Handbook for School Attachment

DIPLOMA IN EDUCATIONAL ADMINISTRATION (Secondary)

1990

Institute of Education

LG
399
I E.D
REFERENCE

MAM 5023

DIPLOMA IN EDUCATIONAL ADMINISTRATION (SECONDARY) PROGRAMME

HANDBOOK ON ATTACHMENT

CONTENTS

		Page
1	Introduction	1
2	Pre-Attachment	3
3	On-the-Job School Attachment	4
	3.1 Conditions Essential to Successful and Effective School Attachment	4
	3.2 How to Develop the Action Guidelines	5
	3.3 Feedback Report on School Attachment	7
	3.4 Assessing the School Attachment	
4	The School Attachment Assignment	10
5	Assessment of the Component	11
6	References	12

APPENDICES

I	Feedback Report Forms for School Attachment	13
II	Criteria for Awarding the Practicum Mark	23
III	Mentoring for Managerial Development	24
IV	The Skills of an Effective Principal	27
V	Examples of School Management Tasks	29

Revised 1990

DIPLOMA IN EDUCATIONAL ADMINISTRATION (SECONDARY) [DEA(S)]

1. INTRODUCTION

The School Attachment is a two hundred (200) hour course work component of the Diploma in Educational Administration (Secondary) [DEA(S)] programme. Its objectives are as follows:

1. To provide a realistic setting for the DEA(S) participants to apply and practise the conceptual, human relations and technical theories and skills of school management that they have acquired from the classroom coursework.

2. To provide the DEA(S) participants with opportunities for concrete, first-hand and practical learning of school management skills and behaviours through:

   2.1 Observation of their mentors in the management of their schools;

   2.2 Role-modelling of their mentors' effective school management skills and behaviours;

   2.3 Undertaking specific school management tasks that allow them to practise the pertinent skills and behaviours;

   2.4 Feedback, coaching and counselling by their mentors and IE supervisor.

Of the two hundred (200) hours of School Attachment, twenty (20) hours will be in the form of a Pre-attachment Seminar to be conducted in Term 1 of the DEA(S) academic year. The remaining one-hundred and eighty (180) hours, which is only the basic minimum time allocated, will be for on-the-job attachment at matched schools during Terms 2 and 3 of the DEA(S) programme.

Details of the Pre-attachment Seminar can be found on page 3.

For the 180 hours on-the-job attachment, the DEA(S) participants will be attached concurrently to their matched schools for ninety (90) hours over four weeks for each of the two academic terms. During the four weeks, the participants will return to the Institute of Education one-half day each fortnight to review, share and clarify their attachment learning experiences.

1. Pre-attachment Seminar
   4 hours x 5 days x 1 term = 20 hours
2. On-the-job School Attachment
   21.75 hours x 4 weeks x 2 terms = 170 hours

3. School Attachment Review
   2.5 hours x 1 day x 2 weeks x 2 terms = 10 hours

Total = 200 hours

In terms of content for the on-the-job attachment, the participants, under the guidance of their mentors and in consultation with their IE supervisors, will be given opportunities to do the following;

1. Observe and role-model their mentors' skills and behaviours in school management;

2. Apply and practise the conceptual, human relations and technical skills of school managements by:

   2.1 Assessing the needs of the schools;

   2.2 Planning, organizing, staffing, leading and controlling school programmes;

   2.3 Maintaining close rapport with the school staff and pupils;

   2.4 Contributing to the enrichment of the school environment through tapping and utilizing outside school resources;

   2.5 Gaining an understanding of, and working within the Ministry of Education by-laws and regulations.

For each block statement, the DEA(S) participants will need to work out with their mentoring principals:

1. The skills they would like to learn and/or practise;

2. The areas of the school programme through which they could learn and/or practise the identified skills and behaviours. i.e. tasks.

Under the guidance of their mentors, the participants could start with management of specific components of the school programme and then work towards managing the total school towards the end of the on-the-job attachment.

