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Introduction

In knowing the significant of course on Administration and Management Skills will define different ways in implementing the appropriate skills and aspects of management. This course will inbuild effective knowledge and skills that are significant in leadership roles and management skills. Designing the curriculum provides the comprehensive understanding of the practices and principles of management. Leadership scenario, management and administration are the fundamental instruments and function of a leader. Administration and management skills is about implementing the leadership roles in the organization following the procedures and structure of management. There are many organisations which have implemented different management system or skills to acquire and achieved the goals and aims of their organisation. The Education is a complex organisation. Its administration is done systematically for efficiency and effectiveness in delivery of education to the citizens. Max Weber (1947) states “every organization must have the clearly define hierarchy and rules about how they should be managed” and Taylor (1911) states “the preformation of the staff or workers have a great effect on the productivity of the organisation”. Sergiovanna (1991) implicates that “administration is a process of working with and through others to accomplished school goals efficiently.” Management is generally known by different scholars in the field including authors to involved in the attainment of the organisation goals in an efficient and effective manner through planning, organizing, commanding, coordinating and controlling the organisational resources such as humanity, financial, raw materials, technology and information of the school organisation. Bennis and Nanus (1985) says that to manage “means to bring about, to accomplish, to have charge of or responsibility for” while leading is “influencing, guiding direction, a course, action or opinions,” (p.21). Being a principal in an institution it requires leadership and management skills. The administration should know and implementing the five principles of management in the institution administration. Therefore, the Administration and Management Skills course will cover the appropriate aspects of effective administration and management. The analysis of the course will focus on developing the knowledge and building up skills for the success of the organizational leadership roles. It will discuss the effective approach of administration and management skills; Intellectual Capital Management and Workforce, Communication, Benchmarking, Self-development, Traits, Attitudes and Behaviours of leaders.

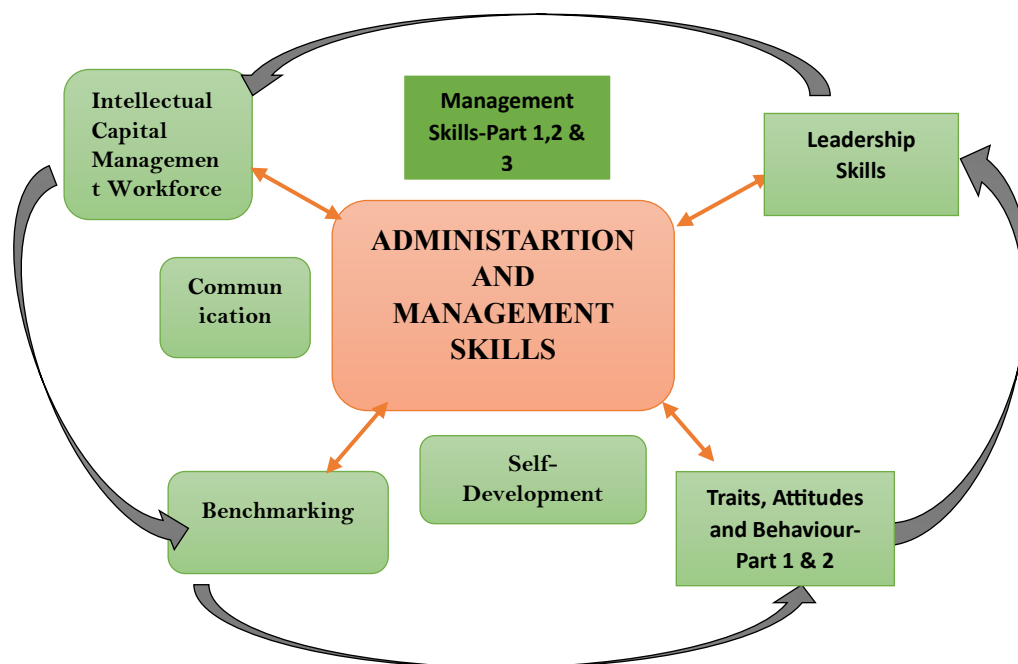


Diagram 1; The diagram shows the flow and summed up the course layout.

INTELLECTUAL CAPITAL MANAGEMENT WORKFORCE

Introduction

In management perspective, intellectual capital management workforce is about the collective knowledge, skills and experience of leaders in the organizational functions to achieve the organizational goals. In the concept of the course, intellectual capital is about the overall uses of appropriate cognitivism, creativity and significant decision making. As been stated by Stevens (2010), “Intellectual capital may be in active uses or exist as a sort of debit in an organization’s resources. By managing these resources effectively, an organization can be assured that it is reaping the benefits of all available intellectual assets.” In that process, the effectiveness and implementation of the course will elaborate and discuss the following aspects and concepts of Intellectual Capital Management Workforce; Recruitment Process, Training Process, and Staff Development Program.

