he can only achieve aims as a member of a group, so the team knows that they are part of greater whole – the institution, organisation, society. The group is aware of their social responsibility. Thus efforts are made to define and strengthen the position of the team and to build strong relations with other sections and departments.

Appendix 2: Characteristics of Effective Teams



Characteristic of Effective Teams

Unit 2: Inter – Human Relationships



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Define different ways of communication.
2. State the importance of free and open communication.
3. Explain the process of feedback.
4. Discuss the benefit of creating links (practise networking).
5. List five reasons why to convene a meeting and five possible disadvantages.
6. Organise a staff meeting.
7. Outline the dangers and opportunities of occurring conflicts.

Effective Communication

Ways of Communication

Communication is a very important part of our daily life. Whenever we deal with another person, whether it be at the work place, at home or anywhere else, we communicate. We send and receive messages – we constantly exchange information; a process that helps us to organize our daily life and work and that is needed to get our things done with the assistance of others.

There is formal and informal communication, there is verbal and nonverbal communication; we can express our feelings, desires or dissatisfaction by talking to somebody else in person face to face or by using a telephone, it may happen between two people or in front of a group of listeners. Different ways of communication have certainly different influences on the outcome of a communication process.

Activity 1:

Name:..... Date:..... Signature:.....

Nonverbal communication could be defined as all messages (or communications) which are not coded into words.

Give 5 Examples of nonverbal communication.



People in managing and supervising positions often spend more than 75% of their working day communicating with others in one form or another. Surveys have been taken of how this communicating time is broken up between speaking, listening, writing and reading. The results are:

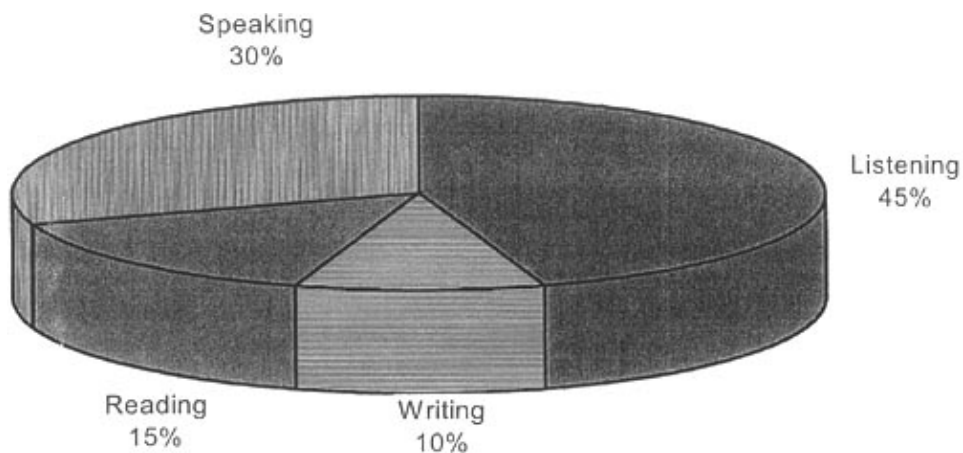


Diagram 1: Managers Communicating Time

According to the above diagram it is evident that listening plays a very important part in the communication process. Listening is a skill that should be applied by everybody in order to receive the other person's message as precisely as possible. Listening is different from just hearing. One is an active process, the other one is passive. To be effective communicators, we need to be effective listeners. Skills of listening can be

mastered by practice.

See further readings in appendix I.



Activity 2:

EXERCISE–LISTENING DOs AND DON'TS

Name:..... Date:..... Signature:.....

The following are listening behaviours. Identify each one as either a Do or a Do Not for effective listening. See if you can add any more ideas to the list.

	DO	DO NOT
1. Have a listening posture.....	<input type="checkbox"/>	<input type="checkbox"/>
2. Make eye contact.....	<input type="checkbox"/>	<input type="checkbox"/>
3. Control distractions.....	<input type="checkbox"/>	<input type="checkbox"/>
4. Play with your pen, tap your fingers etc.....	<input type="checkbox"/>	<input type="checkbox"/>
5. Lose your temper.....	<input type="checkbox"/>	<input type="checkbox"/>
6. Stick to the subject.....	<input type="checkbox"/>	<input type="checkbox"/>
7. Discredit the speaker.....	<input type="checkbox"/>	<input type="checkbox"/>
8. Fidget.....	<input type="checkbox"/>	<input type="checkbox"/>
9. Listen to the “big picture” the total Message.....	<input type="checkbox"/>	<input type="checkbox"/>
10. Jump to conclusions.....	<input type="checkbox"/>	<input type="checkbox"/>
11. Daydream.....	<input type="checkbox"/>	<input type="checkbox"/>
12. Determine the purpose of the message.....	<input type="checkbox"/>	<input type="checkbox"/>
13. Interrupt.....	<input type="checkbox"/>	<input type="checkbox"/>
14. Develop patience.....	<input type="checkbox"/>	<input type="checkbox"/>
15. Ask questions to clarify.....	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|--|----------------------|----------------------|
| 16. Concentrate..... | <input type="text"/> | <input type="text"/> |
| 17. Finish the speaker's sentence..... | <input type="text"/> | <input type="text"/> |
| 18. Continually look at your watch..... | <input type="text"/> | <input type="text"/> |
| 19. Repeat the message..... | <input type="text"/> | <input type="text"/> |
| 20. Write everything down..... | <input type="text"/> | <input type="text"/> |
| 21. Have a blank expression/no response at all..... | <input type="text"/> | <input type="text"/> |
| 22. Rush the speaker..... | <input type="text"/> | <input type="text"/> |
| 23. React responsively with a nod of the head, a smile or a Frown..... | <input type="text"/> | <input type="text"/> |
| 24. Pretend to listen..... | <input type="text"/> | <input type="text"/> |
| 25. Mentally summarise what is being said..... | <input type="text"/> | <input type="text"/> |
| 26. _____ | <input type="text"/> | <input type="text"/> |
| 27. _____ | <input type="text"/> | <input type="text"/> |
| 28. _____ | <input type="text"/> | <input type="text"/> |
| 29. _____ | <input type="text"/> | <input type="text"/> |
| 30. _____ | <input type="text"/> | <input type="text"/> |



Barriers of communication and how to cope with it

The failure to see the need to communicate is the greatest barrier of all. It isn't that we communicate poorly but that we do not communicate at all. How often have we said or heard others say, "I didn't think it was necessary to tell them", or "I assumed they would know that", or "Can't they draw their own conclusions?"

The "failure to see the need barrier" provides fertile ground for the grapevine or *informal news*. In the absence of accurate information, rumours start and spread fast. Contrary to what any writers say, the grapevine is not a good means of communication. Everyone can, without much effort, think of several examples of rumours spread through the grapevine that grew out of all proportion simply because somebody did not see the need to give the correct information through official channels.

As we consider the numerous communication situations we face daily, our ultimate goal should always be to create understanding. How often, when we have written a memo or a report, do we check it for the possibility that the receiver might misunderstand what we have intended? Do we work at listening to others, knowing that unless we do we are short circuiting communication and preventing understanding? When uncertainty clouds our communication, do we build in the feedback needed to clear the atmosphere?

The way we think determines the way we act. We can be the person who improves communication in our Vocational Centres, or we can blame everyone and everything for the communication failures around us.

As managers we should encourage free and open communication. Certain behaviours make colleagues defensive and they will not be willing to communicate. On the other hand, certain behaviours build a supportive climate which will encourage others to communicate.

The following guidelines will help you to build a supportive climate:

- We should not be seen as blaming others all the time.
- Encourage others to participate in finding solutions to problems rather than trying to change or control their behaviour.
- Respect the feelings of others. Try to see their problems as they see them (empathy).
- Avoid emphasising your superiority. Try to be equal partners.
- Be flexible. Be willing to respect and accept the ideas of others.

Activity 3:

Name:..... Date:..... Signature:.....

In relation to the communication process, reflect on your experience in your own Vocational Centre. Give an example of a *communication break down* that occurred and put your own proposal of how you would try to improve the communication process again.

Feedback

There are five elements in the communication process:

- the **Sender/Communicator**,
- the **Message**,
- the **Channel** for transmission,
- the **Receiver**,
- the **Feedback**.

It can be simply summarised as:

WHO ? SAYS WHAT ? IN WHAT WAY ? TO WHOM ? WITH WHAT EFFECT

Senders are the ones who start the process. They have the idea, they code the idea (usually in words) to make a message, then they send the message through the appropriate channel.

Receivers listen to the words and interpret them. This is why common understanding of what the words mean is important. Feedback is the technique by which we ensure that this common understanding has been achieved. **Further readings, see appendix II.**

On the one hand, it is important to understand the feedback process, but on the other hand, it is just as important how the feedback is provided. Here are some rules that may help feedback providers as well as feedback receivers to use the feedback tool in an efficient way:

Diagram 2: Feedback Provider and Feedback Receiver

FEEDBACK PROVIDER	FEEDBACK RECEIVER
Don't judge but provide your personal impression.	Consider feedback to be a chance and an opportunity to learn.

Deal with an attitude in a given situation; don't generalise.	Don't utilise information against the provider; don't feel offended.
Provide clear, comprehensible and precise feedback information.	Don't react prematurely with defensive arguments.
Provide facts and impressions regarding you and the "opponent".	Be relaxed and listen carefully, don't interrupt.
Treat facts and impressions separately.	Clarify feelings and impressions of the provider (ask eventually for a separate bilateral dialogue).
Never provide personal impressions regarding people being absent.	Encourage the provider to formulate his impressions and ideas regarding desired attitudinal changes.
The feedback receiver ought to have the chance to express his opinion.	A good feedback always provides valuable information which needs to be taken positively.

More on feedback, see appendix III.



Networking

The Benefit from Creating Links

So far we have talked about communication and the importance of information exchange in our daily lives. Communication skills are even more valuable when it comes to networking, which could be described as linking people, resources, skills, knowledge, needs of people, etc. together in order to benefit from other people's experience or skills, or, to team up a group of people with the same interest to work in joined forces on a certain project.

It cannot be only the boss of an organisation, the secretary of a government department or the manager of a Vocational Centre, who is supposed to practise networking. In our situation it may be, as well, a class captain who is in charge of tool distribution and who consults other class captains from other trade workshops of his own, or any other Vocational Centres, just to find out the best way of getting his assignment done in the best possible way.

Activity 4:

Name:..... Date:..... Signature:.....

The girls' section of Malolo Vocational Centre (MVC) will very soon celebrate its 10th anniversary. Mrs. Kuk, the senior staff of the Home Economics Section, is in charge to plan an open day to attract parents, community members, representatives of churches and local businesses, in other words, as many people as possible, to come and see what is happening in the girls' section of MVC.

To allow it to become a real promotion success, Mrs. Kuk wants to properly advertise the celebration. She plans to sell tailor and baking products to boost centre profits. Visitors will be guided around the tailor workshop, the bakery and the classrooms to enjoy a close look at the existing training facilities. The idea is to encourage parents to enroll their daughters next year in the centre.

She does not like to rely too much on the support of the centre manager as he is a busy person with a lot of other commitments. She knows that she has to do a fair bit of networking in order to get support, information

- Somebody who is excellent in networking might be able to offer you this service while **neutralising** other team member. If this occurs – talk about it.

Activity 5:

Name:..... Date:..... Signature:.....

Come up with some more proposals which could contribute to excellent networking.

Meetings

What is my personal feeling when I think of tomorrow's staff meeting in my Vocational Centre? Am I looking forward to enjoy free tea and coffee served with nice coconut cream biscuits and oven warm scones, baked by the centre's bakery? Or do I feel sleepy just thinking of it and I wish I were somewhere else tomorrow? Maybe I have some good ideas about a new project for the centre, which I am keen to share with my others colleagues. Or I simply feel tired of a lot of talking without action!

Whatever your own answer might be right now, there are many factors which determine the personal perception of how useful meetings are. A few are listed below:

- What is **my personal expectation** and approach towards meetings?
- **How do meetings happen** in my Vocational Centre?
- **What happens** there (apart from talking and having tea)?
- Does everybody get a **chance to talk** – do **other staff listen**?
- Are the **right people** present in the meeting to discuss today's issues?



Activity 6:

Name:..... Date:..... Signature:.....

Think of at least five good reasons of having meetings in your Vocational Centre.

Why have meetings?

There is no need to have a meeting for everything because there is simply not enough time for that. On the other hand it can be very useful or even appropriate to convene a meeting for a special purpose or a series of meetings at regular or irregular intervals over a longer period – whatever the need is. The purpose may be opinion seeking from other staff members (remember: *networking*) on critical issues, or doing team planning for the centre's future, or any other important reason.

And there are times that there simply has to be a meeting convened, e.g. for financial budget planning purposes or for keeping the centre's Board of Management (BoM) informed about the latest development in finance, education or physical improvement of the institution.

By the way; regular BoM meetings are one of the most important features of a healthy and well run Vocational Centre.

Another important feature of having a meeting is the approach to encourage decision making in teams. Staff which will be later affected by decisions made in a meeting, have got the opportunity to contribute their own ideas, concerns or visions to the whole team at the very time that the decision is made. If there is consent, we also talk about an *ownership-feeling*, where the person involved in the decision-making feels part of the work, project or organisation. This eventually may contribute to the future performance of the respective instructor, student or ancillary staff.

As mentioned before there cannot be a meeting for everything and everyone at any odd time. So, even though we talked about some very positive arguments for decision making in teams, there are also disadvantages which have to be kept in mind. For example, even in a well functioning and highly performing team there are situations where the responsible or accountable person (usually the manager, teamleader, head of division, etc.) has to make a firm decision on his/her own.

Let us have a look at advantages and disadvantages of *team decision making* for further contemplation:

Advantages

- A team of people will have more knowledge, experience and specialised skills than any single person.
- When the staff members, who have to implement the decision, have been involved in making that decision, then they might be enthusiastic about putting it into operation successfully.
- Staff motivation, purpose and achievement become much stronger when there has been real involvement in decision making.
- Team discussion helps each member to realise how she/he can best help implement the decision. This strengthens co-ordination.

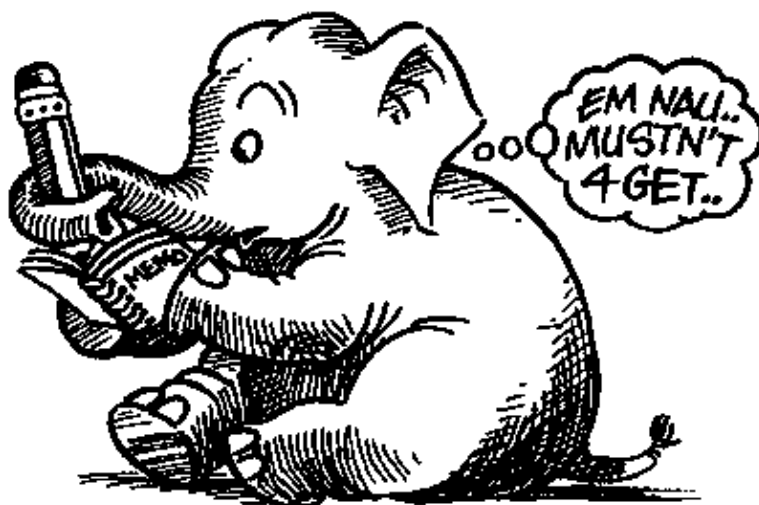
Disadvantages

- If the team is too large, then only a few members will get a say. Other members will soon feel that their time is being wasted.
- If a team decision is a compromise then it might be a poor decision. Some people will feel resentful because they feel that their point of view was not fully understood.
- Often people will keep quiet when there is a topic which they do not understand, or know little about. They keep quiet, so as to not appear foolish. Later, they may have a lot to say about a point which they do understand – even though it is not very important. They want the others to think that they are contributing properly. The others usually feel that their time is being wasted.
- Sometimes meetings or committees do not work as effectively as an individual decision maker. Some things can be best decided and actioned by a single person.

As a result it can be said that depending on the situation, we will have to use both individual and team decision making techniques. For a person in a managing position, however, it is very important to understand

the principle of ownership—feeling in regard to her/his team, as they are the ones supporting him/her to achieve the overall goal achieved.

And remember: GOOD MEETINGS MAKE DECISIONS



Professional Meeting Procedures

Meetings should help us to get our work within the institution organised, our problems at the workplace solved, important information exchanged or new ideas discussed within our team.

If meetings turn out to be nothing else but time wasters then there is definitely something wrong. There are many points to be considered and kept in mind by the person responsible for the organisation and convention of a meeting. However, any participant as well plays an important role if our intention is to have a fruitful meeting with concrete results.

Never go unprepared into a meeting. This statement is very simple and very true. It applies to the meeting organiser, the chairperson as well as any invited participant. So it does not matter whether you are the meeting's moderator or a meeting participant; everybody should be concerned about the statements listed (open ended) below:

- Be well-informed before the meeting starts (e.g.: about purpose).
- A protocol (minute) containing decisions, agreements and results is available.
- Time has to be used effectively and efficiently for all.
- Good results are achieved in a good atmosphere.
- Make sure minutes are taken and decisions made are written down in exactly the way they were agreed on.

Activity 7:

Name:..... **Date:**..... **Signature:**.....

You are given the task to organise the next staff meeting in your Vocational Centre. **Please list important activities which should take place before, during and after the meeting.**

Conflict Resolution – Solving Communication Problems

One of the most challenging tasks of any leader is how to deal with interpersonal conflict and intergroup conflict. There is no consensus on the specific definition of conflict, but for the purpose of the course we will use the following:

'Conflict is the pursuit of incompatible goals'

Two things are essential to any conflict:

1. Divergent (or seemingly divergent) views.
2. Incompatible views.

Underlying causes of conflict.

There are three underlying causes of conflict:

- Feeling that our needs are not being met.
- Insecurity.
- Personality differences.

Conflicts can always happen

Conflict will occur in any organisation that is undergoing reform or change. This is not always a negative. At some stage when change is occurring, people have to confront their own current views and directions and compare with the new goals and directions if they are ever to move on from the 'obsolete' and take on new direction. Conflict is therefore inevitable.

Conflict is different from attacks which of course can arise out of conflict. Attacks are characterised by such behaviour as:

- Focus on person(s) rather than on an issue.
- Use of hateful language.
- Dogmatic statements rather than questions.
- Fixed view.
- Use of emotional terms.

Conflict in groups is inevitable, because individuals within the human social system are interdependent but all are essentially different and are engaged in a constant struggle of defining and redefining their interdependent relationships.

Activity 8:

Name:..... Date:..... Signature:.....

Describe an incident of conflict within a group that you have been involved in as a VC staff.

Conflict in itself is neither good or bad. It may end up being constructive or destructive. Whether conflict leads to destruction depends upon the way it is treated.

In other words how leaders perceive and deal with conflict is what is important. Essentially there are two approaches people tend to take with conflict which can lead to conflict becoming destructive. They are to:

- to ignore it and hope it goes away
- to get angry and over-react

It is important that when a leader senses that there is a conflict arising that it is addressed early. This means using your *people skills* to work with those where conflict is arising. Seek the perceptions, feelings and understandings of people on both sides of the impending conflict. Listening skills are important. You must be able to listen to both sides.

As leader you need to be sure that the situation is one of conflict and not of poor communication, misunderstanding or one of attack. Most often what appears to be an impending conflict is in fact a misunderstanding. This can be dealt with, by setting explicit goals and improving communication.

Conflict resolution should be seen by the leader as an opportunity to solve problems and improve the work situation.

Dealing with conflicts

THE HOT CONFLICT

Characteristics of “hot” conflicts:

- The starting point of the conflict parties is expansive: each wants to increase his own sphere of influence and to increase the number of his supporters.
- The goals in the conflict are “achievement goals”: each party wants to achieve the constructive realisation of his own ideals.
- The conflict parties are dominated and fuelled by their own ideals.
- The conflict parties are convinced of the honesty and purity of their respective motives. Each idealises his own motivation, ignoring negative aspects (“blind spot” towards own motivation).
- Each party aims to convert the opposition party to his ideals.
- Parties seek to meet, do not shy away from clashes.
- Strong emphasis on leader-personalities.