The school principals who have been selected as mentors by the Ministry of Education will provide opportunities for the participants who are attached to their schools to observe, role-model, undertake and practise the identified school management skills and behaviours. They will also guide, give feedback, coach and counsel the participants to help them to learn and to improve their practice. The IE supervisors will serve as facilitators during the on-the-job attachment. They will visit the mentors and the participants periodically to facilitate the mentoring and learning process. In addition, the two resource persons from the Schools Division, Ministry of Education will help to clarify issues raised at the School Attachment Reviews.

At the end of each on-the-job attachment period, a tripartite meeting involving the mentor, the participant attached to his or her school and the IE supervisor will be held to review the participant's learning progress. Pre-structured feedback forms (Appendix I) will be used to guide and document the review.

The participants will be required to submit for assessment a 30-35 page written assignment on the attachment learning experience. The assignment should be a critique of his/her application and practice of the skills and behaviours. Guidelines for the School Attachment assignment are provided in Section 4.

2. THE PRE-ATTACHMENT SEMINAR

The Pre-Attachment Seminar is a twenty (20) hour sub-component of School Attachment. It will be conducted in the form of five half-day seminars. Its main objectives is to prepare the mentoring principals and the participants (or proteges) for the on-the-job school attachment by providing opportunities for:

1. The mentors to transfer skills to the proteges through observation, explanation, and formative feedback in a simulated context;

2. The proteges to familiarize themselves with the processes of the on-the-job school attachment.

The focus of the pre-attachment seminar will be on the imparting of process skills which will be useful to the participants in the management of the school, the instructional programme, the ECA programme and the pupil welfare programme. The process skills which the mentoring principals will attempt to transfer to the proteges through observation, explanation and formative feedback at the seminar will include the following:

* Human Relations
* Perceptual
* Leadership
* Assertiveness
* Organizing
* Imaging
* Problem Analysis
* Verbal Communication
* Written Communication
* Team Building

These process skills which are described in Appendix IV will be practised through role-playing of critical incidents which are simulated events that are likely to occur during the on-the-job attachment.

In addition, opportunities will be provided for the mentoring principals and the participants to develop their action plans for the on-the-job school attachment and to familiarize themselves with the content of the Feedback Form which will be used at the tripartite meetings during the school attachment. The Feedback Form will focus on:

1. What is learnt by the protege when undertaking the tasks identified in his or her action-plan;

2. The extent of progress that the protege has made;

3. The extent the targets set by the protege and the mentoring principal have been achieved.

To facilitate the pre-attachment training, the mentoring principals and the participants will be formed into groups. For each session, a presenter will make a presentation of the particular skills to be practised and the participants in sub-groups of two mentors and two proteges will then be involved in practice and feedback. The main modes of instruction used are role plays and case studies.

At the end of practice and feedback, the facilitators will obtain feedback from the various sub-group and summarize the learning experiences of the participants.

The pre-attachment seminar is aimed at preparing the participants for the on-the-job school attachment. Hence, it is geared towards helping the participants understand their roles during the attachment and the processes involved.

3. ON-THE-JOB SCHOOL ATTACHMENT

The on-the-job attachment is the other sub-component of School Attachment. It covers a total of one hundred and eighty (180) hours of the Diploma in Education Administration programme. For its implementation, the participants will be attached to schools for two periods of four weeks, one in Term 2 and the other in Term 3 of the DEA(S) academic year.

3.1 Conditions essential to successful and effective school attachment

The on-the-job school attachment is intended to provide opportunities and a realistic setting for the participants to learn at first hand, and apply and practise the skills of school management. Hence, for the attachment to be successful and effective, the mentoring principals must be willing to provide opportunities for the DEA(S) participants to work with them through observation, role-modelling and participation in their work (Bova and Phillips, 1984:18). This requires that they share with the participants the large and small, the routine and unexpected decisions related to school management. (See Appendix III for "Mentoring for Managerial Development").

Mentoring requires both the principals and the participants to take risks. The mentoring principals must be willing to share their expertise in school management with the participants. They must be able to trust them to take over more and more responsibility for running the schools during the attachment. The participants must be open-minded, confident and willing to learn, apply and practise the skills of school management in the areas they have mapped with their mentors. The ultimate test of the success and effectiveness of the on-the-job attachment is the willingness and ability of the mentoring principals and the DEA(S) participants to create opportunities during the second attachment for the latter to run the school for a period of time. Three days to a week of risk-taking is critical for a successful and effective on-the-job attachment.