Recruitment Process

In the concept of the course “Intellectual Capital Management” defines the significant of the course in recruitment perspective. The managers and directors of an organization must recruit the workers according to their talents in terms of; qualification (knowledge), expertise, experience. It is also defined as “Human Capital.” For instance; in every recruitment of new teachers into the school, the BOMs and the head teacher are required to do the recruiting of the staff pertaining their capabilities following their experience in the field service, qualification and number of years teaching. The head teacher, board of management and PEB perform the recruitment of the teachers in every school in the province.

According to Macky and Johnson (2000) define recruitment as “the process of seeking, attracting and identifying a pool of qualified candidates in sufficient numbers to fill current and future work force needs. They demonstrate employee selection as a process of distinguishing or discrimination between the applicants” (p.200). Activities in the recruitment process involved: Finding the suitable teachers or staff for each subject (maths, language, science, social science etc..) areas in the school. Selecting some attractive teachers with the expected qualification to meet the identified need of the school. Recruitment is broken down or define, human capital is vitally important for an organization’s success (Crook et al.,2011). The effectiveness of human capital through education and experience. Focusing on the aims and goals of the organization and recruiting talent works who can work and sustain the achievements of the organization goals.

Table 1.a. Shows the Sample of a Recruitment Plan of a primary school.

No#	Names	Gender	Position No#	Sub-Level	Qualification	No# years Teaching	Grade taught	Skills and knowledge
1	Samson Amoa	M	1090122892 (HT)	TS05	Degree in Administration	25		Administration
2	Luciana Tjipet	F	1090103121 (DHT)	TS04	Diploma in P/Teaching	30	6	Assessment
3	Bingayam Sete	F	1090103120 (S/T)	TS03	Diploma in P/Teaching	15	7	Curriculum
4	Nathaniel Kaso	M	1090109701 (S/T)	TS03	Diploma in P/Teaching	16	6	Spiritual leader
5	Richard Sopera	M	1090122891 (S/T)	TS03	Diploma in P/Teaching	18	8	Com/Technology
6	Fransis Reagan	M	1090103119 (S/T)	TS03	Degree in Administration	10	8	Sports
7	Anis Willie	M	1090103115 (A/T)	TS02	Diploma in P/Teaching	5	6	Agriculture
8	Kipuo David	F	1090103117 (A/T)	TS02	Diploma in P/Teaching	6	3	Uniforms

9	Chris Yalambing	M	1090103118 (A/T)	TS02	Diploma in P/Teaching	5	4	Health and Hygiene
10	Esther Motoring	F	1090109724 (A/T)	TS02	Diploma in P/Teaching	10	3	Library
11	Joyce Elyatan	F	1090122883 (A/T)	TS02	Diploma in P/Teaching	12	5	Special Events
12	Elsie Ronald	F	1090122884 (A/T)	TS02	Diploma in P/Teaching	9	8	Health/Hygiene
13	Priscilla Abraham	F	1090122885 (A/T)	TS02	Diploma in P/Teaching	10	3	Welfare officer
14	Ken Tjipet	M	1090122886 (A/T)	TS02	Diploma in P/Teaching	10	5	Counselling
15	Joanne Bola	F	1090122935 (A/T)	TS02	Diploma in P/Teaching	4	4	Catering
16	Priscilla Pasi	F	1090122887 (A/T)	TS02	Diploma in P/Teaching	16	7	Stationaries
17			1090103116 (A/T) Vacant					

Selection

Macky and Johnson (2000) define selection as “the process of distinguishing or discriminating between applicants in order to hire the best to match the job requirements of the organization” (p.200). This definition implies that selections of staffs involve a search for qualified candidates to attract and identify to fill the vacant position in the organization. As a leader or human resource manager of an organization, selection is a process of selecting effective workers into the organization. You a manager must have a clear knowledge or mindset of doing selection for the benefit of the organization. This will lead people with competencies and talented in expertise area of the work. Leaders must know the vision, mission, aims and goals of the organization. In doing so, identification of workers and selection of workers will be more easier avoiding risk and incompetencies in the work force to achieve the vision of the organization.

For instance; observed the table below about selection of teachers into an established primary school to be considered when doing selection.

Teachers Status	Positions	Selection Criteria			
		Qualification	Sustainability/Eligibility	Experience	Specialization
Head Teacher	TS-05	Bachelor in Administration & Management	Sustainability in TS-05 Position	10 Years	Administration and Management
Senior Subject Master	TS-04	Bachelor in Primary Teaching	Sustainability in TS-04 Position	8 Years	Information Technology (IT)
Senior Teacher	TS-03	Diploma in Primary Teaching	Eligibility in TS-03 Position	8 Years	Science
Assistance Teacher	TS-02	Diploma in Primary Teaching	Sustainability in TS-02 Position	4 Years	Arts

Table 1.b. Shows how a selection of teachers a done into schools.

Being a human resource manager in the organization, potential and competent workers must know what the organization is and its structure, geographical structure and the aims and goals of the organization. This will motivate and inspired the applicant the correct approached involve in the process of selection. This will lead us to the next intellectual capital management, training process.

Training Process

Kaplan (2013) says, “effective knowledge management and knowledge transfer within the organization are fundamental for the effectiveness of the organization in accordance to the organizational plans.” There is always complication in recruiting and selection of staffs into the organization but training is an effective program to acquire appropriate knowledge form the workers to sustain the effectiveness’ of working in the organization.