Dealing with hot conflicts:

- Confrontation-meetings are a good idea because the conflict parties are themselves seeking an encounter and are keen to carry out the conflict on an “open stage”.
- First clarification of the relationship between the parties, then work can start on factual or organisational aspects.
- Concentrate on clarification of the two sides' appreciation of each other, of their attitudes and behaviour patterns.

THE COLD CONFLICT

Characteristics of “cold” conflicts:

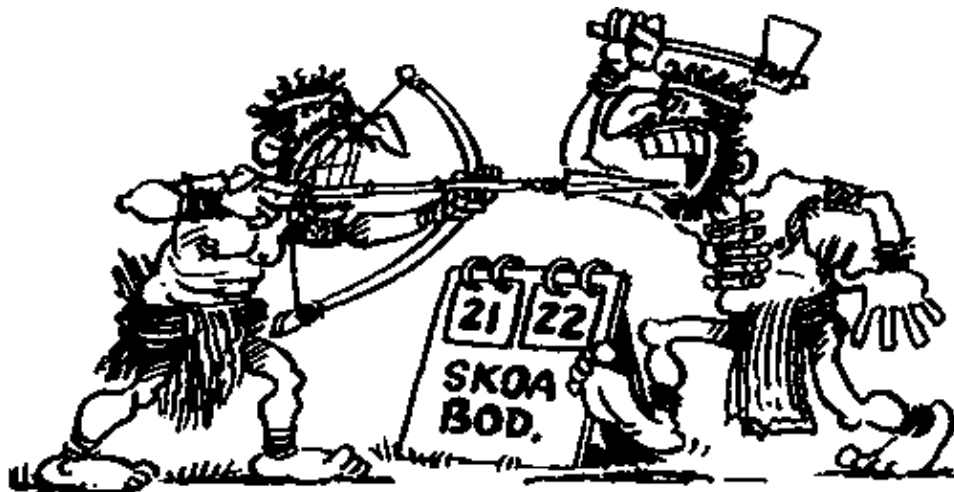
- The dominant basic feeling is one of deep disappointment and disillusionment as well as a social fatalism; little hope that the situation can be changed.
- The parties lack a positive self-image and shared ideals; there is nothing to which they can react positively or enthuse about.

- Swift spread of fears and negative expectations.
- Leadership vacuum: positive models to relate to do not exist or are not accepted.
- Standardised rules and methods of procedures increasingly gain significance.
- Social erosion: everyone flees from everyone else, avoids the need to communicate. Encounters are marked by icy climate and halting communication.
- Intrigue—strategies with the goal of causing lasting damage to the opposing party rather than open confrontation.
- No self–deception, motives are openly expressed in sarcastic form.

Dealing with cold conflicts:

- Before beginning a direct confrontation, first create a solid foundation.
 1. Help parties to accept themselves: re–establish actors' or groups' feelings of their own worth, recognise groups' "positive aspects", praise them and appeal to them.
 2. Lay bare the situation: identify what expectations exist concerning further development in the near future and what sort of damage will be caused.
 3. Draw attention to and change the avoidance structures and kinds of behaviour that have arisen.
 4. Adopt relationship of direct "face to face–communication".

For more detailed information please look at the readings of **Appendix VIII**.



Main Ideas

- a) **Listening** plays a very important part in the communication process.
- b) The failure to see the need to communicate is the greatest communication barrier at all.
- c) Use other people's skills and knowledge, link people and resources – practise networking.
- d) Sometimes, working in a team, all you will be able to achieve is acceptance, not agreement.
- e) Remember: **Good meetings make decisions.**

f) Conflict resolution should be seen by the leader as an opportunity to solve problems and improve the work situation.

Appendix 1: Listening Skills

1. Active Listening

When someone is speaking to me I will look at the person, observe his facial expression, tone of voice and posture. I will indicate by words or expression that I understand him.

2. Seeking Clarification

When I am listening to someone I will ask for clarification of ideas that are not clear to me.

3. Willingness to Listen

When I am listening to someone I will let him decide what and how he wants to share with me. I will communicate my willingness to listen by non-verbal means.

4. Postponing Attention

When someone wants to talk to me, and I am unable to listen as well as I would like,

I will

- + explain my inability,
- + express my interest in listening later,
- + arrange for a suitable time.

5. Summarising

When I am listening to some important message I will summarise the main points. This will ensure that I get the right message.

6. Respecting Feelings of Others

When I listen to someone I will respect the speaker's feelings and behave in a way consistent with her/his mood. I will show respect for the speakers feelings.

Benefits of Effective Listening for Managers

- 1.) A good listener makes better decisions because she/he gets better information.
- 2.) A good listener saves time.
- 3.) A good listener helps the speaker to speak better.
- 4.) A good listener rarely misunderstands.

Appendix 2: Feedback

The process of feedback can be broken down into primary and secondary levels; it can also be positive (common understanding has occurred) or negative (communication breakdown).

FIRST LEVEL FEEDBACK		SECOND LEVEL FEEDBACK	
Positive Feedback			
Receiving	– Decoding	– Agreeing or Accepting	– Acting
I have received your Message	I understand your message	I agree with your message. I'll do what you request	I have just done what you asked

Negative Feedback			
Blockage	– Decoding Problem	– Persuasion Problem	– Action Ending Breakdown
No response at all Indicating message not Received	I don't understand	I understand your message but I don't agree	I understand and I agree but I cannot do what you request (or I have not done it yet)

Sometimes all the stages of effective feedback will not be consciously worked through. For example, we often miss the first level feedback and go straight to action with people that we know, trust and have worked with for a long time.

But, by being aware of all the stages you will be able to analyse any problems that may occur and decide on the appropriate action. For example, if your receivers understand your message, but do not agree with it, repeating or rephrasing the message will be a waste of time. You will need to discover why they don't agree and change their minds through persuasion.

HINT: Sometimes all you will be able to achieve is acceptance – not agreement.

Appendix 3: Feedback – DON'Ts and Dos

DON'Ts	DOs
talk too much	explain your point of view in a simple and comprehensive form and only when it's your turn in group discussions
"crash doors" and proceed too fast	understand the ideas and the emotions of others while reinforcing your ideas with concrete examples
oppose or avoid problems with other team members	identify and analyse problems ("What will this mean for our team?")
create hopes for future understanding which are not justified	come to common terms with the one to whom you are providing feedback
use a paternalistic tone	discuss like a grown-up and a conscious human being
not take the discussion process seriously	explain to all other team members that you take this process very seriously and that you are ready to devote all the time required to find a solution
use contradictions in your arguments	know if the others perceive you as a contradictory (wo)man. Try to clarify all the identified contradictions (if any)

Appendix 4: Staff Meetings

General staff meetings should be held on a regular basis and minutes should be carefully taken. They are the forum for communication and discussion within the staff.

Regular, perhaps fortnightly, meetings must be a part of the centre timetable. The staff meeting should be structured so that it is short and business-like. It must allow maximum participation of base level staff. A set order of agenda and the appointment of one member as secretary allows efficient organisation and continuity. The manager is usually the Chairperson. It is good experience for each member of the staff to take turns as the Chairperson and Secretary, though some training may be needed. This is a very good opportunity to in-service staff on conducting and taking minutes of the meeting. Steps should also be taken to avoid loud and domineering staff members from monopolising these meetings.

The agenda should be open to all matters of concern, including professional, administrative, and moral matters. However care is required to ensure that principles rather than personal issues are discussed at staff meetings. The manager and chairperson of the meeting need to control agenda items to ensure that this is so.

Personal matters should be handled in private interviews.

The role of the manager in the staff meeting is often to listen, and to provide clear direction and interpretation of centre policy concerning the issues being discussed. A business-like approach, confidentiality, and accuracy in recording meeting minutes are required.

The staff meetings and its resolutions should not dictate centre policy, but they should be given serious consideration when school policies are being determined. The manager states this clearly when necessary, but must also demonstrate an openness to suggestions and a willingness to take this into consideration. Issues raised at the staff meetings should receive consideration. It can be discussed in the next meeting or can be discussed in the general business.

The manager should avoid being pressured into making hurried decisions. Often decisions thought out more carefully, considering the issues and their implications will benefit the majority.

Reference From: Handbook for Vocational Centre Managers

Appendix 5: Additional Notes on Meeting Procedures

THE AGENDA

An Agenda is necessary to:

- Bring the work to be done before the meeting
- Establish the order of proceeding
- Inform members in advance about matters to be discussed in the meeting
- Ensure no item is missed out

A SAMPLE AGENDA

1. Opening of meeting
2. Apologies
3. Welcoming visitors
4. Confirmation of the previous meeting minutes
5. Matters arising from minutes
6. Correspondence inward
7. Correspondence outward
8. New items to be discussed
9. Date and place of next meeting
10. Closure of meeting

QUORUM

A quorum is the minimum number of persons who will constitute a meeting. The constitution of the group determines the quorum. It should be large enough to be representative and small enough to be obtained.

MINUTES

A correct record of the proceedings of the meetings must be kept by the secretary. The minutes provide the organisation with:

- A record
- A reference
- An attendance record
- Reports on matters of importance
- A legally acceptable record of proceedings.

The minutes must be confirmed by the next meeting.

THE SECRETARY'S DUTIES

- To issue notice of meeting.
- To arrange the meeting place.
- To prepare the agenda.
- To record the minutes.
- To write letters on behalf of the meetings.

DECISION MAKING IN MEETINGS

1. A motion which has been moved and seconded is the property of the meeting and must be determined by a vote of members present unless:

- it is withdrawn by permission of mover and seconder and consent of the meeting.
- An amendment is moved and seconded.
- A formal motion prevents further discussion.

2. The mover of a motion has the right of reply, which terminates all discussion. There is no right of reply to an amendment.

Appendix 6: The Chairperson's Job

The Chairperson must **lead** and **guide** the meeting. She/he must be both strong and firm. She/he should have the respect of the members at the meeting so that her/his instructions are obeyed.

She/he must be fair to all members. She/he must be able to know how to stop a person from talking too much – without making her/him **feel cross or ashamed**.

The Chairperson will have to:–

- 1) Keep people quiet – particularly when a member “has the floor”.
- 2) Decide who will speak.
- 3) Give priority to managing the meeting – for that is her/his job! She/he must not argue with members. She/he can decide just how a topic will be discussed but the group must **be led to making a decision for itself**.
- 4) She/he must sit where she/he can see everyone, and everyone can see her/him.
- 5) Get the group to make decisions.

The Chairperson is usually addressed as Missis or Sir or Mrs. Chairmadam or Mr. Chairman. The Chairperson can tell a member to stop speaking, that she/he is speaking out of turn, that she/he is not speaking to the point under discussion – or if a member behaves badly then she/he/it can ask that person to leave the meeting.

If the meeting has an agenda – and it should have one – then she/he must stick to that agenda. Each item should be discussed in turn. Irrelevant discussion should be stopped promptly.

The Chairperson should not prevent discussion on a particular issue, but she/he must see that all discussion is relevant and directed towards making a good decision on that issue.

Remember: GOOD MEETINGS MAKE DECISIONS.

Appendix 7: Possible Format for Minute Taker (Secretary)

Minutes of

Location: _____
 Venue: _____
 Participants: _____ (see list below); Discussion leader: _____
 Date: _____ Time: _____

Agenda	Participants
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

(eventually attach extra sheet)

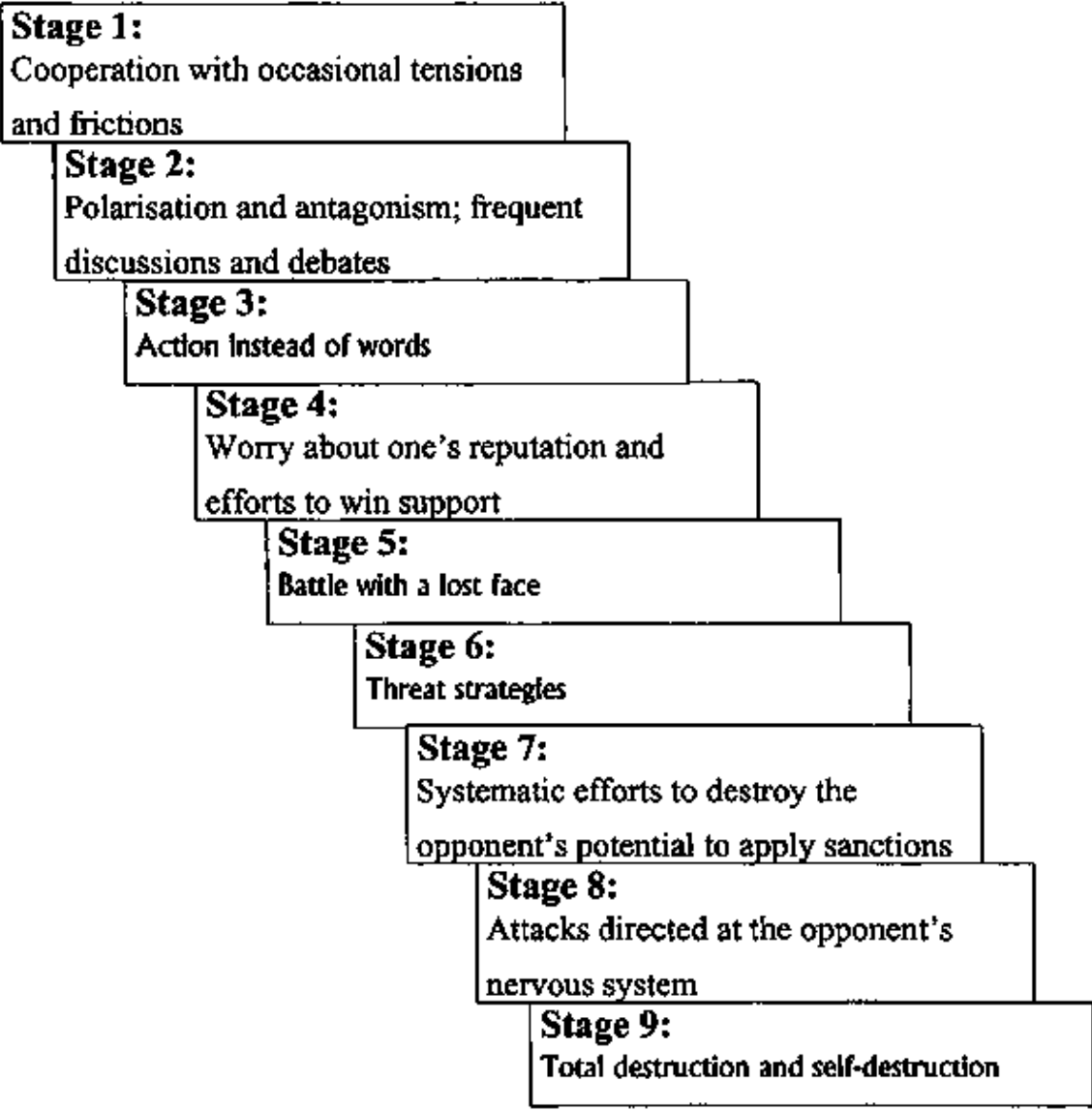
Writer of the minutes: _____
 Approved by: _____

Agenda/Time	Discussion	Responsible Deadline

List of participants:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Appendix 8: Escalation Stages of Conflicts



Unit 3: Supervision & Staff Development



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Give good reasons for having a supervision process in place in your VC.
2. List and explain the 5 basic principles for supervisors.
3. Understand and help to improve the staff development process at vocational centre level.
4. List at least five important reasons why to conduct staff appraisals.
5. Explain “Delegation” as an important management tool and how tasks are correctly delegated.
6. Name the six steps of delegation.
7. Apply basic delegation procedures after having done a delegation exercise.

Supervision

Supervision as an integral part of Staff Development

Supervision has to be seen from at least two different angles. First, as a tool to maintain already set and agreed upon performance standards in an organization or company carried out through evaluation and inspection in order to make judgments about work efficiency.

At the same time as a mechanism which should enable colleagues to become more self-reliant in their respective area of responsibilities (e.g. workshop management, financial management of VC, boarding duties, etc.); a mechanism that operates by seeking information and by giving appropriate assistance in order to support others to solve their problems so that they can get their job done satisfactorily.

Thinking of initiating or reviving a supervision system, we should remember important issues that we have already discussed in our course in previous units, especially the principles of effective motivation, communication and teamwork. We also have to consider *supervision* rather as an ongoing process than as an enacted set of procedures, because professional requirements, policies and standards are changing constantly (e.g. education reform).

Activity 1:

Name:..... **Date:**..... **Signature:**.....

State your personal perception and views of supervising others:

of being supervised by others:

All our schools undoubtedly need a system that enables all staff to meet one-to-one with senior staff or the centre manager at an agreed frequency – and we do not talk here about staff meetings – apart from the usually rare visits of VC Inspectors. These systems are very often not effectively practised but only recorded

on a duty statement somewhere in the archives. Absence of such meetings can quickly lead to the build-up of misunderstandings, differing perceptions and poor relationships. The main purpose of supervision and staff development is to provide a framework within which managers and staff can:

- review work progress
- clarify priorities
- praise success
- deal with problems
- review areas where performance improvements are required
- raise personal concerns

One-to-one supervision meetings should therefore clarify how the individual is progressing towards achievement of the desired outcomes and whether the centre has provided the necessary support and resources.

Establishing a supervision system should involve both the staff who are required to provide supervision and the staff who will receive it. Their participation helps to build commitment to the supervision process and to incorporate it into everyone's work routines. Ideally, it should become part of the accepted culture that everyone expects to receive supervision.

Supervising in order to develop people

A very important aspect in the process of supervision is that people not only need to be told whether they have done well or not but we actually have to keep in mind that we want to help our colleagues to develop their professional skills and abilities.

Organisations depend, more than anything else, on the quality of their people. Developing their skills and abilities is consequently a critical, and often forgotten, management task. Organisations that strive to develop the capabilities of their staff attract more talented people who grow personally and perform to higher standards. Organisations that neglect this crucial area have higher staff turnover, a less motivated workforce and achieve less with the resources at their disposal.

Supervision is concerned with:

- managing people to perform their work tasks
- providing a structured opportunity to review progress and problems

Developing people is concerned with extending their skills and experiences:

- to enable them to be more effective in achieving the organisation's goals
- to give them opportunities for personal growth.

How to supervise

There is no written format telling us how supervision should happen in a "correct way". It depends on the culture of the organisation and whether supervision is given a high priority and is accepted by all concerned parties involved, or it is simply understood and used as a channel of command by the managers.

However, to be successful in a supervisory role one has to be able to work with people, to develop procedures that lead to an improvement (e.g. in the teaching-learning-process), contribute to the professional development of staff, and choose an approach which is based in trust and not in fear. It has to be ensured that the results expected are achieved – or to find out why they have not been achieved.

There are 5 Basic Principles for Supervisors which should be kept in mind:

1. Provide clear directions:

If staff are unclear about what you want (them to do), they tend to lose confidence in you, they become unsure and demotivated.

2. Let people know how they are going

People like to know whether they are doing a good job or not.

3. Give credit when due

People need recognition and positive reinforcement.

4. Involve people in decisions whenever possible

It increases confidence and productivity.

5. Be approachable

You have to actively create a non-threatening atmosphere.

and there are helpful *Supervisory Skills* we should be aware of:

- be an active listener
- be a good observer
- use empathy
- be flexible
- use encouragement
- be good in summarising
- believe in mutual learning
- practice helpful questioning
- be a good planner
- use the “right timing” (be sensitive)

Developing a Centre Supervisory Policy

The task of generating a supervisory policy, accompanying guidelines and procedures at the centre level is constantly challenging. Consistent with the principles of motivation theory, centre managers – together with senior staff – should develop a supervisory policy which maximizes the involvement of all staff in the process so as to ensure that it is directed towards goals that are consistent with the goals and objectives already set for our own institution as well as being of value to each staff in the centre. **Please see appendix I and II.**

Activity 2

No name required!

Record in the boxes the number that best describes your beliefs about the following statements. Give an honest account for each issue.