To facilitate the successful transference of skills during the on-the-job attachment, the mentoring principals and the participants need to jointly develop action guidelines for the attachment. The action guidelines should contain the school management skills that the participants need to develop and the tasks from programme areas through which the participants can learn, apply and practise the identified skills.

3.2 How to develop the action guideliness

Prior to the on-the-job attachment, the participants must develop a manageable list of skills that they feel they must master before becoming a school principal and the tasks from the areas of school management through which they can learn, apply and practise the identified skills. Similarly, the mentoring principals must draw up a list of the skills which they think the participants must learn and the tasks from the school management areas through which the participants can master the identified skills. Some examples of school management tasks are identified in Appendix V.

At the pre-attachment seminar and towards the end of the first attachment, each mentoring principal and his participant will meet to develop an agreed list of skills and tasks through consultation and negotiation based on their pre-drawn lists. The processes of consultation and negotiation is diagrammatically represented below.

ACTION GUIDELINES	PARTICIPANT	PRINCIPAL
Presentation of the list of skills and tasks from the school management areas identified by the participants	---------->	
Presentation of the list of skills and tasks from the school management areas identified by the mentoring principal		<----------
Consultation, negotiation and agreement	---------->	<----------
Drawing up agreed list of skills and tasks	---------->	
Confirmation of agreed list of skills and tasks	---------->	<----------
Development of the procedures and means for providing guidance and feedback	---------->	<----------

Consultation And Negotiation Process

At the meeting, the mentoring principals and the participants must also work out the procedures and means

for providing guidance and feedback to facilitate learning.

The agreed list of skills, tasks and procedures and means of guidance and feedback will then become the individual guidelines for action for the mentoring principals and the participants during the on-the-job attachment. As a result of the development of the action guidelines for the Attachment, the participants should have the opportunities during the attachment to:

1. Observe their mentors in the management of their schools;

2. Role-model their mentors' effective school management skills and behaviours;

3. Undertake specific school management tasks that allow them to practise the pertinent skills and behaviours.

3.3 Feedback report on school attachment

At the conclusion of each period of school attachment, a feedback report on the participant's learning progress will be completed as a result of a tripartite conference between the mentor, the participant and the IE supervisor.

Copies of the report for each attachment are in Appendix I.

The report has four sections:

1. Identification of the agreed task areas and an indication of current progress.

2. The current level of mastery of the skills practised or learnt and examples where the skills were applied i.e. the tasks.

3. Feedback on the participant's present stage of progress/potential to assume the responsibities of a principal.

4. Identification of skills and tasks for future development.

The report writing procedure for the two school attachments is shown diagramatically below.

FIRST TRIPARTITE MEETING	PARTICIPANT	PRINCIPAL
* Report on progress in learning, applying and practising the skills and behaviours of school management	---------->	
* Proaction		<---------
* Feedback to Principal	---------->	
* Resetting of skills and tasks for next posting	---------->	<---------
* Discussion of contingencies	---------->	<---------

Report for the first period of attachment

SECOND TRIPARTITE MEETING	PARTICIPANT	PRINCIPAL
* Report on progress in learning, applying and practising the skills and behaviours of school management	---------->	
* Proaction		<---------
* Discussion of plans for future	---------->	<---------

Report for the second period of attachment

To facilitate the reporting of progress by the participants to the mentor and IE supervisor, he/she should have completed the following sections of the form and made 2 copies.

Section 1: All

Section 2: List of skills and examples where applied. (During the tripartite meeting, the participant will be asked to indicate their perceived level of mastery for each skill so they should be completed in pencil on their copy of the form).

Section 3: State major examples which will be used to determine the participants' progress/potential. (Again during the tripartite meeting, the participant will be asked to rate themselves and this should be completed in pencil on their copy of the form).

Section 4: All

The original copy of the Feedback Report Form is handed to the IE supervisor who may amend it as the meeting progresses with the agreement of all parties.