Dr Kelep Malpo (2011) says “training is an important function of effective human resource management in an organization,” (p.38). Both people and the job experience strategic changes in the organization so training keeps the employees more detail information of the organization process.



Figure 1.a. Show an example of Standard Base Curriculum Training in Papua New Guinea.

In primary schools in Papua New Guinea, training becomes the responsibility of school boards, head teacher, provincial division of education and provincial administrator. Some of the training programs carried out in the country through seminars (management trainings), teachers’ schools base in-services on specific areas of curriculum standards and BOM management trainings.

Regulations in Training Process

Regulation is a set of instruction or rules made for everyone to agree and implement to achieve the aims and goals of the organisation. It is also a set of principles that provide definite direction for the organisation.

The diagram below shows the regulation compliances process of an organization; In knowing rules and regulation process of the company or the organisation, the employees will understand and should be followed so there are no legal issues to battle in the organization. Kaplan (2013) states “The performance risks facing the government from the failure to broadly invest in the mitigation of these knowledge loss risk are significantly different from the private sector.”

The private sector as elaborate by the scholar focuses on the performances of the workers following the rules and regulation of the company. It is a collection of businesses that are owned and operated by individuals or entitles outside of the government. The public sector is driven to focus mostly and compliances. The overall public sector, the government doesn’t really focus on performance and its organization are neither profit or loss centres is the leadership mandated responsibilities. In all government sectors, policies are done and disseminated to all public sectors to be implemented following the rules and regulation. For instance; Public Finance Management Act of the country revenues have monitored budgeted and allocated to all public sectors of the government (Health, Education, Works, Law & Justice, Police (law & Order) and other small arms of the public sectors. *Table (see annual budget for the schools)*. The private sector failures and that leverage one’s knowledge can lead down path and competitive disadvantage in the organization. However, the private sector is able to focus on budget, and investment for long term in tightly in the implementation of policies and rules and regulation.

Annual Training Program

The term policy (rules& regulations) can be defined differently in different context, literature, scholars and it will depend on the situation and context they fit into. In every organisation that is found in the world today have their own policies that are made to guide the organisation. According to the philosophy perspective, “policy is like a mission or purpose of the organisation and their commitments to volunteer participation into the work practice by acting as a guide to decision making” (Volunteer Queens Land, 1996). Policy is procedures (step by step approach) which describe how each regulation will be put into action in an organisation. Harman (1984) define “policy as the implicit or explicit, specification of courses of purposive action being followed in dealing with problems or matters concern and responds to the problem or issue” (p.13).

On annual basis, companies should continually review policies and introduce changes in procedures. Policies are done when rules, regulation and procedures are not implemented in the organization and must be reviewed. A policy is a procedure-which describe how each policy will be put into action in an organization. Each procedures outline; Who will do what? What steps they need to take? Which forms of documents to be used? The policies and their accompanying procedures will vary between work places because they reflect the values, approaches and commitments of a specific organization and its culture. Both policies and procedures shared the same role in guiding an organisation.

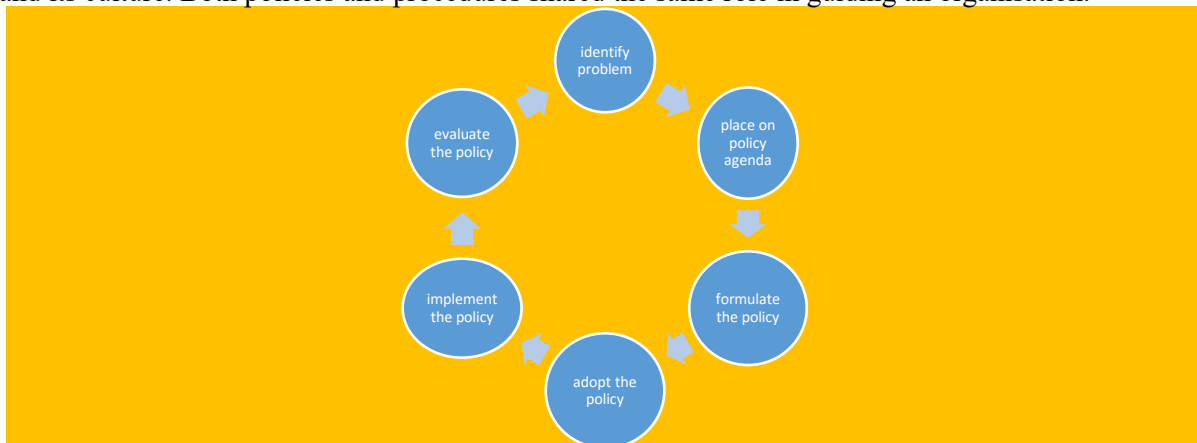


Figure 1.b. Demonstrating the cycle of Policy Development

The circle demonstrates the significance of policy implementation in an organization or company for the productive achievement and success of the of the company. In the training program, all the policies and procedures of the company must be facilitated, demonstrated and given to the applicant to sustain the effectiveness of the company before work delegation. In formulation of new policies, all existing policy should be made available to all workers or staff throughout the tenure programs in the organizations.

