



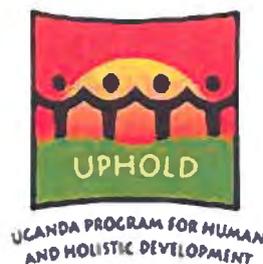
# EDUCATION MANAGEMENT STRENGTHENING INITIATIVE: MANAGING FOR QUALITY

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## MODULE 1— LEADERSHIP IN EDUCATION

*This document serves as a Trainer's Guide and a Participant's Handbook for education managers involved in EMS Initiative training workshops. Combined with other professional development opportunities, including self-study and Peer Group Meetings, the material covered can help lead to enhanced management performance and, ultimately, improved quality of primary schools in Uganda.*

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# ABBREVIATIONS

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<b>BEPS</b>	Basic Education Policy Support
<b>CBO</b>	Community Based Organisation
<b>CCT</b>	Coordinating Centre Tutor
<b>CC</b>	Coordinating Centre
<b>CDA</b>	Community Development Assistant
<b>CDO</b>	Community Development Officer
<b>CIE</b>	Community Involvement in Education
<b>CPC</b>	Community Participation Coordinator
<b>CPD</b>	Continuous Professional Development
<b>CSO</b>	Civil Society Organisations
<b>DEO</b>	District Education Officer
<b>DIS</b>	District Inspector of Schools
<b>EMIS</b>	Education Management Information Systems
<b>EMS</b>	Education Management Strengthening
<b>EO</b>	Education Officer
<b>ESA</b>	Education Standards Agency
<b>HOP</b>	Heads of Programmes
<b>HT</b>	Headteacher
<b>IS</b>	Inspector of Schools
<b>MoES</b>	Ministry of Education and Sports
<b>NGO</b>	Non Governmental Organisation
<b>PGM</b>	Peer Group Meeting
<b>PIACSY</b>	Presidential Initiative on AIDS Strategy for Communication to Youth
<b>PTA</b>	Parent Teacher Association
<b>PTC</b>	Primary Teachers College
<b>QA</b>	Quality Assurance
<b>SHN</b>	School Health and Nutrition
<b>SMC</b>	School Management Committee
<b>TE</b>	Teacher Effectiveness
<b>TDMS</b>	Teacher Development Management System
<b>UPE</b>	Universal Primary Education
<b>UPHOLD</b>	Uganda Programme for Human and Holistic Development
<b>VCM</b>	Voluntary Community Mobiliser

# INTRODUCTION AND OVERVIEW

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WELCOME! By opening this handbook you have taken an important step towards making your contribution to improving the quality of education offered in Uganda's primary schools. As an education manager, whether you are at the school, district or college level, YOU make a huge difference in the life of Ugandan school children and this Handbook is designed to assist you in creating a positive change in Uganda's schools.

The Education Management Strengthening (EMS) Initiative aims to expand the knowledge, skills and tools available as you work to improve quality. Often attitudes and behaviours play an even greater role in the adoption of new practices. The EMS Initiative also creates opportunities for participants to reflect on their own attitudes and behaviours, examine how their actions and attitudes influence the way they do their work, and commit to actions which create positive learning environments. Training workshops are part of a larger package of activities designed to support your professional practice at your worksites. Complementary support activities include job aids and tools for performance improvement, the utilization of Peer Group Meetings, peer-to-peer support, and on-site supervision and advice.

## GUIDING PRINCIPLES

The EMS Initiative is built upon the following principles:

### **A focus on improving quality and pupil performance**

The core business of any school system is to deliver quality education and to ensure that pupils reach their potential. All activities delivered under the EMS Initiative are designed to equip Headteachers and other managers in the system with critical knowledge, skills and attitudes needed to improve performance and positively impact quality at school level.

### **Behind every good school is a good headteacher**

In almost any good school you will find there is a good Headteacher. Headteachers are special because, through their leadership, management and administration, they have the power to define a school and its level of performance.

### **Strengthening partnerships and participation**

Education managers cannot go it alone. They need to enlist and harness the active participation and support of numerous other role players including: Parents, Teachers, Pupils, School Management Committees, Parent Teacher Associations, and Local leaders. Improving education quality is built upon strong partnerships between these actors and among education managers themselves.

### **A Systems Approach**

The EMS Initiative strives to improve quality through a Whole School or Whole System Approach. This approach recognizes that it is only when all education managers work together in partnership that school-based quality can be improved. The EMS Initiative harnesses the collective energy and wisdom of the many managers within the education system who must work in a coordinated manner to affect positive change. While the ultimate yardstick of success is improved learning environments and improved pupils' learning, it is not sufficient to only raise management capacity at school level. It is also necessary to improve capacity at all levels of the system that support the school, especially the district.

## Activity-based learning

We believe that both children and adults learn most effectively through activity and practice and not through passive listening. EMS workshops are designed to maximize activity of participants and to engage their existing knowledge and experience.

## The Education Improvement Cycle

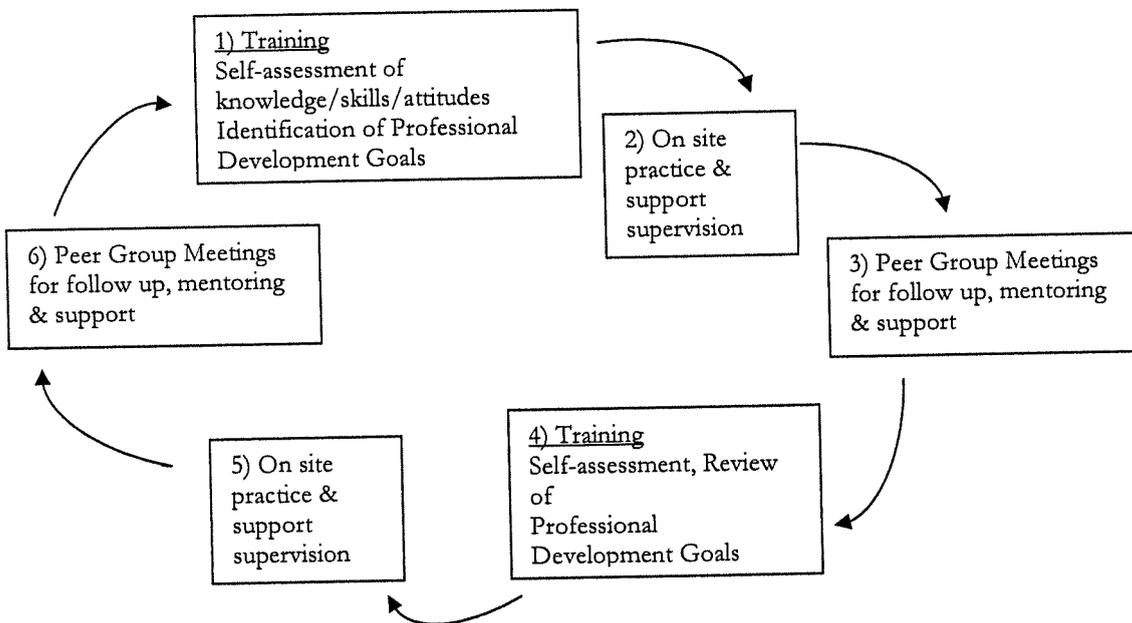
Education improvement is a continuous cycle of action and reflection. Stages in this cycle include:

- Assessment – Systematically gathering relevant information on strengths and weaknesses and on the results of previous actions.
- Analysis – Considering the meaning and implications of information for action.
- Planning – Drafting plans of action with clear objectives, timeframes, persons responsible etc.
- Action – Implementing the plan and overseeing its implementation by others.

## THE PERFORMANCE IMPROVEMENT CYCLE

The EMS Initiative was developed on the basis of the Performance Improvement Cycle, which include a variety of opportunities (some individual and others within groups) to assess knowledge, skills, attitudes and overall performance; to identify professional development goals; to bridge identified gaps; and to participate in a variety of activities to improve performance. Professional peer groups and networks are as important for managers as they are for teachers and other professionals. Using a mentoring or peer support approach, education managers are assisted to consciously establish peer relationships for mutual support, networking, and the sharing of learning.

The Performance Improvement Cycle is shown in the diagram below:



## THE TRAINING MODULES

The training programme consists of three training modules focusing on the following core competency areas for education managers:

- Leadership in Education

- Managing School Improvement
- Curriculum Management

The modules are for use by trainers at the district/CPTC and school representative level and serve as resource materials for education managers. The training workshops focus on building knowledge, skills, attitudes and professional networks. The foundation built during training can be maintained through continuous professional development activities (such as Peer Group Meetings) as well as behaviour change communication campaigns.

A broad dissemination and use of the materials is encouraged. The materials can be used by managers or aspiring managers as self-study guides, as resource materials for cluster level meetings, as well as training materials for head teachers and others to share with their team members.

### **THE PERFORMANCE IMPROVEMENT TOOLKIT**

The Performance Improvement Toolkit has been designed to accompany the Modules. These tools are designed to bring the theory and practice from training workshops into the manager's daily worklife. The Toolkit include *practical resources* in the form of job aids and checklists to be used on-site for more effective management and *activities* to be used in Peer Groups and other Continuous Professional Development opportunities

# LEADERSHIP IN EDUCATION

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## Overview

Leadership is a key issue in education management. Effective Schools and effective district education offices are characterized by effective leadership. The challenges to improving the quality of education Uganda's primary schools are many and by working together, education managers, be they in schools, within district education offices or at Coordinating Centres, can make the difference!

Leaders are needed especially in times of rapid change. Many changes in the education sector in the past 15 years necessitate the development of strong educational leaders who can chart a course for those that they supervise, make sense of an often unpredictable environment and provide vision for how to harness change in order to improve the quality of education. Policy changes such as the introduction of Universal Primary Education (UPE) and Decentralization have dramatically changed the educational environment. External factors, such as the impact of HIV/AIDS on the sector, also greatly effect how education is delivered. With UPE, access to education has improved enormously and enrolments have increased rapidly from 2.9 million in 1997 to well over 7 million in 2004. This is a major achievement in terms of access and a major challenge in terms of quality. The Headteacher as leader and manager of the school is at the forefront of this struggle. Headteachers, Deputy Headteachers, Education officers, Inspectors and Coordinating Center Tutors all have important roles to play in improving quality. The Education Management Strengthening Initiative aims to equip these education managers with the skills they need for this challenging task.

## Module Objectives

- ✓ Upon completion of activities and sessions in this module, participants should be able to:
- Describe the expected roles and responsibilities of a Headteacher and other managers in education
  - Define and distinguish the terms 'management' and 'leadership'
  - Explain the characteristics of an effective leader and manager in education
  - Explain and employ a range of different leadership styles
  - Appreciate the differing perspectives of stakeholders on the purpose and value of education
  - Develop a mission statement
  - Describe the characteristics of an effective team
  - Implement strategies for team building
  - Implement strategies for organising and chairing an effective meeting
  - Implement a range of strategies for improving personal time management

## Sessions

The following sessions are included in this module:

- Session 1—Introductions and Orientation
- Session 2—Introduction to the Education Management Strengthening Initiative
- Session 3—Job Expectations of Education Managers
- Session 4—Being an Effective Leader
- Session 5—Team Building

## HOW TO USE THIS MANUAL

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- Session 6—Creating a Mission Statement
- Session 7—Holding Effective Meetings
- Session 8—Managing Time
- Session 9—Developing a Professional Development Plan
- Session 10—Conclusion

### **Activities**

Within the various sessions are numerous activities that may be carried out in a workshop setting, individually, in Peer Group Meetings, or in another Continuous Professional Development context. The activities are dynamic and participatory, asking participants to reflect upon, act and plan ways that they might improve their management and leadership techniques.

# HOW TO USE THIS MANUAL

This manual provides all the necessary material for running a two-day training course on *Leadership in Education*. The course targets all managers in the education system especially – Headteachers, Deputy Headteachers, Inspectors, Education Officers, Coordinating Centre Tutors, selected PTC staff. The manual contains material for both workshop participants and workshop trainers. It is structured as follows:

## Session Notes

This section provides session-by-session Participants' Notes. It includes both the factual content of the course and instructions for participants to perform all the activities to be undertaken during the course.

At the end of each session, detailed instructions to trainers and organisers of a training course for is included in a section called "Trainer's Notes". These Trainer Notes provide tips concerning: necessary preparations, introducing the session, timing, organising activities and group discussions, and concluding the session. Trainers are expected to use the Trainer's Notes in conjunction with the Participants' Notes and the Workshop Handouts to conduct the training.

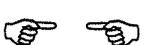
## Workshop Handouts

Appendix A provides all necessary handouts for running all the sessions, as referred to within the sessions themselves. Workshop facilitators will need to use these materials as part of their regular preparations for training sessions.

## Photocopiable Resources

Appendix B provides photocopiable templates and job aids that can be used by participants when implementing training in their day-to-day work.

## Legend of symbols used in the Module

	<b>Objectives</b> —action oriented objectives are stated for the module as a whole and for each session
	<b>Rationale</b> —each session has a rationale that provides the basis for the activities and links it to prior and subsequent sessions
	<b>Duration</b> —time allocation for each session
	<b>Content</b> —presents key content to be address during each session
	<b>Activity</b> —highlights a task to be carried out be the participant(s)
	<b>Handout</b> —indicates that the trainer should distribute a photocopied document to participants
	<b>Trainer's Notes</b> —to be used by trainer in the planning and carrying out of each session
	<b>Time Breakdown</b> —within the Trainer's Notes, this divides the session into various components to help with timing during sessions

## HOW TO USE THIS MANUAL

	<b>Materials</b> —lists the materials necessary for the trainer to use during each session
	<b>Preparation</b> —highlights planning tasks that must be done by the trainer PRIOR to the training
	<b>Procedure</b> —outlines for the trainer the facilitation process to be used in each session

### NOTE FOR TRAINERS

*THE SUGGESTIONS BELOW ARE DIRECTED TO YOU AS A TRAINER AND ARE OFFERED AS A SUPPORT FOR CONDUCTING THE WORKSHOP*

### Organizing the Workshop

#### Tools and Equipment

The training team is responsible for making sure they have all the materials they need to conduct the workshop. Training teams should carefully review both the Trainer's Notes and Participant's Notes for each session to understand the equipment requirements. The following list gives a sample of some of the tools needed, however, trainers will need to prepare their own checklist after checking against the Module being run.

Tool/equipment	Completed?
List of participants	
Name badges or cards for table tents	
Flip charts and markers	
Sticky tape	
Sufficient copies of Module	
Sufficient copies of Handouts needed for Activities	

#### Venue

The training team is responsible for selecting a venue that is appropriate for the number of participants and the training programme (i.e. is there enough room for small group work and plenary discussions?). Meals and other logistical arrangements should be arranged for ahead of time so that the workshop can be started on time.

#### The Workshop Agenda

The Modules state clearly the amount of time needed to run each module and each session (e.g. this module is designed to be completed in three days). Trainers are responsible for reviewing the Module and drawing up an agenda and time table. An illustrative agenda is shown below.

#### Suggested Agenda Module 1

##### Day 1

8.30-9.00am	Arrival and Registration	(1 hour)
9.00-10.00	Session 1. Introduction and Orientation	(1 hour)
10.00-11.30	Session 2. Introduction to EMS and Module 1	(1 hr 30 mins)

## HOW TO USE THIS MANUAL

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11.30-12.00	Break	(30 mins)
12.00-1.00pm	Session 3. Job Expectations of Education Managers	(1 hour)
1.00-2.00	Lunch	(1 hour)
2.00-3.10	Session 4. Being an Effective Leader	(1 hr 10 mins)
3.10-4.45	Session 5. Team Building	(1 hr 35 mins)

### Day 2

8.30-9.40am	Session 6. Creating a Mission Statement	(1hr 10 mins)
9.40-11.40	Session 7. Holding Effective Meetings	(2 hours)
11.40-12.10	Break	(30 minutes)
12.10-1.40	Session 8. Managing Time	(1 hr 30 mins)
1.40-2.40	Lunch	(1 hour)
2.40-3.40	Session 9. Developing a Professional Development Plan	(1 hour)
3.40-4.30	Session 10. Conclusion	(50 minutes)
	<b>Total Session Time</b>	<b>12hrs 45 mins</b>

### Evaluation materials

The Module includes two different evaluation tools. Trainers are responsible for administering these tools during the training workshop. They include:

#### 1. Management in Education Knowledge Assessment

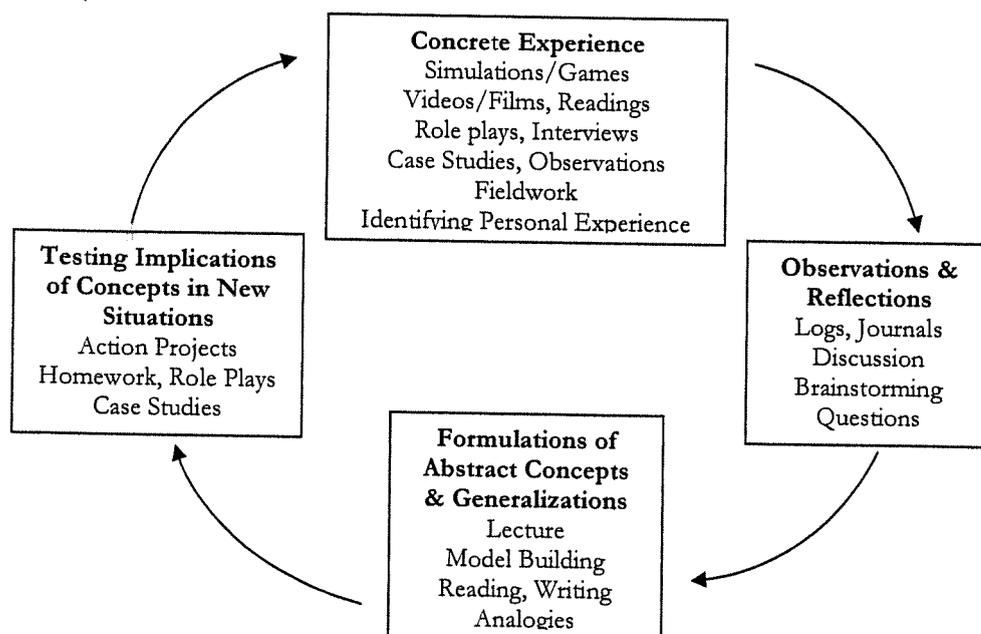
The Knowledge Assessment should be administered at the beginning of the workshop (see Session 2 for details). It should be stressed that this is a tool to gauge the uptake of knowledge and skills by participants to monitoring and evaluation purposes. It is not a test for participants.

#### 2. Training Evaluations

The Modules and EMS Initiative will be improved over the course of the piloting period. The training evaluations serve as formative evaluation tools to inform programme designers in order to revise and improve the programme design and approach and the training materials.