At the end of the meeting when all parties are agreed on the report they should sign it. Should extensive changes be needed the form may need to be retyped and another meeting convened to confirm that the content is correct.

It is important to note:

The participants may not have the opportunity to display all the aspects of leadership skills and behaviours described in Section C of the report during the first attachment but by the end of the second attachment opportunity should be given to practise and apply the six aspects mentioned.

The major purpose of the school attachment is developmental rather than judgemental. That is, the intention of the mentor is to enhance the performance of the participant. It is essentially a helping relationship and this emphasis should be reflected in the feedback report.

The feedback report is "situational" in that it reflects the ability of the participant to undertake the role of a principal in this school. It is not predictive in the sense that it purports to describe how the participant might perform in all school situations.

3.4 Assessing the School Attachment

Following the second tripartite meeting the IE Supervisor will allocate a mark for the participants he or she supervises. The mark will be combined with that of the School Attachment Assignment (Section 4) to make up the total assessment for this component.

The criteria for awarding this practicum mark is included in Appendix II.

4. THE SCHOOL ATTACHMENT ASSIGNMENT

The School Attachment Assignment is intended as a written exercise to allow the participants to think through how they would manage a secondary school by applying all the knowledge and skills on school management they have acquired during their training. (The exercise is not an appraisal of the school in terms of its performance).

The School Attachment Assignment should consist of 30 - 35 pages, excluding bibliography and appendices. The upper limit as to length will be enforced.

Format

It should contain the following as content.

1. A brief description of :

   1.1 The school to which the participant was attached in terms of its policies, goals, objectives, tone, organizational structure, and the instructional, extra-curricular activity, pupil welfare/management and staff development programmes as well as the interaction among these components.

   1.2 In what ways did the tasks and skills which he/she practised during school attachment illustrate the application of the theories studied in the coursework? Evaluate the impact of these actions on the school.

   1.3 Important lessons on school management he/she had learnt through the School Attachment.

2. Using the knowledge he/she had acquired during the attachment, a discussion of how he/she would manage a school next year. In order to give reality to this exercise his/her school of attachment should be used as if it were his/her school, or assume that he/she had been posted back to his/her old school as principal.

Allocation of Marks

1.1	15 marks
1.2	25 marks
1.3	20 marks
2	35 marks
Overall Impression	5 marks

Some references that could be used are:

1. Bova, B.M. and R.R. Phillips. "Mentoring as a Learning Experience for Adults". Journal of Teacher Education. 35 (May - June 1984): 16-20. LB 1715 JTE

2. Hoy, Wayne K. and Cecil G., Miskel. Educational Administration. 2nd ed. New York: Random Housem, 1982.

3. Owens, Robert G. Organizational Behaviour in Education. Englewood Cliffs : Prentice-Hall, 1982.

4. Peters, Thomas J. and Robert H. Waterman, Jr. In Search of Excellence. New York : Harper & Row Publishers, 1982.

5. PAPERS ON SCHOOL EFFECTIVENESS AVAILABLE IN IE LIBRARY. FROM ERIC SEARCH. 7.8.85 'SCHOOL EFFECTIVENESS' (ON LINE NO 57).

   P66 Making Our Schools More Effective : Proceedings of Three State Conferences, 1984.

   P24 Excellence in Schooling : Effective Styles for Effective School, 1984.

   P75 Patterns of Growth in Principal Effectiveness. 1984.

   P81 An Effective School : A Case Study. 1983.

   P88 The Effective Principal : Achieving Equity and Excellence in Schools. 1983.

   P115 A Principal's Leadership in Developing the Characteristics of Excellent Schools. 1983.

   P150 The Principal's Role : How Do We Reconcile Expectations with Reality. 1982.

5. ASSESSMENT OF THE COMPONENT

The School Attachment component will be assessed by combining the marks allocated by the IE Supervisor for the on-the-job School Attachment and the Attachment Assignment. In the past 50% of the total assessment came from each part, however some flexibility may be advantageous in order to recognise the practical nature of this component.

School Attachment (50%)
} Mark (100%)
Attachment Assignment (50%)

The programme Coordinator is responsible for the moderation of both marks.

