PERSONNEL MANAGEMENT IN EDUCATION
EDU5821

SEM 2 2014/2015

Lecturer: ASSC. PROF. DR. ABDULLAH MAT RASHID
Email: abmr@upm.edu.my
Phone: 03.8946.7909/8551
Office Hours: By appointment only

PERSONNEL MANAGEMENT IN EDUCATION
EDU5821
WEEK01

Final Grade Evaluation

1. Mid-Sem Test 20%
2. Assignment 1 10%
3. Assignment 2 10%
4. Assignment 3 10%
5. Class participation 10%
6. Final Exam 30%
Assignment 1.
Identifying self learning styles (the Black and Mouton grid, 1994) and relate it with own management skills (the Honey and Mumford learning styles questionnaire, 1986). Discuss your scores and reflects on both tools.

Assignment 2.
Discuss about Occupational Safety and Health Act and Employee Social Security Act.

Assignment 3.
Write a reflection based on your observation and interview with a head master. Focus your reflection on personal management.

‘A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world.’

Department, school, college, university, education authority, or indeed, the educational system – the organization, expects of managers:

1. Integrate its resources in the effective pursuit of its goals
2. Be the agents of effective change
3. Maintain and develop its resources

- be the glue to the organization, holding the organization together.
Success depends on using the ideas and talents of a team - decisions and actions to which the team members feel committed and on ensuring that they are put into effect.

Less concerned with being a resource than using resources.

Strategic decision involve change – may be initiated from within or imposed from without.

Involving others in change – affecting both, ourselves and those whom we manage.

Survive – in a changing environment depend on our ability to adapt the content, methods, and ethos of education to the new needs.

Maintaining and developing resources - tangible and intangible.

Tangible – human, materials and financial.

Intangible – image, reputation.

Process of change – developing resources to meet new challenges and needs.

Be need driven not resources driven – resources must be adapted to meet needs and not vice versa.

Manager actions and attitudes – whether the staff are happy or unhappy in their work, their work priorities, the standard which they observe and reflect.
'One of the teachers in my departmental team has not worked up to our standard for the last six months, but I have not reprimanded him. Now if I start to criticize, I will have to bring up all those complaints. I should have acted much earlier.'

'Two members of my Science department never keep deadlines. The reason is they are moonlighting an evening job. I have tried everything without success. What do I do?'
‘I told one of my deputy principles about one of my department who was not meeting deadlines. The deputy over reacted and really blasted this person, making my job so much difficult.’

‘If a member of my team does not complete something on time I do it for them. It is easier and causes less stress to do it than to complain about it.’

Award a grade

0 (totally disagree)
1
2
3
4 (totally agree)

to indicate to what extent you agree or disagree with each of the statements that follow:

1. One should ignore certain faults in the work of subordinates in order not to discourage them.

0 1 2 3 4
2. I spend too much time sorting out problems that my subordinates ought to be able to deal with.
   0 1 2 3 4

3. I try to tell my subordinates exactly what they have to do and how I want it done.
   0 1 2 3 4

4. I know enough about my area of responsibility to be able to take most decisions quickly and without having to seek the views of my subordinates.
   0 1 2 3 4

5. I always tell my staff why we are making changes.
   0 1 2 3 4

6. If anyone finds any fault at all with my work I would rather he or she told me to my face.
   0 1 2 3 4

7. If I have problem I like my boss to take over and sort it out.
   0 1 2 3 4

8. I like to be told exactly how I am to do my job.
   0 1 2 3 4
9. If my boss is going to take a decision affecting me or my department I like him or her to consult me first.

10. It is difficult to appreciate the logic behind many education office decisions.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question #1 to 5 – relate to the way in which we manage others or believe that we ought to manage others.

Questions #6 to 10 – relate to the way in which we believe we are or ought to be managed.

Before we can set about our managerial role and mission, we need some skills in relating to other people – interpersonal skills.

Need to understand the various behavioral processes that may be at work – use our knowledge to influence or lead individuals or groups.

Number of models have been created – help to understand managerial behavior and leadership.

Management style model - the Schmidt-Tannenbaum continuum, the Blake and Mouton grid, etc.