### Notes on the Training Approach

The trainings have been designed based on the *Experiential Learning Cycle*. The cycle (shown below) follows a natural progression of learning and acknowledges that individuals learn through a variety of means.



Trainers also have their own learning preferences. Because of this they often unconsciously impose their preferred learning style on those they are training. The Cycle helps trainers to

remember to employ a variety of training activities to engage all the learning modes of participants. The Modules are designed to capture many of these learning preferences, however, where you as a trainer see opportunities to increase learning through the use of a different learning modes, you are encouraged to try something different. Please ensure that changes you make to activities take time considerations into account.

### **Complementary Activities to the Training Modules**

The training workshops are only one step in improving the performance of education managers and improving education quality. In order to ensure that knowledge and skills gained in the workshops are translated into changes in practice and attitudes, education managers need support once they return to their worksites. The EMS Initiative has provided a number of tools and activities for education managers to use between training opportunities. Trainers are expected to facilitate participants' uptake of these tools. Specifically, trainers should

- Develop work plans to provide support supervision to participants
- Facilitate the organization of peer to peer or mentoring support opportunities between school leaders; The Performance Improvement Toolkit can provide material for these exchanges
- Organise and facilitate Peer Group Meetings to follow up Action Plans developed by participants during trainings and utilize The Performance Improvement Toolkit to increase participants' learning and reinforce new behaviours between training sessions

# WORKSHOP SESSIONS

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## SESSION 1— PARTICIPANT INTRODUCTIONS AND ORIENTATION TO WORKSHOP

### ✓ Objectives:

Upon completion of the activities of this session, participants should be able to:

- Identify other participants, including some of those they did not know
- Explain key administrative issues and procedures related to the workshop
- Articulate the shared ground rules for behaviour during the workshop
- Discuss participants' general expectations for the workshop

 Duration: 1 hr.

### Content

In the opening minutes of the workshop, the training team has the opportunity to establish a positive and collaborative working environment, and the tone that is established during this time can be critical to the engagement of participants. Also, it is an appropriate time to discuss administrative matters and workshop ground rules.

### PARTNER INTRODUCTIONS

Ask participants to pair-up with someone they know little or nothing about, and to take 5 minutes to get to know each other, as they will need to introduce each other to the workshop participants, focusing on four things:

- 1—Their name
- 2—Designation
- 3—The most interesting activity in their career
- 4—The greatest challenge in their career

### ADMINISTRATIVE MATTERS

Explain to participants the administrative arrangements for the workshop, including meals and lodging, travel costs and anything else that is appropriate.

### WORKSHOP GROUND RULES

Display a previously prepared flipchart listing basic ground rules for behaviour during the workshop.

#### Workshop Ground Rules

1. No side conversations
2. Telephones must be switched off
3. Participants and trainers **all** have the responsibility of ensuring that sessions begin and end on time
4. Respect the viewpoints of others
5. Speak loudly so all can hear
6. Participants should have their Handbook shut unless explicitly instructed by the trainer.

Ask participants if they accept the proposed ground rules, and if there are any others they would like to add.

### EXPECTATIONS

Invite participants to carry out Activity 1.1 – Sharing Expectations.

#### Activity 1.1 – Sharing Expectations (15 minutes)

It can be valuable for both participants and the Trainer if participants share the expectations with which they arrive at a course. Spend 3 minutes reflecting on the following questions:

- When you were invited to this course on Education Management – how did you think you might benefit from the course?
- What impact might the things you learn in this workshop have on your practice and performance as an education manager?

The Trainer will assist you to share your ideas in a plenary session.

### Trainer's Notes

#### Time Breakdown

Introducing Participants	30 minutes
Administrative Matters	5 minutes
Ground Rules	10 minutes
Activity 1.1 - Sharing Expectations	15 minutes
<b>Total</b>	<b>1 hour</b>

#### Objectives

- To provide clarity on administrative issues
- To create a conducive working environment
- To create a relaxed and businesslike atmosphere
- To introduce participants to one another

#### Materials

Flip chart stand, Flip chart paper, pens, adhesive

#### Preparation

The trainer will have to be sure that they understand the administrative arrangements for the workshop

The trainer will need to prepare a flipchart paper listing the 'Ground Rules'

#### Procedure

### *1. Introducing Participants*

It is essential to give participants a chance to get to know one another, and to create a relaxed and informal atmosphere conducive to activity-based learning. There are many potential ice-breaker activities which can serve this purpose. You might try asking participants to pair up with someone that they do not know and spend 3 minutes exchanging the following information.

1. Their name
2. Their job
3. The most interesting activity in their career
4. The greatest challenge in their career

Participants can then briefly share the information with the group as a whole.

It is also advisable if participants are given sticky labels, which they can use to create a name badge to wear.

### *2. Administrative Matters*

Explain administrative arrangements for the workshop including: signing of attendance registers, meals, lodging, travel costs and anything else appropriate. Confusion over such matters can distract participants. A sample attendance register is provided.

### *3. Ground Rules*

Engage participants in a discussion on the ground rules that they wish to adopt for the smooth running of the workshop. You may wish to display a prepared flipchart listing the following ground rules for participation in the workshop:

1. No side conversations
2. Telephones must be switched off
3. Participants and Trainers have the responsibility for making sure that sessions begin and end on time.
4. Participants must respect all participants viewpoints
5. Participants and trainers must speak clearly and audibly
6. Participants should have their Handbook shut unless explicitly instructed by the trainer.

Ask participants if they would like to add any further rules and if they are willing to accept and adopt the proposed rules.

### *4. Sharing Expectations*

It is necessary to invite participants to share their expectations for the workshop. To do so, conduct Activity 1.1 - Sharing Expectations. Prepare a flipchart with the questions for this activity so that participants do not have to open their Module. Write up expectation of flipchart so you can check on them later on in the Workshop.

## SESSION 2— INTRODUCTION TO THE EDUCATION MANAGEMENT STRENGTHENING INITIATIVE (EMSI) AND MODULE 1

### *Rationale:*

For some participants this will be their first encounter with the Education Management Strengthening Initiative. This session aims to familiarise participants with this initiative overall and the Leadership Module specifically. It will also enable participants to consider their current level of knowledge and practice as they relate to management and leadership in education.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to

- Explain the conceptual overview, delivery model and guiding principles of the EMS Initiative (EMSI) and the Leadership in Education Module
- Complete Leadership Self-Assessment and Management in Education Knowledge Assessment

 *Duration:* 1 hr. 30 mins.

### *Content:*

Participants are encouraged to take a few minutes to scan the Introduction to the EMS I and Overview sections of their handbooks and to review these sections in full before the end of the workshop.

## OVERVIEW

Following are some key points to note:

- The Education Management Strengthening Initiative (EMSI) aims to expand the knowledge, skills and tools available as education managers work to improve quality.
- The target for this initiative are all education managers, including headteachers, deputy headteachers, education officers, inspectors, CCTs, and selected PTC staff.
- EMSI creates opportunities for participants to reflect on their own attitudes and behaviours, examine how their actions and attitudes influence the way they do their work, and commit to actions which create positive learning environments.
- Trainings workshops are part of a larger package of activities designed to support professional practice at worksites. Complementary support activities could include job aids and tools for performance improvement, the utilization of Peer Group Meetings, peer-to-peer support, and on-site supervision.

## GUIDING PRINCIPLES

As outlined in the Introduction and Overview section of this Module, the EMS Initiative is built upon a number of principles including:

- A focus on improving quality and pupil performance.

- A belief that behind every good school is a good headteacher; through their leadership, management and administration, headteachers have the power to define a school and its level of performance.
- The use of a Systems Approach which acknowledges the need to strengthen partnerships and builds the capacity of education managers at the school as well as district levels in order to effect positive change.
- The belief that both children and adults learn most effectively through activity and practice and not through passive listening.
- The need to employ a behaviour change approach to ensure the knowledge, skills gain translate into new attitudes and behaviours.

The EMS Initiative employs the *Performance Improvement Cycle* (see Page 2 for diagram of the Cycle). The Cycle employs both individual and group opportunities to:

- assess knowledge, skills, attitudes and overall performance;
- identify professional development goals;
- bridge identified gaps; and
- participate in a variety of activities to improve performance.

*Peer support, mentoring and networking* are also utilized within the cycle to improve the performance of education managers.

The modules and the training programme have been developed based on the *Experiential Learning Cycle* approach, which acknowledges that individuals learn through a variety of means. Take a moment to review the Cycle shown on Page 7 and think about how you learn best.

### THE TRAINING MODULES

The training programme consists of three training modules focusing on the following core competency areas for education managers:

- Leadership in Education
- Managing School Improvement
- Curriculum Management

The modules are for use by trainers at the district/CPTC and school representative level and serve as resource materials for education managers. The training workshops focus on building knowledge, skills, attitudes and professional networks in order to change behaviour, strengthen practice and improve performance. The foundation built during training can be maintained through continuous professional development activities (such as Peer Group Meetings) as well as behaviour change communication campaigns.

### Use of the Modules and other Materials

A broad dissemination and use of the Modules and supporting materials is encouraged. The materials can be used by managers or aspiring managers as self-study guides, as resource materials for cluster level meetings, as well as training materials for head teachers and others to share with their team members.

### INTRODUCTION TO THE LEADERSHIP IN EDUCATION MODULE

Effective Schools and effective district education offices are characterized by effective leadership. The challenges to improving the quality of education Uganda's primary schools are

## MODULE 1 — LEADERSHIP IN EDUCATION

many and by working together education managers, be they in schools, within district education offices or at Coordinating Centres, can make the difference!

Leaders are needed especially in times of rapid change. Uganda's education sector has undergone a number of sea changes over the past decade and change will continue within the sector. Education managers have the ability to assist those they manage and lead to harness the opportunities change provide, but they can only do this if they are self reflective about their own responses to change, their ability to lead others and if they possess other necessary leadership skills.

This first Module within the EMS Initiative seeks to provide education managers these skills and the opportunity to take a step back from their hectic work schedules and reflect on their practice as managers and leaders.

The following activities provide you the opportunity to assess your skills, knowledge and practice as a leader.

### Activity 2.1 – Leadership Self-Assessment (30 minutes)

Work individually, using  Handout A (as shown below). The following self-assessment will help you look at your own leadership style. It may also help you to identify areas of strength and areas in need of further development. Be as honest as you can. For each of the statements choose one of following:

1= Never    2=Occasionally    3=Frequently    4=Always

Add your scores. Refer to the analysis to see how you scored.

40-75: You can do much better. Look for ways of upgrading your leadership practices

76-120: Some of your qualities are good so concentrate on improving the weak ones

121-160: Very good, concentrate and aim for excellence!

Now reflect upon your results

- Think about 2 areas of weakness discovered by doing the assessment

- Think about 2 areas of strength discovered by doing the exercise

If you would like to conduct this exercise with your own staff, make additional copies of

 Handout A (See Appendix A).

Leadership Statement	1	2	3	4	Score
<i>Supportive Supervision</i>					
I encourage staff to set themselves challenging tasks					
I avoid blaming staff or allowing them to fail					
I try to show staff that I trust them					
I frequently check the level of staff morale and motivation					
I publicly acknowledge individual accomplishments					
I pass on reports of 'good work' to higher levels					
I appreciate the different contributions that each staff makes to our overall mission					
I meet with individuals I supervise to develop individual workplans					
I offer individual help to teachers on improving their teaching					
I promote opportunities for staff learning and career advancement					
I provide positive feedback to staff after supervision, as well as helpful suggestions for improvement					
I listen to others carefully, even when they disagree with me, and encourage new ideas and innovations					
<i>Leading by Example/Integrity</i>					

MODULE 1 — LEADERSHIP IN EDUCATION

I try to inspire staff by leading by example					
My attendance and punctuality are exemplary					
I have a clear set of values related to my job					
I show through my own actions my commitment to the goals of the school/institution					
I know and enforce all elements of the Teacher Code of Conduct					
I welcome feedback from colleagues, staff and mentors for my own performance					
I promote a positive vision of the school/institution for my staff					
I communicate with staff members frequently and clearly					
I am approachable to staff informally and build a team spirit					
I share leadership roles with other members of staff					
<i>Planning and Coordinating</i>					
I plan together with staff					
I take staff ideas, suggestions and wishes into account whenever possible					
I seek information from reliable sources to identify needs in schools					
I allow staff to have a say in decisions that affect them					
I try to focus on improving teaching and learning at the school(s) under my supervision					
I delegate tasks to other staff members where appropriate					
I orient and induct new members of staff					
I adapt my management style to suit the situation					
I try to enlist community support to lighten the staff's load					
I meet with parents regularly to ensure that they are satisfied					
<i>Transparency</i>					
I explain my decisions to members of staff and other appropriate stakeholders					
I share budget considerations / use with staff and other appropriate stakeholders					
<i>Problem Solving</i>					
I treat problem solving as an opportunity for improvement					
I encourage staff to come to me with their problems					
I ask staff for input on improving working practice					
I look for underlying causes for any problems that arise					
<i>Organization</i>					
I plan daily, weekly and monthly schedules					
I plan staff meetings well in advance and provide a clear agenda					
<b>Totals</b>					

(Adapted in part from Supervisor Competency Self-Assessment Inventory, Family Planning Management Development, Management Sciences for Health (MSH); 1998)

Having considered your current leadership practices, it is also useful to consider how those practices are based on your existing knowledge regarding certain management and leadership in education topics. The following activity will enable you and the training team to consider your current knowledge level.

 **Activity 2.2 – Management in Education Knowledge Assessment (30 minutes)**

Work individually to fill out the Knowledge Assessment using  Handout B (as shown in Appendix A). The Knowledge Assessment should take approximately 30 minutes to complete. When you have finished please return questionnaire to the trainer.

**KEY SUMMARY POINTS**

- The EMS Initiative targets education managers from the district level to the school level.

- The Initiative takes an approach which encourages participants to reflect on their own practice in order to improve their performance
- Training workshops are offered in combination with other support activities which are design to provide peer or mentoring support and encourage positive behaviour change.
- The education sector has experienced a number of major changes in the past and education leaders are needed to assist all education stakeholders to grasp the opportunities change provides and improve quality.

## 👉 Trainer's Notes 👈

### Time Breakdown

Introduction	5 minutes
Orientation of Participants to content	25 minutes
Activity 2.1 - Leadership Self-Assessment	30 minutes
Activity 2.2 - Management in Education Knowledge Assessment	30 minutes
<b>Total</b>	<b>1 hr. 30 min.</b>

### ✓ Objectives

- Explain the conceptual overview, delivery model and guiding principles of the EMS Initiative and the Leadership Module
- Complete the Leadership Self-assessment and Knowledge Assessment

### Materials

Flip chart stand, Flip chart paper, pens, adhesive.

### Preparation

Prepare enough photocopies of  Handout A (Leadership Self-Assessment) for each participant.

Prepare enough photocopies of  Handout B (Management in Education Knowledge Assessment) for each participant. (Be sure you are using the Assessment that is appropriate for your training group)

### Procedure

1. Present the rationale and objectives for the session.
2. Use the content of the section 'Overview' and "Guiding Principles" to orient participants to the EMS Initiative. Where necessary ask participants to refer to their Handbooks (i.e. pages 6 and 12 for diagrams).
3. Use the content of the section "Introduction to The Leadership Module" to orient participants to the Module.
4. Introduce Activity 2.1 - Leadership Self-Assessment as helping participants to



## SESSION 3—JOB EXPECTATIONS OF EDUCATION MANAGERS

### *Rationale:*

This session will clarify the official expectations of the roles of Headteachers and other managers in education, before we proceed to exploring what knowledge skills and attitudes are required to meet these roles. The session will also explore definitions of key terms to be used throughout the module namely: ‘leadership’ and ‘management.’

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Define the articulated roles and responsibilities of various education managers
- Define and distinguish the terms ‘management’ and ‘leadership’

### *Duration:* 1 hr.

### *Content:*

#### EDUCATION PERSONNEL AS EDUCATORS AND MANAGERS

There are two major categories of functions of personnel within the Uganda education system. They are the *Educator* and *Manager*. The categories can be described as follows:

- **Educator:** The delivery of quality education is the core business of the education system and of all schools. Your job is to ensure that this happens as effectively as possible. Teachers are at the frontline of this effort and the Headteacher is the leading professional educator in the school. Other posts (including those at the district level, at teacher training colleges and at coordinating centres) work to oversee and support the efforts of teachers and Headteachers to provide quality education to pupils.
- **Manager:** The education system is a large, complex organization requiring many levels of administration. Each education manager position plays a role in ensuring the smooth and efficient operation of the system. At the school level the Headteacher has critical administrative and managerial roles in the school, in much the same way that DEOs and Principals have.

The challenge for Ugandan education personnel is to operate and succeed both as educators and as managers.

The following material is derived from the various MOES publications, including “Guidelines on Policy, Roles and Responsibilities of Stakeholders in the Implementation of Universal Primary Education” (1998), and “Enhancing UPE: A Stakeholders Handbook” (2004). For information on other stakeholders, participants are referred to the original documents.