6. REFERENCES

1. Bova, Breda Murphy and Phillips, Rebecca R., "Monitoring as a Learning Experience for Adults", Journal of Teacher Education. (May-June 1984) : 16-20.

2. Foy, Nancy. The Yin and Yang of Organizations. London Giat McIntyre, 1981.

3. Kram, Kathy E. and Isabella, Lynn A., "Mentoring Alternatives : The Role of Peer Relationships in Career Development", Academy of Management Journal. 28(1985) : 110-132.

4. Ussher, John S., "Diploma in Educational Administration (Secondary) School Attachment" : Photocopy, n.d. p 1-4.

APPENDIX I : FEEDBACK REPORT FORMS FOR SCHOOL ATTACHMENT

DIPLOMA IN EDUCATIONAL ADMINISTRATION (SECONDARY)

FIRST ATTACHMENT

FEEDBACK REPORT FORM

PERSONAL PARTICULARS

NAME OF PARTICIPANT : _____

PERIOD OF ATTACHMENT : From _____ To _____

SCHOOL ATTACHED TO : _____

MENTOR-PRINCIPAL : _____

IE SUPERVISOR : _____

---

1. Identify the agreed tasks of the programme areas undertaken during the period of review. Limit them to the key ones and indicate whether completed or continuing.

Task Completed	Task Continuing

2. In the space provided list the skills practised or learnt and give examples of where the skills were applied. Indicate the extent to which they have been mastered.

Skills	Examples of where skills were applied	Level of Mastery		
		To a Limited Extent	To Some Extent	To a Large Extent

3. Feedback on the participant's development in six critical aspects of leadership behaviour.

   Please indicate the extent to which the following behaviours were demonstrated.

	to a limited extent	to some extent	to a large extent	Give Example/s
a. Develops a good relationship with people.				
b. Establishes effective two-way communication.				
c. Some ability to solve problems.				
d. Shows decisiveness in decision making.				
e. Behaves in a confident manner				
f. Shows ability in supervising staff.				

In learning, applying and practising the skills which were agreed upon for this posting, the participant.

	to a limited extent	to some extent	to a large extent	Give Example/s
Shows progress in learning to be a Principal.				

4. Skills and tasks for future development.

SIGNATURES

MENTOR : _____

PARTICIPANT : _____

IE SUPERVISOR : _____

DATE : _____

DIPLOMA IN EDUCATIONAL ADMINISTRATION (SECONDARY)

SECOND ATTACHMENT

FEEDBACK REPORT FORM

PERSONAL PARTICULARS

NAME OF PARTICIPANT : _____

PERIOD OF ATTACHMENT : From _____ To _____

SCHOOL ATTACHED TO : _____

MENTOR-PRINCIPAL : _____

IE SUPERVISOR : _____

---

1. Identify the agreed tasks of the programme areas undertaken during the period of review. Limit them to the key ones and indicate whether completed or continuing.

Task Completed	Task Continuing

2. In the space provided list the skills practised or learnt and give examples of where the skills were applied. Indicate the extent to which they have been mastered.

Skills	Examples of where skills were applied	Level of Mastery		
		To a Limited Extent	To Some Extent	To a Large Extent

3. Feedback on the participant's development in six critical aspects of leadership behaviour.

   Please indicate the extent to which the following behaviours were demonstrated.

	to a limited extent	to some extent	to a large extent	Give Example/s
a. Develops a good relationship with people.				
b. Establishes effective two-way communication.				
c. Some ability to solve problems.				
d. Shows decisiveness in decision making.				
e. Behaves in a confident manner				
f. Shows ability in supervising staff.				

In learning, applying and practising the skills which were agreed upon for this posting, the participant.

	to a limited extent	to some extent	to a large extent	Give Example/s
Shows potential to be a Principal.				

4. Skills and tasks for future development.

SIGNATURES

MENTOR : _____

PARTICIPANT : _____

IE SUPERVISOR : _____

DATE : _____

Notes to assist with the completion of Section 3 of the Feedback Report Form.

1. Develops a good relationship with people refers to the participant's ability to establish a relationship of openness, trust and rapport.