Staff Development Program

Stevens (2010) suggests, “Other forms of knowledge transfer include classroom training led by an experience worker, fostering learning communities to encourage sharing of learning between young and older workers and leveraging multimedia tools, such as audio/video inter and storytelling to preserve significant learning from aging employees.” In the staff development program, its best to know the cultural background of the workers and the organizational structures. In doing so, the program conducted will be helpful and influential to the partakers. For instance; A senior lecturer facilitating an in-service program on planning lesson base on the introduction, body, conclusion part of lesson and demonstrate the teaching skills involved in the lessons to the assistance lecturer/tutor.

<i>Goal</i>	Needs that comes from the state courses of study for that particular subject.
<i>Objectives</i>	What that needs to be achieved or accomplished from a lesson topic of a subject.
<i>Materials</i>	Resources that will be used in preparation/teaching a lesson.
<i>Vocabulary</i>	List of words will be used in the introduction, review and expanding with definition.
<i>Lesson Procedures</i>	Introduction (how to introduce a lesson), Body (how content is explained in a lesson) & Conclusion (How to conclude a lesson).
<i>L/Activity</i>	Given activities to develop the cognitivism of students in the lessons
<i>Conclusion</i>	What will be used to draw the ideas together for students at the end of the lessons.
<i>Assessments</i>	Assess the strength and weakness of students learning
<i>Evaluation</i>	Critique yourself from lesson taught (asking general oral question about the lesson topic)

Figure 1.c. Describes the training program of analysing lesson planning procedures.

In primary school setting, there are three staffs that assist each other in the staff development program. The head teacher and board of management are the core administrator of the school. In the delegations and implementation of duty statement, the head teacher also inspects and supervise the senior teachers, writing each subordinates reports, conduction of sectional in-service, BOM meetings and trainings and coordinating of seminars training programs that are sustainable to all the staffs in the institution or primary school.

School is a bureaucratic system of organisation that the implementation of the job is passed on following the hierarchical orders. Therefore, the development program of schools is effectively done in all areas in the department. In doing so, the highest person in the organization with more experience develop program of the company and train the workers for the sustainability of the organization.

Mentoring existing workers and new worker is also a legal process to create and maintain the competency in the institution to dissolves barriers of status, power and position.

When striving for excellence in an organization like schools, the inherent vision, aim and goals must be known to the workers individually the enterprise to meet the optimization of the existing talents of the workers in the company or other organization. In the development program of the company, it is sophisticated, relevant and flexible enough to meet short term business or organization cycle when introducing relevant language, ideas and tools that provide the foundation for long term success. For instance; In the education system plans of a primary school education, there is an established plan for the school which is known as School Learning Improvement Plan (SLIP). It contains all the management development plans for the institution.

Table 1.c: Shows the sample of quarterly budget plan for a year.

ITEMS	Annual Budget	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INCOME					
School Fees	K68,250.00	K24,062.50	K10,062.50	K10,062.50	K24,062.50
G/Grants TFF (Subsidies)	K60 000.00	K15 000.00	K15 000.00	K15 000.00	K15 000.00
Poultry Project	K38, 712.00	K12,678.00	K6,678.00	K6,678.00	K12,678.00
Rental Fees	K6 500.00	K2625.00	K625.00	K625.00	K2625.00
Total Income	K173,462.00	K54 365.50	K32 365.50	K32 365.50	K54 365.50
Students Curriculum	K35 000.00	*Text books=K9000.00 *Reading Books =K8000.00 *Stationaries (Ex-books, Biro, rulers, charts, A4papers etc) =K11000.00 *Science Apparatus=K7000.00 Total Exp: K35000.00			
Staff Professional Development	K10 000.00	*School Base In-service =K2500.00	*SBC Training =K3500.00	School Cluster In-service=K4000.00	
Administration and Management	K10,820.00	*School Budget Plan= K4000.00 *School Polies =K1000.00 *Computer Maintenance=K1500.00 Total Exp: K6500.00			*Review S/Budget =K4320.00