#### *Roles and Responsibilities of Headteachers*

1. Ensuring that schools start on time
2. Accounting for all money and property
3. Supervising and inspecting the teachers
4. Conducting periodic staff appraisals
5. Training and enhancing competencies of the teachers through workshops

6. Allocating teaching timetables
7. Carrying out research monitoring and evaluation
8. Reporting to the District Education Head of Department
9. Sensitising and mobilizing community and parents to send children to school and retain them there
10. Designing programmes that make school interesting to the children for them to stay
11. Providing ideas/advice to the School Management Committee
12. Being the secretary of the School Management Committee
13. Being secretary of the Parent Teacher Association (PTA) where these are established
14. Being in charge of admission of pupils
15. Planning for high standards of:
  - a. Discipline
  - b. Co-curricular activities
  - c. Health/hygiene/cleanliness
  - d. Infrastructure and education materials
  - e. Teaching and learning
  - f. Involvement of parents and the community in the school

#### *Roles and Responsibilities of a DEO*

1. Helping Head Teachers and teachers to keep to their professional ethics: give them corrective support to improve performance and take disciplinary action on all offences according to Public Service Regulations
2. Guiding school staff and management committees towards quality education
3. Deploying teachers to government schools and sustaining and improving their capacity in the district
4. Making sure that all private schools are licensed by the Directors of Education
5. Making sure that all scholastic materials reach the schools and are kept safely
6. Drawing attention of district leaders to educational requirements and needs in the district for planning and budgeting purposes

#### *Roles and Responsibilities of the District Inspector of Schools*

1. Ensuring that your staff visits every school in the district regularly, at least once a year.
2. Evaluating the performance of teachers and head teachers
3. Helping schools to put to proper use all the money, scholastic materials and facilities they receive under UPE
4. Monitoring and ensuring that UPE buildings and scholastic materials are put to proper use
5. Promoting quality education by supervising, monitoring and mentoring head teachers
6. Ensuring proper conduct of Uganda National Examinations Board exams

#### *Roles and Responsibilities of Coordinating Centre Tutors*

1. Observing classroom teaching and supervising specific improvement made by teachers
2. Involving head teachers in the instructional improvement activities
3. Providing guidance and counseling services related to classroom instruction improvement
4. Checking to see if head teachers are progressing according to what is expected of them and giving them encouragement and appropriate feedback
5. Working with SMCs and PTAs to enable them to understand the value of instructional and the role they should play in making it effective
6. Establishing and maintaining operational resource centers

7. Participating in residential workshops organised by the core PTCs
8. Mobilising community support in their centers geared towards school improvement
9. Organising and supervising weekend teacher-tutorials or head teacher peer group meetings
10. Planning and conducting Continuous Professional Development workshops for teachers and Management courses for head teachers in Coordinating centers
11. Liaising with stakeholders

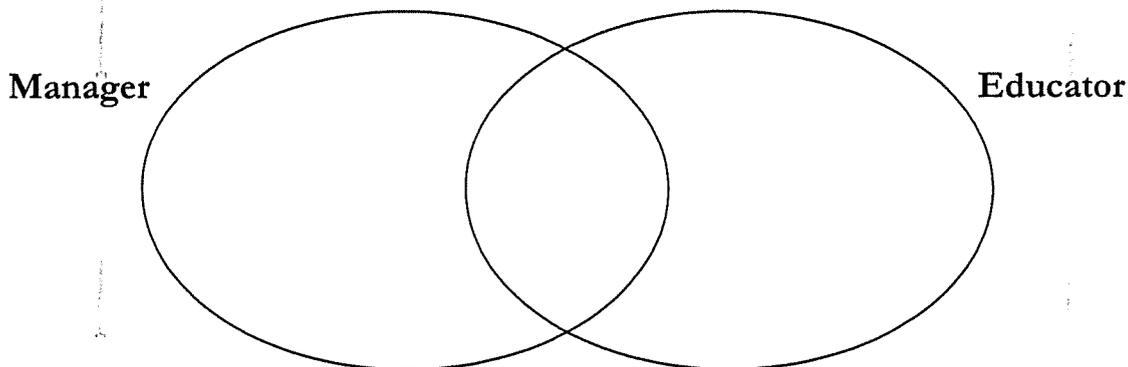
*Roles and Responsibilities of Core PTC senior staff*

1. Conceptualizing and managing PTCs as outreach institutions with a pre-service component
2. Planning, organizing and supervising outreach programmes and conducting pre-service programmes effectively
3. Supporting the CCTs as they execute their duties in the coordinating centers.
4. Delivering sessions during refresher courses for teachers and head teachers
5. Interpreting, enriching and implementing the PTC curriculum
6. Liaising with other stakeholders in the bid to improve education quality in the nation
7. Mobilising community support in schools of the college catchment area
8. Planning for and using funds appropriately
9. Ensuring welfare of students in their colleges
10. Implementing Government Educational and other Policies

 **Activity 3.1 – Distinguishing between Educational and Managerial Roles (30 minutes)**

Participants work in small groups of 3 or 4 participants (being sure that you are grouped with other people who hold the same post as you) to do the following activity and then share in a brief plenary discussion.

1. Read the list above of the roles and responsibilities for your post. Consider the first five Roles and Responsibilities on your list one by one; discuss whether it relates to your role as Educator or as Manager, or maybe both. Using  Handout C (as shown below), write the Role and Responsibility where it belongs on the diagram provided below.
2. Are there any additional roles that you play in the school that are not captured in the list? Add these.



Think about the following questions which will be shared in a plenary discussion:

- a. If you are working for 40 hours in a week, how many are spent on your role as *educator* and how many on your role as *manager*? What are some of the factors that influence how you spend your time?

- b. Which of these two functions is likely to have a greater impact on the quality of education that pupils receive?
- c. What could you do to alter the balance of time between these two functions?

### DISCUSSION POINTS

In reflecting on the activity, consider that it is probably true that more time spent on the role of Manager role will have a more direct impact on pupil performance. However, most positions within the education system involve balancing responsibilities. If you devote all your time to the role of educator, you will not last long if basic management functions like reporting are not done. Likewise if you devote all your time to the manager function, you will lose touch with what is happening in the classroom and have little impact on improving children's learning.

### LEADERSHIP AND MANAGEMENT - THE SAME OR DIFFERENT?

Many of the roles and responsibilities of education managers listed above are management competencies. But clearly it takes more than just good management skills to be a good leader. Even if you are always busy, you are not necessarily leading.

A standard dictionary distinguishes between 'leadership' and 'management' as follows:

*Leadership is the process of:*

- Spearheading the articulation of a vision
- Influencing actions or opinions to create partnerships and teamwork
- Setting a positive example

**Leadership emphasises setting goals and determining a path to achieve them.**

*Management is the process of:*

- Organising, regulating, coordinating and/or supervising
- Making things happen, in conjunction with the efforts of others
- Allocating resources to accomplish tasks

**Management emphasises the coordination and effective deployment of resources e.g.: personnel, money and time.**

### Activity 3.2 – Distinguishing between Management and Leadership (20 minutes)

Participants work in small groups of 3 or 4 participants to do the below exercise and answer the following questions and then share their answers in a brief plenary discussion.

1. Given 8 cut-out statements by the trainer (refer to  Handout D for source), sort them into 2 piles, one for Management and one for Leadership.
2. Can you be a good manager without being a good leader?
3. Can you be a good leader without being a good manager?
4. What is the difference between leadership and management?

Think about examples from your personal experience that help you answer the questions.

### DISCUSSION POINTS

The above activity helps you to understand the definition of a leader. However it is dangerous to over emphasise the distinction. When people think about leadership, they think of virtue, strength and creativity. When people think of management they often think of ordinary, dull boring everyday work. The implication is also sometimes taken that if you are a good manager,

you are probably unimaginative, and do not inspire others. And vice versa, if you are a good leader you are not good at systematic or routine work. This is not true. Clearly, to effectively play your part in the education system, you need both qualities. For the purposes of this module we will use the following working definition of 'leadership:'

**Leadership is the process of influencing group activity towards setting goals and determining a path to achieve these goals.**

### CONCLUDING THOUGHTS

In order to be an effective leader and manager it is important to understand the expectations of your own role in the education system. In order to work well with other key players and education managers such as Headteachers, DEOs, Inspectors of Schools and CCTs, you need to demonstrate skills as both manager and leader. Moreover, as you become a more effective leader, you are likely to be able to create partnerships, including those with other stakeholders such as the community that will greatly impact education.

### SUMMARY OF KEY POINTS

- The roles and responsibilities of education managers fall into two categories: Educator and Manager. These must be balanced.
- A successful effective manager remains focused on the core business of delivering quality education and understands that effective leadership supports that effort.
- 'Leadership' and 'management' have slightly different definitions. The definition of management emphasises the coordination and effective deployment of available resources e.g.: personnel, money and time. The definition of leadership emphasises setting goals and determining a path to achieve them. Both roles are important.

## Trainer's Notes

### Time Breakdown

Introduction	5 minutes
Activity 3.1 - Distinguishing between Education and Management Roles	30 minutes
Activity 3.2 - Distinguishing between Management and Leadership	20 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour</b>

### Objectives

- Participants will be able to define the expected roles and responsibilities of various education managers
- Participants will be able to define and distinguish the terms 'management' and 'leadership'

### Materials

Flip chart stand, Flip chart paper, pens, adhesive, prepared handouts.

 **Preparation**

- Photocopy enough copies of  Handout C for each group.
- Photocopy enough copies of  Handout D for each group plus one copy for each participant. Cut one sheet for each small group into the 8 individual cards in advance. Distribute a complete (uncut) copy to each participant following the plenary session.

 **Procedure**

1. Present the rationale for the session.
2. Present the content of the section 'Education personnel as Educators and Managers.' Draw participants' attention to the lists of roles and responsibilities of the various education managers, without reading through each one. (Participants will have time to do this in the activity)
3. Distribute one copy of  Handout C to each group.
4. Participants will do Activity 3.1 - 'Distinguishing between Educational and Managerial Roles' as described in the participants' notes.
5. Allow 20 minutes for groups to discuss and develop their answers and allow at least 10 minutes for plenary discussion asking participants to reflect on the activity and the questions. Use the Discussion Points to conclude the activity, making use of the material provided in the manual directly under the Diagram illustration.
6. Distribute copies of  Handout D (already cut into 8 cards), so that each group has one set of cards.
7. Instruct participants to do Activity 3.2 - 'Distinguishing between Management and Leadership,' as described in the participants' notes. Allow participants 15 minutes for group discussion and 5 minutes for plenary discussion. Use the definitions and related material provided in the Discussion Points to help participants appreciate the differences between management and leadership and the need for both.
8. Conclude the session by:
  - Reviewing the Concluding Thoughts and the Summary of Key Points
  - Ask participants if they think that there are any other key points worth making.

NOTES:

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## SESSION 4—BEING AN EFFECTIVE LEADER

*Ekisaru kijuzibwa emigera (Runyoro/Rutoro)- A river is supplied by its tributaries*

### Rationale:

The previous session explored the official expectations of your role as an education manager, as well as those of others. This session will explore the personal characteristics that you need to develop in order to be successful in meeting the challenges of leadership, and explore a variety of leadership styles.

### Objectives:

Upon completion of the activities of this session, participants should be able to:

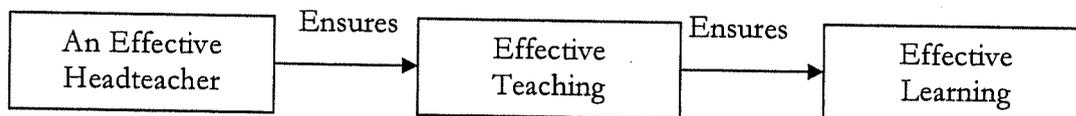
- Describe the characteristics of an effective leader, applying it to education managers.
- Explain and employ a range of different leadership styles

 Duration: 1 hr. 10 min.

### Content:

#### INTRODUCTION

Quality education requires effective leadership throughout the system. It is as simple as that. At the school level, numerous studies worldwide have demonstrated the importance of the Headteacher in defining the effectiveness of teaching and learning in their school. 'Show me a good Headteacher, and I'll show you a good school'.



The same notion can be applied to other levels of education management, and it is critical that you, as an education manager, appreciate your role in leadership and defining quality. This session will help you to reflect on the characteristics that make you effective as a leader.

#### CHARACTERISTICS OF AN EFFECTIVE LEADER

If you are the captain of a ship, among many things, you will need to know:

- The present position and course of your ship
- Your crew, their feelings and how they are performing
- Your passengers and their needs
- How your ship works

Being an effective manager is not very different. Many managers, such as DEOs, PTC Principals and Headteachers, are appointed to formal leadership positions. It is their responsibility to give leadership. But leadership comes more easily to some people than others. Some people tend to assume leadership roles without being formally appointed. They naturally tend to give direction and others follow them. Their personalities simply suit them to this role. For example, think of

the teacher who acts as a spokesperson for others in staff meetings, or the community member that others look to when a decision has to be made. Leadership is exercised through the ability to induce, encourage, help, persuade and motivate other people that you work with. Your personal characteristics can help or hinder your ability to act as an effective leader, whether you have a formal leadership position or you are a manager that oversees the work of others. The following activity will help you to identify such characteristics in others and in yourself.

 **Activity 4.1 – Identifying Characteristics of an Effective Leader (20 Minutes)**

Work in pairs. Think of a leader you know whose leadership style really gives direction to others. List 10 personal characteristics which help this person to be an effective leader. Share these in a plenary discussion.

### DISCUSSION POINTS

Examples of some characteristics could be:

- Decisiveness
- Assertiveness and confidence
- Originality and resourcefulness - in seeking fresh and new ways to solve problems
- A warm personality or a sense of humour, which helps to create a pleasant atmosphere and makes people feel at ease
- Appreciation of individual differences, strengths and weaknesses
- Sincerity and trustworthiness – leaders cannot lead unless they can be counted on
- Responsibility – a high degree of self discipline
- Consistency – Uniform and reliable behaviour

One large study of leadership qualities undertaken in the UK identified the following traits of effective leadership in business and sport<sup>1</sup>. Many of these are equally applicable to leaders and other managers in education and include:

- Vision
- Self-belief
- Integrity
- Courage
- Results Focus
- Communication
- Visibility
- Teamwork
- Attentiveness
- Commitment

Note that the first five characteristics can be considered inner strengths and the latter five describe outer signs of leaders.

### LEADERSHIP STYLES

In the previous activities we have identified some skills and attitudes are consistently associated with good leadership and in Session 2 you considered your current leadership performance. However, in reality, a variety of different leadership styles can be effective, and inspiring, but

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<sup>1</sup> Source Heller R. & Hindle, T (1998), The Essential Managers Handbook.

## MODULE 1 — LEADERSHIP IN EDUCATION

each has pros and cons. It is important for individuals to choose a style that suits them and to match appropriate leadership strategies to different situations.

We all have our own unique strengths and weaknesses. Within a team, different members can complement one another. It is more important that all necessary skills exist within the team than within the individual. As a manager in education you will find yourself using different leadership and management styles at different times. Sometimes, you may have to give orders to your team members, while on other occasions you may ask for their contributions through discussion. The following chart lists 4 different common leadership styles.

Leadership Style	Description	Leader's Purpose	Leader's Role	Members' Role
<b>Command</b>	Highly directive. Leader acts as senior figure and instructs subordinates on what is to be done	To ensure the policy or problem is understood and followed or acted upon	Tell/ Direct	Understand what is expected and do as he or she is told
<b>Persuasive</b>	Stresses the advantages as opposed to disadvantages of a policy or proposed direction	To convince members and gain support	Sell	Give fair hearing, become convinced and have doubts resolved
<b>Consultative/ Advisory</b>	Exchange information, ideas and opinions. But decision-making is reserved for the leader. Problem and its solution are owned by the leader not the team	To get other's ideas and advice and reach a better decision; to understand and appreciate the feelings for members	Consult	Contribute Information and ideas. Give opinions on leader's ideas
<b>Participative</b>	Problem and solution owned by the team. Members contribute own knowledge and experience to reach decisions	To promote sound discussion and resolve problems effectively. To obtain commitment to agree action	Involve	Contribute to exploring problems and issues, bringing professional expertise to help resolve issues.

### Activity 4.2 – Leadership Style Self-Assessment (20 minutes)

As an individual think of yourself and how you apply the four leadership styles shown in the previous table.

1. Place the styles in rank order beginning with the one that you use most.
2. Next to each style give an example of a recent incident where you used that style and explain why you used it.
3. Pick one of the incidents and consider what the outcome would have been if you had used a different leadership style.
4. Share in a plenary discussion.

Leadership Style in Rank Order	Example of incident and why you used that style
1	
2	
3	
4	

**DISCUSSION POINTS**

You will probably find that during day-to-day activities, you use each style. Each style may be well suited to certain situations. An effective leader chooses the one that is appropriate to circumstances. For example:

- In an emergency, when an accident has occurred, when quick action is required and you know what to do, you may use the command style
- When you want to convince a person or body such as a SMC to take a certain course of action, you may use the persuasive style and ‘sell’ your idea about what should be done.
- If you want to have team fully committed to a plan, you can use the participative style and let the group decide what to do

**ADDITIONAL ACTIVITIES IN LEADERSHIP STYLES**

The Performance Improvement Toolkit contains an activity that you may wish to carry out with colleagues or individually in your spare time to explore further the pros and cons of various leadership styles. Additionally, much has been written about theories of leadership. Participants are encouraged to explore the topic more deeply with the further reading provided in the Toolkit.

**POSITIVE THINKING**

Whatever their characteristics or leadership style, a manager in education must be a positive thinker. An effective leader is someone who can make things happen - Someone who is willing to look problems in the face and actively seek solutions. That is an attitude rather than a skill. The following activity asks you to think positively!

 **Activity 4.3 – Thinking Positively (20 Minutes)**

Work in pairs, using  Handout E (as shown below).

1. Look at the statements and score your own response as follows:
  - A very accurate statement of how I think at present =5
  - An accurate description of how I often think =4
  - The statements describes how I sometimes think =3
  - The rarely think this way =2
  - I never think this way =1
2. Rewrite each statement positively to show how you would proactively respond to the situation described. This will test your powers of positive thinking! The trainer will then lead a plenary discussion.

<b>Example</b>	
<b>Statement</b>	<b>Score</b>
1. I know the weaknesses in my school(s) and hope to remove them this year.	4
<b>Positive/proactive statement:</b> I know the weaknesses in my school and I have a plan for removing them this year.	

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Statement	Score
1. I know that some teachers are much more effective than others; it is difficult to see how the weaker ones can improve. <b>Positive/proactive statement</b>	
2. I do not have enough classrooms and as a result some of the lower classes are extremely overcrowded. I have informed the District. <b>Positive/proactive statement</b>	
3. The dropout rate is very high. Only a small percent of pupils complete 7 years. Parents must take more responsibility for their children's education. <b>Positive/proactive statement</b>	
4. I find it hard to discipline staff that I manage for late-coming but recognize that it is sometimes necessary. <b>Positive/proactive statement</b>	
5. Staff meetings can be a waste of time as many members do not listen to what is said and do not change their practices as a result of discussions. <b>Positive/proactive statement</b>	
6. I know what I want to achieve this year but recognize that I can only make progress if I can persuade all my staff to value change. <b>Positive/proactive statement</b>	
7. I sometimes feel frustrated because I do not know what is going on classrooms most of the time. <b>Positive/proactive statement</b>	

### CONCLUDING THOUGHTS

Regardless of your post, your role as an education manager involves some aspects of leadership. Your collaboration with colleagues and your partnership with other stakeholders can be enhanced by becoming more aware of your leadership skills and styles. Moreover, your performance as an education manager will improve as you put greater effort into strengthening your leadership practices.

### SUMMARY OF KEY POINTS

- A range of personal traits are frequently associated with effective leadership including: confidence, resourcefulness, warmth, empathy, sincerity, trustworthiness, responsibility, consistency, vision, and communication skills
- Four styles of leadership have been identified: Command, Persuasive, Consultative, and Participative. An effective leader will use the most effective style at the appropriate time.
- Effective leaders are positive thinkers.

## 👉 Trainer's Notes 👈



### Time Breakdown

Introduction	5 minutes
Activity 4.1 - Identifying Characteristics of an Effective Leader	20 minutes
Activity 4.2 - Leadership Style Self-Assessment	20 minutes
Activity 4.3 - Thinking Positively	20 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour 10 minutes</b>



### Objectives

Participants will be able to:

- Identify the characteristics of an effective leader, applying it to education managers.
- Identify and employ a range of different leadership styles



### Materials

Flip chart stand, Flip chart paper, pens, adhesive



### Preparation

Prepare enough copies (one per participant) of 🖐 Handout E.