KEY: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

<i>A supervisor should.....</i>	YOUR RATING
1. Treat all staff members equally in every way.	<input type="checkbox"/>
2. Give some staff members more attention than others.	<input type="checkbox"/>
3. Criticise those who make mistakes.	<input type="checkbox"/>
4. Refrain from supervising competent or experienced staff.	<input type="checkbox"/>
5. Concentrate on the big problems and ignore the little ones.	<input type="checkbox"/>
6. Feel justified in losing their temper occasionally.	<input type="checkbox"/>
7. Always say exactly what he/she feels.	<input type="checkbox"/>
8. Engage in highly emotional discussion in order to solve the problems.	<input type="checkbox"/>
9. Encourage teachers to express their feelings in the way they wish.	<input type="checkbox"/>

10. Encourage staff members to discuss personal problems with him/her.	<input type="checkbox"/>
11. Not become too involved in the activities of the school.	<input type="checkbox"/>
12. Not assume that teachers are not influenced by his/her attitudes.	<input type="checkbox"/>
13. Make allowance for teachers in school with limited resources.	<input type="checkbox"/>
14. Try and prevent any changes which require a lot of work.	<input type="checkbox"/>
15. Find the one best way to get things done and make sure that things are always done this way.	<input type="checkbox"/>
16. Avoid failure at all costs.	<input type="checkbox"/>
17. Keep certain kinds of information confidential.	<input type="checkbox"/>
18. Seek instructions from the relevant education authority on all occasions so that the job is done without mistakes.	<input type="checkbox"/>

Staff Development in Vocational Centres

Centre-based professional development is becoming increasingly important for instructors, especially where opportunities for other forms of inservice are limited. The centre situation provides direct opportunities (e.g. resources and facilities are often available) for staff development programmes at different levels such as classroom or workshop teaching, centre management or workshop management, development and implementation of short courses, community relationships and many more.

From previous experience, in many cases inservice programmes at vocational centre level have been rated as ineffective or unsatisfactory by participants as well as by organisers. Often the lack of funds is cited as the major obstacle but evidently there is also a need of guidance which could support the planning and implementation process of inservice programmes. Vocational Centre Managers and Vocational Centre Inspectors undoubtedly play a vital role in acquiring and disseminating relevant information (e.g. update on education reform, CBT – approach, policies on short course programmes), securing resources (e.g. local professional resource persons, equipment and materials needed, funds) or communicating with education authorities in order to address their centre's staff development needs and plans. They should also in co-operation with VC staff, conduct an analysis of the professional development requirements of the staff members of their centre. This is a prerequisite of the staff development planning process.

On the other hand, staff development will only become successful if the people who are going to receive the training, are motivated and open to such a process. The extent to which individuals develop depends ultimately on their own motivation, attitude and willingness to learn. In more concrete terms it could be said that there has to be a certain desire on behalf of the staff to grow professionally and there has to be a vision that the acquired knowledge and skills will finally improve the quality of vocational education and training and subsequently the situation of the people who participate in vocational training courses.



NOTE: More specific information can be obtained from the “Staff Development Policy Statement” (Department of Education, Papua New Guinea, 1989) available at SDU.

Staff development, therefore, is a broad concept which includes, for example:

- Equipping instructors to accept a greater degree of personal responsibility for their own professional practice.
- Providing opportunities for instructors to develop existing skills and to acquire new ones.
- Encouraging a collegial atmosphere – where obtained knowledge should be shared with colleagues – as part of the centre culture.
- Making use of already available resource in the centre and local professional knowledge (from centre instructors or members of the surrounding communities).
- Putting the Centre Manager and the VC Inspector into a pro-active role in which they initiate and support the staff development process at the centre.
- Having a vision of improving the quality of vocational education and training; a vision that all involved stakeholders should share.
- Conducting an analysis of the professional development requirements of the centre staff.

Activity 3:

No name required!

Why did I become a VC Instructor and what would I like to contribute to make my vision happen?

What skills and knowledge do I lack according to my personal needs analysis and how (strategy) can I obtain them?

Staff Performance

About Performance Appraisal

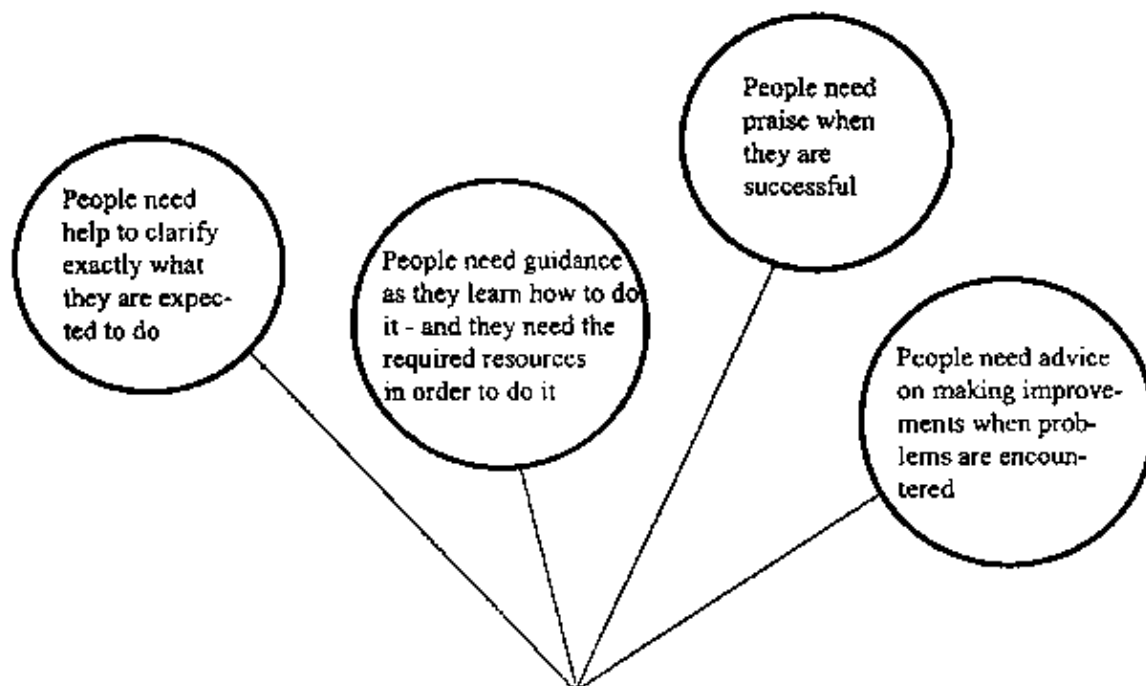
Performance appraisal compares an individual's job performance to standards (e.g. duty statements according to defined work level standards, extra curricular duty statements, job descriptions, etc.), or objectives developed for the individual's position. It is one of the manager's or inspector's most important and difficult task. Most supervisors admit that it is not easy to judge a colleague's performance accurately, and often it is hard to convey that judgement in a constructive and painless manner to the person to be appraised.

At the same time there is an evident need to carry out thorough review; on the one hand, of each instructor's performance, and on the other hand, of the support that the organisation (or in our case, the education system) has provided to support the expected performance.

Whether it is an annual or a more frequent event, it should not simply be an one-sided appraisal of each staff but a dialogue between staff and their managers or inspectors in order to allow both parties to:

- discuss each other's strengths and weaknesses in a blame-free environment;
- review past performance;
- agree targets for the coming period;
- establish training and support requirements;
- review personal-development opportunities.

It has to be pointed out clearly that the appraisal process should be an instrument for supporting, helping and motivating staff rather than controlling people, and therefore the approach taken should be similar to the one of staff supervision. Thorough appraisal value should be added to the organisation.



Four Important Features in the Appraisal Process

Informal Appraisal in Vocational Centres

The term *informal appraisal* means the continual process of feeding back to colleagues information about how well they are doing their work for the centre. Informal appraisal is conducted on a day-to-day basis. The centre manager or senior instructor spontaneously mentions that a piece of work was performed well or poorly, or the instructor stops by the manager's or senior instructor's office to find out how a particular piece of work was received. Due to the close connection between the behavior and the feedback on it, informal appraisal quickly encourages desirable performance and discourages undesirable performance before it becomes ingrained. Colleagues at all levels must perceive informal appraisal as an integral part of the centre's culture. **Read more about appraisals in appendix III**

NOTE:

Up-to-date information – like rules and regulations – on the formal appraisal system (e.g. advisory or inspection visits by the VC Inspector), as well as information on the *Performance Based Salary Structure (PBSS)* and promotion/demotion procedures can be obtained from the *Office of the Superintendent/Technical & Vocational Inspections* (according to the latest structure, DOE) or the regional inspector. The latest version of *duty statements for VC Instructors*, for all levels, are included in the *Joint Secretary/TSC Circular No. 4/1997*.

Delegation of Tasks

Why delegate at all?

Delegation is the art of sharing work among the team, giving people the freedom to make decisions but retaining responsibility for achievement of the task.

It is the skill of giving people additional responsibilities that are within their abilities, and providing appropriate advice and support until that person is able to take greater responsibility for the task.

The amount of work that can be delegated depends on the person's experience, the confidence of the manager and the risk attached to the task.



In other words, delegation can be described as entrusting an activity or task to another team member by describing the desired result but leaving the method of reaching the goal in the hands of that person or by giving the staff the right to make your decision for you. In this way, inevitably, the staff's decision becomes your decision. If mistakes are made, they are also your mistakes. If your colleague does it well, it reflects on you. Personal growth is one of the prime objectives in delegation – but growth cannot be realized, unless freedom of action is allowed.

Before a colleague will accept the duty you want to delegate, the person will want to know:

1. The relevance of the task to the common goal
2. Exactly what is expected from him/her:

- how will they be judged *successful*,
- what must they do,
- when and
- how well.

3. The person must want to do the task. If they really want to do it, they will try to do it well, punctually and the way you want it to be done.

Activity 4:

Name:..... Date:..... Signature:.....

Write down five reasons, why *delegation* is an important management tool at any level and why it is much more than telling somebody else to do a job for you:

Six Steps of Delegation

Delegation basically consist of six steps. Systematically following them will keep us from committing some common errors.

1. Determine what is to be delegated

Some kind of tasks should be delegated – some certainly not. Look at what you are doing and what you are supposed to be doing in a managing position. Discuss with your team their opinions on what to delegate and agree on priorities.

- *Typical tasks to be delegated are, for example, recurring tasks that require technical skills (Example: typing of letters, being responsible for centre vehicles).*
- *Also tasks requiring considerable detail and minor decisions are suitable for delegation (Example: doing stocktake, do the layout for graduation invitations after contents have been agreed on).*
- *However, delegation should also be considered with tasks that the staff may ultimately be expected to do. Preparing a colleague now for future job responsibilities can greatly ease the transition into a new position. (Example: train a deputy by giving him typical managerial tasks).*
- *Finally, those tasks that are more cost effective for staff to do (rather than the manager himself) should also be delegated. Although turning over these tasks to staff may initially require an expenditure of time for training, the cost saving (e.g.: the salary of a manager compared with the salary of junior staff) may be substantial over the long run. (Example: book-keeping and filing of centre records, doing the banking).*
- *Although many tasks can be rightfully delegated, there are certain responsibilities that you should keep and should not delegate. (Example: Dealing with morale and disciplinary problems, reporting to the BoM)*

2. Plan the delegation

This planning step requires answering several questions:

- *What skills, knowledge or abilities are needed to perform the task?*
- *Who possesses those qualities now?*
- *Who can be trained and how long will it take?*
- *Who is interested in doing the task?*

The questions involve selecting the right person for the job, one of the most important factors in maximising the benefits of delegation. It is recommended to draw an action plan covering WHO, HOW, WHERE and WHEN. (See Module I: Unit 2 of this handbook).

3. Discuss the delegation

This discussion should cover such points as:

- *The scope of responsibilities and authority. Give your staff the complete picture and tell them clearly what results are expected, how far they can go and how often you will check*

progress.

- Explain the importance of the job and how it fits into the work of the whole team.
- Discuss how the job can be carried out. Focus on your colleagues suggestions and ideas. Remember it is a development exercise.
- Agree on a schedule – for training and job completion.

4. Communicate the delegation

If necessary, introduce and explain the role of the delegated staff member to all colleagues who will be concerned with his/her new authority. This helps to formalise the authority and minimise any confusion that may occur.

5. Monitor progress

Establish a feedback system which shows how the person is performing on the delegated task. The information received should be current and accurate. If performance deviates from agreed upon standards then take the necessary corrective action. Remember, the more controls, the less trust.

6. Appraise performance

Evaluate performance based on the agreed standards and provide feedback to the staff member. Give credit where it is due and discuss how the task could be performed differently and how problems could be avoided the next time. Look for other potential areas for delegation.

Activity 5:

Name:..... **Date:**..... **Signature:**.....

How would you delegate the task to the Instructor responsible in the following situation?

Kange Vocational Centre has decided that tool control is an important function within their centre and has allocated a level 3 Senior Instructor position to be responsible for the coordination of tasks associated with tool control.

By the way

All we have learned and discussed about supervision, appraisal/rating and delegation we should also apply – in an appropriate manner – in our daily teaching life, dealing with trainees and course participants

Main Ideas

- a) We supervise in order to enable and develop people – not just to control people.
- b) Treat employees and colleagues as *assets* of the organisation or institution, as they are the ones who help achieve the organisational goals.
- c) Standards of performance have to be set in order to understand **how well** we are supposed to be doing.

- d) Do not expect an excellent job or result which is based on poor delegation.

Appendix 1: Developing a Centre Supervisory Policy

The following suggestions should form the basis for creating a “supervisory policy which is not confusing and has the capability of achieving its potential as a viable” working document which operates within the school.

Policy

This should be a brief, straightforward statement that outlines the basic intentions of the programme. e.g.: *the quality of instruction in “..... Vocational Centre” will be evaluated to assist in the professional growth of instructors and in the assurance of a high quality of education for each trainee.*

Guidelines

These should describe the key features of the supervisory programme. For instance, features of a supervisory programme that could be developed into guidelines include:

- 1. Who develops the policy guidelines and procedures?*
- 2. What are the rights and responsibilities of the individuals whose performance will be appraised?*
- 3. Who will be evaluated?*
- 4. Who will evaluate?*
- 5. How will the policy/guidelines/procedures be distributed and to whom?*
- 6. What criteria will be used to assess performance?*
- 7. What use will be made of the evaluation results?*
- 8. What opportunity will be provided for appeals/second opinions?*
- 9. How will the policy/guidelines/procedures be updated, and by whom?*

Procedures

These should outline the steps required to implement the supervisory policy. They will outline “who” does “what”.

e.g.: possible procedures could be:

- 1. What steps will be followed during the appraisal process?*
- 2. When will appraisals take place?*
- 3. How will observational visits be arranged and how much prior notification will be given?*
- 4. How will evaluation reports be recorded and filed?*
- 5. How will requests for second opinions be lodged?*

Appendix 2: Approaches to Supervision

It is recommended, before initiating any supervisory policy in the centre, to structure the whole field of what should be supervised or monitored and focus onto specific areas. Here is a proposal for five identified areas which could be looked into in the following manner:

1. Administrative Monitoring

This form of supervision is carried out from time to time throughout the school year and generally emphasises evaluation. It is used for the purpose of teacher certification, promotion, etc. Administrative monitoring can

take a variety of forms. A supervisor may gather information through visits from the classroom, through his/her movements around the school, through discussion with the instructor of feedback from other staff and parents. Information could also result from the instructor's behaviour, trainees' behaviour or the instructor's relationship with the trainees.

2. Clerical Supervision

This form of supervision places emphasis on the collection and evaluation of instructors' programmes of work, trainees exercise books (e.g. trade theory, trade drawing) and other examples of trainees' achievement, such as completed (practical) assignments or projects. This pattern of supervision varies in the degree to which it is systemically organised.

3. Clinical Supervision

This form of supervision is sometimes referred to as systematic, negotiated or partnership supervision. It is a sequential, cyclical process that involves face to face relationships between supervisors and instructors and involves supervision of actual professional practice. Clinical supervision uses discussion before and after the observation to identify the instructors' concerns about his/her teaching. The instructor plays an important role in deciding what the supervisor will observe and what type of feedback will be most useful. The supervisor and the teacher jointly analyse what happens in the lesson and how it might be changed.

4. Collaborative Professional Development

This form of supervision can take various patterns such as a loose arrangement of influence on a system in which instructors are organised into helping teams under the direction of an supervisor. Instructors can help to determine the purpose and procedures with the emphasis on assistance rather evaluation.

5. Self-directed Development

In this form of supervision the individual works independently on a programme of professional growth. The individual instructor develops and follows a goal oriented programme of professional improvement.

Ideally the instructor would have access to a wide variety of resources and personnel in working towards those goals. The results of this self-directed programme are not used in evaluating instructors' performance, but used by the instructor for self-analysis and personal development. Self-directed development requires the instructor to be critically reflective enough to be able to supervise him/herself.

[from: DEP(I) Course, Unit 3 "Supervisory Skills" – PNGEI]

Appendix 3: The Formal Systemic Appraisal

Formal appraisal has four major purposes:

- (1) to let subordinates know formally how their current performance is being rated,
- (2) to identify subordinates who deserve merit raises,
- (3) to locate subordinates who need additional training, and
- (4) to identify subordinate candidates for promotion.

The formal appraisal is, in our case, carried out by the regional VC Inspector.

Problems of appraisal

Studies conducted by Herbert Meyer and his associates at the General Electric Company in the early 1960s on performance appraisal showed that formal appraisals by managers are often ineffective in improving the performance of subordinates. Individuals who were formally criticized about their job performance once or twice a year tended to become defensive and resentful. Their performance after the appraisal interview tended to decline.

Meyer and his associates suggest that the goal of appraisal – to improve the future performance of subordinates – is difficult to achieve if managers act in their traditional role of judge. Instead, Meyer and colleagues argue, a manager and an individual subordinate should set performance goals together and then

evaluate progress towards those goals. Participatory appraisal, they found, leads to both greater satisfaction and higher job performance. They suggest that the appraisal process be continual, that is, it should become part of the interaction between the managers and subordinates, rather than be imposed on subordinates once or twice a year.

What managers must avoid regarding the appraisal process

(1) **Shifting standards.** Some managers rate each subordinate by different standards and expectations. To be effective, the appraisal method must be perceived as based on uniform and fair standards.

(2) **Rater bias.** Some managers use their personal bias (personal inclination) to distort rating. It may be gross prejudice regarding sex, color, race or religion, as well as personal characteristics such as age, style of clothing or political viewpoint.

(3) **Different rater pattern.** Managers differ in their rating styles. Some managers rate harshly while others easily. The lack of uniform rating standards is unfair to employees, who can be confused about where they stand. Differences in rating patterns can be reduced through precise definitions of each item on the rating form.

(4) **The halo effect.** There is a common tendency, known as the halo effect, to rate subordinates high or low on all performance measures based on one of their characteristics. For example, an employee who works late constantly might be rated high on productivity and quality of output as well as on motivation. Similarly, an attractive or popular employee might be given high overall rating. Rating employees separately on each of a number of performance measures and encouraging raters to guard against the halo effect are two ways to reduce this problem.

Appendix 4: Excuses for not delegating

If you find yourself using the following excuses for not delegating, take another look as they are probably only excuses and not valid reasons:

- *My staff is too inexperienced to do this; I have to do it myself.*
- *It takes more time to explain the job than it does to do it myself, so why bother?*
- *I cannot afford to have my staff make a mistake for which I will be accountable.*
- *The job is different—it demands my personal attention.*
- *My colleagues are all busy, too, and they do not have time for additional work.*
- *I do not have anyone who will take the responsibility for work like this.*
- *I pass it on to someone else and I will lose control of the job.*
- *People will think I am lazy; that I am just passing the buck.*
- *No one knows exactly how I want this job done.*
- *Someone else might do a better job than me and show me up.*
- *If you want a job done well, you have got to do it yourself.*
- *This job is too important to trust to anyone else.*
- *I do this job well and I enjoy doing it; and I do not plan to turn it over to someone else.*
- *I have to OK the final product anyway, so why not do it to begin with.*

- So think about it again!