Infrastructure Development	K28,000.00	Maintenance a. Classroom= K3000.00 b. Staff Houses= K 3000.00 @new buildings K8000.00 Total Exp: K14000.00			Maintenance a. Classroom= K3000.00 b. Staff Houses= K 3000.00 @new building K8000.00 Total Exp: K14000.00
Good governance and community relationship	K5000.00	a.BOM Meetings=K700.00 b.P&C Meetings=K500.00 Total Exp: K1200.00	Report Cards -Inks @4Black=K8 0.00 × 7 =K560.00 @4Colour= K80.00 × 7 =K560.00 Total Exp: K1120.00	a.BOM Meetings=K700 .00 b.P&C Meetings=K500 .00 Total Exp: K1200.00	Report Cards/Attainment Certificates @K520.00 -Inks @4Black=K80.00 × 6 =K480.00 @4Colour= K80.00 × 4=K480.00 Total Exp: K1480.00
Recurrent	K3000.00	Grass cutting (2lawn mowers) @ petrol 80Litres =K500.00 Stand by generator @Diesel 60Liter K500.00 Total Exp: K1000.00	Grass cutting (2lawn mowers) @ petrol 80Litres =K300.00 Stand by generator @Diesel 60Liter K200.00 Total Exp: K500.00	Grass cutting (2lawn mowers) @ petrol 80Litres =K300.00 Stand by generator @Diesel 60Liter K200.00 Total Exp: K500.00	Grass cutting (2lawn mowers) @ petrol 80Litres =K500.00 Stand by generator @Diesel 60Liter K500.00 Total Exp: K1000.00
Ancillary Staff	K33 840.00	-1driver =K180 -2typist i. =K150 ii. =K150 1handyman=K120 1carpenter=K120 1bursar=K250 1librarian=K200 3security= i. K80 ii.K80.00 iii. K80.00 Total Fn/Exp: K1410.00 × 6fortnights =K8 460.00	-1driver =K180 -2typist i. =K150 ii. =K150 1handyman= K120 1carpenter=K 120 1bursar=K25 0 1librarian=K2 00 3security= i. K80 ii.K80.00 iii. K80.00 Total Fn/Exp: K1410.00 × 6fortnights =K8 460.00	-1driver =K180 -2typist i. =K150 ii. =K150 1handyman=K1 20 1carpenter=K12 0 1bursar=K250 1librarian=K20 0 3security= i. K80 ii.K80.00 iii. K80.00 Total Fn/Exp: K1410.00 × 6fortnights =K8 460.00	-1driver =K180 -2typist i. =K150 ii. =K150 1handyman=K120 1carpenter=K120 1bursar=K250 1librarian=K200 3security= i. K80 ii.K80.00 iii. K80.00 Total Fn/Exp: K1410.00 × 6fortnights =K8 460.00
Petty Cash	K5000.00	-Emergency (sickness or others) = K1500.00 -immediate assistance =K500 -Total Exp: K2000.00	Emergency (sickness or others) = K250.00 -immediate assistance =K250 -Total Exp: K500.00	Emergency (sickness or others) = K1500.00 -immediate assistance =K500 -Total Exp: K2000.00	Emergency (sickness or others) = K250.00 -immediate assistance =K250 -Total Exp: K500.00
Utilities	K27600.00	-PNG Power Bills =K1500 × 3= K4500.00 -Water Bills =K500 × 3 =K1500.00 -Telephone/Fax Bills=K300 × 3= K900.00 Total Quarter Bills: K6900.00	-PNG Power Bills =K1500 × 3= K4500.00 -Water Bills =K500 × 3 =K1500.00 - Telephone/Fa x Bills=K300	-PNG Power Bills =K1500 × 3= K4500.00 -Water Bills =K500 × 3 =K1500.00 -Telephone/Fax Bills=K300 × 3= K900.00	-PNG Power Bills =K1500 × 3= K4500.00 -Water Bills =K500 × 3 =K1500.00 -Telephone/Fax Bills=K300 × 3= K900.00 Total Quarter Bills: K6900.00

			× 3= K900.00 Total Quarter Bills: K6900.00	Total Quarter Bills: K6900.00	
Contingencies	K5000.00	Quarter operation expense = K1000.00	Quarter operation expense = K1500.00	Quarter operation expense = K1500.00	Quarter operation expense = K1000.00
Miscellaneous	K10,202.00	School uniforms =K6000.00 Special events =K300.00 Total Exp: K6300.00	Special Events = K600.00	Special Events = K600.00	Special Events = K2702.00
Total Income Budget Expenditures	K173 462 .00	K84, 860.00	K23, 080.00	K25, 160.00	K40, 362.00
TOTAL INCOME: K173, 462.00 (TOTAL INCOME: K173, 462.00 - TOTAL ITEM EXPENDITURE: K173, 462.00) BALANCE AMOUNT: K0.00.					

Career Plan

As Kaplan (2013) states, “To mitigate challenges and risk, the government organization needs a consistent, discipline and sustainable frame work for capturing, adapting, transferring and reusing their relevant critical knowledge. It is a fundamental part of a successful succession plan.” It is significant in all established organization to have a logical plan to follow and implement it processes. In building up a career, it should have a vision, mission, aims, goals and objective of the planning either a short-term plan or long-term planning. For instance; developing the SLIP plan for the institution, the knowledge has to be spell out the main aspect of the career plan of the school within a year. Consider figure 1.3.1a below for the sample career plan for the significant aspects of planning. A clear vision is the main aspects of leader in an organization must have and see the knowledge playing a key role and communicate the value of the knowledge to the organization. In doing so, the vision career planning will demonstrate captain piloting a ship for the right direction reaching its destiny.