### Procedure

1. Present the rationale for the session and paraphrase the introductory material as far as Activity 4.1.
2. Ask participants to do Activity 4.1 - Identifying Characteristics of an Effective Leader. Allow the pairs 10 minutes to list characteristics, and 10 minutes for a plenary in which you list responses rapidly on a flip chart paper without comment and then compare responses with the characteristics listed in the Discussion Points following the activity.
3. Use the first paragraph under the subsection headed 'Leadership Styles' as a basis for introducing Activity 4.2 - Leadership Style Self-Assessment. Introduce each of the 4 styles listed, but do not go into detail, as participants will do this when they do the activity. The purpose of this activity is to assist participants to analyse their own leadership style and identify how different styles may be appropriate to different situations.
4. Participants will work as individuals following the instructions for the activity. Allow 10 minutes for individual work and 10 minutes for plenary discussion. Use the Discussion Points to help guide the discussion.



SESSION 5—TEAM BUILDING

*Agali awamu gegaluma enyama (Luganda)– The teeth which are together are the ones that bite meat*



*Rationale:*

In a complex system, leaderships skills can mobilize people into effective teams. Certain skills, strategies and activities can be used by education managers to help build teams among their colleagues and with other stakeholders.



*Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Describe the characteristics of an effective team
- Implement strategies for team building



*Duration:* 1 hr. 35 min.



*Content:*

**CHARACTERISTICS OF AN EFFECTIVE TEAM**

A team is a small group of people who work together for a common purpose. People in a district, school, Coordinating Centre or college have many common values, goals, and objectives. When they work together to achieve these, they are acting as a *team*. Headteachers are very important people, but cannot run schools alone. Pupils, teachers, the SMC and parents can all act as in support of the development of the school. The same situation arises at the district level and at colleges and Coordinating Centres. Teamwork is like any other human relationship. You get out what you put in. Like other positive human relations teamwork can also build morale, a sense of well-being and productivity. This is true of teams at all levels of the education system. Effective districts in Uganda are characterised by close collaboration between the DEO, the inspectors, CCTs, LC leaders, and other service providers such as NGOs. Education managers are in a privileged position to create teams, and to nurture and sustain them.



**Activity 5.1 – Characteristics of an Effective Team (20 minutes)**

Think of an effective team you have been part of in the past. It can be a sports team or a work team. Think about what made that team effective and what it felt like to be part of that team.

1. Now, think of the characteristics that made that team effective and list them.
2. Different groups will share their lists of characteristics and try to arrive at a common list.

**DISCUSSION POINTS**

The following is a list of characteristics of effective teams that some people think are important. Compare your list to the one below:

- A sense of common purpose and clear objectives understood by all team members
- Commitment and urgency towards achieving the objectives
- A high degree of trust between people in the team

- Mutual support for one another
- Honest, open communication
- The leader recognises when team work is necessary and when an individual should have the freedom to work alone
- Has leadership that is effective and keeps the team together
- Has the ability to listen and willingness to learn from experience from others
- Has a balance of roles that team members perform and the skills needed to achieve the team's objectives
- Willingness of the leader to delegate responsibilities to all members of the team without discrimination

Arsenal is a very popular football team in Uganda. In 2004 they won the English Premiership having been undefeated for a whole season. When any goal is scored everyone cheers, but this goal is only the results of long-term planning and support by the team and their support staff and management, careful selection of the best player for each position, followed by teamwork for many months and then close teamwork in each match. A school or district team can be compared to a football team in many respects. High standards for children (like winning the Premiership) do not happen by chance.

### TEAM BUILDING

Human beings come in all shapes and sizes. Each individual brings a unique blend of strengths and weaknesses to a team. A Headteacher or any manager in education is a team leader who must balance skills and interests to achieve goals. The following activity will provide you with an opportunity to reflect on how this can be achieved.

#### Activity 5.2 – Making the Most of Diversity (30 minutes)

Work in groups.

This activity invites participants to reflect upon the team members that they work with and on how their individual traits may be blended for maximum benefit.

Study the pictures of animals given in  Handout F. Identify animals that represent members of your staff (No names please! Remember to be professional). Some exhibit positive behaviours and some negative. Think about one of the animals that reminds you of one of your team.

1. In the case of the positive attributes, discuss, how as team leader, you can promote those characteristics and make the most of them.
2. In the case of the negative attributes discuss how you can overcome them or minimise their effects.
3. Which combinations of animals (team members) will work together well and what roles would you assign to them in the team.
4. In plenary list some of the common points and team building strategies that emerge from this exercise.

### DISCUSSION POINTS

- One way to build commitment towards achieving objectives is to involve those concerned in the setting of objectives.
- Make sure that the objectives (mission) of the team are clearly understood by all, and that progress is periodically assessed and feedback given.
- Make sure that each individual's role is clearly understood. Clear job descriptions can help.

- Carefully consider the best position in the team for each individual in order to maximise benefit from their strengths and minimise the negative effects of their weaknesses.
- The best teams have the skills needed to achieve their objectives. You may need to organise training to develop these skills.
- Successful teams are good at communicating with one another
- Do not blame individuals or allow individuals to fail. Success or failure is a team event not an individual event. When failure occurs, analyse what went wrong and try to learn from the experience so it doesn't happen again.
- Celebrate and reward success and share good practice. Human beings are social creatures, so provide informal opportunities for people to build friendships and trust. Don't forget that one of the best ways to build a team is socialise and have fun together with your team. Social events are also a crucial part of team building.
- Sometimes a manager will need to discipline staff. This is inevitable. However, we need to remember that praise is a much quicker and easier way to success than sanctions that can lower morale.

### TEAM DEVELOPMENT AND MANAGING CONFLICT

As outlined above, team building is a process, especially as any team is likely to reflect the diversity outlined in Activity 5.2. The process of developing an effective team is often enhanced by the presence of solid leadership and by the awareness of team members about how they typically behave in a team setting. The more you understand and acknowledge the role you tend to play in a team setting, the more likely you are to understand and appreciate the roles that others play. Think about how your colleagues and other stakeholders respond in team settings, especially when there is conflict. As not only an education manager, but as an emerging leader, consider how you might respond to create an environment of collaboration and teamwork, where people are working together to achieve common aims.

#### Activity 5.3 – Chairs (30 minutes)

Using all participants and their chairs, this activity requires a space to move around in. Each participant is given a set of instructions, which they should not share with others. The trainer will start the exercise, asking each person to follow the instructions they were given. After 15 minutes, a plenary discussion might address the following questions:

- How did you interpret and carry out your instructions? What regard did you have for the instructions and goals of others?
- Did you consider the chair you originally had to be yours, and it was up to you to decide what to do with it?
- How did you relate to people who wanted something different from you? Did you cooperate, persuade, argue, fight or give in?
- If you were given the opportunity handle this assignment again, how would you do it?
- In what ways is what happened during this exercise similar to real life situations? What does it say about a team of colleagues might work together?

### DISCUSSION POINTS

There are several solutions to the dilemma created by having seemingly conflicting instructions, and how the group responds to conflict and resolves the situation is similar to how individuals and teams carry out tasks. Not only do people have different instructions, but people try to resolve conflict in different ways, making it challenging for anyone to succeed. It is not until

there is a degree of collective understanding and, often, emerging leadership that progress can truly be made. This can often be the case in education management, and you are encouraged to relate this exercise to team building and conflict resolution efforts at your workplace.

### OPTIONAL CONTENT FOR DISCUSSION IN PLENARY

People who study how teams behave in a business environment have identified 4 stages in the development of a team: forming, storming, norming and performing. Did you or other participants notice any of these stages during the course of the activity?

1. **Forming:** At the initial stage, members are uncertain about their roles, rules and expectations. At this stage it is important for the leader to provide clarity and to provide opportunities for the team to socialise and discuss their work.
2. **Storming:** At this stage members often come into conflict over goals and personalities. At this stage it is important for the leader to assert authority and defuse conflict.
3. **Norming:** At this stage working styles are agreed and systems are set up. At this stage it is important for the leader to encourage creativity in working practices and build faith in collective ability.
4. **Performing:** At this stage the team works positively, creatively and productively together. At this stage it is important for the leader to allow individuals and sub-groups to act on their own initiative.

 Handout G can also help you to reflect on your behaviour during the exercise. You may choose to review and complete the handout as time permits.

### SUMMARY OF KEY POINTS

- Effective teams are characterised by: common purpose, clear objectives, commitment, trust, mutual support, honest communication, and above all effective leadership.
- In a team it is important to match a person's role to their abilities and personal attributes.
- As a leader, you have the challenge of maximising the strengths and minimising the weaknesses of your team to meet objectives for the benefit of all.
- Being aware of the various roles that individuals play in a team setting can strengthen your leadership and management of that team.

### INTRODUCTION TO THE PERFORMANCE IMPROVEMENT TOOLKIT

A Performance Improvement Toolkit has been designed to accompany this Module. These tools are designed to bring the theory and practice from training workshops into the manager's daily worklife. The Toolkit include *practical resources* in the form of job aids and checklists to be used on-site for more effective management and *activities* to be used in Peer Groups and other Continuous Professional Development opportunities. Please familiarize yourself with the contents of the Toolkit before the end of the workshop!

## Trainer's Notes

### Time Breakdown

Introduction	5 minutes
Activity 5.1 - Characteristics of an Effective Team	20 minutes

Presentation on team work	5 minutes
Activity 5.2 - Making the Most of Diversity	30 minutes
Activity 5.3 - Chairs	30 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour 35 minutes</b>

## ✓ Objectives

- Identify the characteristics of an effective team
- Implement strategies for team building

## 📅 Materials

Flip chart stand, Flip chart paper, pens, adhesive, prepared handouts.

## ✍️ Preparation

- Ensure that there are at least enough copies of 🖐️ Handout F (animal pictures, for Activity 5.2) for one set in each group.
- Prepare small sheets of paper with instructions for Activity 5.3; prepare enough copies of each instruction for one-third of the participants.
- Prepare enough copies of 🖐️ Handout G as a follow up to Activity 5.3.
- Ensure you have enough copies of the Performance Improvement Toolkit to hand out at the end of the session.

## 🔄 Procedure

1. Introduce the session using the rationale and the section 'Characteristics of an Effective Team'.
2. Ask participants to do Activity 5.1 - Characteristics of an Effective Team. Allow 10 minutes for group work and 10 minutes for whole-group discussion. List responses on a flip chart paper and compare with the list in the Discussion Points.
3. Present any content from the Discussion Points section that has not already been addressed.
4. Divide participants into groups, distribute 🖐️ Handout F, and ask them to carry out Activity 5.2 - Making the Most of Diversity. Allow about 20 minutes for discussion and 10 minutes for plenary discussion. Use the bullet points that follow the exercise as prompts for your conclusion, highlighting those points that have not already come up in the plenary discussion.
5. Introduce Activity 5.3 - Chairs by using the content found in the sub-section 'Team Development and Conflict Resolution,' highlighting the idea that different people play different roles in a team setting and that effective leaders and managers build effective teams.



SESSION 6—CREATING A MISSION STATEMENT

*Yoo ariyo oroco lalur (Luo) – An inability to clearly define your priorities can result in accomplishing nothing at all*



**Rationale:**

A common characteristic of an effective leader is the ability to build and sustain a vision for their institution. This session offers participants practical advice on how to develop a mission statement.



**Objectives:**

Upon completion of the activities of this session, participants should be able to:

- Develop a mission statement for their institution



**Duration:** 1 hr. 10 mins.



**Content:**

**INTRODUCTION**

An essential characteristic of effective leaders is the ability to build and sustain a vision. A vision is not just a sudden revelation, but a sustained aim, which you keep in mind as you guide the direction of your school, office or institution. But it is not just enough to have a vision, you must also be able to turn it into words and communicate it. So how do you achieve consensus on the purpose of your institution, so you can get everyone pulling in the same direction? One important strategy is to agree a common mission statement and communicate it clearly and consistently.

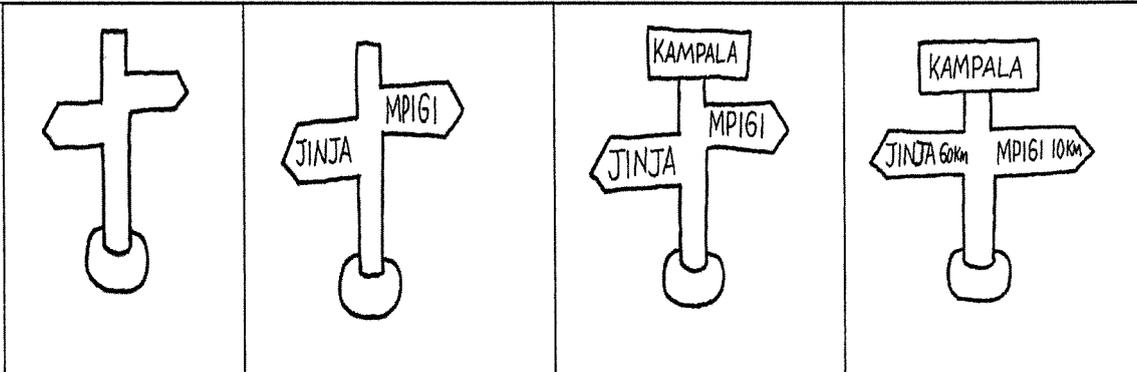


**Activity 6.1 – Signposts to Education Improvement (5 minutes)**

Time: 5 minutes

In plenary - look at the 4 pictures of signposts and ask the following questions

1. Which signpost gives the best directions and why?
2. If a mission statement provides a ‘signpost for improving your institution’ – What information should a mission statement include?



## DRAFTING A MISSION STATEMENT

A mission statement should provide a sense of purpose and direction. It is one way in which education managers can communicate a vision. A mission statement describes why your institution exists. It explains its purpose and helps everyone concerned to understand what it stands for. It also makes clear who should mainly benefit from the institution. The mission statement enables staff and stakeholders to work together to achieve a common purpose. Most effective institutions have a clear mission or purpose that is understood and endorsed by staff, stakeholders, pupils and parents.

A Mission Statement should be inspirational. It should capture the purpose and aspirations of the stakeholders. Because it will be widely displayed, it should be carefully worded, even a little poetic! It should be long enough to express the unique character of your institution, but short enough to be memorable. As leader, a mission statement should be an opportunity to communicate your vision. However, ideally a full range of stakeholders should participate in the process of crafting your statement. *The input of the school community, the School Management Committee (SMC), and the staff are particularly important.*

- Does your institution have a mission statement?
- If so can you remember what it says?

### Activity 6.2 – Evaluating Mission Statements (10 minutes)

1. Work in groups of 4 or 5. Consider the following examples of Mission Statements. Discuss what you like and don't like about each statement.
  - Every Child Will Learn.
  - Our district will work together to ensure that our children succeed as pupils and are ready to succeed as adults.
  - To produce productive citizens who: (a) are literate and can communicate well, (b) are healthy and (c) are good members of their families, communities and the nation.
  - The mission of this school is to provide all children with the opportunity to realise their full potential in the modern world. We believe that we must provide a nurturing environment for the mind the body and the spirit.

In a plenary discussion, you can share your thoughts with others.

Focusing on the following three necessary components might help you in developing or revising your mission statement. Your mission statement should answer three questions:

- What are the opportunities or needs that we exist to address?
- What are we doing to address those needs?
- What principles or beliefs guide our work?

If you do not have a mission statement then you need one. If you already have one then it might need to be reviewed and updated. Mission Statements easily become stale. It might have been painted on the school wall for so long that nobody notices it any more.

 **Activity 6.3 – Practicing developing a Mission Statement (40 minutes)**

Work together with colleagues from your institution and carry out two of the activities below. Two or more of activities done together can be used to draft a mission statement. After 30 minutes participants will share their efforts.

1. Consider the question, “what is the purpose of our institution?”\*
2. Draw a picture of your institution as you hope to see it in 3 years time.\*
3. Think back to an educational experience that you enjoyed greatly and that made you feel, “this is what education is all about.” Share that experience with others.\*
4. List the (a) attitudes, (b) skills, (c) knowledge and (d) values that are most important for pupils to have in order to become successful citizens.
5. List the positive attributes (such as culture, ethos, religion, and the like of the community to which the school belongs) that make your school unique and offer pupils a chance to succeed.
6. Design a school crest or flag that captures the essence of the school and its aspirations.\*
7. Develop a motto or slogan for your institution.\*

NOTE: While all of the above activities could be conducted with other stakeholders, those that require no writing (as marked by the \*) could be particularly useful in conducting this activity with illiterate or semi-literate community members.

**DISCUSSION POINTS**

In much the same way that a team can benefit from hearing the perspectives of all its members, it is critical that an institutional mission statement reflect to viewpoints of all of the stakeholders of that institution. Thus, you should plan to invite all stakeholders (including community members) to share their views. Take a moment to think who those stakeholders are and how you will engage them. If you are a Headteacher, be sure to consider how you will involve the staff, SMC, PTA, parents and other community and religious leaders.

Similarly, you may notice that the above activities each lead to a different outcome perspective on education. In order to have a broad view of your institution, you should, thus, conduct at least 2 of the activities during the process of developing or reviewing your mission statement.

Effective leaders continually communicate their vision and persuade others to see its value. This is particularly important in times of change or development in order to get everyone pulling in the same direction. The process of creating or reviewing a mission statement is but one tool to do this. Managers need to use every available opportunity including staff meetings, assemblies, parents meeting, documents etc. to communicate their vision. It is also important that a manager is seen to be living up to mission statement. It is important to lead by example.

***BEFORE THE NEXT WORKSHOP!***

Ensure that you have drafted or reviewed a mission statement for your institution, and that you have involved a full range of stakeholders in doing so. Bring it with you, because you will need it as a starting point for drafting a School Development Plan (SDP), which can serve as a component of District Education Plans. This is a very effective tool as it provides a detailed action plan for realising an institution’s vision. The crucial skill of developing, drafting and implementing such a plan will be at the heart of the next module.

### SUMMARY OF KEY POINTS

- A Mission Statement explains the purpose of the institution and helps everyone concerned understand what it stands for
- An effective leader uses a mission statement to motivate others
- To build consensus, all stakeholders should participate in drafting a mission statement
- A Mission Statement is an effective tool for developing a shared vision for an institution, if it is communicated effectively

## Trainer's Notes

### Time Breakdown

Introduction	5 minutes
Activity 6.1 - Signposts to education improvement	5 minutes
Activity 6.2 - Evaluating Mission Statements	10 minutes
Activity 6.3 - Practicing developing a Mission Statement	40 minutes
Conclusion	10 minutes
<b>Total</b>	<b>1 hour 10 mins</b>

### Objectives

- Participants will be able to craft a mission statement for their school or institution.

### Materials

Flip chart stand, Flip chart paper, pens, adhesive.

