PERSONNEL MANAGEMENT IN EDUCATION

Research shows that those organizations (schools) that create consistency among a school’s various elements – instruction and classroom management, professional development, direct assistance to teachers, group development, keep faculty together (providing a link between individual teacher needs and organizational goals) achieve their objectives (MacKenzie, 1983; Bernauer, 2002; Calhoun, 2002).

Regardless of a school’s grade span, ses setting or physical characteristics, successful school have a common glue – so that individuals within the school can work in harmony toward their vision of what the school should be (Bernstein, 2004).

Most of management difficulties appear to be concerned with people problems.

Effective management requires knowledge, interpersonal skills and technical skills – pulls together organizational goals and teacher needs and provides for improved learning.

By understanding how teachers grow optimally, the manager can plan the tasks of management to bring together the schools community’s goals and teacher needs into a single fluid entity.
The need for the improvement of management skills - a valuable framework for enhancing individual opportunities to learn from experience has been provided by Honey and Munford (1986).

Identified 4 main styles as Activist, Reflector, Theorist and Pragmatist, which correspond to the four stages of the learning cycle.

Stage 1 - having an experience
Stage 2 - reviewing the experience
Stage 3 - drawing conclusions from the experience
Stage 4 - planning the next steps

Honey and Mumford have also provided further details of each of these learning styles preferences:

<table>
<thead>
<tr>
<th>Activist</th>
<th>Strengths</th>
<th>Weakness</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Happy to have a go</td>
<td>Tendency to take the immediately obvious action without thinking</td>
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<tr>
<td></td>
<td>Happy to be exposed to new situations</td>
<td>Often takes a necessary risks</td>
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<tr>
<td></td>
<td>Optimistic about anything new and therefore unlikely to resist change</td>
<td>Tendency to do too much him or herself and hog the limelight</td>
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<td></td>
<td></td>
<td>Rushes into action without sufficient preparation</td>
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<td></td>
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<td>Get bored with implementation/consolidation</td>
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### Reflector

<table>
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<tr>
<th>Strengths</th>
<th>Weakness</th>
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<tbody>
<tr>
<td>Careful</td>
<td>Tendency to hold back from direct participation</td>
</tr>
<tr>
<td>Thorough and methodical</td>
<td>Slow to reach a decision</td>
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<tr>
<td>Thoughtful</td>
<td>Tendency to be too cautious and not take enough risks</td>
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<tr>
<td>Good at listening to others and assimilating information</td>
<td>Not assertive</td>
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<tr>
<td>Rarely jumps to conclusions</td>
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### Theorist

<table>
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<tr>
<th>Strengths</th>
<th>Weakness</th>
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<tbody>
<tr>
<td>Logical thinkers</td>
<td>Restricted in lateral thinking</td>
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<tr>
<td>Rational and objective</td>
<td>Low tolerance for uncertainty, disorder and ambiguity</td>
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<tr>
<td>Good at asking probing questions</td>
<td>Intolerant of anything subjective or intuitive</td>
</tr>
<tr>
<td>Disciplined approach to thinking</td>
<td>Full of ‘shoulds, uoughts, and musts’</td>
</tr>
</tbody>
</table>
The best known management style models are based on two main concerns:

1. To achieve results (task oriented)
2. For relationships (people oriented)

The Blake Grid (Blake and Mouton, 1994) is one of models that recognized results and relationships on two different axes of a graph.

Identified 5 styles as Assertive (9,1), Solicitous (1,9), Motivational/Problem Solving (9,9), Passive/Political (1,1).
Some attributes of each styles as follows:

Assertive –
✓ Wants things done his or her way
✓ Tells rather than listens
✓ Doesn’t worry too much about other people’s feelings or opinions
✓ Is aggressive if challenged
✓ Drives thing ahead
✓ Checks up on staff

Solicitous –
✓ Cares about people
✓ Want to be liked
✓ Avoids open conflict – smooths and coaxes
✓ If the school is happy, that is all that matters
✓ Praises achievement to the point of flattering
✓ Glosses over slackness or poor performance
✓ Tends towards management by committee
✓ Is helpful
Motivational/Problem solving –
- Agrees goals and expects achievement
- Monitors performance against goals
- Helps staff members to find solutions to poor performance
- Faces up to conflict calmly
- Agrees and monitors action plans
- Involves staff in decisions which affect them
- Delegates clearly
- Takes decisions as and when needed

Passive behavior –
- Does no more than is required
- Resists change
- Becomes slack if not checked
- Blames other people, innovation, etc for creating intolerable conditions

Political behavior –
- Is very concerned about status
- Is quick to criticize
- Draws attention to the faults of others

Administrative –
- Goes by the book
- Maintains the existing system
- Is conscientious rather than creative or innovative
- Is steady
Honey and Mumford believe that individual learn from experience most successfully when their learning styles match the opportunities they have.

Individual can respond positively to a wide range of opportunities for learning to develop their management skills by having some of the characteristics of each of the four styles.

Situational sensitivity/style flexibility (Reddin, 1971) – individual take advantage of every chance which is offered to them or which they make for themselves to use this styles to learn the skills of management (different styles for different situations) – decision making, listening, organizing, delegating, planning, motivating, team work, etc.