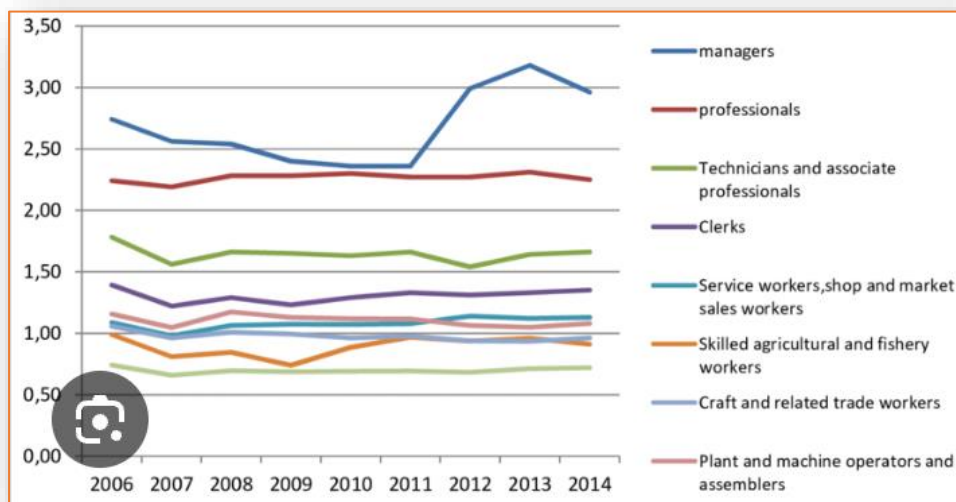
<p>The Main Aspects of formulating Budget and Monitoring using School Learning Improvement Plan (SLIP) as a Career Plan</p> <p>PURPOSE: To develop a Formulation Budget in School Learning Improvement Plan (SLIP) for the Level (7) School and implementation and Execution of the plan.</p> <p>SCOPE: The scope of the Budget Formulation in School Learning Improvement Plan (SLIP) is for a year.</p> <p>MISSION STATEMENT: Encourage Transparency, Unity, Equality, Affordable and relevant formulation budget planning for the benefit and sustainability of the school.</p> <p>VISION STATEMENT: Provide the best quality programs of Standard Base Curriculum Formulation Annual Budget on Integral Human Development of the school and country.</p> <p>OBJECTIVE: By formulation budget plan existence; every school will have fair distribution of money in Curriculum, Staff Professional Developments, Managements and Administration, Infrastructure Development and School Governance, Community Relationship and Budget Allocation implementing the School Learning Improvement Plan (SLIP).</p>

Figure 1.d. Demonstrate the main aspects of developing a career plan for the school

Life Plan

In an establish organization, the human capital has relatively more importance in the labour-surplus in developed countries. The availability of human resource is more abundance than the tangible capital resource. These human resources can be transformed into human capital with effective inputs of education, health and moral values. As a leader in the organization, consider the Life Expectancy Index, Education Index and Income Index in the organization which a related to human capital formation within a nation.

Figure 1.e. Showing a sample of Income Index of individual workers



These three indicators represent a positive correlation between human capital formation and economic development. The higher rates of human capital formation leads to higher standards of education and health of the country or an organization. In accordance to the main aspect of administration and management skills in an organization in implicit, the higher the human capital formation due to the good standard of health and education, the higher the production of the company, organization and a nation.

“There is also strong evidence that organization possess and cultivate their human capital outperform other organization lacking human capital” (Crook et al.,2011). Therefore, being a manager or an administrator of an organization, human capital is the backbone of every development of the organization. Have a life plan of individual worker in your organization will have a big impact in the organizational goals resulting in productive achievements.

COMMUNICATION IN EDUCATIONAL ORGANIZATION

Introduction

Communication is the basic process of giving and receiving information through various channel of communication. Krauss (2002) states, “A species survival depends critically upon its ability to communicate effectively and its social life is determined largely on how and what it can communicate.” In an organisation, communication is an important tool for the effective success of the organization. Chester Barnard argues “That communication links people together in an organization to achieved a common purpose.” All the activities in schools are done by different individuals, departments, or different groups. “Communication is therefore the means to unite all school activities toward a common purpose or goal. It is through communication that behaviour is change, change (e.g., OBE) is put into effect, and goals are achieved,” (Koontze & Weihrich, 1988).