### Preparation

- Prepare a flipchart with sketches of the four signposts, to be used in Activity 6.1.

### Procedure

1. Introduce the session by presenting the rationale and content of the introductory paragraph.
2. In plenary go through Activity 6.1 with participants.
3. Present the information in the 'Drafting a Mission Statement' section.
4. Ask participants to do Activity 6.2. In plenary try to establish some of the characteristics that make a good mission statement.
5. Ask participants to do Activity 6.3.
6. Conclude Activity 6.3 with a discussion of the importance not just of having a vision but also of communicating it.
7. Set the expectation that participants will either develop or review their mission statement before the next workshop. Underline the importance of this activity, as



## SESSION 7—HOLDING EFFECTIVE MEETINGS

### *Rationale:*

Once your institution has a clear, shared mission statement, efforts turn towards effectively carrying out that mission and achieving the vision. Implementation of activities requires on-going coordination and teamwork, and periodic meetings are one of the best ways to foster and maintain teamwork. Moreover, meetings serve as a principal means of communication within an institution and between the institution and its stakeholders. It is therefore important that, as a manager, you develop the skills necessary to conduct effective and productive meetings. This session aims to develop these skills.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- State characteristics of an effective meeting
- Prepare a clear meeting agenda
- Describe and practice the skills of an effective chairperson
- Follow up on the completion of tasks agreed in a meeting
- Implement a range of strategies for organising and chairing effective meetings

 *Duration:* 2 hr.

### *Content:*

#### INTRODUCTION

All education managers seem to spend a lot of time in meetings - time which could be spent doing other things. For meetings to be effective they must be both needed and productive. Productive meetings achieve their purpose without wasting time and this requires careful planning and a skillful chairperson. To help you improve the quality of meetings that you participate in, it is important to recognise the factors that make a meeting effective – before, during, and after a meeting. This session involves numerous activities which highlight key aspects of planning, conducting and following-up meetings.

#### **Activity 7.1 – Staff Meeting Role Play (20 minutes)**

Now let's sit in on a staff meeting!

- Four people will be chosen to perform the characters in the following role-play.
- After you have watched the role-play work in groups of 5 or 6 people and reflect on the meeting. The meeting is comical because it illustrates familiar characteristics of ineffective meetings. Your task is to think critically and then develop a list of characteristics of an effective meeting, based on what you observed. Try to think of some characteristics that fall into each of the 3 following categories (a) before (b) during (c) after.

**Education Officer:** Well where is everybody? I thought everyone knew about this meeting. I told the deputy I wanted the meeting. I told her yesterday. It should have got round by now. I told her we would start at 4p.m but look it's half past already and nobody is here. Now let's see. What did I want to talk about? Oh yes I need to remind everyone that they must arrive on time every day. And I want them all to decide about the inspection reporting

format we talked about last time. I can't remember if there are any other matters arising from last time. I hope Jennifer brings the minutes from the last meeting. Ah here you are. Didn't you know that I wanted to start at 4 p.m.?

**Inspector James:** We have been waiting in the staff room where we met last time. We thought you must have been held up somewhere.

**Education Officer:** Well let's start. Jennifer, have you got the minutes from the last meeting?

**Deputy Education Officer Jennifer:** I didn't know you needed them. I'll go and find them. (leaves)

**Education Officer:** Well I wanted us to all agree on the inspection reporting format we talked about last time. Did you bring copies with you? Oh Dear. Well never mind, can we all agree the format anyway?

**James:** With respect, sir, when I conduct visits, the Headteachers rarely have the information I need. Most of the time I can't get what I'll need to complete this new report.

**Education Officer:** I know that can be a problem, but we just need to endorse this format.

**Inspector Monica:** I would like to say something. I don't think it's realistic that we visit each school every month. The schools are far apart and sometimes I can't even get transportation to the villages.

**Education Officer:** The reporting format says nothing about how often we should visit.

**Monica:** It does, I remember reading it last time.

**Education Officer:** Has anyone got a copy with them? No. Well I suppose we will have to leave it as an item for next time we meet. We haven't got time for more discussion. Let's move on. Now James – you have been late every morning this week. It just isn't good enough. I want to get it straight that everyone should be at the office on time.

**James:** You know that my bike is broken and I have to walk all the way here. That reminds me I need to talk to the mechanic before he goes home. This meeting was supposed to be finished by now. I have to go. (Leaves)

**Education Officer:** Well, I think that was a very productive meeting. I'm sorry James had to leave a little early. Never mind. I'll see you all first thing tomorrow. Oh no I won't. I've got to go to the bank before I come in so I'll be here at about 11. Thank you!

## DISCUSSION POINTS

The role play points out a number of pit falls related to conducting meetings. Some of the considerations or characteristics that may arise include:

### *Before the meeting*

- The meeting is needed and is the best way to deal with a matter
- The purpose of the meeting is clear to all those who attend
- Proper preparations have been made – e.g. the venue, agenda

### *During the meeting*

- Members understand their roles and what is expected of them
- The meeting starts and ends on time. And time is not wasted
- Interruptions are kept to a minimum
- Discussions focus on agenda items
- Decisions are arrived at amicably and recorded
- The responsibilities for taking actions are clear to all and recorded

### *After the meeting*

- Minutes are written and shared
- Agreed actions are monitored

- Actions to be taken are actually carried out.

The challenge for you as an education manager is to organise your team and your meetings in a way that is efficient and supportive of the mission of your institution.

## *I. BEFORE THE MEETING*

### **PREPARING FOR AN EFFECTIVE MEETING**

We have all experienced what happens when things go wrong. Sometimes people don't show up. Sometimes meetings ramble on until people fall asleep. Sometimes people don't say what they really think, or meetings degenerate into hostility. Some meetings fail before they begin because they have been inadequately publicised or are organised at an inconvenient place or time. Some meetings are disorganised and discourage future participation. Some meetings do not need to be held at all when, for example, a memo is sometimes a better tool for communicating information.

Managers might ask themselves the following questions, especially when considering meetings that involve other stakeholders such as parents. Parents meetings are critically important, as they are one of the main ways in which a community forms an opinion about its school.

#### *1. Are meetings well publicised?*

A meeting will only be effective if the key persons are present. Are all possible means of publicity being used e.g. notes carried home by children, church announcements, local radio, and local notice boards? It is also advisable to develop a year plan that can be distributed to all members entailing all the dates of the meetings for the year. This should allow members to plan ahead.

#### *2. Is the time and place convenient and comfortable?*

When organising a parents' meeting, it might be an idea to exploit opportunities presented by community events where people are gathered, such as church services. Also you should consider which times should be avoided, such as market days.

#### *3. Are you looking for ways to make attendance enjoyable?*

When people think of such incentives, they usually think of food. This may not often be affordable. Consider other ways of injecting some fun. How about getting the children to perform something at the meeting?

#### *4. Is the meeting purposeful?*

Was all the intended business covered? Did all participants leave feeling like their presence and participation had been valued?

### **PREPARING AN AGENDA**

A well-constructed agenda encourages attendance and ensures that a meeting is orderly and productive. Inputs to an agenda should be solicited beforehand and it should be circulated well in advance.

 **Activity 7.2 – Analysing Agendas (10 minutes)**

Work in pairs and examine the two school staff meeting agendas shown. What are the differences between them and what are the possible advantages and disadvantages of each?

**Agenda 1**

Staff Meeting – Monday

- Text book selection
- HIV/AIDS Policy
- Parents Evening

**Agenda 2**

Staff Meeting – Monday, 2 August, 3.00-4.30 p.m. Venue: grade 5 classroom

- 3.00 (For information) The teacher in charge of textbook selection will report on progress in selecting a supplier based on quotes so far received.
- 3.10 (For discussion) The teacher who attended the recent workshop on developing an HIV/AIDS Policy will report back and share the draft policy developed in that workshop. The meeting will discuss and finalise the policy.
- 3.50 (Decision required) Parents Day is coming. We must decide whether we will use the same format tried last year, or whether to revert to the traditional way of doing things.

Refer to the Agenda Template and Sample Agenda that are included in Appendix B.

**DISCUSSION POINTS**

If people are to participate effectively, then they must know what is expected of them. A well-thought out and comprehensive agenda can help. Are they being asked to – receive information? Discuss something? Make a decision? Offer an opinion? If the ministry or district has already made an executive decision, then don't pretend that discussion will affect the outcome. When everyone – not just the chair – knows what needs to be accomplished and how much room there is for negotiation, people know where they stand.

*II. DURING THE MEETING*

**ROLES & RESPONSIBILITIES IN MEETINGS**

In any meeting, different people normally perform the following roles: Chairperson, Secretary and other attendees. Depending on the type of meeting, there may also be a Treasurer (i.e. in SMC meetings). Let's look at each role in more detail.

**Chairperson**

- Ensure the meeting is necessary
- Ensure the meeting has an agenda and that the agenda is followed
- Ensure participants have the information they need to attend and participate effectively
- Ensure that the venue is suitable and arranged in good time
- Act as the meeting's leader and guide but not dominate discussions
- Foster the participation of all members
- Ensure that the meetings rules and procedures are followed
- Ensure that the meeting starts and finishes on time
- Guide the meeting to achieve the purposes for which it was called

- Foster good working relations among members
- Mediate disagreements
- Ensure that minutes are prepared and circulated
- Ensure a quorum is met (minimum number of people attending)

Note that it is appropriate for a manager to chair staff meetings for those he/she manages. This is not necessarily the case for other meetings. As a leader, you should not only be a good chairpersons, but also capable of developing others to fill this role.

### Secretary

- Prepare the agenda in consultation with the chair
- Distribute the agenda before the meetings
- Inform members of the time and place of the meetings
- Ensure the venue is well arranged and comfortable
- Assist the chairperson in clarifying points
- Assist the chairperson with the running of the meeting.
- Record minutes and distribute them when applicable.

### Treasurer

- Advise the group on financial matters
- Monitor the meetings financial activities
- Record all transactions and submit regular reports
- Liaise with external auditors

### Other attendees

While the roles of other attendees at a meeting depends directly on their role within the education system, the purpose of the meeting and the topic of discussion, it is inevitable that one's personality will influence the behaviour one exhibits. In much the same way as was discussed in Activity 5.2, where different team members play roles that can be described using characteristics of common animals, meeting attendees also exhibit common behaviours.

#### Activity 7.3 – Considering Common Meeting Behaviours (15 minutes)

This activity encourages you to consider typical behaviours exhibited by meeting participants. Take a few minutes to review the following behaviours reflecting on meetings that you have participated in where such behaviours were exhibited by one or more attendees. In a plenary discussion, you will be asked

- To consider how the behaviour can impact the meeting
- And how you would respond to such behaviour if you were the chairperson of that meeting

<p><b>1. Starting, guiding &amp; concluding</b></p> <p>This character gets the discussion started and keeps it going. He makes sure that people do not get distracted or off track. He reminds them from time to time what the task is. He takes responsibility for bringing the discussion to a conclusion in the given time.</p>	<p><b>2. Getting clear information</b></p> <p>During discussion he asks from time to time for precise information, or provides it himself. He makes sure that evidence, facts and examples are brought forward.</p>
<p><b>3. Getting a spread of opinion</b></p> <p>During discussion she does her best to make sure that a wide range of views are expressed. She introduces ideas herself and sometimes asks others for their ideas. She tries to make sure everyone contributed equally; that no one is silent and no one is dominated.</p>	<p><b>4. Creative thinker</b></p> <p>Her role is to stir things up a bit from time to time, and get people to consider options other than the boring safe decisions. She tries to stimulate the groups' imagination. "Why don't we consider this suggestion? She would say.</p>
<p><b>5. Feelings watcher</b></p> <p>This member is very sensitive to the unspoken feelings of others. During discussion, he comments on the feelings that he observes in order to avoid tension in the group. He makes comments such as "I sense that some people may be unhappy with this suggestion." He is diplomatic at all times.</p>	<p><b>6. Non-participator</b></p> <p>He remains quiet. If challenged for opinions, he agrees with the point of view of the one who challenges him.</p>
<p><b>7. Flatterer</b></p> <p>He is not quite sure of his own ideas, so he thinks the best thing to do is to praise someone else. He chooses one other member of the group and supports everything he or she said. Some of his supportive statements are, "I think X has made a great suggestion" – "Oh yes, whatever X thinks is best."</p>	<p><b>8. Storyteller</b></p> <p>During discussion, she makes a point of telling a long rambling story about herself, things she has done, and things she likes. She says for example, "That reminds me of the time when I -----"</p>
<p><b>9. Been there, done that</b></p> <p>She is an 'old hand' in the group. Whatever is suggested she knows it had been tried years ago and hadn't worked. During the discussion she reminds others of her years of experience, and refers to the way things used to be done. She is negative about new ideas.</p>	<p><b>10. Poor me</b></p> <p>Oh, the pressure that he was under! He makes a point of relating every suggestion to the workload and the pressure it puts on him. He tries to get others to sympathize. 'Isn't anyone else under the same pressure?' He would ask.</p>

## DISCUSSION POINTS

By becoming familiar with and attuned to typical behaviours a manager can more effectively chair a meeting. As you will see, some of the behaviours can be helpful to moving the meeting forward, while others sometimes create obstacles.

Moreover, the activities in this session have highlighted the fact that some of the most important skills that a chairperson must have are interpersonal skills, skills that will enable him/her to best manage the meeting in such a way that progress is made. The following guides might help you as you plan for and lead future meetings:

### Interpersonal Skills

#### 1. Asking questions

- To involve others in discussion
- To solicit information or opinions
- To clarify matters (i.e. "Please provide an example of that")
- To refocus discussion on something specific (i.e. "How does that relate to the agenda?")

2. Making summaries
  - To refocus or redirect discussion
  - To seek agreement by pulling ideas together
  - To clarify the position reached by the group before moving to the next point
  - To clarify a decision to be recorded in the minutes
3. Active listening
  - To really understand what has happened in the meeting and the reasons behind it
  - To repeat what has been said and check if you heard correctly
4. Being a keen observer of people and their emotions
  - Being able to pick up non-verbal signs of doubt, disagreement, support, indifference, irritation or anger. Observing and responding to such signs can help you head off a situation before it actually happens. Sometimes it not what people say that counts but the way that they say it
5. Giving clear information
  - To clarify the purpose of discussion
  - To clarify what has been decided
  - To clarify facts

### **TAKING AND WRITING MINUTES**

It is very important that accurate records are kept of meetings. Without proper minutes, policies cannot be formally adopted, resolutions can be disputed and people who have been tasked with actions cannot be held accountable. It is not necessary to record every detail of a discussion, but it is necessary to record all decisions and resolutions.

#### **Quality minutes**

The following points offer tips to keep in mind when keeping and writing minutes.

- Minutes should be brief, and can be written in note form
- If the secretary is unclear about how to record something he or she should ask for clarity from the chairperson
- Minutes should be entirely understandable to those who were absent
- Minutes should be unbiased, reflecting the facts of the meeting
- Minutes must record decisions, including who must do what by when
- Minutes should be written up straight away after a meeting
- Prompt delivery of minutes encourages prompt action on resolutions

In Appendix B, you will find a template for recording minutes of a typical meeting.

### *III. AFTER THE MEETING*

#### **ACTION POINTS AND MINUTES**

Many meetings may be well-planned and conducted effectively, but implementation of the decisions may be neglected or delayed. People may simply forget what was agreed or they may not be clear what is to be done, by whom and when. An effective Chairperson will therefore

ensure that minutes are written and circulated as soon as possible and that before the next meeting an action report is circulated. Still, as a manager you need to consider how to support and monitor the completion of actions that occur as a result of meetings. A format for an action report might look as follows:

**Meeting Date: 21/06/04 Meeting location: Nile School Staff Room**

Agenda Item	Action Agreed	Person Responsible	Date for completion	Action Taken
Discipline cases	Investigate case of C.K	Deputy Head	25/06/04	

 **Activity 7.4 – Managing Meetings Self-Assessment (15 Minutes)**

Now that we are approaching the end of the session, use the following questionnaire to evaluate your performance as a chairperson. Circle the option that is closest to your own experience.

1=never    2=occasionally    3=frequently    4=always

Add the scores up at the end. Reflect upon your answers. What skills do most participants fair best on and worst on? Where is the greatest need for development?

- |  |       |    |    |    |
|--|-------|----|----|----|
| 1. I make sure that I am thoroughly prepared for each meeting              | 1.    | 2. | 3. | 4. |
| 2. I begin meetings at the scheduled time.                                 | 1.    | 2. | 3. | 4. |
| 3. I ensure participants understand the minutes of the previous meeting    | 1.    | 2. | 3. | 4. |
| 4. I follow the approved agenda for each meeting                           | 1.    | 2. | 3. | 4. |
| 5. I explain the purpose of the meeting carefully to all participants      | 1.    | 2. | 3. | 4. |
| 6. I allow all points of view to have a fair hearing                       | 1.    | 2. | 3. | 4. |
| 7. I am aware of each participants' motives and hidden agendas             | 1.    | 2. | 3. | 4. |
| 8. I ensure that all the participants are fully involved in each meeting   | 1.    | 2. | 3. | 4. |
| 9. I ensure that meetings stick to time and do not drag on unnecessarily   | 1.    | 2. | 3. | 4. |
| 10. I make sure full and accurate minutes of each meeting are taken        | 1.    | 2. | 3. | 4. |
| 11. I ensure participants know what action to take before the next meeting | 1.    | 2. | 3. | 4. |
| 12. I ensure that participants know the time and place of the next meeting | 1.    | 2. | 3. | 4. |
| <b>TOTAL</b>   | _____ |    |    |    |

**Analysis**

12-24: Your skills need improvement. Rethink you approach and take action

25-36: You have strengths, but concentrate on improving your weak points.

37-48: The meetings you chair run smoothly, but don't get complacent.

Reflect on your performance in this self-evaluation. Have you identified any in need of development, which you might include in a Professional Development Plan?

**SUMMARY OF KEY POINTS**

- Effective meetings are: necessary, purposeful, well-organised, well recorded, punctual, and lead to appropriate actions being taken.
- The chairperson of a meeting must ensure that it meets its purpose. He or she will need to employ a range of interpersonal skills to manage participants and encourage participation.
- An effective agenda sets clear expectations for a meeting.
- Effective minutes are brief and clear but capture the main points, decisions reached and action points during the meeting.

## 👉 Trainer's Notes 👈

### Time Breakdown

Introduction	5 minutes
Activity 7.1 - Staff Meeting Role Play	20 minutes
Preparing for a meeting	5 minutes
Activity 7.2 - Analysing Agendas	10 minutes
Presentation of Agenda Template	5 minutes
Roles in a meeting	10 minutes
Activity 7.3 - Considering Common Meeting Behaviours	15 minutes
Interpersonal Skills	
Taking and Writing Minutes & Action Points and Minutes	15 minutes
	15 minutes
Activity 7.4 - Managing Meetings Self-Assessment	15 minutes
Conclusion	5 minutes
<b>Total</b>	<b>2 hr.</b>

### ✓ Objectives

Participants will be able to:

- Identify and state characteristics of an effective meeting
- Prepare a clear meeting agenda
- Identify and practice the skills of an effective chairperson
- Follow up on the completion of tasks agreed in a meeting
- Implement a range of strategies for organising and chairing effective meetings

### Materials

Flip chart stand, Flip chart paper, pens, adhesive.