Module III: Facilities in Operation

Unit 1: The Vocational Centre in the Community Environment



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Name at least five partners in the neighbouring community of a VC, and explain why they could be important for the centre's successful operation
2. Explain which environmental factors may exert influence on a vocational centre and how they can affect its operation, by giving concrete examples.

3. Develop a new approach to which services a VC actually could provide for the local community (by making use of already existing resources).

4. Identify centre–external support by using the mind map tool.

Our Partners in the Community

The Relationship between the Community and the Vocational Centre

Vocational Centres should not become institutions that operate in isolation from their surrounding communities, but rather for their communities, both in the urban and in the rural environment.



There has to be an ongoing dialogue between the centre and the people living around it, in order to make it possible to explore how one side – or better, one partner – can support the other.



Very often vocational centres are regarded by parents and guardians as a last chance to give their children a formal education, and expectations of trainees and parents towards vocational training are therefore very high – especially after the children have *failed* in the formal academic education system and a lot of money had already been invested in their education. Even though expectations are very high, the resources of a vocational centre and the possibilities of vocational education and training that can be delivered by such an institution are, for miscellaneous reasons, limited.

There are different ways of establishing good contacts with the community. One of the most important features, seen from the formal perspective, is certainly the Board of Management (BoM). It is of great importance for a vocational centre to have an active, participating and responsible BoM, where different kind of people from the local community and staff from the centre are represented and where ideas, desires, expectations, problems and their possible solutions should be discussed. This is the place where a vision for the centre, and subsequently, objectives to support that vision, should be developed.



In some cases, education agencies (e.g. churches or private organisations) play a significant role in the operation of a vocational centre and therefore have to be part of the ongoing dialogue.

It is also recommended to have a Parents & Citizen Association (P & C) in place. This is an approved body that represents parents of trainees and other interested people from the community, who are interested in the welfare and other affairs of the centre.

From an informal point of view, the staff and manager of a VC have to perform in a professional manner and they need to respect the people living in the centre's vicinity. Openness and willingness to discuss their issues and problems is required. Time has to be allocated to deal with these issues. Vice versa, teaching staff have to be respected – if not to say *wanted* – in the communities as vocational instructors and resource people. It is even better if local people perceive and treat them as *human assets* of their communities.

In letting communities participate in the ways mentioned above in the development of a vocational centre, they tend to develop an *ownership feeling* of the school, i.e. they start to care more and more about “their centre”.

Activity 1:

Name:..... **Date:**..... **Signature:**.....

Who else is an important partner for your vocational centre?

There are more people involved in a VC than the instructors, trainees, centre manager and the BoM. Think about “your” vocational centre and its wider environment. Which other people, organisations or companies play (or could play) an important role for “your” vocational centre – and in which way?

Environmental Factors that (can) influence the Operation of a Vocational Centre

Apart from the different stakeholders – or as mentioned earlier *partners* – involved in effective operation of a vocational centre, there are a lot of other circumstances that may also affect the present and the future situation of a centre. Those factors include:

- Socio-Cultural Environment (e.g.: wantok system, rascalism);

- Economic Environment (e.g.: inflation, local markets);
- Infrastructure/Natural Environment (e.g.: existing roads, availability of land);
- Technological Environment (e.g.: communication facilities, availability of electricity);
- Political/Institutional Environment (e.g.: Local Level Government, provincial Division of Education).

Activity 2:

Name:..... Date:..... Signature:.....

Think about the environmental factors that influence the centre where you are working. Write down the factors and list them into the five environmental categories as mentioned before. Select five factors which you think exert much influence (positive or negative) and describe how they hamper or help in the operation of the centre.

It is important to understand what happens around a vocational centre in the community. Which circumstances give us a hard time and which support the centre's development? Keeping the SWOT-Grid in mind, existing strengths have to be capitalized on and to be turned into opportunities. Weaknesses have to be reduced so they do not become threats!

For example, If there is a lot of land available, it has to be used in a productive way (as food gardens to reduce boarding costs or to plant cash crops for income generation). Or if classrooms or the school library are not in use in the afternoon and evening hours or on certain days, those premises can be maintained properly and then rented out to organisations, government bodies or private companies for meetings.

There are many opportunities which have never been looked into but they normally do not pop up at the manager's office. Some kind of needs analysis and networking activity with the existing partners in the community has to be undertaken.

On the other side, if there are already known weaknesses existing (e.g. uncertain payments of subsidies) then it has to be dealt with accordingly. For example, the centre's cash-flow situation has to be understood and monitored closely, the current budget has to be reviewed, priorities for expenditure have to be set and adhered to. The incoming school fees should not be simply spent for the next centre vehicle – with the result, that the centre has to be closed due to *financial problems* and the vehicle keeps on running until the end of the school year eating up the very last savings the school had in the bank.



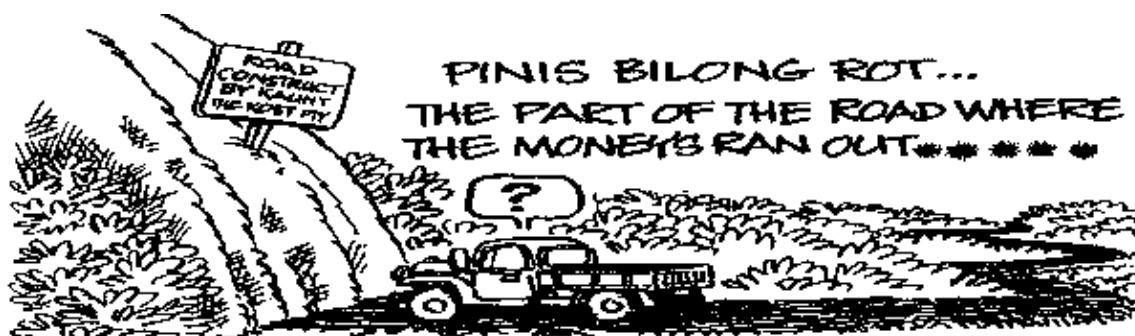
The Vision we have for our Vocational Centre

At the beginning of this course we developed a vision for our learning institution and we talked about the importance of having a future picture in mind of what our centre should look like and, more specifically, what could be its role in the local community.

In other words, we have to put the question: "What can the vocational centre contribute to (the development of) the surrounding community – and in what ways?". It is quite evident that part of the answer depends on local circumstances which are present and which sometimes cannot be changed. There is also a given framework, namely the education system with its legislation, regulations and functions, that restricts to a certain extent possibilities, incentives and new ideas which we would like to implement.

Therefore the first step is to be well informed about the existing system in which vocational education and training is embedded in and to keep abreast of the latest developments (e.g. education reform, national trade testing system, competency based training approach, short courses in modular form) taking place in that sector.

As a second step, with the above mentioned information in mind, the local and regional situation around the centre has to be examined closely in regard to the people living there, the availability of natural resources, the infrastructure conditions and any other prevailing environmental factors.



Activity 3:

Name:..... Date:..... Signature:.....

What services could a vocational centre deliver to a local community according to your vision?

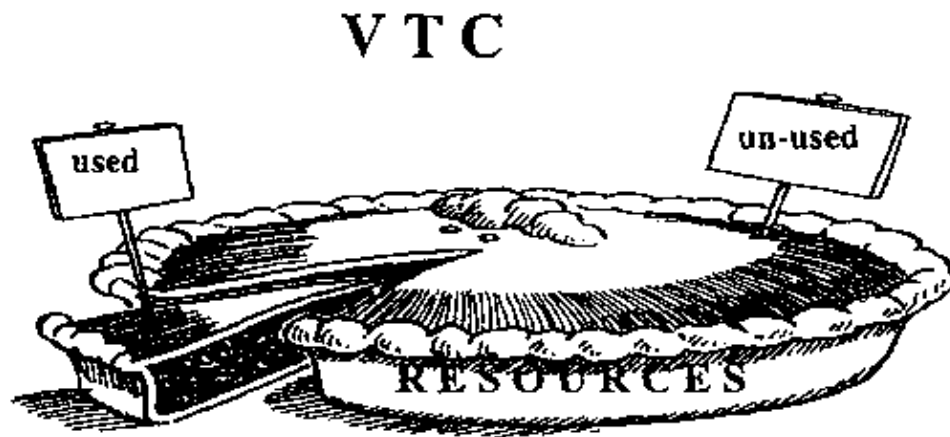
Please do not list the different types of trade courses which are offered in your VC, but rather think of services which maybe are not offered yet in your centre, but which you feel are very important and could be offered in the future (e.g.: introduction of village library; organise adult evening classes, delivery of short courses in much needed skills).

It once again has to be pointed out that it is very important to exchange ideas with the partners in the community as much as possible – especially with those ones where co-operation and support is expected later on in the implementation process. Furthermore, the better we communicate, the more it is possible for us to understand our partners' expectations and perceptions of how *their* centre should look.

Manufacturing and repairing products to generate income for a vocational centre – some call it production units or profit centres – is a good approach in the direction of becoming more self-reliant, as long as trainees receive adequate guidance and instructional supervision during the production process and are not merely

exploited as cheap labour for the centre. A centre should also be very sensitive in competing with local manufacturers or businesses for such products which can be manufactured by members of the local community. Practising unfair competition by lowering the prices too much (no labour costs have to be calculated by using “student labour”) is definitely the wrong move to generate additional income for the centre.

But what about all the other often under-used or even un-used resources available at the centre which could contribute to generate some income and at the same time deliver much needed services to the community? It certainly needs a fresh approach to consider those ideas and include them to the future planning of the centre.



A Support Network

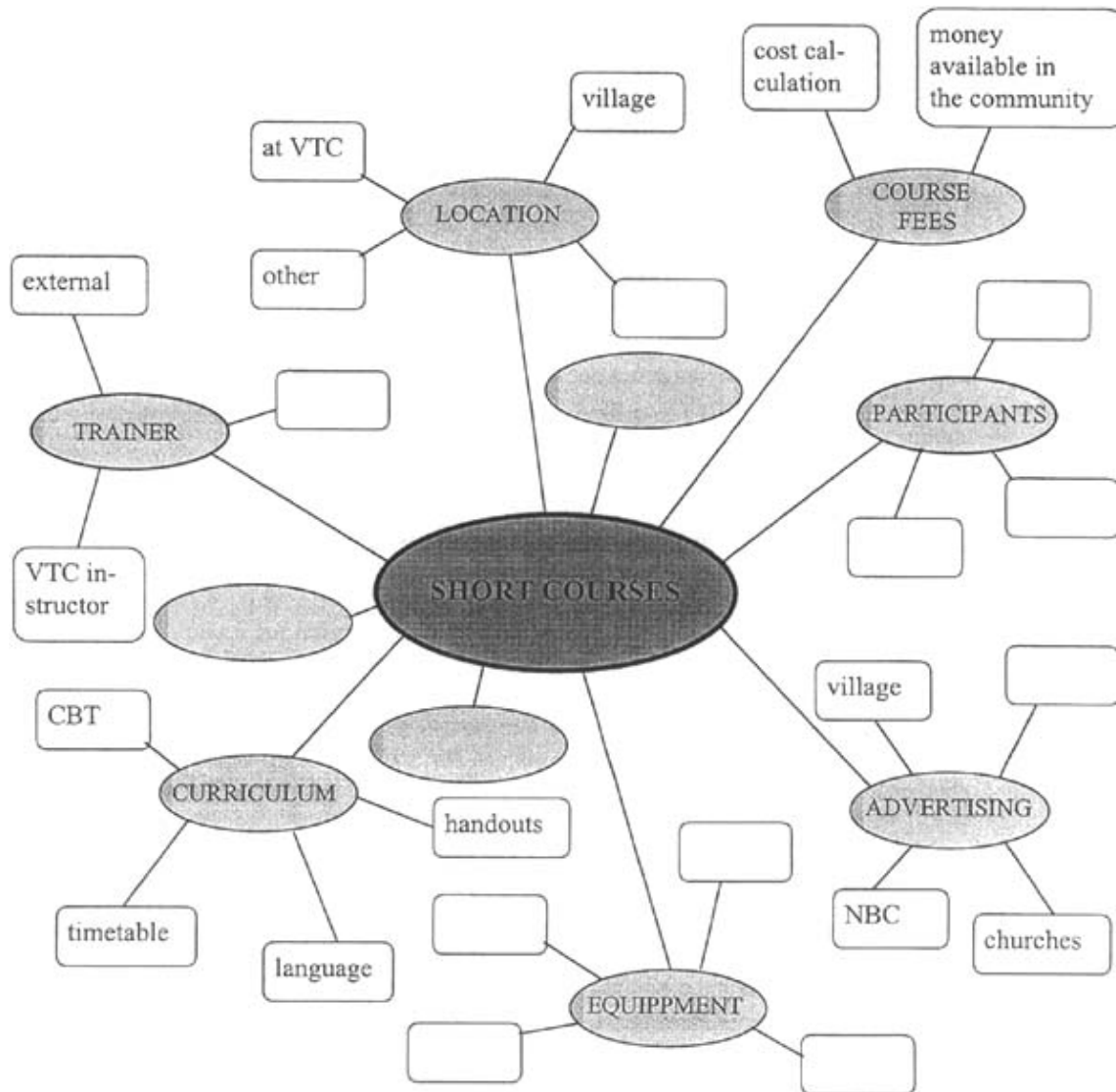
Making use of External Resources

Looking at the current development taking place in *Technical & Vocational Education and Training* within the course of the *Education Reform*, there is no doubt that substantial changes are going to come, if not happening already, at the different levels of implementation.

Visual signs are the introduction of the DoVET programme, the nationwide adoption of the CBT-approach in technical and vocational training, the establishment of nationwide recognised trade standards in different trades and the increasing number of short courses which are being delivered in vocational centres – just to name a few.

Short Courses as an example:

By using a *mind map*, we try to identify where we actually need school-external assistance or help in order to get our short course (-programme) started. In other words on this illustration we see clearly where we have to become active and start (or continue) to do *networking*.



Mind Map on “Organising Short Courses”

You will notice the graphic has still some blank spaces and is not complete. What you see in front of you is not a sample solution, but one of many ways, a mind map on *Organising Short Courses* could be developed. You have to come up with your own mind map, which has to be looked at two or three times and then discussed with other team members or partners.

Using the above mentioned example, we might probably need outside support in the following areas:

- In-service about how to apply the CBT methodology for running short courses.
- Handouts and appropriate learning materials for our courses.
- External resource persons (trainers), if skills are not available from VC staff.
- Contact persons in the village, where we plan to have a short course.
- The media (like NBC, newspapers, etc.) or local church groups for effective advertising.
- Special equipment for special courses (e.g.: fishing nets for fish net mending course).
- and maybe much more!

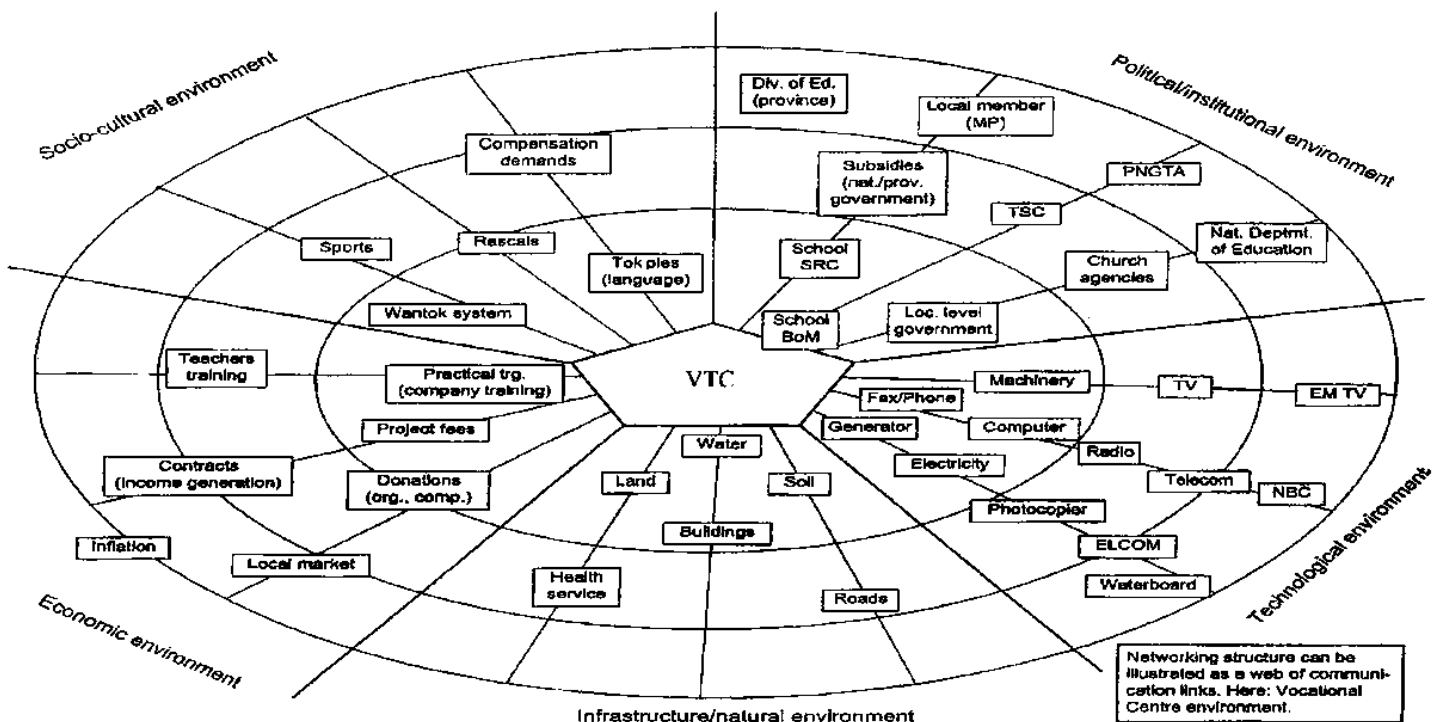
So, let us start *networking* now and make use of what we learnt about it in the previous unit.



Main Ideas

- a) The (good) relationship between the community and the vocational centre is not just there – it has to be developed and then maintained properly.
- b) There are external factors, which are very often beyond our own control, exerting positive and/or negative influences on the operation of a vocational centre. We have to learn how to deal with them or use them wisely. Closing eyes does not help, because they are still there after opening the eyes again.
- c) If there has not been a vision developed of **how your VTC could serve the community** it is time to **develop it now**.
- d) Make use of the community around the school: Get as much information and help as possible; discover the centre's supporting network.

Appendix 1: Environmental Factors that may affect Vocational Centres



Unit 2: Legal Aspects



Unit Objectives

After the completion of this unit, the participant should be able to:

1. List relevant laws, acts, and policies regarding vocational education and explain their significance.
2. Describe the roles and functions of DoE, Provincial Division of Education, SDU, Inspections and Guidance Division, PNGEI, POSF, PNGTA, PEB, BoM, LLG and the District Education Administrator.
3. Understand the responsibilities of the centre (management and/or staff) including: sending trainees to practicals; employing ancillary staff; being a boarding school; delivering education and training; accepting commercial jobs; undertaking construction work (inside and outside the centre); and providing a healthy and safe learning environment.
4. Implement appropriate action to initiate or revive an effective *safety–health* system (policy, procedures, monitoring) within the vocational centre.
5. Start awareness initiatives for trainees and the surrounding community with respect to the dangers of hazard materials and their proper utilisation.

Who is legally responsible for Vocational Centres?

Relevant Legislation

According to the latest developments in the Education Reform Process, *Vocational Education* and *Technical Education* form the *Technical/Vocational Education Division* within the organisational structure of the Department of Education as stated in the *Corporate Plan for Technical Vocational Education (1999–2003)*.

Vocational Education, as well as primary, secondary and tertiary education, is an integral part of the National Education System which is governed by certain acts, laws and regulations. The legislation is the same for

government and non-government (e.g.: church-run agencies) institutions.