2. Establishes effective two-way communication refers to the participant's ability to be an active, attentive listener, to paraphrase and ask analytical questions, to understand the other person's point of view and to express his own point of view with clarity.

3. Shows ability to solve problems refers to the participant's ability to identify the problem rather than the symptoms, to establish the causes, to search for multiple solutions, to select the most appropriate solution and to work out a plan of action.

4. Show decisiveness in decision making refers to the manner in which he uses his problem solving skills. Having arrived at a decision he shows thrust, energy and determination in putting his decision into practice.

5. Behaves in a confident manner refers to confident behaviour which must be based on sound problem-solving and decision-making techniques. It refers to the leader's ability to inspire confidence in others - to give the impression that he knows where he is going and why he is going that way.

6. Shows ability in supervising staff refers to the participant's role both in helping staff to develop professionally and also in judging their performance in the light of the school's objectives.

APPENDIX II : DEA(S) CRITERIA FOR AWARDING PRACTICUM GRADE

PARTICIPANT .....

The following criteria will be used by supervisors when awarding grades for participants in the Practicum component of the School Attachment course. Each criterion is to be given equal weightage.

1.	Human Relations	Concerned for the welfare and morale of others; seeks ways to resolve conflicts; sensitive to multicultural and gender issues and able to identify with people of different backgrounds. Possesses effective listening and questioning skills.	/10
2.	Perceptual	Able to grasp and work with the political perspective, able to see beyond the surface issues.	/10
3.	Leadership	Able to involve and influence colleagues where appropriate, in the decision-making process. Is able to balance the demands of task, team and individual. Provides direction.	/10
4.	Assertiveness	Able to make needs known in a convincing manner and negotiate successfully. Able to delegate and to work in a variety of situations. High stress tolerance. Able to perform under pressure.	/10
5.	Organizing	Able to conceptualize and plan effectively, organizes and co-ordinates work effectively; good at handling time, paperwork and resources.	/10
6.	Imaging	Has a range of interests and values. Demonstrates a sense of clear long-term goals and a commitment to these goals. Operates from a sound philosophical basis.	/10
7.	Problem Analysis	Able to ask questions; to collect relevant data. Able to see the critical relationships among salient elements of the problem situation.	/10
8.	Verbal Communication	Speaks clearly, fluently, persuasively and to the point: usually relevant and appropriate to the audience.	/10

9.	Written Communication	Able to write for different audiences and situations: able to write with clarity conciseness and focus. /10
10.	Team Building	Practises participative management as appropriate; Gives support. Creates a sense of the value and uniqueness of the group. Utilizes appropriate team building strategies. /10

APPENDIX III : MENTORING FOR MANAGERIAL DEVELOPMENT

Much emphasis has been placed by organizations on managerial development to upgrade their managers and to improve their performance. Most organizations to-day do provide some form of formal training for their managers. However, managerial development can occur through a variety of ways. Besides formal training, one way through which managers develop themselves is mentoring.

Mentoring for managerial development is not a new conception or notion. According to Bova and Phillips (1984 : 16) :

The ideas of the newcomer entering a career under the guidance or tutelage of a wise and trusted expert in the field has been occurring for centuries In Homer's Odyssey, Mentor was the tutor to whom Odysseus entrusted his son, Telemachus. The emphasis placed upon early apprenticeship training in many professions illustrates the part played by a mentor in the education and career development of a novice.

Mentoring is, thus, a fundamental form of education. It is an experiential and individualized approach to learning and development.

The concept of mentoring implies a one-on-one relationship between two individuals in an organization: the mentor and the protege. The mentor is an individual who has achieved a specific career status in the organization while the protege is a newcomer or a junior colleague. The relationship between these two individual is frequently referred to as the mentor-protege relationship.

Within the mentor-protege relationship the mentoring manager provides guidance, coaching, counselling and tutelage to the protege. He/she helps to socialize the protege into the organizational culture by (Bova and Phillips, 1984 : 18):

1. Understanding, shaping and encouraging the vision of the protege;

2. Supporting the goals of the protege;

3. Providing opportunities for the protege to work with him through observation and participation in his work;

4. Coaching the protege in the politics of "getting ahead" in the organization.

Being newcomers to the organization or junior in service, the proteges tend to have problems with the management culture of the

organization (Foy, 1981 : 226). Examples of problems that the protege may face include questions like "How do I cope with the huge pile of forms?", "Am I expected to attend all the group review meetings?" and "Whom do I go to with this type of problem?". As the mentor is the one who has knowledge of the unwritten rules, regulations, folklores and myths of the organization, he can assist the protege to resolve these problems.