### Preparation

No preparation of materials is necessary for this session.

### Procedure

This session is the longest in the whole course; it will require strict attention to time in order to be sure that it is completed in the available time.

1. Present the rationale and introduction of the session to participants
2. Choose 4 confident participants to play the 4 roles in Activity 7.1 - Staff Meeting Role Play.
3. Present the role play - this should take 5 minutes
4. Ask participants to discuss characteristics of an effective meeting (10 minutes).  
They should be asked keep their manuals closed during the activity and not to refer

- yet to the supporting workshop notes.
5. Lead a plenary discussion of the characteristics of an effective meeting. Guide the discussion by using participants' own answers. You may make supplementary points from the Discussion Points in order to conclude the activity.
  6. Spend 5 minutes presenting the content of the section 'Preparing for an effective meeting'. Ask participants to add any supplementary points that they can think of.
  7. Move to Activity 7.2 - Analysing Agendas by presenting the paragraph 'Preparing an Agenda.'
  8. Ask Participants to do Activity 7.2 (10 minutes). Use the Discussion Points as needed. In your conclusion introduce participants to the agenda template in Appendix B at the end of the manual.
  9. Ask participants to review the content of the section 'Roles and Responsibilities in Meetings.'
  10. As the discussion moves towards roles and actions of other meeting attendees, invite participants to consider how meetings are influenced (either positively or negatively) by the behaviour of attendees.
  11. Ask participants to carry out Activity 7.3 - Considering Common Meeting Behaviours (15 minutes), reflecting on meetings that they have participated in.
  12. Use the Discussion Points in the text to lead a short plenary discussion of the activity.
  13. Use the reflections of Activity 7.3 to illustrate the points made in the subsection on 'Interpersonal Skills.' Try to relate as many of these skills as possible to specific behaviours that participants have observed. (15 minutes)
  14. Returning to the phases of an effective meeting, ask participants to consider the important follow-up task of preparing meeting minutes, using information in the Taking and Writing Minutes section. (15 minutes)
  15. Direct participants to later review the Minutes template included in Appendix B, emphasising the value of the review criteria questions posed.
  16. Lead participants through the section 'After a Meeting'. Ask participants how they typically carry out and track any action points from meetings that they attend.
  17. Ask participants to spend 15 minutes doing Activity 7.4 - 'Managing Meetings Self-Assessment'. Invite participants to reflect on their own strengths and weaknesses and what implications this has for their Professional Development Plan.
  18. Finally review the summary of key points with participants. Ask participants if they think there are any other key points worth making.

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**SESSION 8—MANAGING TIME**

*Akanyonyi kahara kasoma nikarora obwire (Runyoro/Rutoro)— A bird from far is always aware of time to fly back home when it is feeding time*

 **Rationale:**

If you have got this far in the manual then your trainer is probably a good time manager! In a normal working day, numerous demands compete for your time and attention. Headteachers and other education managers must be expert at managing their time, to improve your time management takes practice and sustained effort. This session looks at some strategies for ensuring that you use your time efficiently and effectively.

 **Objectives:**

Upon completion of the activities of this session, participants should be able to:

- Conceptualise time as a resource to be managed like any other
- Use time savers and identify time wasters
- Practice prioritisation and delegation appropriately
- Use time management tools to maximum effect such as a desk diary
- Implement a range of strategies for improving personal time management

 **Duration:** 1 hr. 30 min.

 **Content:**

**TIME IS A RESOURCE**

Time is a resource that we have equally. However, some people obviously make better use of it than others. As an education manager you may constantly feel that you do not have enough time to do all the things that you want to. So it is important to use every minute that you have effectively. Time is a valuable resource.

There is a saying that ‘time is money’. For every minute that a group of people is waiting for a meeting to begin, money is being wasted. For example, twenty teachers are each being paid 8,000 shillings a day, which is 1,000 shillings an hour; if they have to wait for 1 hour for a meeting to begin, then that is 20,000 shillings wasted (20 x 1,000 shillings).

 **Activity 8.1 – Case Study - A Day in the Life of a Headteacher (15 minutes)**

Read the following case study and work in pairs to answer these questions:

1. What activities does the Headteacher manage to carry out during the case study?
2. What activities does the Headteacher fail to carry out?
3. What stops him from doing these things?

The Headteacher of Katwe School wakes up with the birds. “Oh my God! It’s already morning”, he says as he jumps out of bed, and starts getting ready for school. As usual he arrives at school before anyone else and prepares for the day ahead. Then he posts himself at the school gate to monitor the orderly arrival of pupils and staff.

By 8.00 a.m. everyone has arrived. The day's activities start with a general assembly led by the Headteacher. The pupils and teachers then go to their classrooms. Later the Headteacher monitors the school including classroom teaching and learning, kitchen staff, pupils' attendance and the school's accounts. He also deals with disciplinary cases.

Suddenly, there is a screaming at in one of the senior classrooms. He runs over to find that two boys are fighting while others are cheering them on.

"What is happening?" shouts the Headteacher. On hearing this, most of the pupils run away. He writes down the names of five pupils. "Come with me to the office!" he orders, "and tell me what happened." Arriving back at the office he finds a line of pupils, teachers and parents waiting to see him.

"Sir!" calls one teacher. "The County Inspector was looking for you". He wants to know if the P7 forms are ready yet. The DEO needs them right away. "Why didn't you call me?" the Headteacher asks angrily. "I tried to find you, but I didn't know where you were and the Inspector was in a hurry", replied the teacher.

"I am sorry but I cannot attend to any of you today", the Headteacher announces to all those who are waiting, "I have some very urgent matters to attend to." He turns to the boys that he has brought with him and says, "Return to your classrooms. I will deal with you first thing tomorrow morning."

The Headteacher spends the rest of the day shut away in his office. He works until late in the evening. However he cannot complete the work because he doesn't have some of the information that he needs from teachers who have already gone home. He leaves the school tired and worried. When he gets home he falls asleep in his armchair.

## PRIORITISATION AND DELEGATION

You'll recall that in Session 3, we reviewed the many roles and responsibilities of various education managers. Your ability to manage these many competing demands, including the division of Educator activities and Manager activities will depend in part on (a) your ability to prioritise activities and (b) your ability to delegate tasks that others can perform.

The following categories may help you in prioritizing:

- **Crisis activities:** These activities address emergencies. For example if a there is an accident in the school. Crisis tasks must be done immediately.
- **Short-term activities:** These activities are routine and often do not take long, for example, conducting an assembly, checking attendance or teaching a class. Short-term tasks must be done today.
- **Medium-term activities:** These take longer but occur less often e.g. preparing a timetable for next term, or preparing for a parents day. Medium term tasks must be completed within a few weeks.
- **Long-term activities:** These activities may last a long time, but do not occur very often. For example working out teaching allocations, or implementing a school development plan. Long-term tasks must be completed over a period of months or even years.

The following activity will help you to practice prioritisation and delegation of tasks.

### Activity 8.2 – Practicing Prioritisation and Delegation (25 minutes)

Work in groups of 4 or 5. Examine the following tasks imagining that you are a headteacher.

1. In the first column write which category the task falls into – crisis, short, medium or long term.
2. In the second column rank the tasks in order of their priority importance from 1-10 with 1 being the highest priority.
3. In the third column write 'yes' or 'no' depending on whether you could delegate the task under your present circumstances.

The trainer will lead a plenary discussion, addressing the following questions:

1. Which activities were most difficult to prioritise?
2. Which activities was it difficult to decide whether you could delegate?

Task	Category	Priority	Delegate
1. Check that all teachers are present and allocate teachers to classes where a teacher is absent			
2. Arrange transport to hospital to child injured in a football match.			
3. Prepare for a meeting for the SMC to discuss the issue of teacher accommodation			
4. Observe teaching and learning in P7 and report back to the teachers concerned			
5. Write a draft school policy for the maintenance of good pupil discipline			
6. Check that the latrines are properly cleaned			
7. Update the financial records			
8. Discuss with a teacher the special needs of a new pupil who is coming into P6 next Monday			
9. Write a School Development Plan			
10. Plan a day refresher course to improve the teaching of spelling across the school			

## DISCUSSION POINTS

### Prioritisation

In prioritising your daily work you will need to address the crisis and short-term activities first. However the trick is to use delegation and efficient work practices, in order to protect enough time for the medium and long-term activities as well. These are often the activities that develop the strategic plans, policies and systems of your institution, and they often take more time to complete than emergency and short-term activities. Still, they will likely have the greatest long term pay off in terms of the development of your institution.

### Delegation

Delegation means giving someone else the responsibility to do a task for which you are responsible. As a manager you are ultimately responsible for things that happen within your domain. But you can't do it all yourself. Effective delegation will help you concentrate on the most important tasks. Delegation also helps you as a leader to build the skills of others. Remember the following points when delegating.

- You can only delegate the task; you cannot delegate the ultimate responsibility for its completion. This means that you must supervise the task
- Make sure that the person to whom a task is delegated has a clear understanding of the exact nature of the tasks, the standard to which it is to be completed and the time by which it is to be finished
- Choose the right person for the task. Make sure they have the necessary skills to complete the task, and if not train them.
- Give the person the necessary authority and resources to complete the task
- Make sure that when delegating, you are not preventing a person from doing other important tasks

- Make sure that the person has sufficient time to complete the task. If this is not the case enlist additional staff or reallocate the task
- Don't only delegate unpleasant tasks -delegate pleasant ones as well!

### IDENTIFYING TIME WASTERS AND TIME SAVERS

Prioritisation and delegation are crucial but there are other things you can do to save time. You can try to identify 'time wasters' and eliminate them. You can also identify 'time savers' and use them. Time wasters are tasks that are can be delegated, or are unnecessary or inefficient. For example allowing a meeting to start late, or delivering a note in person are time wasters. Examples of time savers include learning to say 'no' to unnecessary disturbances or avoiding trivial interruptions.

Here is a list of common time wasters.

1. Lack of planning
2. Lack of prioritization
3. Late-coming
4. Administrative overload
5. Crisis management
6. Unnecessary travel
7. Postponed decisions
8. Putting off work
9. Failure to delegate
10. Unnecessary meeting
11. Inconsistent action
12. Unnecessarily long conversations
13. Frequent, long or unnecessary phone calls
14. Inability to say 'no' to requests
15. Entertaining unnecessary interruptions
16. Interrupting others unnecessarily
17. Requiring people to obtain approval for trivial matters before they can act
18. Keeping people waiting
19. Forgetting about appointments
20. Wasting time on finding lost documents and items.
21. Failing to bring appropriate documents to a meeting

Time wasters are often just bad habits! The following activity will help you to identify time wasters that affect you.

#### Activity 8.3 – Identifying Time Wasters (20 minutes)

Work as an individual. Look at the list above and reflect on your daily work. Identify 4 time wasters that you suffer from. Develop a set of written action steps that will help you limit the time you waste. Share your plans with someone sitting near you.

### DISCUSSION POINTS

Your proposed actions will likely involve some of the following:

- Thorough planning; use of a desk diary
- Establishing clear objectives with you team
- Setting deadlines for completion – work expands to fill the time available for its completion

- Learning to say no
- Communicating – the right information, to the right people, at the right time
- Doing a job right the first time
- Delegating more
- Avoiding unnecessary meetings
- Improving the training and effectiveness of your staff
- Having an orderly filing system
- Making a daily task list and ticking of each task when completed

And Remember! It is not only your own time that is valuable. You may be responsible for wasting other people's time.

### PLANNING YOUR TIME DAILY: USING A DIARY OR CALENDAR

An effective manager will plan the best use of their time on a daily basis. To do this you may use a **desk diary**. A desk diary will help you to remember what you need to do and when it must be done. You should note the following in your diary:

- Appointments and their times (with colleagues, parents, teachers, community members etc.)
- Meeting you should attend, organise or conduct together with their time and venue
- Important academic dates including term times and examination dates
- Financial deadlines
- Any other activities
- A daily list of 'things to do'

Every day, when you review the list of things you have to do you should prioritise the list by marking it with a code such as the one below:

- A – This must be done today
- B – This should be done today if time permits
- C – This can be done later if necessary
- D – This can be delegated.

Make sure that you do all the tasks marked A before B before C. And make sure that you only supervise those marked D rather than do them yourself.

Let us conclude this session with an individual self-assessment of time management skills. This will enable you to reflect upon your own performance and on areas for possible development.

#### Activity 8.4 – Time Management Self Assessment (15 minutes)

Time management is an essential leadership skill. Without it you will find it hard to cope with your job. The following self-assessment will test the quality of your own working methods. It may also help you to identify areas of strength and areas in need of further development. Be as honest as you can. For each of the statements choose one of following:

1=Never    2=Occasionally    3=Frequently    4=Always

Add your scores. Refer to the analysis to see how you scored.

Statement	1	2	3	4	Score
1. I maintain a desk diary or calendar that shows all my commitments					
2. I make a daily list of things to do					

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3. I can find important documents in my office straight away					
4. Routine matters are attended to before they turn into a crisis					
5. My staff know where I am					
6. I avoid doing things that waste my time					
7. I avoid doing things that waste other people's time					
8. I delegate some duties to my Deputy or other staff					
9. I follow up on the completion of tasks I delegate					
10. I arrive on time and prepared for meetings					
11. The meetings I organise achieve their purpose and finish on time					
12. I open my mail as soon as it arrives					
13. I am able to complete tasks without unnecessary interruptions					
14. I reserve certain hours for receiving visitors					
15. I close my office door when I need to be undisturbed					
16. I keep my mobile phone switched off during meetings					
17. I clear my desk of all paperwork					
18. I achieve a balance between thinking time and action time					
19. I keep work to a certain number of hours every day and no more					
20. I make sure things are done right the first time					
<b>Total</b>					

20-39: Learn to use time efficiently and work more efficiently

40-59: You have some time management skills but there is room for improvement

60-80: You use your time very efficiently. Keep looking for new ways to improve your efficiency.

If you wish to conduct this same activity with your own staff, there is another copy of the activity can be found in Appendix A.

Reflect upon your own performance and answer the following questions.

1. What are your own areas of strength and weakness in time management?
2. What areas could you identify for inclusion in your professional development plan?

Finally remember to keep a balance in your life. That means setting aside enough time for rest, relaxation and for your family and friends!

### SUMMARY OF KEY POINTS

- Effective leaders treat time as a valuable resource
- Effective time management involves the constant prioritisation of tasks
- Effective time management involves the ability to identify suitable tasks for delegation and monitoring their implementation
- Effective time managers eliminate 'time wasters' and employ 'time savers'
- Effective time managers employ and frequently refer to a desk diary

## 👉 Trainer's Notes 👈



### Time Breakdown

Introduction	5 minutes
Activity 8.1 - Case Study: A Day in the Life of a Headteacher	15 minutes
Activity 8.2 - Practicing Prioritisation and Delegation	25 minutes
Activity 8.3 - Identifying Time Wasters	20 minutes
Activity 8.4 - Time Management Self-Assessment	15 minutes

Conclusion  
Total

10 minutes  
1 hour 30 minutes

✓ **Objectives**

- Conceptualise time as a resource to be managed like any other
- Use time savers and identify time wasters
- Practice prioritisation and delegation appropriately
- Use time management tools to maximum effect such as a desk diary
- Implement a range of strategies for improving personal time management

 **Materials**

Flip chart stand, Flip chart paper, pens, adhesive.

 **Preparation**

No preparation of materials is necessary for this session.

 **Procedure**

1. Present the rationale for the session
2. Use the content of the section 'Time is a Resource' - to introduce Activity 8.1 - 'Case Study: A Day in the Life of a Headteacher.'
3. In discussing the case study, introduce the concepts of prioritisation and delegation using the content of the section with same title.
4. Ask participants to do Activity 8.2 - Practicing Prioritisation and Delegation. Allow participants 15 minutes to work in their groups. Then lead a plenary discussion of the analysis questions and the text in the Discussion Points for about 10 minutes.
5. Present the content of the section 'Identifying Time Wasters and Time Savers.'
6. Ask participants to do Activity 8.3 - Identifying Time Wasters. Allow 15 minutes for reflection and writing then 5 minutes for a sample of participants to share what they have written.
7. Lead participants through the content in the section on 'Planning Your Time Daily'.
8. Ask participants to do Activity 8.4 - Time Management Self-Assessment. Highlight that they can use this reflection as part of identifying priorities for professional development.
9. Finally ask a participant to present the 'Summary of Key Points'. Ask participants if they think that there are any other key points worth making in conclusion.

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MODULE 1 — LEADERSHIP IN EDUCATION

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## SESSION 9—DEVELOPING A PROFESSIONAL DEVELOPMENT PLAN

*Rwot loyo ki bul (Luo) - Even though I am not a Royalty,  
hence without a Royal Drum, I am capable of great  
achievements*

### Rationale:

Having used prior activities as a way for participants to gain insight into the complexities of management and leadership and to reflect on their own styles and practices, this session helps participants to begin to look forward. Understanding that everyone has room to improve how they do their work, a professional development plan offers a framework for education managers to use to identify and articulate areas of strength and where they need improvement. Moreover, a plan clearly states actions to be taken to improve one's performance.

### Objectives:

Upon completion of the activities of this session, participants should be able to:

- Draft a professional development plan with concrete actions that will be reported on in the next workshop
- Identify Tools for Performance Improvement they will use before the next workshop

 Duration: 1 hr.

### Content:

#### PERSONAL PRIORITIES FOR PROFESSIONAL DEVELOPMENT

##### Activity 9.1 – Priorities for Professional Development (30 minutes)

This workshop has offered with numerous opportunities to reflect upon your current practice as a leader in education. You have undertaken 3 self-assessment exercises which evaluated: (a) your general leadership skills (b) your ability to manage meetings (c) your time management skills. From these and the numerous other activities you will have developed an idea of:

- Strengths which, as a leader, you can share with colleagues and those you manage
- Areas needing further development, which you can reinforce in order to improve your overall performance and continue to positively impact the quality of education in Uganda

In this activity we invite you to reflect upon your experiences over the last 2 days and identify 2 areas of strength that you will try to communicate to others and 2 areas in need of further development which you will try to address. Use  Handout J (as shown below) to record your reflections and plans. When you return to your school, office or institution keep notes of your efforts to implement the actions stated in your Professional Development Plan. You should consider that challenges you face and how you responded to them when carrying out actions. We will start the next workshop with a review of your progress.