The National Education System is governed by:

- The Organic Law on Provincial and Local-level Government (OLPLLG) 1995, and subsequent amendments.
- The Education Act 1983, as amended in 1995.
- The Teaching Service Act 1988, as amended in 1995.
- The Higher Education Act 1983, as amended in 1995 (not relevant for vocational education).

Organic Law on Provincial and Local-level Government (OLPLLG):

The OLPLLG has had considerable implications for the general education sector, including all forms of education up to Grade 12. It represents a major effort by the National Government to redirect the focus of government towards district and local communities.

The OLPLLG not only determines the roles and responsibilities of the National Minister, the National Department of Education and other national bodies (e.g. NEB, TSC or CHE), but also determines the nature and scope of the powers, roles and responsibilities of Provincial and Local-level Governments and District Administrations.

Consistent with the intent of OLPLLG, important amendments were made in 1995 to the Education Act (e.g. establishment of *District Education Administrator* positions) and the Teaching Act (e.g.: equipment of the Provincial Administrator with disciplinary authority over teachers within a province).

The legislative framework clearly makes Provincial and Local-level Governments responsible for developing and operating the schools in each province (provincial institutions – the provincial component of the National Education System).

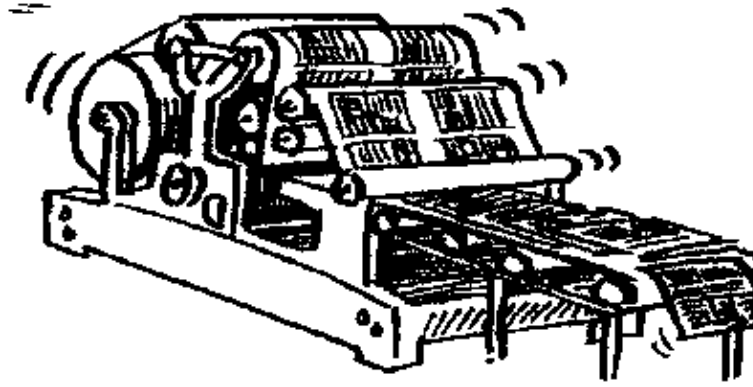
The National Department responsibilities are restricted to functions which relate to determining national policies, co-ordinating national policy implementation, maintaining national standards and providing professional support and advisory services for such areas as planning, research, training and staff development and the operation of national institutions (teachers colleges, technical colleges, PNGEI, etc.).

Education Act 1983, as amended in 1995:

Vocational Training, as an integral part of the National Education System, is also governed by the *Education Act*. This act is the main regulations framework for the education sector, in its first part, it interprets all relevant educational terms used in the act, defines what is meant by *National Education System* and *National Education Plan*, provides regulations for Governing Bodies (e.g.: BoM), Education Agencies, and considers many general administrative issues such as:

- Limitations of functions in relation to teachers; (related to TSC functions).
- Powers of Inspections;
- Parents' and Citizens' Associations;
- Governing bodies which may make and expend money;
- Suspension of classes;
- Registration of teachers or the cancellation of registration.

The Education Act also clearly points out national responsibilities and provincial responsibilities having regard to the *Organic Law on Provincial and Local-level Government*.



Teaching Service Act 1988, as amended in 1995:

“No education authority other than the *Teaching Service Commission (TSC)* has any powers in relation to the appointment, promotion, transfer, discipline, suspension, dismissal or conditions of service of teachers generally or of individual teachers in the *Teaching Service*.” [Excerpt from the **Education Act, Section 85**]

This excerpt from the *Teaching Service Act (TSA)* tells us a lot about its character. The TSC, as the responsible authority for the implementation of the *TSA*, provides for all registered teaching staff nation-wide to be members or provisional members of the Teaching Service and to enjoy the same regulations and rights as any other member. The *TSA* deals with three main issues:

1. The *Teaching Service Commission*.
2. The terms and conditions of service of members of the Teaching Service.
3. Other matters relating to the welfare and employment of teachers

Apart from interpretations of specific terms used in this act the *Teaching Service Act* deals with the following subjects:

- Teaching Service Commission
- Membership of the Teaching Service
- Salaries and Allowances
- Leave
- Fares and Removal Expenses
- Housing
- Miscellaneous
- Teaching Council
- Internal Administration
- Discipline
- Retirement
- Special Provisions for Certain Cases
- Financial Arrangements
- Repeal

Who else has responsibility for Vocational Centres and their Staff?

Apart from the Teaching Service Commission there are other organisations and statutory bodies that are directly or indirectly responsible for the development and the well-being of teaching institutions and their staff.

It is important to understand the roles they play and the services they are supposed to deliver according to their place in the overall system, in order to benefit from their existence as much as possible or, if necessary, demand for assistance to receive the needed support.

Activity 1:

Name:..... Date:..... Signature:.....

Describe the functions of the following organisations, departments or offices and explain some of their responsibilities towards the teaching institutions and their staff.

Department of Education [DoE]:
(National Function)

Division of Education:
(Provincial Function)

Staff Development Unit [SDU]:
(National Function)

Technical and Vocational Inspections:
– formerly: Inspections & Guidance (National Function)

PNG Education Institute [PNGEI]:
– formerly: POM Inservice College (National Function)

Public Officers Superannuation Fund [POSF]:
– compulsory for registered teaching staff (National Function)

PNG Teachers Association [PNGTA]:
– only regarding members! (National Function)

Worker's Compensation Insurance:
Important for Non-TSC Members like unregistered instructors, ancillary staff, etc. (National Function)

Provincial Education Board [PEB]:
(Provincial Function)

Board of Management [BoM]:
(Centre-Level Function)

Local Level Government [LLG]:
(District Function)

District Education Administrator:
(District Function)

Legal Responsibilities of a Vocational Centre

Management of Resources and Facilities

Vocational Centres are governed by their Board of Management, who in turn delegate to managers most administrative responsibilities. With this delegation, the managers and all staff are required to ensure that all resources like manpower, materials, time and finance are utilised efficiently in the provision of education services to the community.

The VC manager in turn may delegate certain responsibilities to staff of the centre, but delegation in no way diminishes his responsibility and accountability towards the governing body (remember the Unit about *Delegation*). It has to be stated clearly here that, financially the manager is – as the centre's accountable officer – the overall financial controller. This means that he must be aware of and follow procedures as prescribed by the Public Finance Management Act (which mainly regulates the handling of public money).

Activity 2:

Name:..... **Date:**..... **Signature:**.....

Which responsibilities for VC staff do you think result from the following activities:

Sending trainees for work experience (practicals) in companies:

- 1) _____
- 2) _____
- 3) _____

Employing ancillary staff:

- 1) _____
- 2) _____
- 3) _____

Offering boarding facilities:

- 1) _____
- 2) _____
- 3) _____

Delivering education and training:

- 1) _____
- 2) _____
- 3) _____

Accepting external contracts (commercial jobs):

- 1) _____
- 2) _____
- 3) _____

Following safety precautions and health standards:

- 1) _____
- 2) _____
- 3) _____



In order to support school management and to translate relevant education system legislation into the implementation process, the DoE has for many years issued circulars and instructions, which draw their authority from official acts (mostly *TSA* and *Education Act*). These are made available to education institutions throughout the country via the provincial education offices. They are known as *Secretary's Circulars*, *Teaching Service Commission Instructions* or as *Joint Circulars*.

Construction Work

Even though the topic *construction and maintenance of buildings* is a very specific area within the overall operation of vocational centres it is a very sensitive one and actually concerns most of the centres in the country. It is therefore important to touch on some relevant legal aspects in this unit.

VC managers and staff are often not fully aware of legal requirements and implications regarding this matter. There is still a need for awareness and training in order to establish and maintain standards (e.g.: quality standards, safety standards) in construction work. There are still instructors in the field who have never even completed an apprenticeship training in the trade they are teaching now, but bear full responsibility for building projects within and outside of vocational centres.

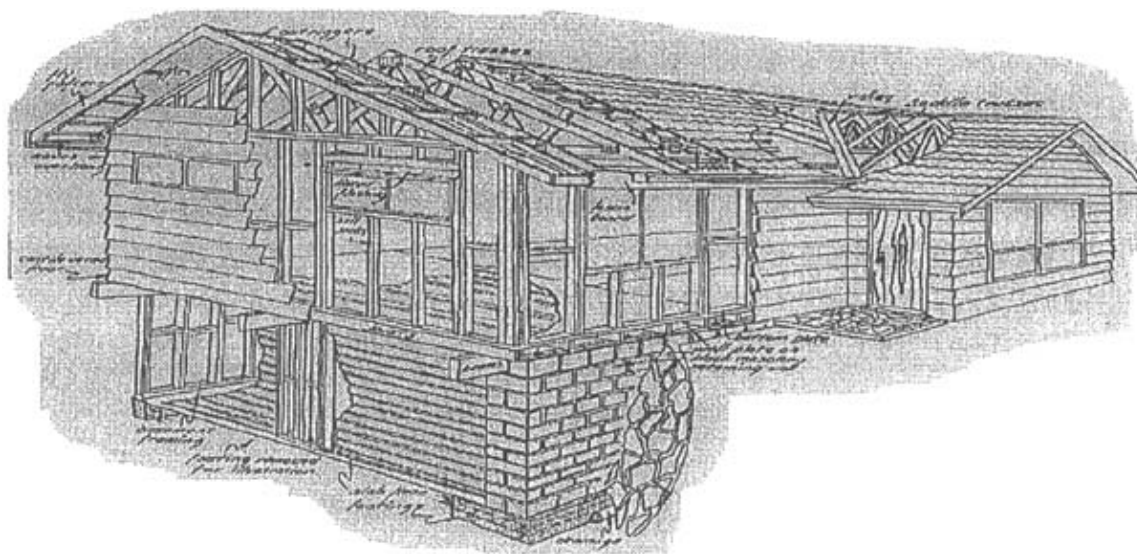
It is well known that vocational centres use their own resources (e.g. manpower, knowledge, skills, tools) as much as possible to build up, renovate or maintain their own workshop buildings, classrooms or staff houses in order to cut costs, train students or simply to survive economically. Even though such activities are to be encouraged, it has to be stated clearly that certain legal procedures cannot be avoided before, during and after the building or maintenance process.

For instance:

- The correct procedures with land title registration have to be followed (this applies mainly when new centres are established).
- Relevant building regulations – according to the PNG Building Code – have to be known and adhered to.
- Cooperation with the Provincial Building Board and the Building Inspector is important (e.g. obtain notice of completion from Building inspector).
- Relevant regulations regarding Fire–, ELCOM–, Health– and other authorities, have to be known and complied with.

In other words the VC has – when undertaking construction work inside or outside the school – to:

- submit all required drawings to the Building Board;
- put a VC instructor, who is a fully qualified, and experienced builder, in charge of the project – or if not available, contract a licensed company;
- have a certificate of compliance when doing outside contract work (e.g. as an income generating project); and
- provide insurance cover for all involved trainees in case of accident.



Occupational Health and Safety (OHS)

What we can do

It is not only during building projects and construction work that we have to focus On health and safety aspects. At all times, and in all areas related to the operation of the vocational centre, safety and health aspects have to be kept in mind and monitored closely.

Whether it is the state of cleanliness of school toilets, the effectiveness of safety procedures practised (or not practised) in trade workshops, or the security and protection provided by the centre for trainees during and after school hours, we should be aware and informed of what we are supposed to provide, whether we are

really implementing what we know and last not least, in what way we finally implement procedures (consistently, effectively, professionally).

Apart from the information we may receive from the Vocational Centre Inspector and provincial education authorities, there is much more we should know about.

1) The Industrial Safety, Health and Welfare Act: 1976:

This legal document actually consists of two main parts; The Industrial Safety, Health and Welfare *Act* and the Industrial Safety, Health and Welfare *Regulation*. Whereas the *Act* section mainly deals with interpretation, administrative issues and other general aspects, the *Regulation* section is much more specific and gives concrete instructions about:

- required lighting and ventilation conditions in workplaces
- first aid system or plan to be in place (e.g. personnel in charge, facilities, procedures)
- saw milling (and woodworking) operation with all required safety–precaution details
- safe use and standards of ladders, scaffolding and landing platforms
- required protective gear for special jobs
- standards of chemical treatment of timber
- safety requirements during excavation works
- proper use of chemicals in the agricultural field (like monocrotophos, a spray used in cocoa plantations)
-and much more

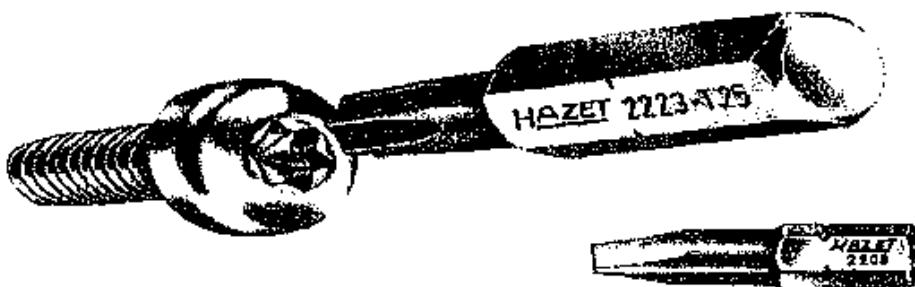
2) How to understand and use given Safety Instructions for Tools, Machines and Equipment provided by Suppliers and Manufacturers:

Before using any equipment, it is important to read the whole manual of safety instructions and manufacturers' recommendations on proper use and maintenance.

2200

Screwdriver Bits and Adapters

made of high tensile special steel, maximum precision on blade tips, for Electric and Pneumatic Drills, to be used with handdriver tools as well, steel grey



How often does it happen that we think we know everything already (as we have done it a thousand times before), start using machines and tools without properly studying the respective manual and finally end up nowhere – or even worse – having broken or damaged the brand–new goodies. What has happened? We may have the newer model in our hands, technology has changed, different materials have been used for the latest model, etc. We do not risk anything in reading those manuals but instead they keep us in touch with the latest technology and even may help us to create our own handouts for teaching lessons.

3) The Safe Use and proper Disposal of Hazard Materials:

All hazard materials which are used for teaching purposes, maintenance work, agriculture projects, and so on, have to be used in a safe manner. This starts with proper storage (labeling of bottles and cans with poisonous liquids, use of airtight containers for thinners, petrol, gas, etc.), their safe use (according to the manufacturer's specifications for the right purpose, the use of adequate protective gear), and ends with the safe and environmental friendly disposal of them (please do not pour chemicals or old oil back into rivers, lakes or the sea!).

Before using any hazard materials it is important to understand possible dangers as well as the *dangerous* characteristics of that product in order to take the correct preventive measures, or in case of accident, to apply the correct emergency treatment (first aid steps for emergencies are normally written on containers and bottles). It is not only about your personal safety – but as well about the trainees' safety so effective supervision of trainees using hazard materials is a must!

Activity 3:

Name:..... **Date:**..... **Signature:**.....

Name five hazard materials (products), state why or in which way each is dangerous, and explain each chosen example's correct and safe use.

hazard material (1st example): _____

dangerous because: _____

correct and safe use: _____

hazard material (2nd example): _____

dangerous because: _____

correct and safe use: _____

hazard material (3rd example): _____

dangerous because: _____

correct and safe use: _____

hazard material (4th example): _____

dangerous because: _____

correct and safe use: _____

hazard material (5th example): _____

dangerous because: _____

correct and safe use: _____

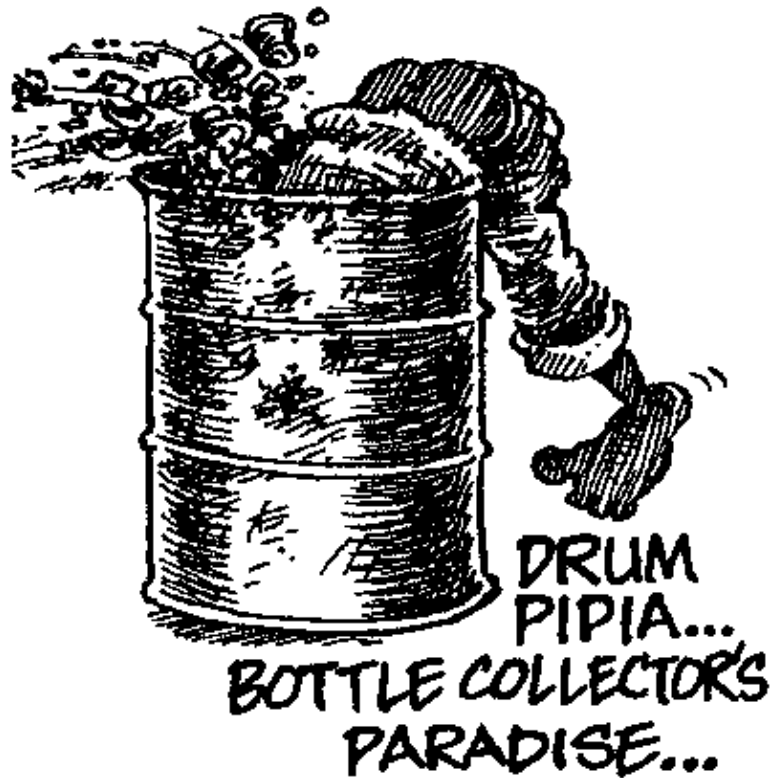
4) How to act environmental friendly – (Reduce–Reuse–Recycle)

Acting environmental friendly is not only restricted to the correct disposal of used engine oil. It begins with the right selection of materials for each job and their prudent use; e.g. by planning and preparing a job properly, material input can be reduced by simply having less off–cuts or material waste.

PIPIA (PIP-PIA)

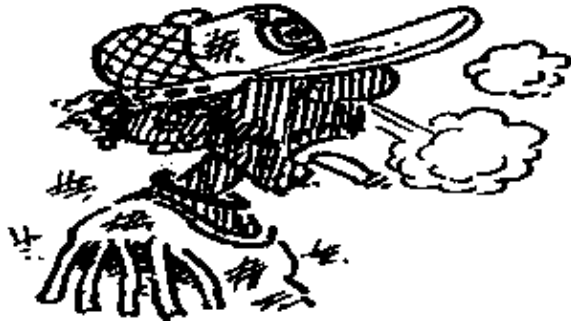


Because of financial constraints, many vocational centres used to work with scrap materials collected from companies, or re-used stuff from own stock for a second or third time. Re-using of material is another step towards being environmental friendly – as long as safety and quality of work is ensured.



Recycling, what could be described as using thrown away or left-over-products (e.g. glass, cans, wooden chips, newspaper) as a raw material for the making of a new product, is a further and very important step towards a positive contribution to our country's environment. The topic *Recycling* should be picked as a central theme for each centre and be discussed in staff meetings in order to come up with an effective policy.

5) What support we can set (and as well we should give) to the Provincial Health Authorities: It is always good to open up the mind a little bit and that is exactly what we have to do regarding our perception of the provincial health authorities. No centre manager is happy to have the Health Inspector around because inspection results are in most cases devastating.

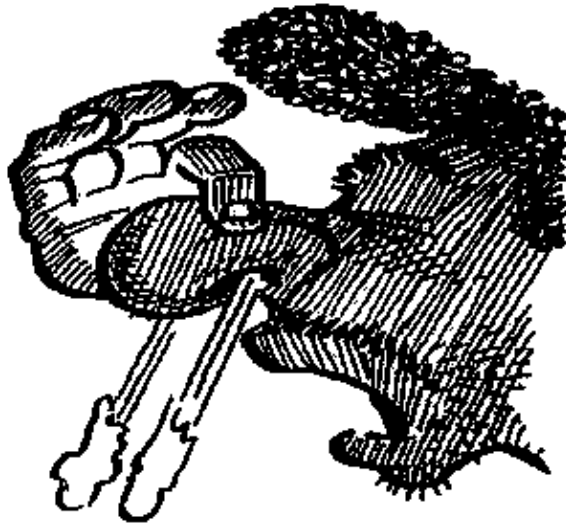


On the other hand, many vocational centres in PNG provide boarding facilities (some institutions have a capacity of up to 300 spaces and even more), and there is no doubt that health hazards are lurking everywhere.