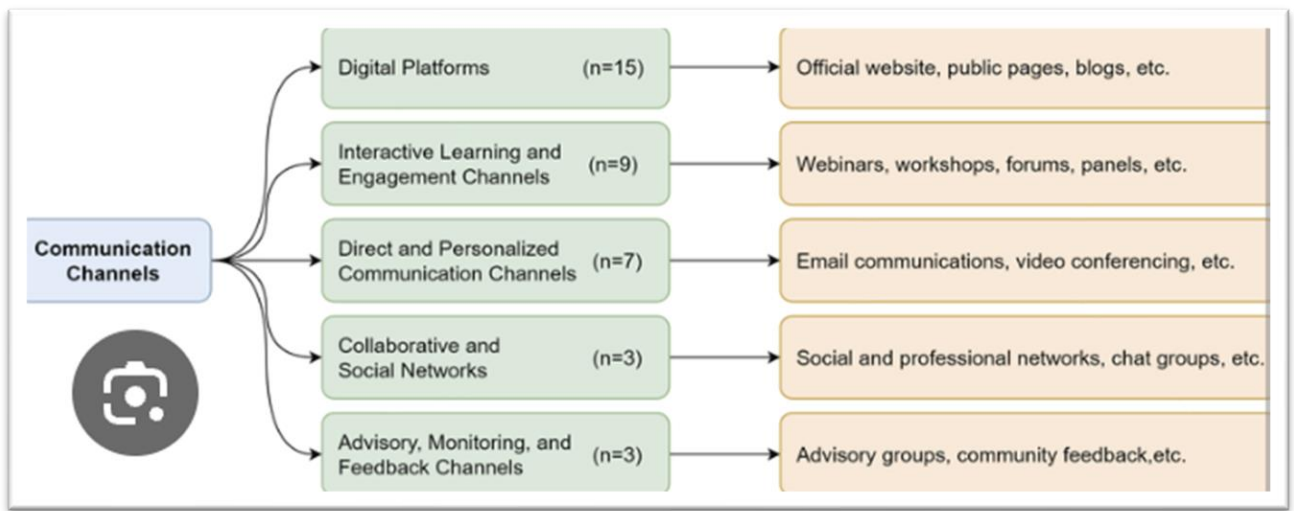


Figure 2.a. Demonstrate the communication channels

In accordance to the protocols and aspects of communication, it will liberate on very important area for effective communication establishment in the organization. Therefore, the skills will deliberate on communication principles, verbal communication, nonverbal communication, effective communication, barriers to communication, communication in companies/organization/schools, presentation, diagnosis, discussions, sales and meeting management.

Effective Communication Principles in Educational Organization

Communication is the basic process of giving and receiving information through various channel of communication. Whether one is speaking informally or formally to a colleague, addressing in a conference or meetings, writing news letters, telecommunication systems using phones, mobiles, social media programs etc. These are very important methods and instruments used for communication to get the job done. In the organization, knowing the importance of communication for the success of the organization set goals. Being a manager of the company or organization; know your workers or audience, knowing the aspects or purpose of your speech, delegate the main points in communication and finally, knowing different ways in communication to influence your demonstration/communication to others. In the school environment and education context, there are different channels of communication. Below is the structure of communication channel in primary school context;

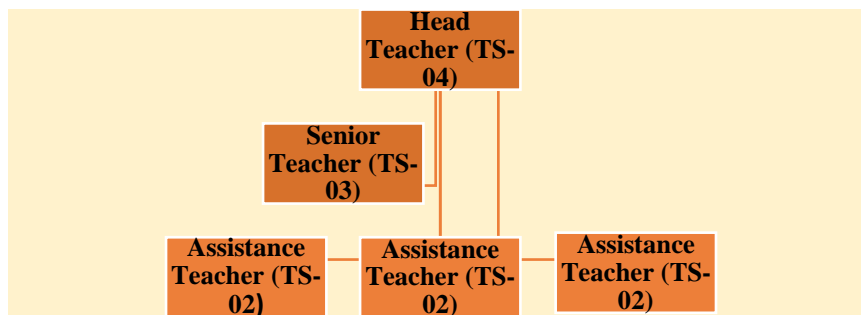


Figure 2.b. Demonstrate channel of communication in primary school

In primary school settings as demonstrated in the diagram above, the communication follow the trend of down up policy and top down policy in the communication in primary schools. Other organization, companies and sectors of the government have their own communication channels depending highly on hierarchical order of communication.

Verbal Communication in Educational Organization

Krauss (2002) states, “A species survival depends critically upon its ability to communicate effectively and the quality of its social life is determined in large measure by how and what it can communicate.” Verbal communication is a communication that is using of words and speeches and

also known as oral communication. In classroom analysis, the effectiveness of students learning depends highly on verbal communication in the classroom. The interaction between the teacher and students in classroom environment depends on verbal communication. For instance; In english lesson, teachers teaching Phonological Sounds, the class teacher must pronounce the letters and words correctly so the learners will know and understand the pronunciation of those words. This is an active verbal communication implementation.

As a leader in the organization as administrators, managers and HRM, verbal communication implementation is a unique methodology for effective interviews conducted to get quality workers into the organisation. It also builds human capital for the success and achievement of the organizational goals.



Figure 2.c. Shows the effectiveness verbal communication in an organization

Nonverbal Communication in Educational Organization

As mentioned in the introduction of communication, it can be verbal or nonverbal communication but in all cases, communication is the basis for all human interaction in all areas of work. Nonverbal communication is especially significant in intercultural situations when sending and receiving messages in a variety of ways without the use of words. In professional gatherings in the organization or companies, nonverbal expressions or communication is vital for confidential matters in the administration so everyone, both new workers, old workers and interviewees, is aware of the instruction dissemination.

In teachers' colleges, as lecturers we trained the student teachers and in build the knowledge of nonverbal communication before graduating into the field. Using different variations in teaching in lesson presentation, demonstration, explanation to deliver the lesson content to the learners. Some of the nonverbal communication that can be used in teaching fields and other established organizations are: Touch (Shaking hands), Eye Contact (Gaze), Gestures (Facial Expression), Postures (Drawings/Pictures) and Smelling. **Figure 2.d.** Demonstrate Nonverbal Communication in the workplace & classroom environment.