This course is based on the Experiential Learning Cycle. What takes place in the workshop is only a beginning. The most important thing is that you attempt to implement improvements in your daily professional practice. This is undoubtedly challenging. Supportive peer relationships with your colleagues can help you to achieve your goals. Plan to meet with your colleagues either

informally or PGMs to check up on your action plans. Review the Performance Improvement Toolkit provided and find at least one activity that you can try with your colleagues to support your efforts for self-development. CCTs and inspectors should plan how they can support headteachers to carry out this activity.

***Professional Development Plan***

Name \_\_\_\_\_

School/Institution \_\_\_\_\_ District \_\_\_\_\_

**Describe 2 areas of personal professional strength that you have identified during the course of this workshop**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

For each area of strength identify actions that you can take to share and develop these skills with your colleagues.

Actions to be taken to share strength 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Actions to be taken to share strength 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Describe 2 areas in need of development that you have identified during the course of this workshop**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For each area in need of development identify actions that you can take to improve your skills.

Actions to be taken for development area 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Actions to be taken for development area 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Activities from the Toolkit for Performance Improvement to be completed with others

- \_\_\_\_\_
- \_\_\_\_\_

Performance Improvement tools to be used on-the-job

- \_\_\_\_\_
- \_\_\_\_\_

**FURTHER PREPARING FOR THE NEXT WORKSHOP**

*In preparation for the next workshop participants are also expected to draft a Mission Statement for your institution or thoroughly review the existing statement.*

The next workshop in this series will be entitled 'Managing School Improvement'. One of the key products of this workshop will be a School Development Plan for your school (or a typical school in your district). This plan will be built upon the mission statement that you develop with your colleagues and other stakeholders. So, drafting a mission statement is a key task, as it will direct the future development of your institution or school. You will need to bring both the mission statement *and* your Professional Development Plan to the next workshop. Don't forget!!

 **Trainer's Notes** 

 **Time Breakdown**

Introduction	10 minutes
Activity 9.1 - Priorities for Professional Development	30 minutes
Plenary discussion	20 minutes
<b>Total minutes</b>	<b>1 hour</b>

 **Objectives**

- Draft a Professional Development Plan with concrete actions that they will report back on in the next workshop
- Identify Tools for Performance Improvement that they will try out before the next workshop

 **Materials**

Flip chart stand, Flip chart paper, pens, adhesive

 **Preparation**

- Prepare copies of the  Handout J (Professional Development Plan)
- Ensure all participants have a copy of the Performance Improvement Toolkit

 **Procedure**

1. Present the rationale for this session to participants.
2. Hand out copies of the 'Professional Development Plan' form to each participant.
3. Ask participants to do Activity 9.1 - Priorities for Professional Development.
4. Emphasise the value of the Tools available in the Performance Improvement Toolkit



## SESSION 10—CONCLUSION

### *Rationale:*

The final session provides participants with a chance to reflect upon the activities and outcomes of the workshop and commit to their plans for implementing the skills acquired. Additionally, it encourages participants to look forward to and prepare for subsequent EMS Initiative training opportunities.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Explain activities that they plan to undertake before the next training course takes place
- Assess whether their expectations of for the workshop were met

 *Duration:* 50 min.

### *Content:*

#### REFLECTION ON THE OUTCOMES OF THE WORKSHOP

#### **Activity 10.1 – Were Objectives and Expectations Met? (5 minutes)**

Work in Groups of 5 or 6

Review the list of ‘participants expectations’ and ‘workshop objectives’ that were introduced in the first session on the first day.

- To what extent were your own personal expectations of the workshop met? Comment mainly on those areas where your expectations were different from what actually happened
- To what extent do you think that the workshop succeeded in meeting its objectives?

Spend about 5 minutes discussing these questions.

#### **Activity 10.2 – Workshop Evaluation (20 minutes)**

Working individually, spend 20 minutes completing the evaluation form.

Upon completion of the evaluation form, the trainer will lead a plenary discussion as a means of further sharing thoughts and observations regarding the workshop.

### **Trainer's Notes**

#### **Time Breakdown**

Activity 10.1 -Were Objectives and Expectations Met?	5 minutes
Activity 10.2 - Workshop Evaluation	20 minutes
Plenary Discussion	25 minutes



# WORKSHOP HANDOUTS

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 A (for Activity 2.1)

**Leadership Self-Assessment**

Leadership Statement	1	2	3	4	Score
<i>Supportive Supervision</i>					
I encourage staff to set themselves challenging tasks					
I avoid blaming staff or allowing them to fail					
I try to show staff that I trust them					
I frequently check the level of staff morale and motivation					
I publicly acknowledge individual accomplishments					
I pass on reports of 'good work' to higher levels					
I appreciate the different contributions that each staff makes to our overall mission					
I meet with individuals I supervise to develop individual workplans					
I offer individual help to teachers on improving their teaching					
I promote opportunities for staff learning and career advancement					
I provide positive feedback to staff after supervision, as well as helpful suggestions for improvement					
I listen to others carefully, even when they disagree with me, and encourage new ideas and innovations					
<i>Leading by Example/Integrity</i>					
I try to inspire staff by leading by example					
My attendance and punctuality are exemplary					
I have a clear set of values related to my job					
I show through my own actions my commitment to the goals of the school/institution					
I know and enforce all elements of the Teacher Code of Conduct					
I welcome feedback from colleagues, staff and mentors for my own performance					
I promote a positive vision of the school/institution for my staff					
I communicate with staff members frequently and clearly					
I am approachable to staff informally and build a team spirit					
I share leadership roles with other members of staff					
<i>Planning and Coordinating</i>					
I plan together with staff					
I take staff ideas, suggestions and wishes into account whenever possible					
I seek information from reliable sources to identify needs in schools					
I allow staff to have a say in decisions that affect them					
I try to focus on improving teaching and learning at the school(s) under my supervision					
I delegate tasks to other staff members where appropriate					
I orient and induct new members of staff					
I adapt my management style to suit the situation					
I try to enlist community support to lighten the staff's load					
I meet with parents regularly to ensure that they are satisfied					
<i>Transparency</i>					
I explain my decisions to members of staff and other appropriate stakeholders					
I share budget considerations / use with staff and other appropriate stakeholders					
<i>Problem Solving</i>					
I treat problem solving as an opportunity for improvement					
I encourage staff to come to me with their problems					
I ask staff for input on improving working practice					
I look for underlying causes for any problems that arise					
<i>Organization</i>					
I plan daily, weekly and monthly schedules					
I plan staff meetings well in advance and provide a clear agenda					
<b>Totals</b>					

 **B** (for Activity 2.2)

**Education Management Strengthening Initiative**  
***Management in Education Knowledge Assessment***  
**To be completed by PTC/CCT and District Officials**

Date (please fill in): \_\_\_\_\_

Please circle your designation

- a) Education officer b) Inspector of Schools c) CCT d) Core PTC staff

**Time:** 30 minutes

**Instructions**

*This exercise aims to determine the knowledge level of education managers so as to plan or adjust the training activities to suit participants' needs. It will be used for monitoring purposes by implementers to assess participants' improvement from time to time and for overall evaluation of the management support system. You are encouraged to use it as a self-assessment tool in order to appreciate your strengths and make plans to improve on areas of need and ultimately become a more effective manager.*

Please attempt all the questions.

**Leadership**

1. What is a 'mission statement,' especially as it relates to an education institution?

.....  
.....  
.....  
.....

2. List four key roles and responsibilities of the following as stipulated in the UPE guidelines:

District Education Officers:

- a).....  
b).....  
c).....  
d).....

District Inspectors of Schools:

- a).....  
b).....  
c).....  
d).....

Coordinating Centre Tutors:

- a).....
- b).....
- c).....
- d).....

3. Differentiate between being a leader and being a manager in the Ugandan Education system.

.....  
.....  
.....  
.....  
.....  
.....

4. In what ways does the secretary's role in a meeting differ from that of the chairperson?

.....  
.....  
.....

**Education Improvement Cycle**

5. Why is planning important?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

6. Describe four components expected in a development Plan of an institution such as yours

- a).....
- b).....
- c).....
- d).....

7. State three sources of information for developing an institutional development plan

- a).....
- b).....
- c).....

8. Which of the following shows the steps followed in a Local Government budget cycle? (Circle the correct answer)

a) Budget conference, preparation of budget estimates, Executive proposes policy and activities, presentation of budget to Council, scrutinising of budget estimates by standing committee, debating and approval of budget by council, Implementation of budget.

b) Budget conference, Executive proposes policy and activities, preparation of budget estimates, presentation of budget to Council, scrutinising of budget estimates by standing committee, debating and approval of budget by council, Implementation of budget.

c) Executive proposes policy and activities, budget conference, preparation of budget estimates, presentation of budget to Council, scrutinising of budget estimates by standing committee, debating and approval of budget by Council, Implementation of budget.

d) Executive proposes policy and activities, budget conference, preparation of budget estimates, scrutinising of budget estimates by standing committee, presentation of budget to Council, debating and approval of budget by Council, Implementation of budget.

 **B** (for Activity 2.2)

**Education Management Strengthening Initiative**

Management in Education Knowledge Assessment  
*To be completed by Head teacher/Deputy Headteacher*

Date (please fill in): \_\_\_\_\_

Please circle your designation

a) Headteacher b) Deputy Headteacher

**Time:** 30 minutes

**Instructions:**

*This exercise aims to determine the knowledge level of education managers so as to plan or adjust the training activities to suit participants' needs. It will be used for monitoring purposes by implementers to assess participants' improvement from time to time and for overall evaluation of the management support system. You are encouraged to use it as a self-assessment tool in order to appreciate your strengths and make plans to improve on areas of need and ultimately become a more effective manager.*

Please attempt all the questions.

**Leadership in Education**

1. Name three official positions involved in managing education at the district level: .....

.....

.....

2. Describe one key role/responsibility of each official stated above:

District official position	Key role & responsibility

3. List four key responsibilities of primary school Headteachers as managers:

a).....

b).....

c).....

d).....

4. Differentiate between being a leader and being a manager in the Ugandan Education System:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

5. Circle 3 roles and responsibilities of Coordinating Centre Tutors (CCTs) (circle your answers)

- a) Observing classroom teaching and supervising specific improvements made by teachers
- b) Approving school budgets annually
- c) Organising and supervising weekend teacher-tutorials or headteacher peer group meetings
- d) Engaging in the day to day running of the school
- e) Establishing and maintaining operational resource centers
- f) Allocating teaching timetables
- g) Appointing and deploying staff

6. Describe two key characteristics of an effective Chairperson of a meeting:

a).....  
.....  
b).....  
.....

### Education Improvement Cycle

7. A School Development Plan (SDP) is .....

.....  
.....  
.....

8. Describe three components expected to be in a SDP:

a).....

- b).....
- c).....

9. Who should be involved in developing a school development plan?

.....  
.....  
.....  
.....

10. In what ways might a SDP be used at levels other than the school level?

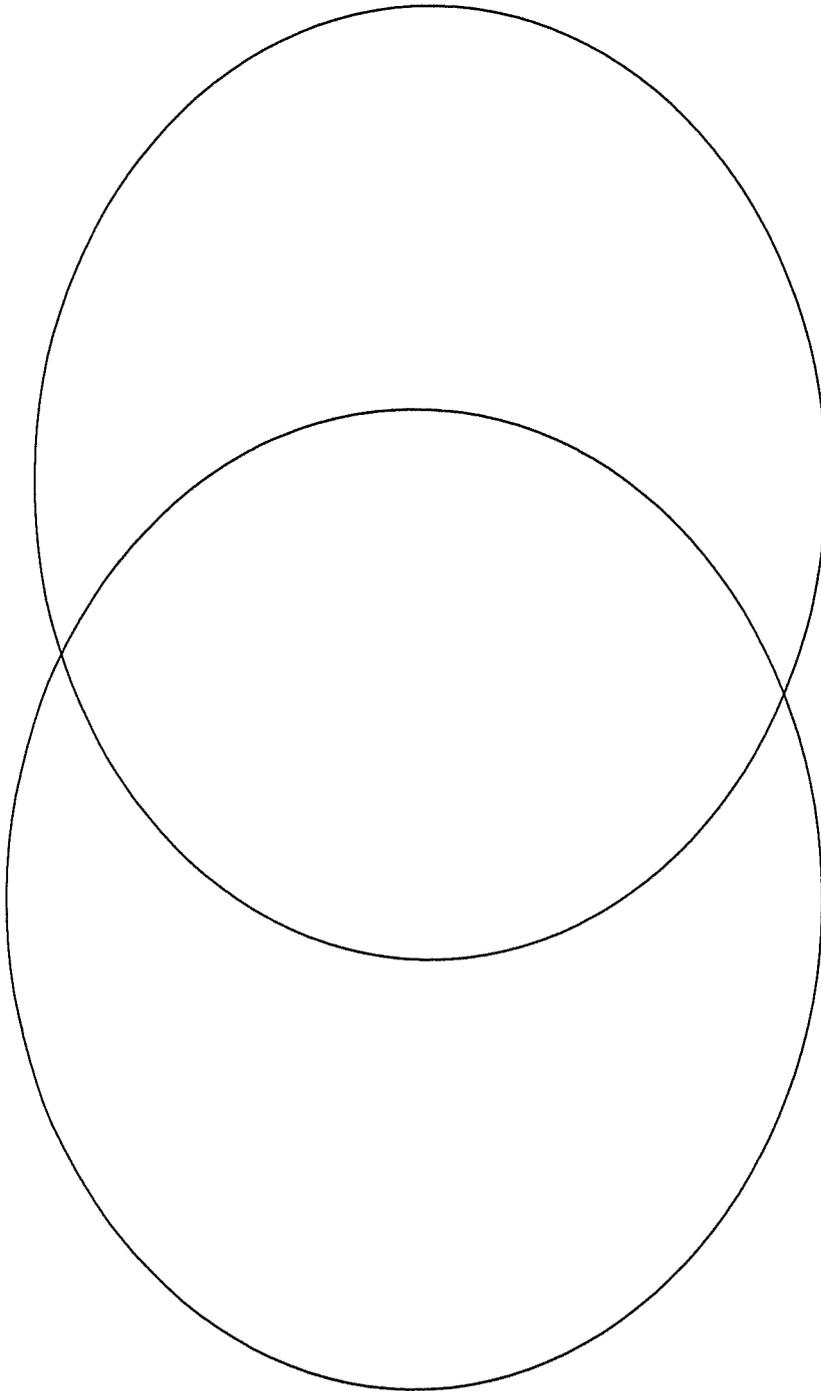
.....  
.....  
.....  
.....

11. Describe the procedure/steps you go through when preparing a school budget:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

✋ C (for Activity 3.1)

**MANAGER**



**EDUCATOR**

 **D** (for Activity 3.2)

The following statements must be photocopied and cut out in preparation for Activity 3.2. At the beginning of the activity, the trainer will pass out only the cut pieces. After the plenary discussion, the trainer should give each participant a copy of the page as a handout.

LEADERSHIP	MANAGEMENT
Determines the course of an organisation	Makes sure that the course is followed
Makes strategic plans	Oversees the implementation of a plan
Stimulates and inspires	Uses authority to make people work productively
Makes new things happen	Keeps things on track.

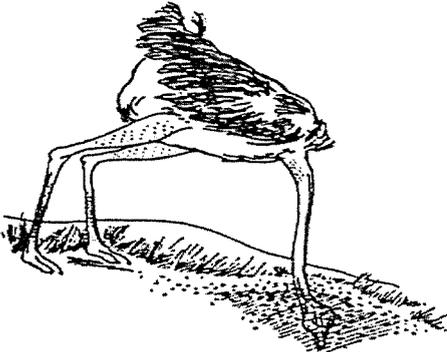
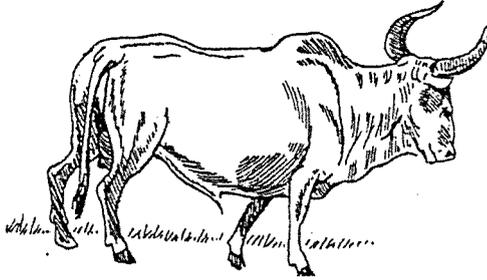
 E (for Activity 4.3)

### Positive Thinking

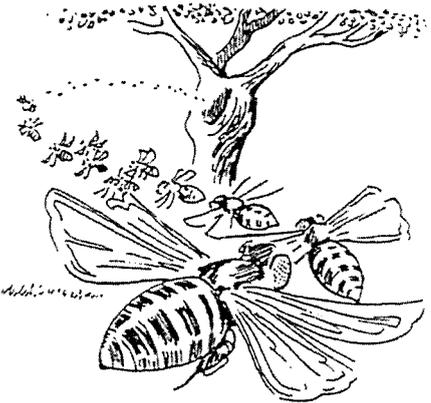
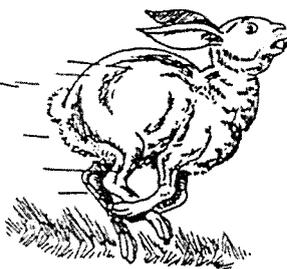
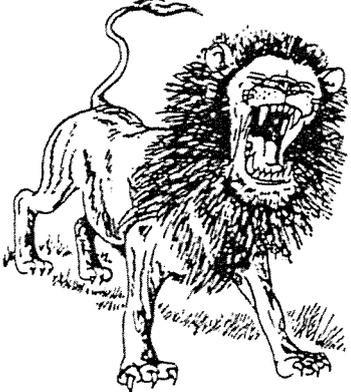
Statement	Score
1. I know that some teachers are much more effective than others; it is difficult to see how the weaker ones can improve.	
<b>Positive/proactive statement</b>	
2. I do not have enough classrooms and as a result some of the lower classes are extremely overcrowded. I have informed the District.	
<b>Positive/proactive statement</b>	
3. The dropout rate is very high. Only a small percent of pupils complete 7 years. Parents must take more responsibility for their children's education.	
<b>Positive/proactive statement</b>	
4. I find it hard to discipline staff that I manage for late-coming but recognize that it is sometimes necessary.	
<b>Positive/proactive statement</b>	
5. Staff meetings can be a waste of time as many members do not listen to what is said and do not change their practices as a result of discussions.	
<b>Positive/proactive statement</b>	
6. I know what I want to achieve this year but recognize that I can only make progress if I can persuade all my staff to value change.	
<b>Positive/proactive statement</b>	
7. I sometimes feel frustrated because I do not know what is going on classrooms most of the time.	
<b>Positive/proactive statement</b>	