Think of life-threatening malaria cases, typhoid epidemics, food or water poisoning and other severe scenarios. There is no doubt that such incidents have to be reported immediately to the health authorities in order to prevent the situation becoming worse. Reported data to the right office also might contribute significantly towards the success of health programmes, which are currently carried out in a province or a region (e.g. vaccination programmes, new malaria treatment, etc.).



We can get precious advice and information (and we really should seek it) from health authorities on health related matters in order to operate our institutions at a decent standard. Vocational centres should support any kind of awareness programmes by providing their time and facilities free of charge for organisations and facilitators (trainees are a very good channel to disseminate information to rural areas).



Activity 4:

Name:..... Date:..... Signature:.....

Which four areas in your vocational centre need the most attention regarding the health aspect? Describe briefly the required action (only the important steps) to be carried out for each area to be improved.

6) Instructions and Circulars

The Department of Education, the Teaching Service Commission issue *Circulars* or *Joint Circulars* (DoE and TSC together) which are relevant and important instructions which have to be adhered to by headmasters, managers and staff. It is a requirement that circulars are put onto the centre's information board (or a similar location) for the notice of all staff.

Circulars give clear instructions on the interpretation of relevant laws, policies, reforms etc. A good example is the *Joint Circular No: 18/82 on Teachers Responsibilities for Students' Safety*.

Generate Involvement

It is important that we, as educators and technically oriented people, are actively involved in health and safety matters in and around our vocational centres. There might not be others to give proper advice about those matters to our vocational trainees after they have completed training. Only a very small number continue with any kind of education or employment. The remainder will have to survive with the knowledge they obtained during their training.

To achieve active involvement of staff and trainees in safety and health issues the following actions are proposed:

- *Health and Safety* topics should be included in lesson planning (for trainee lessons) and inservice/in-house training (for all staff members) in the centre's training programme.
- Individuals (e.g. workshop instructors, boarding duty staff, etc.) have to be designated as *Managers* of their respective work area and are therefore also responsible for health and

safety issues.

- All centre staff should be involved in establishing a policy, including adequate procedures, which covers all kinds of relevant health and safety aspects within their vocational centre (and we are talking about a little bit more than just common matters like: Should emergency transports to the hospital with the centre vehicle be free of charge?.....).

The policy should include: The identification of health and safety problems; the suggestion of valuable ideas for improvement of the current situation; the transparency and consistency of policy and emergency procedures; the eventual implementation; the evaluation (is it workable, effective, economic?); and finally the maintenance of a functional system.

- Convene regular meetings (maybe have *health and safety* as a standing topic in regular staff meetings) dealing with matters arising from above mentioned issues.
- Appoint a *health–safety–representative* as a coordinator within a vocational centre.

MORE ABOUT SAFETY MATTERS:



Main Ideas

- a) So-called *circulars*, either published by the Department of Education or the Teaching Service Commission (or *Joint Circulars*) are interpretations of how to implement matters which are written down in relevant laws or acts. They should not end up in locked drawers but rather be available for all centre staff for information **as these directives are very important** for the operation of schools all over the country.
- b) Teachers – be aware of your responsibilities! Only you have these responsibilities!
- c) Occupational health and safety (OHS) is an integral part of our trade and therefore it is the workshop instructor's responsibility to the trainees to consider this issue in a professional manner.
- d) Building projects should not be started without fully qualified and experienced staff in that trade. It is a waste of money and other resources (.....and it happens again and again and again).

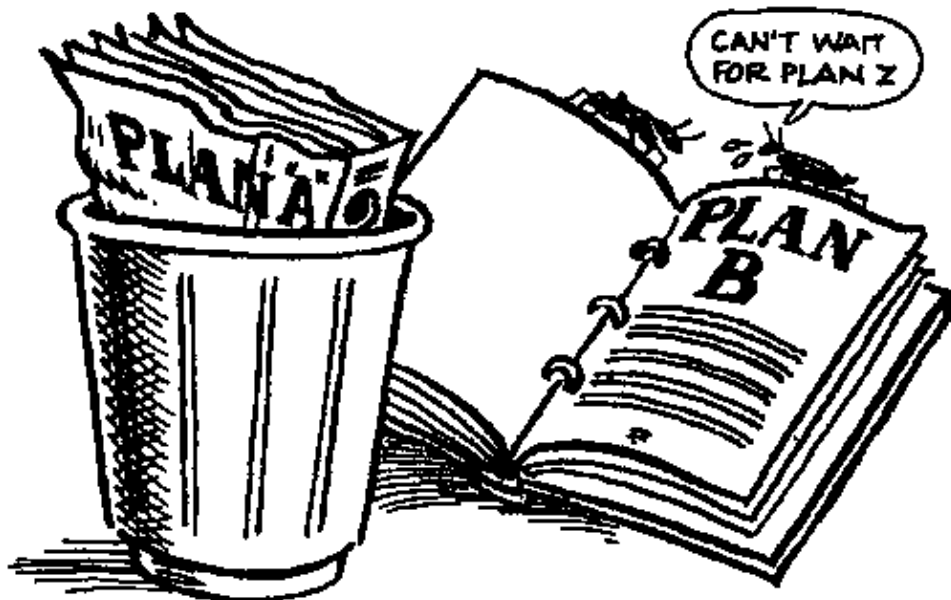
e) *Hazard Materials* should be included as a topic in the centre's training programmes and the OHS centre policy.

Appendix 1: Current Policies specific to Education

- Integral Human Development.*
- Education for All.*
- Universal Primary Education.
- Increased Access to all Levels.
- Increased Retention of Children at School at all Levels.
- Increased Participation of Girls.*
- Increased Participation of the poor, the physically, mentally and socially handicapped and those who are educationally disadvantaged.
- A priority of primary and secondary Education.
- Improved technical and vocational Education.*
- Government Subsidies for School Fees.
- Curriculum that is relevant to the Life of the People – Skills Development for Life.*

* Policies that support directly the goals set for the Vocational Education Reform

Unit 3: A Site Development Plan for the Vocational Centre



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Explain reasons for a VC Site Development Plan.

2. Understand the responsibilities that the agency and the governing body of a vocational centre have in regard to the development of school lands and buildings.
3. Name seven important steps to be considered in preparing a site development plan and provide with concrete examples.
4. Draw a sketch of a Site Plan for own Vocational Centre.

The Need to have a Site Development Plan

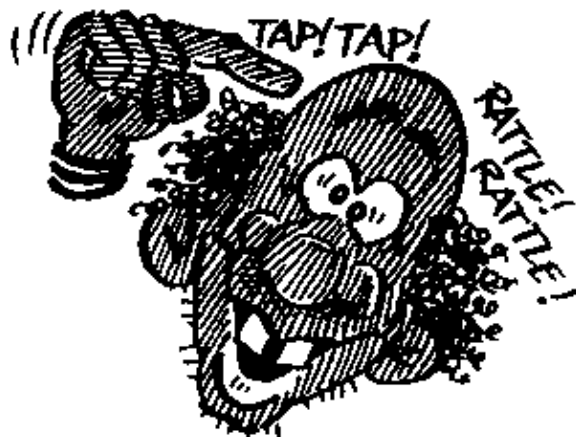
Good Reasons for a Plan

The need for the planned development of a vocational centre should by no means be underestimated. As the National Department of Education and the Provincial Divisions of Education do planning work, all single education institutions in the country also have to do the same. We went through *planning procedures* in detail already in the beginning of this course and the focus now is solely directed on the physical or infrastructure development of the school site (site development plan).

Each of the steps, explained later in this chapter, are very important and need special attention and consideration from the BoM and the manager and staff of the centre. Whether planning a completely new institution from scratch or the extension of an already existing vocational centre.

Detailed facts and figures of a site development plan (or infrastructure development plan) may deliver crucial information:

- For preparing the annual budget.
- For the better control of the centre's cash flow situation.
- For submitting long term plans (e.g. 5 year plan) to the education authorities.
- When approaching (foreign) donors.
- For the planning of current and future training programmes or project activities (e.g. building activities).
- To determine additional needed time (apart from normal teaching time) for related activities like land surveying, construction time or extra time for administrative work.
- And much more.....



NOTE: How often do we experience work pressure because the centre tries to run its scheduled courses and at the same time is very much occupied with construction work using its own resources – maybe those activities were never properly planned for?

Activity 1:

Name:..... Date:..... Signature:.....

How can the information we get out of a site development plan help us in the planning and operation of a VC? Please give five practical examples:

Some Hints from the Education Authority

One of the secretary's *circulars* (*Secretary's Instruction No. 8/78 on "site development plan"*) – even though it might be a little bit out–date – addresses some issues which are still very relevant for today's situation and should therefore be of great interest for everybody involved in the development of a school or vocational centre.

Below are listed some main points of this circular, which aims to define responsibilities for school lands and buildings under existing legislation in order to facilitate the development of existing and the opening of new institutions:

- The responsibilities for the buildings and land at any institution rests with the agency through its governing body.
- The governing body is, by Act, responsible for the development plans for its institution. It should take the initiative in obtaining copies of national and provincial development plans, identifying the role of its institution in these plans and planning the development of its institution accordingly.
- An Institution's development plan should incorporate those buildings funded by the local community and those buildings funded by the agency.
- The site development plan prepared by the governing body should therefore be acceptable to both the agency and the governing body.
- The site development plan must receive the approval of the agency before it becomes the operating basis for constructing new buildings.
- Legal title to land: Wherever an agency is considering the construction of expensive buildings, it is strongly advised to ensure that **it has legal title to the land before construction commences**. This requirement arises out of bitter experience in the past when spoken agreements have been found to be inadequate.
- It is generally desirable that schools should make use of adjacent community sporting and other facilities where this is acceptable to the community. It is likewise desirable that school facilities should be made available to the community but it is a matter of discretion of the governing body under what conditions this availability might be established.



Steps to be considered when preparing a Site Development Plan

1. Needs Analysis

Needs analysis should be done before planning a new institution or the extension of an existing centre and therefore stands at the beginning of the whole development process. It sounds very simple but how often has it really been done?

In our context, which is the preparation of a site development plan, the needs analysis is more or less confined to the question of which are the relevant teaching contents and teaching programmes to be established and subsequently, what kind of infrastructure and equipment is needed to cater for the above (e.g.: a nursery made of bush material, a semi-permanent classroom building, a trade workshop with machinery and adequate power supply, more office space, boarding facilities for boys and girls, more toilets, additional recreation facilities, bigger school gardens, extended livestock area).



Unfortunately, we cannot further explain how to prepare and carry out a needs analysis but the topic is mentioned here as a reminder.

2. A Site Plan (for the land on which the Vocational Centre is located on)

Not to be confused with the *site development* or *infrastructure development plan*, a site plan is a map of the centre which shows the exact location of existing buildings and other important infrastructure and landscape technicalities.

It is a very useful tool and, once the plan has been drawn properly, planning becomes much easier. Actually when planning and designing new structures, a site plan is a prerequisite (together with other drawings) demanded by the building board in order to grant project approval.

For now, we do not have to worry about a site plan drawn by an architect but we should think of a sketch that provides an overall view (or better: a bird's-eye view) of the vocational centre. With all important

measurements included, we can have a close look at the drawing paper and imagine, where to locate the required building(s), taking road access, existing structures and other factors into consideration.

The most important features of a site plan:

- a) The plan is drawn in a scale of **1:500** (i.e. 1 meter on the actual site corresponds to 1 cm on the drawing paper).
- b) The boundary lines, marked by boundary pegs, which define the size and shape of the registered land (get copies of plans from the land department).
- c) All existing buildings and their functions (e.g.: office).
- d) All existing fencing, walls, gates (entrances).
- e) All existing access roads, bordering roads, pathways, bridges.
- f) All existing creeks (rivers), ditches, big trees, recreation areas (like sports field) and other landscape details.
- g) All existing power poles, power lines, etc.
- h) The Lot and Section number (if on state land).
- i) Exact position of all existing major buildings. For this reason, two sorts Of measurements have to be included into the site plan: 1) length and width of each structure; 2) nearest distance of each building to two boundary lines. **(See sample site plan).**



Activity 3:

Name:..... Date:..... Signature:.....

Design a site plan of your VC in form of a sketch. Drawing to scale, measurements of buildings and exact boundary lines can be ignored here. However include all other items listed above under c) to h) to your best knowledge (do not worry about i).

3. Set Priorities

Even the best centre infrastructure development plan needs funding. Money has to be available – and

accessible at the right time. We are restricted to the amount of money **really** available in our account – either coming from external sources or from our own budget. Therefore, the centre should not start (building) projects for which there is not enough money in the account or, in other words, priorities have to be set for what can be done and what could better be postponed to a later point of time.

A major failure in VC management is that budgets are not reviewed during the current school year and expenditure not adjusted accordingly. Let us take a real life situation as an example: Even though it was already very clear in the beginning of the school year that the expected income would fail to turn up in time (or at all), *Hamamas Vocational Centre* decided to spend most of the collected school fees (which was at that time the centre's only secure income) on a new lawnmower, new video equipment and building materials worth thousands of Kina.

End of first quarter, *Hamamas Vocational Centre*: The school fee subsidies had not been paid out (for unknown reasons) and the centre was critically low in cash. The lawnmower was running nicely (the grass had been kept short for the last few weeks), but it was evident that very soon there would no money be left to buy petrol. The foundation and the wall structure of the projected new building was completed but the centre did not have any more funds to put the roof on. Rainwater and sunlight had already damaged the wooden walls and the foundation got flooded again and again. Without a roof, the new building could not be used for anything – even as a car shed or timber yard.

End of the story: The lawnmower is rented to outsiders in order to create some income (and it is getting damaged by those people hiring it), the *new* building is silently decomposing without being used in any way, many students had to be sent home, because *there is no money*, and the video is running every evening until late night to make the remaining people at the centre happy.

Maybe the priorities were not set correctly and blaming goes back to the fact that there was no money!



4. Cost Calculation and Project Construction Approval from the Provincial Building Board

After having set the priorities for capital works projects together with the BoM and the Education Agency, it is now time to do more concrete and detailed work, namely to draw plans (or get already drawn plans from somewhere else) and to determine all kinds of involved costs on the basis of the required technical drawings (and specifications). The technical drawings need to be approved by the *Building Board* prior to commencement of the construction work. They are also the basis for the compiling of material lists which will then be used for the cost calculation process.

It is also advisable to think of possible alternative plans – maybe cheaper or more appropriate solutions – and to plan for the utilisation of own resources and expertise as much as possible in order to cut costs like labour or transport costs.

Project related costs have also to be included – as far as they are known already – into the overall planning of the project (do not apply the old trick and include all unknown items under the *contingency account*). Project related costs can be for example the construction cost of an access road, the rental of scaffolding, ELCOM connection fee to mains supply, the cost of the erection of a fence to secure stocked building materials on

site, or the wages for security personnel to guard materials and equipment.

5. Get Information and Quotations from Suppliers and Contractors

Jobs that cannot be done by the centre itself (e.g. electrical installations, earth moving, stress calculation for structures, land surveying for customary land, etc.) have to be contracted to outside specialists or companies. Therefore quotations have to be acquired from potential (and capable) contractors in order to get the best offer. The “best offer” does not necessarily have to be the cheapest one; sometimes it is more important to contract the quickest company, the one with the best after-sales-service (spare parts) or the one that delivers high quality jobs.

The same principles have to be applied for procurement of building materials, machines, equipment and others. Also allow enough funds for cartage (transport costs) and overhead costs. As this is not a financial management course, cost calculation is not dealt with now. Nevertheless it has to be kept in mind that, even though you are using the centre's own resources like vehicles, tools, workshop buildings or telecommunication facilities, there are still costs occurring which have to be calculated and covered. As mentioned above they are referred to as *overhead costs*, *fixed costs* or also called *indirect costs* (e.g.: housing rent, vehicle insurance, stationery, depreciation of assets, wages of ancillary staff, etc.).

6. Time Chart for Building Activities and anticipated Progress

The time chart is nothing more than a list of activities put into a chronological order (see: Action Plan in Module I) which then is inserted into a time table divided into weeks and/or months (or days, in case of small projects).

Once the activities are visualised on paper and assigned tentatively to certain periods of times, it is then a good idea to take into account matters like climate conditions (e.g.: rain season), holiday periods, availability of indispensable staff (e.g. the carpentry instructor has just left for a 16 weeks DoVET course) and other factors which could affect the implementation of the project.

It is recommended to break down big construction projects into separate construction steps like landscaping (earth moving, ditches, access roads), construction of foundation, erection of walls, putting on the roof, or other appropriate units. Smaller steps are easier to plan, to overview and to adjust. The cash flow should therefore also be planned and reviewed in smaller units, i.e. in conjunction with the separate construction steps.

Last but not least, the time chart should have a separate column for those resources that are not always available, that have to be hired or are very hard to acquire at all (e.g.: earth moving equipment, scarce building materials, tools to be ordered from main cities). Never forget contingency planning for the critical parts of the project.

7. Construction and Final Inspection

During the construction phase it is important that the centre manager is informed about progress on a regular basis and that he is briefed in time about upcoming problems, possible alternative solutions and any other important issues by the site supervisor.

When using trainees for the construction work, it is most favourable if practical field work (also often called *on-the-job-training*) is accompanied by trade theory lessons so that at least a minimum of underpinning knowledge is provided and some sort of structured and programmed training is offered to the students at the same time. Certainly this is not always possible and planning and getting prepared for it requires some extra effort from the instructor, but done properly it will enhance greatly the quality of training offered to the trainees.

At all times, and especially when carrying out a construction project engaging centre students, the safety aspects have to be a priority. Once the accident has happened – it is often too late.

At the end of a major building project, a final inspection should be carried out by the provincial Building Inspector and, when satisfied, he will issue a *certificate of completion*. The main purpose of building site inspection is to make sure, that certain requirements and construction standards (e.g. according to the *Building Act*) are maintained and that safety on site and quality work is ensured.

After completion of the construction work, the new premises might be equipped with tools, machines, furniture or any other kind of assets. You should register straight away all valuable items into the centre's inventory (*asset register book*; – more on that in the next chapter). If the school does not have an inventory – start it now!

A Glimpse into the Future

Learning from Mistakes

An activity, always worthwhile doing after the completion of a project, is the calculation of the actual costs occurred (or real costs). From experience, the undertaking is (much) more expensive than budgeted for and only in a few cases can we stick to the estimated expenditure. But is it really good enough just to know whether we could make it (within the planned budget frame)?

An analysis on how the money was really spent on the project, shows clearly where miscalculations of material quantities happened, items or whole activities were not taken into consideration or were simply forgotten by the planners, where prices have gone up (e.g. cement) during the period of construction or other mistakes occurred.

The analysis, however, can only be fruitful if the initial planning was done efficiently and as accurately as possible. We have to understand that these go hand in hand. Once the planning and budgeting mistakes are identified, there is a solid planning mechanism in place for the next venture and many potentially critical points are known to us already. So let us learn from the past to do better in the future!

Lack of Maintenance – a common Problem

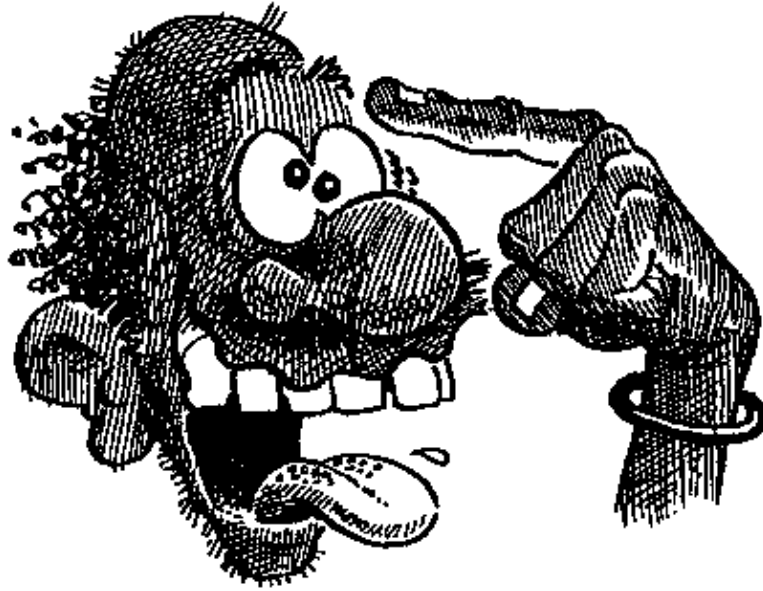
Where a lot of expenditure can be saved in the future is definitely in the field of maintenance of buildings and assets. The challenging question here is: “Does the centre really budget for *maintenance jobs* and has it a yearly maintenance plan in place?” It is no secret that repairing, replacing or simply cleaning a gutter, in order to divert rain water away from walls and foundations, is much cheaper and quicker than rebuilding a new wall section or reconstructing a damaged foundation.