According to Foy (1981 : 226), he is the one to whom the younger manager can go to with questions about the policies and practices in the organization.

Studies on mentoring show that the mentor-protege relationship is developmental in nature (Kram and Isabella, 1985 : 110-111). In this relationship with his protege, the mentor manager performs two types of function: career-enhancing functions and psychosocial functions. These developmental functions are elaborated by Kram and Isabella (1985 : 117) as follows :

DEVELOPMENTAL FUNCTIONS OF MENTORS
Career-enhancing Functions * Sponsorship * Coaching * Exposure and visibility * Protection * Challenging work assignments Psychosocial Functions * Acceptance and Confirmation * Counseling * Role-modeling * Friendship

The above career-enhancing and psychosocial functions are further elaborated in the following passage quoted by Bova and Phillips (1984 : 16) from Levinson (1978):

> The mentor may act as a teacher to enhance the younger man's skills and intellectual development. Serving as sponsor, he may use his influence to promote the young man's entry and advancement. He may be a host and guide welcoming the initiate into a new occupational and social world and acquainting him with its values, customs, resources and cast of characters. Through his own virtues, achievement and way of life, the mentor may be an example that the protege can admire and seek to emulate. He may provide counsel and moral support in times of stress.

The mentor-protege relationship has been found to be beneficial to both the mentor manager and his protege. (Kram and Isabella, 1985 : 110). In performing the career-enhancing and psychosocial functions the mentor manager gains technical and psychological support from his protege and finds internal satisfaction in enabling a younger colleague to learn. At the same time, his job is enriched as he goes on learning and stays "turned on". He also gains respect from his other colleagues for successfully developing younger talents for the organization.

Similarly, the manager with mentors gets ahead in the organization faster than those without mentors. Under the tutelage of the mentor manager, the protege is able to establish his role in the organization, learn to navigate his way in the organizational work, prepare himself for career advancement and develop a sense of professional identity and competence. Through the mentor's help, his full membership in the organization is speeded. This is evident from Bova and Isabella's (1984 : 18) study of five pairs of mentor-protege and two proteges. In their study, they found that proteges learned from their mentors the following skills and behaviors :

1. Effective human relationship skills like effectual communication skills, respect for people, good listening skills and skills in getting along with all kind of people.

2. Skills of their professions and what it means to be a professional.

3. Leadership qualities like setting high standards without compromising them, risk-taking behaviors and survival in the organization.

By learning these behaviors and skills from the mentors, the protege develops himself to function effectively and successfully in the organization.

To sum up, mentoring is one way through which managers develop themselves. In the process of helping the protege to successfully enter the world of work and to grow in his career, the mentor renews himself and enriches his job. The mentoring relationship is, therefore critically important to the developing and developed professional.

APPENDIX IV : THE SKILLS OF AN EFFECTIVE PRINCIPAL

The simulations in the Pre-Attachment Seminar will provide participants with the opportunity to practise the following SKILLS which are important for an EFFECTIVE PRINCIPAL

1.	Human Relations	Concerned for the welfare and morale of others; seeks ways to resolve conflicts; sensitive to multicultural and gender issues and able to identify with people of different backgrounds. Possesses effective listening and questioning skills.
2.	Perceptual	Able to grasp and work with the political perspective, able to see beyond the surface issues.
3.	Leadership	Able to involve and influence colleagues where appropriate, in the decision-making process. Is able to balance the demands of task, team and individual. Provides direction.
4.	Assertiveness	Able to make needs known in a convincing manner and negotiate successfully. Able to delegate and to work in a variety of situations. High stress tolerance. Able to perform under pressure.
5.	Organizing	Able to conceptualize and plan effectively, organizes and co-ordinates work effectively; good at handling time, paperwork and resources.
6.	Imaging	Has a range of interests and values. Demonstrates a sense of clear long-term goals and a commitment to these goals. Operates from a sound philosophical basis.
7.	Problem Analysis	Able to ask questions; to collect relevant data. Able to see the critical relationships among salient elements of the problem situation.
8.	Verbal Communication	Speaks clearly, fluently, persuasively and to the point: usually relevant and appropriate to the audience.
9.	Written Communication	Able to write for different audiences and situations: able to write with clarity conciseness and focus.
10.	Team Building	Practises participative management as appropriate; Gives support. Creates a sense of the value and uniqueness of the group. Utilizes appropriate team building strategies.