APPENDIX A

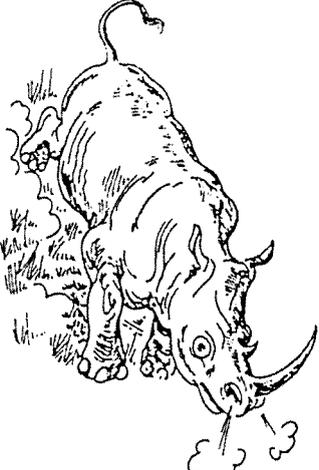
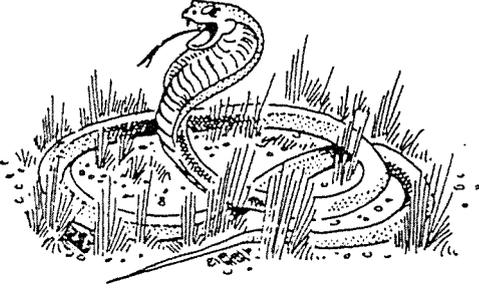
🖐️ F (for Activity 5.2)

	
<p>The <b>Ostrich</b> who buries his or her head in the sand and refuses to face reality or admit there is any problem at all</p>	<p>The <b>Mouse</b> who is too timid to speak up on any subject</p>
	
<p>The <b>Donkey</b> who is very stubborn and will not change his or her point of view</p>	<p>The <b>Bull</b> who is hardworking and obedient.</p>

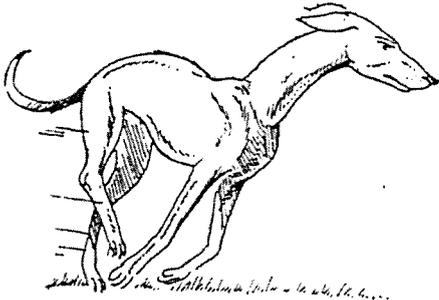
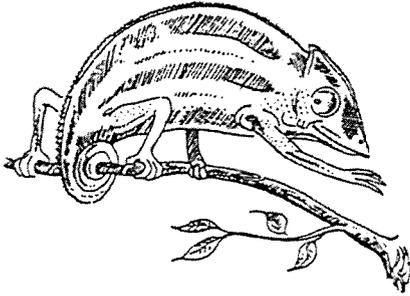
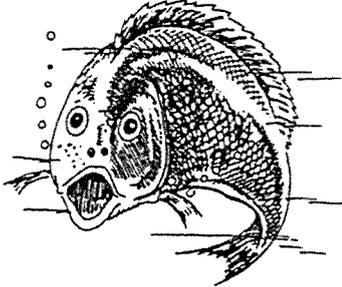
APPENDIX A

	
<p>The Bees who are cooperative and willing to work as a team</p>	<p>The Rabbit who runs away as soon as he or she senses tension, conflict, or an unpleasant job. This may mean quickly switching to another topic. (Flight behaviour)</p>
	
<p>The Lion who fights whenever others disagree with his or her plans or interfere with her or his desires</p>	<p>The Owl who looks very solemn and pretends to be very wise, always talking in long words and complicated sentences.</p>

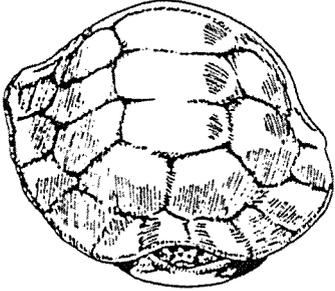
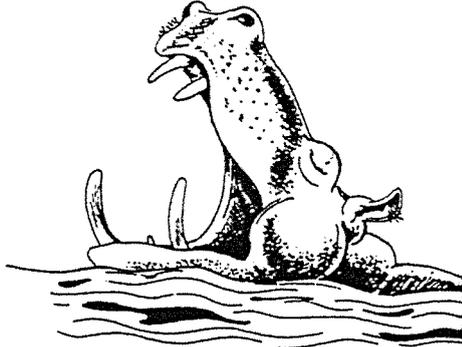
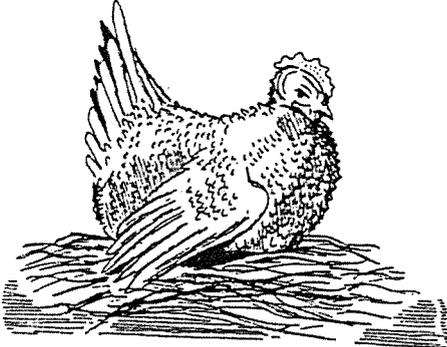
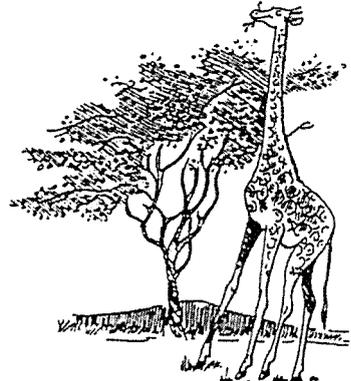
APPENDIX A

	
<p>The Rhino who charges around "putting his or her food in it", and upsetting people unnecessarily</p>	<p>The Cat who is always looking for sympathy. "It is so difficult for me ...iauw..."</p>
	
<p>The Snake who hides in th grass and strikes unexpectedly.</p>	<p>The Dove who is loving, peaceful, and has concern for others</p>

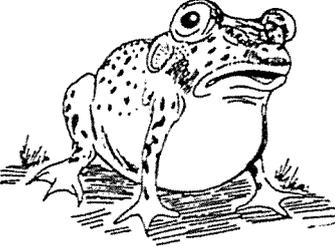
APPENDIX A

	
<p>The Dog who is friendly to its leader, obedient, and hardworking</p>	<p>The Chameleon who changes colour according to the people he or she is with. The person will say one thing to this group and something else to another.</p>
	
<p>The Peacock who is always showing off, competing for attention. "See what a find fellow I am."</p>	<p>The Fish who sits there with a cold glassy stare, not responding to anyone or anything.</p>

APPENDIX A

	
<p>The Tortoise who withdraws from the group, refusing to give his or her opinions.</p>	<p>The Hippo who sleeps all the time, and never puts up his head except to yawn.</p>
	
<p>The Brooding Chicken who is patient and enduring</p>	<p>The Giraffe who looks down on other and the program in general, feeling, "I am above all this childish nonsense."</p>

APPENDIX A

	
<p>The monkey who fools around, chattering a lot and prevents the group from concentrating on any serious business</p>	<p>The Elephant who simply blocks the way, and stubbornly prevents the group from continuing along the road to their desired goal.</p>
	
<p>The Frog who croaks on and on about the same subject in a monotonous voice.</p>	<p>Think of an animal that exhibits positive attitudes and behaviours</p>

 **G** (for Activity 5.3)

**Behaviour Profile**

*In groups, do you tend to:*

Tick the THREE choices that are most like you

- stay quiet for a while and then join in? .....
- feel uneasy/uncomfortable and wish you were working alone? .....
- want to take over and structure the discussion/task? .....
- want to take a leadership role? .....
- encourage others to make contributions? .....
- come up with new ideas? .....
- interrupt others to ensure that your point is made? .....
- remind the group about practical actions and achieving the set objectives? .....
- make everyone relaxed and promote harmony?.....
- get annoyed and frustrated when there is arguing rather than action? .....
- mediate between those team members who are strongly disagreeing? .....

 **H** (for Activity 8.2)

**Practicing Prioritisation and Delegation**

Work in groups of 4 or 5. Examine the following tasks.

1. In the first column write which category the task falls into – crisis, short, medium or long term.
2. In the second column rank the tasks in order of their priority importance from 1-18
3. In the third column write ‘yes’ or ‘no’ depending on whether you could delegate the task under your present circumstances

The trainer will share responses from the various groups.

- Discuss which activities were most difficult to prioritise
- Discuss which activities it was difficult to decide whether you could delegate

Task	Category	Priority	Delegate
Check that all teachers are present and allocate teachers to classes where a teacher is absent			
Arrange transport to hospital to child injured in a football match.			
Prepare for a meeting for the SMC to discuss the issue of teacher accommodation			
Observe teaching and learning in P7 and report back to the teachers concerned			
Write a draft school policy for the maintenance of good pupil discipline			
Check that the latrines are properly cleaned			
Update the financial records			
Discuss with a teacher the special needs of a new pupil who is coming into P6 next Monday			
Write a School Development Plan			
Plan a day refresher course to improve the teaching of spelling across the school			



I (for Activity 8.4)

**Time Management Self-Assessment (15 minutes)**

For each of the statements below, choose one of the following, and then add your scores:

1=Never      2=Occasionally      3=Frequently      4=Always

Statement	1	2	3	4	Score
I maintain a desk diary or calendar that shows all my commitments.					
I make a daily list of things to do.					
I can find important documents in my office straight away.					
Routine matters are attended to before they turn into a crisis.					
My staff know where I am.					
I avoid doing things that waste my time.					
I avoid doing things that waste other people's time.					
I delegate some duties to my Deputy or other staff.					
I follow up on the completion of tasks I delegate.					
I arrive on time and prepared for meetings.					
The meetings I organise achieve their purpose and finish on time.					
I open my mail as soon as it arrives.					
I am able to complete tasks without unnecessary interruptions.					
I reserve certain hours for receiving visitors.					
I close my office door when I need to be undisturbed.					
I keep my mobile phone switched off during meetings.					
I clear my desk of all paperwork.					
I achieve a balance between thinking time and action time.					
I keep work to a certain number of hours every day and no more.					
I make sure things are done right the first time.					
<b>Total</b>					

20-39: Learn to use time efficiently and work more efficiently  
 40-59: You have some time management skills but there is room for improvement  
 60-80: You use your time very efficiently. Keep looking for new ways to improve your efficiency.

Reflect upon your own performance and answer the following questions.

1. What are your own areas of strength and weakness in time management?
2. What areas could you identify for inclusion in your professional development plan?

 J (for Activity 9.1)

*Professional Development Plan*

Name \_\_\_\_\_

School/Institution \_\_\_\_\_ District \_\_\_\_\_

**Describe 2 areas of personal professional strength that you have identified during the course of this workshop**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

For each area of strength identify actions that you can take to share and develop these skills with your colleagues.

Actions to be taken to share strength 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Actions to be taken to share strength 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Describe 2 areas in need of development that you have identified during the course of this workshop**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

For each area in need of development identify actions that you can take to improve your skills.

Actions to be taken for development area 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Actions to be taken for development area 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Activities from the Toolkit for Performance Improvement to be completed with others

- \_\_\_\_\_
- \_\_\_\_\_

Performance Improvement tools to be used on-the-job

- \_\_\_\_\_
- \_\_\_\_\_

# **PHOTOCOPIABLE RESOURCES**

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APPENDIX B

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**AGENDA TEMPLATE**

School:
Date of Meeting: <span style="margin-left: 150px;">Time:</span>
Venue:
Purpose:
Are the minutes of the last meeting available (if appropriate)?
Agenda Item 1:
Agenda Item 2:
Agenda Item 3:
Agenda Item 4:
Agenda Item 5:
General

**SAMPLE AGENDA**

<b>School:</b> KatwePrimary School
<b>Date of Meeting:</b> Tues, 20July 2004 <span style="margin-left: 100px;"><b>Time:</b> 3:00 – 4:00 pm</span>
<b>Venue:</b> staff room
<b>Purpose:</b> weekly staff meeting
<b>Are the minutes of the last meeting available (if appropriate)?</b> Yes (see Deputy HT)
<b>Agenda Item 1:</b> homework policy (to ensure that all teachers are clear and prepared to follow policy)
<b>Agenda Item 2:</b> SMC (to share outcomes of recent SMC meeting)
<b>Agenda Item 3:</b> upcoming inspection (HT has been informed that the DIS will come next week Thursday)
<b>Agenda Item 4:</b> n/a
<b>Agenda Item 5:</b> n/a
<b>General</b>

APPENDIX B

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**TEMPLATE FOR MINUTES**

Minutes of a meeting of \_\_\_\_\_

Held on the \_\_\_\_\_ (date) at \_\_\_\_\_ (venue)

Present:	
Apologies:	
Absent:	
Minutes of the last meeting adopted with the following amendments	
Proposed _____ Seconded _____	
Matters Arising	Actions
Headteachers Report	Actions
Financial Report	Actions
Agenda Item 1	
Agenda Item 2	
Agenda Item 3	

APPENDIX B

Agenda Item 4	
Agenda Item 5	
Agenda Item	
Agenda Item 7	
Agenda Item 8	
Correspondence	
General	
Date, Time & Venue of next meeting	
Minutes Signed _____	Dated _____

Once you have completed the minutes, consider the following questions to ensure the quality of the minutes:

8. Do the minutes record the time, place and date of the meeting?
9. Do the minutes record who was in attendance?
10. Do the minutes record all the items discussed?
11. Are the minutes clear, concise and accurate?
12. Are the minutes unbiased?
13. Do the minutes note the decisions taken?
14. Are all actions listed, including who is responsible?

APPENDIX B

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**SAMPLE ACTION REPORT**

Meeting Date: 21/06/04 Location: Nile School Staff Room

<b>Agenda Item</b>	<b>Action Agreed</b>	<b>Person Responsible</b>	<b>Date for completion</b>	<b>Action Taken</b>
Discipline cases	Investigate case of C.K	Deputy Head	25/06/04	

# Workshop Register

Title of Workshop \_\_\_\_\_

Date \_\_\_\_\_ Venue \_\_\_\_\_ Trainer \_\_\_\_\_

Name	Position	Institution	Address/ Telephone	Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				

## Education Management Strengthening Initiative

### Managing for Quality

*Training of DEOs, DISs, CCTs, and PTC Personnel in Module 1, Leadership in Education*

#### TRAINING EVALUATION QUESTIONNAIRE

Date (please fill in): \_\_\_\_\_

Circle the number that best fits your reaction to the training, as described below:

1= disagree completely	2= disagree for the most part	3= neither agree nor disagree	4= somewhat agree	5= fully agree
------------------------------	-------------------------------------	-------------------------------------	-------------------------	-------------------

What is your designation? (Do NOT give location or your name.)  
\_\_\_\_\_

#### *Content and Facilitation*

- a. I feel that the content provided a valuable introduction to the EMS Initiative.

1      2      3      4      5

- b. The training met my expectations.

1      2      3      4      5

- c. The training was responsive to my needs as an official working within the Ugandan education system.

1      2      3      4      5

- d. The objectives were met.

1      2      3      4      5

- e. The facilitators encouraged participation and questions.

1      2      3      4      5

#### *The Training as a Training of Trainers workshop*

- f. I understand and feel comfortable with my role as a management trainer within the Ugandan education system.

1      2      3      4      5

- g. I understand the content that I will use as training material.

1      2      3      4      5

- h. I feel comfortable with the methodology and facilitation techniques that I am expected to use in training others in this material.

1      2      3      4      5

#### *Schedule and Logistics*

- i. The schedule was such that the topics were addressed adequately.

1      2      3      4      5

- j. The allotted days were an adequate amount of time for the training.

1      2      3      4      5

- k. The lodging and meal arrangements were satisfactory.

1      2      3      4      5

What did you like best about the training and why?

What did you find least useful in the training?

Concerns I still have about my role as a trainer of this content include...

Concrete feedback I have regarding the Leadership module document includes...

What parts of the training would you improve? In what ways will you make adaptations as you prepare to train others in this content?

Will you need professional support as you train others? If so, what type(s) of support?

The biggest challenge(s) to strengthening the Education Management System in Uganda is...



# Education Management Strengthening Initiative

## Managing for Quality

### Training of Headteachers and Deputy Headteachers in Module 1, Leadership in Education

#### TRAINING EVALUATION QUESTIONNAIRE

Date (please fill in): \_\_\_\_\_

Circle the number that best fits your reaction to the training, as described below:

1= disagree completely	2= disagree for the most part	3= neither agree nor disagree	4= somewhat agree	5= fully agree
------------------------------	-------------------------------------	-------------------------------------	-------------------------	-------------------

What is your designation? (Do NOT give location or your name.)

\_\_\_\_\_

#### Content

a. I feel that the content provided a valuable introduction to the EMS Initiative.

1      2      3      4      5

b. The training met my expectations.

1      2      3      4      5

c. The training was responsive to my needs as an official working within the Ugandan education system.

1      2      3      4      5

d. The objectives were met.

1      2      3      4      5

#### Facilitation

e. The training was presented in an interesting manner.

1      2      3      4      5

f. The facilitators encouraged participation and questions.

1      2      3      4      5

g. I feel comfortable with the support materials that I received as part of this training.

1      2      3      4      5

#### Schedule and Logistics

h. The schedule was such that the topics were addressed adequately.

1      2      3      4      5

i. The allotted days were an adequate amount of time for the training.

1      2      3      4      5

j. The lodging and meal arrangements were satisfactory.

1      2      3      4      5

What did you like best about the training and why?

What did you find least useful in the training?

Concerns I still have about my role as a manager in the Ugandan education system include...

Concrete feedback I have regarding the Leadership module document includes...

What parts of the training would you improve?

Do you feel that the content of this training material may be valuable to your colleagues? If so, how will you ensure that they are introduced to the material?

The biggest challenge(s) to strengthening the Education Management System in Uganda is...

# Education Management Strengthening Initiative

## Managing for Quality

To be completed by Training Team members at the end of each training workshop

### TRAINING EVALUATION QUESTIONNAIRE

Date (please fill in): \_\_\_\_\_

Circle the number that best fits your reaction to the training, as described below:

1= disagree completely	2= disagree for the most part	3= neither agree nor disagree	4= somewhat agree	5= fully agree
------------------------------	-------------------------------------	-------------------------------------	-------------------------	-------------------

What is your designation? (Do NOT give location or your name.)

#### Content and Facilitation

a. I feel that the objectives were met.

1      2      3      4      5

b. I feel that the content and activities were appropriate for this module.

1      2      3      4      5

c. I believe that the training met the expectations of participants.

1      2      3      4      5

d. The participants were engaged and participated actively in training sessions.

1      2      3      4      5

e. I feel that the training team worked well together, in planning and conducting the workshop.

1      2      3      4      5

f. I felt comfortable facilitating the sessions for which I was responsible.

1      2      3      4      5

#### The Training as a Training of Trainers workshop

g. I feel that TOT activities helped participants to understand the differences between "receiving" the content as a participant and "delivering" the content as a trainer.

1      2      3      4      5

h. I feel confident that participants will be able to effectively employ the methodology and facilitation techniques used during this workshop when they train others in this material.

1      2      3      4      5

#### Schedule and Logistics

i. The schedule was such that the topics were addressed adequately.

1      2      3      4      5

j. The allotted days were an adequate amount of time for the training.

1      2      3      4      5

k. The lodging, meal and administrative arrangements were satisfactory.

1      2      3      4      5

What do you feel went best about the training and why?

In what ways did you prepare yourself as a trainer and as a facilitation team member? Were these preparations adequate?

Concerns I still have about my role as a trainer of this content include...

Concrete feedback I have regarding the module documents includes...

What parts of the training would you improve? In what ways will you make adaptations as you prepare to train others in this content?

What do you think will be the biggest challenge to others as they train using this module?

The biggest challenge(s) to strengthening the Education Management System in Uganda is...