Nevertheless, many schools tend to look only at new things and forget about broken down and damaged assets that still could be repaired and maintained and subsequently save the institution a lot of money in the long run. Maintenance projects are ideal for on-the-job-training in combination with well-structured and well-prepared trade theory lessons, as in many cases they are small and easy to be planned, supervised and carried out.

Record Keeping

Apart from having a sound and effective book-keeping system in place for fiscal reasons, there is at least another good reason why you should take care of invoices and quotations and file them properly in a systematic order. Once done (and being done continually) it is quite simple to look up or compare prices, to recall the name of a certain product or supplier, find phone and fax numbers of companies, etc. Such a system in place can save a lot of time in future and is a handy planning instrument for it requires not more than one or two folders for the filing process.

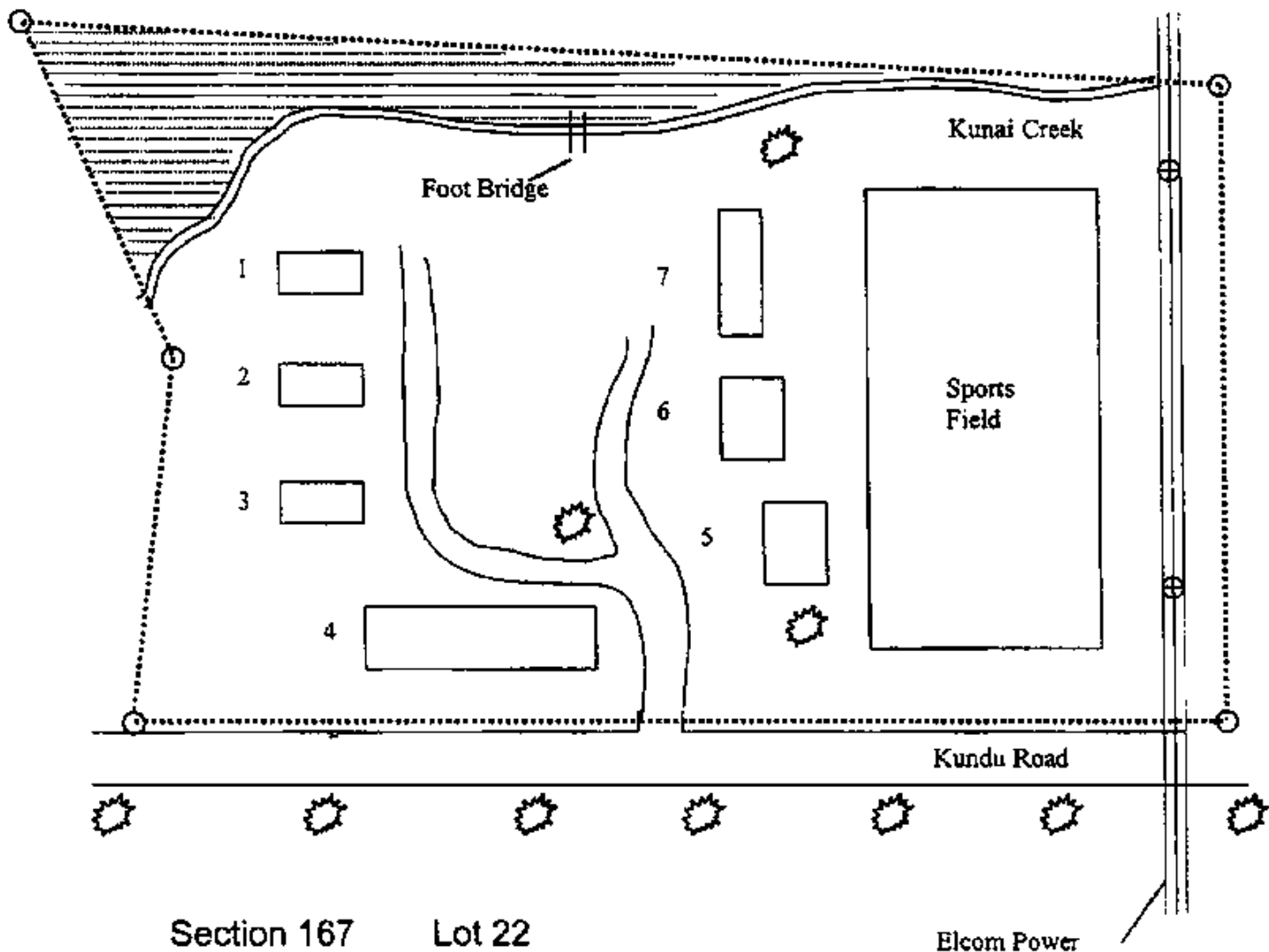
The only effort really is to do the filing on a regular basis (weekly might be suitable), otherwise information gets lost and there is a lot of time spent again and again seeking information that is already available on our desk.



Main Ideas

- a) The centre does not develop itself – it has to be developed.
- b) The Site Development Plan Layout is also a helpful instrument for doing some analysis on what is currently happening in the vocational centre.
- c) Let us learn from previous mistakes and make it better next time.
- d) Do not mix up *Site Development Plan* (a planning instrument in different steps) and *Site Plan* (which is a technical sketch or drawing).

Appendix 1: Sample site plan



Section 167

Lot 22

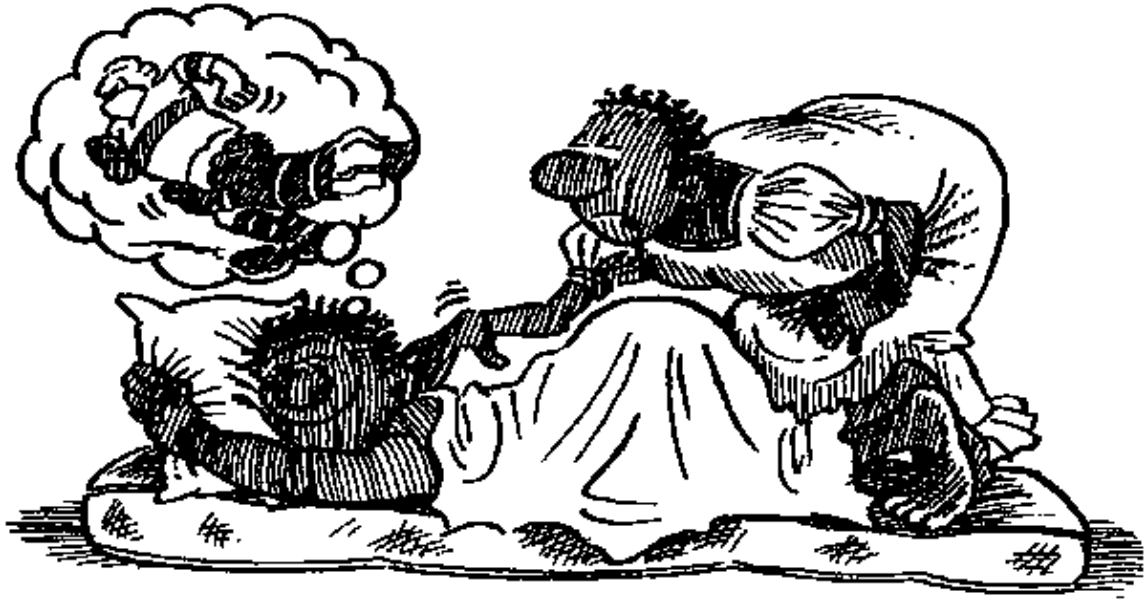
Elcom Power

Legend:

- ⊕ Power Pole
- Boundary Peg
- ☼ Rain Tree
- ≡ Swamp
- Boundary Line

- 1 Joinery Workshop
- 2 Welding Workshop
- 3 Home Economics Section
- 4 Administration Block
- 5 Teacher House
- 6 Manager's Residence
- 7 Double Classroom

Unit 4: The Care and Control of Assets



Unit Objectives

After the completion of this unit, the participant should be able to:

1. List five reasons for the high costs of vocational training.
2. Define the term “Asset” and give specific examples.
3. Understand “Asset Management” as a whole concept and explain the five main pillars on which it is based.
4. Develop a plan of how the centre's assets could be used more effectively (having in mind the centre's effort of becoming a community–open resource institution).

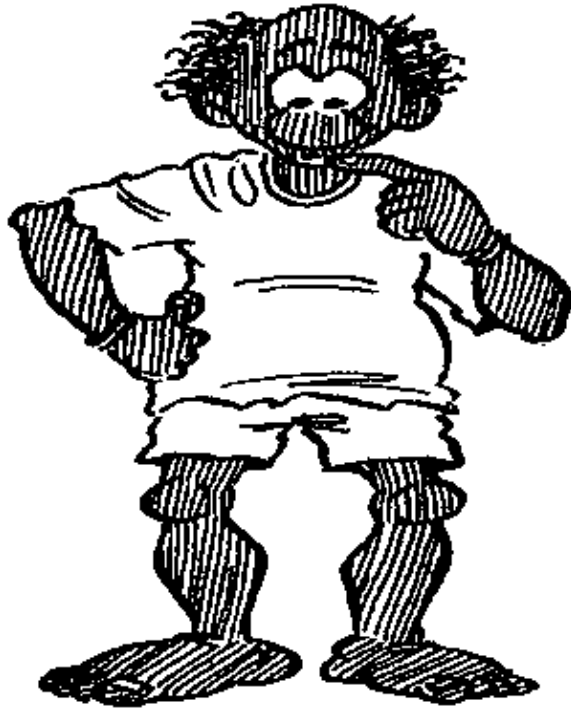
Assets in Vocational Centres

Vocational Education has its Price Tag

Technical and Vocational Education and Training (TVET) is very costly compared with elementary, primary or academic secondary education in Papua New Guinea. Some reasons for this are:

- A low teacher–student–ratio (1:18 or lower compared to 1:30 or even much higher figures in primary schools).
- Costly training equipment (e.g. tools and machines).
- Costly training facilities (workshop buildings and required infrastructure, e.g. 3 phase power supply).
- Higher bills for running costs (lubricants, diesel, electricity).
- The continuous use of (raw) materials for training purposes.

Because vocational (and technical) training is not a cheap exercise, a lot of effort actually has to be put into the planning and organising process of the vocational centres – or, in other words, into the management of assets. Before we go into detail of how to deal with the centre's assets it is important to understand what the assets of our schools actually are.



What are our Assets?

The *Oxford Advanced Learner's Dictionary* offers the following definitions of asset:

1. Valuable or useful quality or skill.
2. Valuable or useful person.
3. Thing, especially property, owned by a person, company, etc that has value and can be used or sold to pay debts.

Definition 1 and 2 have been already discussed in the first two Modules of this course so the focus is now directed to tangible items – things that can be held in our hands, that have to be taken care of or even be controlled, that have to be maintained and budgeted for.

Activity 1:

Name:..... Date:..... Signature:.....

Name five tangible assets which you feel are very important for the smooth operation of your vocational centre:

Management of Assets

Introduction

The school's assets belong to the school; not to the centre manager, not to the Board of Management and not to staff or trainees or anybody else. Although this is common knowledge and accepted in theory, facts often prove to be different in real life. It is not so much about *deliberate misuse of state property* but rather the way things happen or how matters are organised (or rather are not organised) in a vocational centre in regard to its assets.

Simply knowing and applying basic procedures of asset management can contribute greatly to the centre management's effort in becoming more transparent towards education authorities, auditors, inspectors, parents of trainees or the Board of Management. As well, a centre manager has support if clear procedures are already established – that is, endorsed by the BoM – for example if colleagues demand *free services or handouts* or similar *benefits*. In such cases the matter can be directed to the governing body (BoM) and nasty discussions may hopefully be avoided.

If claims are demanded from members of the BoM or even the education authorities (e.g. free use of school vehicle etc) than the management of the centre has a real problem.....

1. The Procurement of Assets

Even though no aspects of *Financial Management* will be discussed in this course, a few points have to be mentioned here.

The Public Finance Management Act (1986) defines the extent of the authority of an accountable officer who is charged with the responsibility of running an account. In vocational centres the manager is the accountable officer and the accounts referred to are the centre's financial account(s). In this regard, the manager is the overall responsible person in charge of procurement or purchase of any kind of assets and therefore has to account for all purchases in form of financial reports on a regular basis (e.g. quarterly) to the Board of Management of his vocational centre.

If an expensive purchase is due (e.g. worth more than K1000.00) it is very much advisable for the manager to get the backing of the BoM before the money is spent on that item. Actually some Boards explicitly demand prior approval before cheques can be raised. Also prices and the quality of the items to be bought should be thoroughly checked and compared. Getting a lot of product information beforehand and possibly quotations from different suppliers is definitely a good approach.

To save fuel and time, fax machines and phones (if available) should be used as much as possible. Once used to modern technology, schools should order the needed parts and materials directly from main centres and major suppliers. That saves the centre money (which is the intermediate dealers' profit) and time as well, as orders can be followed up and dealt with personally by centre staff (you need not depend on the mood of your distributor's sales person and you do not risk a wait of eight months or so to receive urgently needed goods).



2. Registration and Stocktaking of Assets

After assets have been purchased for the school they then have to be recorded as the centre's property. All fixed assets like buildings, vehicles, machines and tools or school desks (those assets which are capitalised and listed in an institution's *inventory*) have to be entered into so called *stock books* which are usually available from the Provincial Education Office. Each item should be recorded separately and if a new stock book is started, it is essential that the old record is retained, and the new book is cross-referenced to the old. The only useful record of stock is an on-going record that is continued from year to year. Stock books are accountable records and it is the manager's responsibility to make sure that they are kept properly.

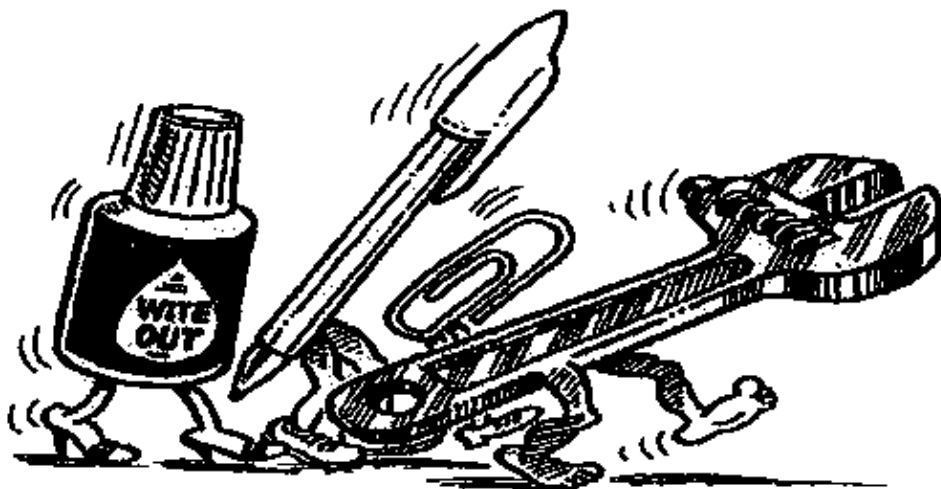
A visit from an inspector or auditor should not be the reason for having up-to-date records in place even though s/he might like to see them. Registration of assets is a basic but very important management tool which helps to organise and monitor the centre's property, for example, in terms of their purchasing price or life span. It may also reflect how well equipment is being looked after by trainees and staff of the centre. As well properly recorded assets are an immense help for the school's planning of its yearly budget.

Items which are being used up sooner or later after purchase – also called consumables – do not have to be listed in the *stock books* of the centre as they are listed immediately as *expenses* (they are not capitalised and therefore not listed in an institution's inventory). However, the invoices and receipts should be kept and filed according to standard book-keeping procedures.

Nevertheless, it is strongly recommended to maintain effective *stock record systems* for the different consumables which most of the vocational centres in PNG deal with, like timber for seasoning, stockfeed for pigs and chicken, fuel stored in drums, rations for trainees or fabrics and cloth for tailoring. As experience shows, goods and materials that are to be stored for a longer period of time on centre grounds tend to diminish or disappear completely. An effective *stock record system*, operating on a continuous basis, should help to use the school's resources for the purpose they were originally intended.

After being recorded, the centre's property has to be monitored. The most common instrument is the stock take of assets which should ideally happen at the end of each school term, just before the closure of trade workshops and tool rooms (especially concerning tools, machines, equipment). A good time for stocktaking of staff house furnishing (like furniture, fans, electrical appliances) would be the end of each school year or when an instructor leaves the centre during the year. Also, in the case of change of manager, a stock take has to be carried out as this is part of the *hand over/take over* procedure enabling the incoming manager to become familiar with the resources of the institution.

Apart from checking the amount of items actually present against the number of items listed in the *stock books*, the person in charge of stock take should also indicate whether property is damaged but still existing or is missing.



Activity 2:

Name:..... Date:..... Signature:.....

What would be an effective stock record system for a consumable that you often use in your vocational centre. Please describe it as precisely as possible:

3. Responsibility and Accountability for School Assets

As already mentioned, the centre manager is the accountable officer of the institution and must make sure that assets are effectively monitored at the centre. Stock books – or if not available, similar documents for the same purpose – have to be made available and all records have to be kept in order and in a safe place. The task of stocktaking should be delegated only to capable and reliable staff and an improvement of the existing procedures has to be initiated by the manager if stocktaking results are unsatisfactory.

Of course, this duty does not relieve other parties, who are involved in the operation of the vocational centre, from their obligations and responsibilities regarding the management and care of assets.

Activity 3:

Name:..... **Date:**..... **Signature:**.....

Please explain, as specifically as possible, the responsibilities of the other stakeholders (apart from the centre manager) in regard to centre assets. Give two examples each:

Responsibilities of Instructors: _____

Responsibilities of Trainees: _____

Responsibilities of neighbouring Community: _____

Responsibilities of BoM: _____

Responsibilities of Provincial Education Authority: _____

Responsibilities of Vocational Centre Inspector: _____

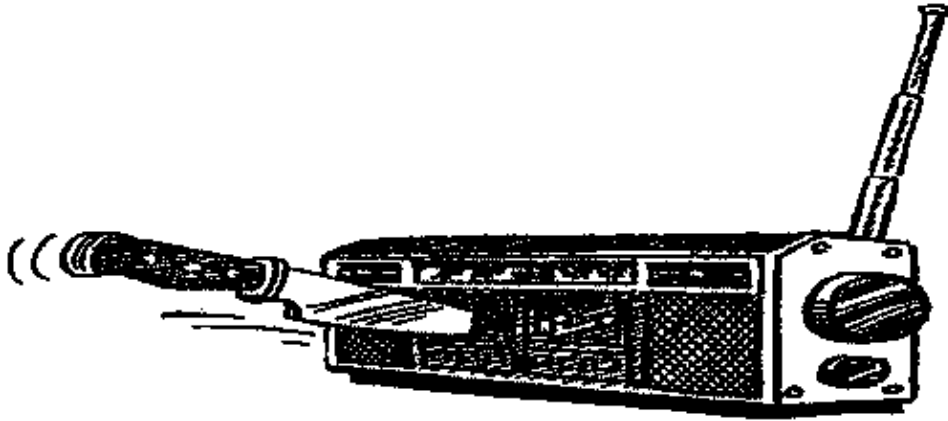
4. Security and Care & Control of Assets

Supplies and materials for future use must be kept properly and safely. For example, rations must be kept in rat proof store rooms, chemicals, fuel and other inflammable items must be stored separately (read also the chapter on OHS), expensive and sensitive equipment has to be protected from (rain-) water or direct sun light and project material (like cut timber, iron posts, cement bags, etc) has to be stored safely, i.e. so they do not collapse or fall down from a stack, risking injury to people passing by.