APPENDIX V : EXAMPLES OF SCHOOL MANAGEMENT TASKS

DIPLOMA IN EDUCATIONAL ADMINISTRATION

TASK REQUIREMENTS FOR DEA (P&S) PARTICIPANTS

The School-Attachment period is a relatively short period (eight weeks) during which DEA Participants are expected to complete a number of tasks related to their training as future principals. In recognition of the short period and that some tasks are more complex than others the following tasks have been classified to reflect the ideal degree of participation expected of the proteges. It is recognized that the degree of participation may vary depending on the proteges previous experience and opportunities at the school. For the purposes of classification, the following categories are used.

Understanding (U): The participant is expected to understand, as completely as is practical, the processes, concepts, procedures, and expectations involved in the particular task.

Involvement (IV): The participant should be actively involved in the practical aspects of the task in terms of carrying out the tasks assigned.

Study (ST): The participant is expected to informally study (evaluating, monitoring, ect) the topic, management structure, or workings of the particular task area.

Simulation (SM): The participant should attempt some simulation of this task (partly for tasks which may be to sensitive for actual involvement.

Observation (O): The participant should observe the principal conducting or dealing with a particular task.

Interaction (IA): The participant should openly interact with other actors involved with the task.

The list of required tasks should not be seen as restrictive, rather, they should form the base from which more individualized tasks are generated congruent with the individual needs of the protege.

1. OFFICE PROCEDURES

1.1 Keeping accounts (U & SM*)
1.2 Managing the budget and finances (U & SM*)
1.3 Raising funds for the school (U & O)
(* simulation of endorsing accounts for month)

1.4 Cordinating curriculum planning accross departments (ST & IV)

1.5 Setting up a filing system (U)

2. MANAGING AND MAINTAINING PHYSICAL RESOURCES

2.1 Managing the physical resources (U)
2.2 Maintaining school building/facilities (U)

3. MANAGING STAFF

3.1 Organizing and managing the staff development programme (U & IV)

3.2 Determining manpower needs of the school (U & IV)

3.3 Supervising staff:
3.3.1 Overall system of supervision (ST & U)
3.3.2 In-class observation (ST & U)
3.3.3 Monitoring student classwork (U & IV)

3.4 Apraising staff (U & SM)

3.5 Chairing contact sessions/meetings (IA)
3.6 Inducting new teachers (U & IV) [if possible]
3.7 Working with management committees in the school (U & IA)

4. NON-TEACHING STAFF/COMMUNITY RELATIONS

4.1 Dealing with non-instructional staff [clerical, cleaning, canteen/bookshop, vendors, bus drivers] (O & IA [if possible])

4.2 Coordinating school-community relations and communication (O & U)

5. MANAGING THE CURRICULUM

5.1 Coordinating curriculum planning across departments (ST & IV)
5.2 Operating the entire examination system (ST & U)

5.3 Timetabling (U)

5.4 Establishing internat appraisal procedures (U & IV)

6. MANAGING THE SCHOOL SYSTEM

6.1 Dealing with incidental pupil problems (O & IV [if possible])

6.2 Organizing and managing the the pastoral care and pupil welfare programmes (O & IV [if possible])

6.3 Managing the school for five days (U, IV, ST, IA)

6.4 Addressing the assembly

6.5 Handling the inbasket:

6.5.1 Using written communication (IV & IA)
6.5.2 Using oral communication (IV & IA)

6.6 Formulating school philosophy and goals (ST & U)