Keeping the proverb "*Opportunity makes a Thief*" in mind, tools and equipment have to be locked away and kept in secured store rooms or cabinets at the end of each school day. This is without doubt the responsibility of the workshop instructor and even though tool control is delegated to the class captain or a tool-keeper, adequate supervision and monitoring is a must for the trade instructor.

In fact, systems of asset control have to be in place (if they do not exist yet, they have to be developed and endorsed by the BoM) according to the requirements of the centre. The *improper* use of school vehicles, *borrowing* of tools or *receiving free* goods from the school canteen or school gardens are traditional weak points – just to mention a few – and therefore need extra attention by the centre's management. Clear regulations and rules, which have to be adhered to by everybody, will certainly help in the process of caring for and controlling of school property.

There lies a challenge ahead for all vocational centre staff to generate a feeling of responsibility in the minds of their trainees. We are talking about the responsibility to take care of materials and equipment, the responsibility to return tools in clean and good condition, the responsibility to repair and maintain damaged property, the responsibility to finish a task properly (and not sneaking off from work), the responsibility to act environmentally friendly (re-use, reduce, recycle), and the list of responsibilities just continues. Obviously, those values can only be transferred from instructors to trainees if they are applied to the best by the instructors themselves – which is perhaps the biggest challenge.



5. Maintenance of assets

The timely and regular maintenance of buildings, equipment and machines, vehicles, utilities or school grounds is at least as important as the actual procurement of assets. It is important to understand 'maintenance' as a concept; e.g. in terms of planning and budgeting, monitoring and its implementation (availability of human resources, equipment, time, etc).

How often do new buildings look rotten after only two or three years of existence because leaves have not been removed from gutters causing rainwater to drip down the walls or leaking taps have not been repaired, immediately causing the hollowing out the building's foundation? All this can be prevented by identifying and addressing the problem (the manager's job) and by delegating it to the respective trade section in the centre (e.g. in form of an action plan), thus creating a sense of responsibility for the trade teacher and his trainees – not only for this repair job, but for any future maintenance issues at all.

Activity 4:

Name:..... **Date:**..... **Signature:**.....

Give your own example of these types of assets and briefly describe what you think could be an effective way to maintain this asset.

1) **Building:** Staff House Building:

Your example: _____

Proposed maintenance concept: _____

2) **Equipment:** Sewing Machine

Equipment: Your example: _____

Proposed maintenance concept: _____

3) **Vehicle:** School Tractor

Vehicle: Your example: _____

Proposed maintenance concept: _____

4) **Utilities:** Water Supply

Utilities: Your example: _____

Proposed maintenance concept: _____

5) **School Grounds:** Drainage

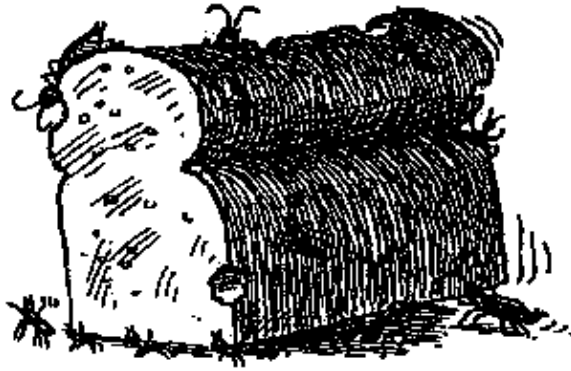
School Grounds: Your example: _____

Proposed maintenance concept: _____

Just a few Hints



- Establish the cause of damage when doing maintenance or repair work. Set the right priorities and repair what caused the damage first, before starting the actual repair work (fix the roof first, before replacing the plywood inside).
- Schedule *Maintenance*: Let it become a concept in the operation of your vocational centre (in the centre's *vision*, the centre's *plan of activities*, the centre's *budgeting process*).
- Consider small things first. A leaking water tap is quickly and less costly repaired than a whole foundation.
- *Responsibilities* have to be established and tasks delegated to the right officers (e.g. the BoM is responsible for staff housing, the manager is responsible to prepare an adequate maintenance schedule, the trade instructors are responsible to carry out and supervise repair work, everybody is responsible to notify the centre management if assets need (urgent) maintenance).
- *The Maintenance* of assets is often more than just repairing damaged items. Let us just think about the proper management of kitchen and laundry areas, dormitories, toilets and ablution blocks. Cleanliness and tidiness play a crucial part in the aspect of maintenance (no fly wire mounted in dormitory windows increases the risk of malaria, toilets in bad condition are often the focus of typhoid and other dangerous epidemics, dirty mess facilities attract rats, flies, snakes, ants and much more).



Making the Most of your Assets

Beautification of Centre Grounds

Even though a well maintained lawn, colourful flower beds or properly laid out hibiscus hedges are by far not the most important indicators for a well run and well managed vocational centre, one cannot deny that the sight of a well-looked after school leaves a good impression on a visitor or client.

Plan for a beautification programme instead of asking trainees simply to cut grass. Cutting grass, certainly, needs no planning and is the easiest way to have students occupied, but with a little time and planning effort a big difference can be achieved and your centre might become an attractive location within the local community.

Activity 5:

Name:..... Date:..... Signature:.....

Write a proposal for three beautification activities which you feel could improve the school.

Activity 1: _____

Activity 2: _____

Activity 3: _____

Agriculture Programmes

Considering the fact that most inhabitants of PNG survive on their own grown food (subsistence farming) a vocational centre should seriously think about engaging in agricultural activities like growing staple food or cash crops as a part of their training programme. Some good reasons are:

- The decrease of expenses on rations for (boarding) students.
- The improvement of nutrition for trainees (providing a more diverse diet).
- The generation of income for the centre (cash crops).
- The provision of training – maybe as short courses – to people (e.g. subsistence farmers) from the surrounding communities in much needed agricultural skills.

It is well known in many vocational centres in PNG, that one of the last things young people expect when enrolling is to be taught in *agriculture*; everybody prefers to learn “*car mechanic*” or “*computer*”. On the other hand, often students are pushed into the school gardens by instructors and abandoned there. There is

undoubtedly room for improvement in providing good reasons or offering incentives for agricultural training or courses at vocational centres.

Community Bookings

As stated already, a vocational centre is in many cases a big – occasionally even the biggest – asset in a local community regarding multi-purpose training facilities. Unluckily Board of Managements and Managers tend to restrict their vision of their schools solely to its original purpose, which has been the delivery of vocational training courses. One typical consequence of this is that at the end of afternoon lessons or during weekends all workshops, class rooms or assembly halls are locked and not used for any other reason until the next day.

There are often various groups in the surrounding communities that are in dire need of a good location for organising their meetings or running their workshops. Groups like Local Level Governments, Provincial Government Divisions, Church Groups or NGOs sometimes do not have their own buildings or conference rooms but have funds to hire such a venue.

A vocational centre could be the ideal provider of such facilities – of course for a reasonable payment – encouraging community groups to rent the centre's facilities more often, thus creating additional income for the school. There are obviously more benefits apart from receiving rental payments, like getting to know better village and community groups (including their programmes and efforts) or developing further spin-off business opportunities like catering or typing services.



Selling the Centre's Primary Product "Education"

A further step to effectively making use of a vocational centre's training facilities (like buildings, equipment and tools, staffs' expertise, school gardens, recreational areas, etc) is to discover the training needs of people living in the region: "What do they really like to learn, how much are they prepared to pay for it, for how long are they able to take part in a course?"



Based on a thorough needs analysis, a vocational centre should get prepared to run short course programmes in skill areas where there is a big demand in the local community.



Main Ideas

- a) Vocational Training is expensive. This is one good reason to take care and manage in a responsible way all the centre's assets,
- b) Asset Management can be divided into five main areas: Procurement, Registration Process, Generation of Responsibilities, Care & Control and Maintenance.
- c) It is important to understand *Maintenance* as a concept.
- d) Think entrepreneurial: Generate income with your centre's existing assets and resources.
- e) The centre should become more community oriented in its training programme. Apart from successful full-time trade courses, a variety of short courses (of skills which are really needed

in the community) should be introduced.

Unit 5: The Board of Management



Unit Objectives

After the completion of this unit, the participant should be able to:

1. Explain the purpose of a Board of Management, Board of Governors or Board of Directors.
2. List ten key functions of a BoM.
3. Describe exactly in own words, what a constitution (for a vocational centre) is, why it is needed and how it is established within the education system.
4. Enumerate at least five important features which should be included in a BoM constitution and explain reasons for inclusion.
5. State two reasons why by-laws should be included in a centre constitution and give practical examples of such by-laws.
6. Understand why a **teamwork approach** between centre management and BoM is very important for the further development of a centre.

Introduction

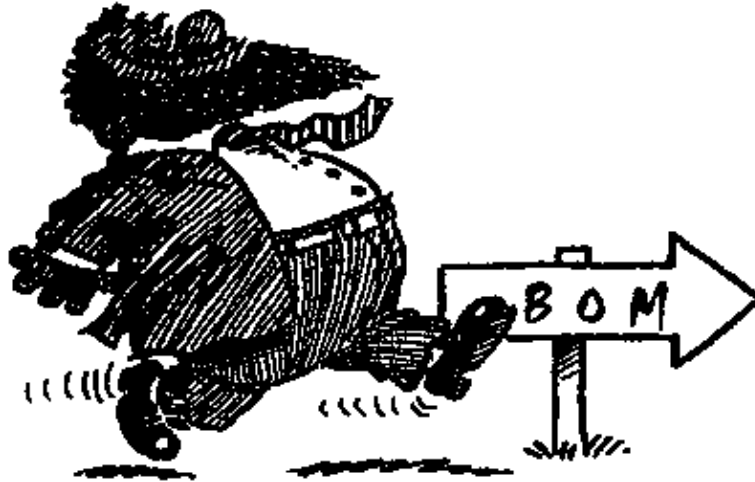
When this unit was compiled there was no official document – like a “*Handbook for Vocational Centre Board of Management*” – available. All information to compile this unit was drawn from the following documents:

- The Education Act
- The Draft Policy Workshop: “Boards of Management” (12th–13th June, 1996)
- The Board of Management Handbook for Elementary and Primary School/Draft

Although some general information on how to establish a vocational centre board of management (BoM), including a few essential features of a BoM constitution, is mentioned in the *Education Act*, there is still a need to further elaborate on this matter in terms of its practical application.

It is therefore recommended here that an official document should be developed by a committee appointed by the responsible Division within the Department of Education. The content would be a set of concrete, practical hints on how to establish a BoM for a vocational centre – applying the given information in the *Education Act*. Furthermore, a “*Sample Constitution for Vocational Centre Boards*” would help a lot of managers and board members in administering and managing their centres.

An active and participating BoM, which contributes with good ideas and sound management decisions to the development of a vocational centre, forms the backbone of that learning institution. That is a fact which has over the years often been neglected or underestimated. An effective board will closely co-operate with the centre manager and an experienced manager should do the same with the board. There also has to be a mutual understanding and respect of the roles and functions of the other party. It is certainly not only the vocational centre managers who need to be trained in this regard, but BoMs as well.



The Roles and Functions of the BoM

Why have a BoM?

To function effectively, every organisation must have a managing body. As a rule all companies, government and non-government institutions or any other kind of organisation have either a *Board of Directors*, a *Board of Management* or a *Board of Governors* for the following reasons:

1. They are legally responsible for the organisation.
2. They should provide security and continuity to the organisation, particularly at critical times such as the change of chief executives (here: managers) or the re-evaluation of strategy and direction.
3. A group of *external* people is required to hold the chief executive accountable for his or her action, to agree to performance targets, and to conduct an annual performance review.
4. They stay back from the organisation's day-to-day operations and take a dispassionate view of the critical issues of *the mission, the objectives, the allocation of resources to different purposes and the long-term financial security of the organisation.*
5. They monitor the organisation's performance.

Activity 1:

Name:..... Date:..... Signature:.....

What do you think are the roles of the BoM in a vocational centre? Please list five roles (or areas of responsibility) and support each by a concrete example:

Under the Education Act (Section 60; 1) it is a requirement for all schools (from *Elementary* up to *Secondary Schools*) to have a board of management with the chairman elected by the board members and the centre manager being the *ex-officio member* to the board. A BoM for a vocational centre has a lot of roles; for instance, to give advice, to be active in policy making and planning, to make decisions, to ensure good public relations or to monitor school finances.

Below are mentioned some of the key functions a BoM should be aware of:

- Set education priorities in line with their respective vocational centre agencies.
- Set the centre's goals and objectives and monitor their achievements.
- Support and implement all decisions made.
- Outline procedures for any committee the BoM sets up.
- Set curriculum priorities and ensure the centre's curriculum reflects the local community's needs, ethics and values.
- Look at the needs of trainees, make plans for enrolment and ensure that they are in school.
- Make rules for the enrolment of trainees and endorse any other important centre rule or regulation.
- Put appropriate systems and procedures in place (e.g. trainees' discipline, vehicle use, etc).
- Determine priorities in the planning process and subsequently the setting of the centre's objectives and make sure that the planned activities are properly budgeted for. The BoM is accountable for any money that is made available to it by the government, the education authorities or the public.

Note that all acquittals, however, are the responsibility of the centre manager and not necessarily the BoM chairperson!

- Build new classrooms and training facilities and any other buildings and also provide maintenance of existing properties.
- Look at the needs of teachers and staffing in the centre.
- Recommend staff to the Provincial Education Board (PEB) for appointment. This should be done in close consultation with the Vocational Centre Inspector, agency representatives and the District Education Officer.
- Ensure good community participation in the centre.
- Support the Parents and Citizen Association (if it exists).
- Work in close consultation with the manager and the instructors of the centre.
- Review the board's own performance.

A Constitution for the Board of Management

A Constitutional Framework is needed

In order to enable a board of management to operate effectively each school needs to have a written constitution, which is based on the legal framework provided by the *Education Act (No. 11 of 1983; Section 61)* and has been endorsed by the respective Provincial Education Board (PEB).

Section 61 of the Education Act does not go into detail so boards, managers, inspectors and education advisers have to take their time in order to review existing constitutions or write new ones for their respective educational institutions. A good idea would be to produce a *sample constitution* (e.g. for vocational centres) at provincial level which includes all the required features and which is in line with the *National Educational Act* as well as with the particular *Provincial Education Act*. Each respective vocational centre then could come up with its own specific rules and by-laws in order to cater for its own needs.

Activity 2:

Name:..... Date:..... Signature:.....

Look up the Education Act No. 11 of 1983, Section 61 and discuss in groups in what ways the given information can be used for the development of a constitution–framework for a board of management for vocational centres.

Constitution and By-Laws

The constitution and by-laws is a set of guidelines for the BoM to follow. This spells out how the BoM members should be represented or selected, the voting procedure, the number of meetings per term, how long a board member should serve, grounds for the dismissal of a member and much more.

The constitution and by-laws will only be legal once it is approved and endorsed by the PEB. To do this, the BoM must approve the *draft constitution and by-laws*. Then once approved, the BoM secretary should send a copy to the Chairman of the PEB. Attached is a request for the approval of the constitution and by-laws. The same applies when an amendment is made in the constitution; the PEB must approve any amendment. This is the proper procedure to follow but it can only work if PEBs are fully operational.

Important Features of a BoM Constitution

Below are listed topics which should be dealt with in a BoM constitution. The list is far from complete but it certainly can be used as a guide to draft a new – or review an existing – BoM constitution.

The constitution should define and explain:

- The composition of the BoM; who are the different community representatives and other representatives; minimum and maximum number of members.
- The election process of board members from the community; election of the chair person.
- The nomination and function of other office holders (e.g. chairman, secretary).
- The term of office for board members.
- The vacancy of office like resignation, consecutive absenteeism, vote of no confidence.
- How often and how regularly meetings will be convened.
- The different purposes of convening a meeting.
- The voting procedures; quorum; how to pass resolutions; casting vote.
- The standard meeting procedures; the taking of the minutes.

- The limitations of functions in relation to teachers (e.g.: the BoM cannot suspend, terminate or transfer staff).
- Activities about continuous inservice for the BoM.
- The appointment of committees and delegation of tasks to them.
- Any rules and by-laws.

The Board Members

Get the Right Mix and the Right People

One key to success for a well operating vocational centre is to have a strong, competent board of management. Experience tells us that one of the biggest challenges is to get *the right people* on board.

The starting point should be to determine a workable procedure which would tell the vocational centre managers step by step how to identify and get elected their future BoM members out of a pool of interested and committed people from the surrounding communities. The same committee, which earlier in this chapter was proposed to develop an *Official BoM Document*, also should be in charge to conduct such a BoM recruiting or election procedure.

A school board should have at least five members representing the local community or communities. Important people could be:

- a current/previous landowner, *bigman*, or any other important community leader
- a local business person
- a church leader, priest or pastor
- a women representative
- a youth co-ordinator who works together with local youth groups
- anybody else who is engaged in the development of the local community

Furthermore the board should have

- a teacher from the staff of the respective centre
- the centre manager (as the ex-officio member)
- a direct representative of the education agency conducting the vocational centre
- a trainees' representative (e.g. school president) of the vocational centre

As mentioned earlier, there has to be a mutual understanding between the board on the one side and manager and staff on the other side. The centre manager needs the security of knowing that he has the board's support on certain issues, even though they may not really be board issues. The board has to be confident that their manager is a trustworthy, reliable and competent administrator – understanding and doing his job well.

The school management has to be controlled by the board (e.g. expenditure, course programmes) in some way, but too much interference with practical management can paralyse the operation of the centre and sometimes decrease staff confidence. Well prepared reports on a quarterly basis is a professional way to inform the board about the school's income and expenditure, current developments, existing problems or urgent issues.

A common problem is that boards, quite appropriately, bring together people from different professions and backgrounds. However, those people bring with them their own assumptions about how a board should work and about the purpose and nature of the respective vocational centre. Therefore, there has to be a proper understanding of the board's role and it is the job of the centre manager or the long serving board members to inform newcomers about the mission (purpose) and objectives of their vocational centre.

Skilled and committed people in the community are rare and very much sought after – because of their personal and/or professional qualities and commitment. However, a vocational centre BoM needs a certain balance of skills (e.g. legal, business, educational, management or financial skills) in order to be in a position to give the required or needed advice to their centre.

A well run and well managed vocational centre that fulfils a purpose in the community has got a good chance of attracting talented and skilled representatives of the local people to become board members. At the end of the day, these people will join the board only if they respect the school, and believe that the board is well managed and that their contribution will make a significant difference to the school.

Therefore board membership can be strengthened if the board takes a systematic and energetic approach to recruiting new members. Boards that put little effort into this issue can end up with weak members who are unable to contribute effectively to governance. The recruitment, selection and election of board members should be just as professional as the procedures used to recruit instructors.

Two to three years of time of office might be a suitable period of time for vocational centre BoMs. To have an *continuous board*, i.e. to appoint new members when still some representatives of the *old squad* are on the board, is a good way to contribute to continuity of the centre's operation and as well to create an ongoing *institutional memory*. However, it also happens that completely new boards – sometimes with a new incoming manager – are established and a lot of knowledge and experience has to be regained.

Main Ideas

- a) An active and participating BoM, which contributes with good ideas and sound management decisions to the development of a vocational centre, forms the backbone of a vocational centre.
- b) An effective board will closely co-operate with the centre manager and a professional manager should do the same with the board.
- c) Each centre needs to have a written constitution which is approved by the Provincial Education Board.
- d) Boards have to be active to win committed and skilled members from the community to their cause. If no effort is put into this issue, the BoM can end up with weak members who are unable to contribute effectively to governance.
- e) The Board of Management has to be informed regularly and in a professional way by the centre management about finances, current developments, existing problems and other important matters.