There are important aspects of nonverbal communication that have multiple functions as; repeat verbal message which cannot be clearly understood by the receiver, accents a verbal message by emphasizing on the definite meaning of the terms used in communication, complements the verbal message, regulates

interaction in the communication process and finally nonverble message substitutes the verble message especially if it blocked by noise of interruption during speeches in meetings or conferences.

Effective Communication in Educational Organization

By communication is the process of exchanging information, ideas and emotions in a way that is clear and understood by the intended audience. An effective communication is delivered efficiently to the reciever and was digested and achieved. Make sure you have the attention of the person you wish to communicate with by establishing and maintaining eye contact. For instance; a primary school teacher when delivering lesson he/she must have an effective way of communication to maintain the full concentration of students attention during the lesson. The quality of the tone and variation of appropriate tone used in communicating with students in groups, peers, individually and all class. The students will be very interesting and maintain full concentration until the completion of the lessons. In business or an organization, message in communication must be congruent in both verbal and nonverbal dimension for effective communication. The tone and volume used agrees with the content of the message send. Therefore, in businesses, the ability to master important conversation can help career path of business aims and goals. For instance; during interviews, the interviewer must be flank when using of suggested questions and know the right language that will be used with the interviewees so the interviewees will be flankly with questions and effectively answered the questions correctly.

Barriers to Communications in Educational Organization

Every forms of communication is complex, people view opinions in messages or other form of communication as bias, or fake ideas. In that manner the information not received effective as commanded for the administrator of the organization. In education context, the information has to be passed on form different areas before reaching the person as the reciever. School communication is the transfer and understanding of meaning within the school and up and down the structure. In school communication, things become a little complicated because the channel of communication is prescribed and individuals playing different roles operate in an authority structure.

It is the face-to-face communication that we pick up nonverbal message which may portray the real thoughts of our staff. Status difference: our status as the head teacher and the position of power we occupy in the school hierarchy can also affect communication especially that coming from below. Being the head of the school, our communication must be effective to sustain the performance of the staffs. Creativity in the job by rewarding and using formal incentives will have good influence in the channel of communication. Language: Language is the core elements in communication. Effective communication means using simple, direct language. Using big words and long sentences just block effective communication.

Direction in the flow of communication ss school leaders, the direction of communication that we are interested in is the downward and upward communication. Downward communication flows from the head teachers' office down the authority structure. Communication flows from the principal to the deputy, then to the HODs, SM, TIC and the assistance teachers and this is called Channel of Communication as demonstrated in **Figure 2.1.b**.

In the bureaucratic organization the communication follows the hierarchical orders following topdown policies. Speeches are done at the top hierarchy and deseminated down for the implementation part of the policies.

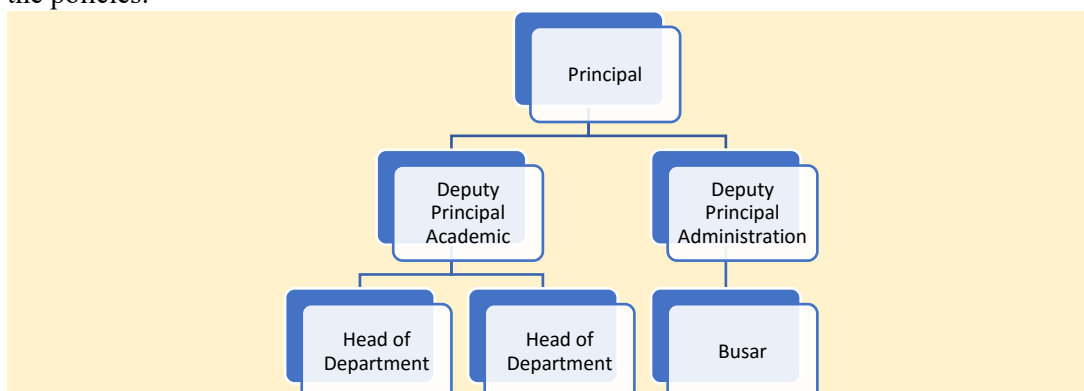


Figure 2.e. An example of Hierarchical Structure of a secondary school (other staffs & ancillary staffs are below the hierarchical order).

Communication in Education

In companies or formal organization, they are always communication in place for the betterment of companies. Communicating with the staffs in conducting formal meetings in order of transmitting information out within the organization. As Pittampalli (2001) says, “Everyone things that meeting is important but few of us benefit from attending.” The delivery of the information to the workers in the organisations are very important, and effective communication using the verbal and nonverbal communication system benefit the participants in the meeting.

In the education systems, there are many formal meetings in terms of; workshops programs, training programs, in-service programs and other important programs necessary to implement the education systems. Those programs are very important for effective sustainability of implementation of respective education policies of the country and the effective communication is very vital in dissemination of the program to the implementers so they know the actual things to deliver in the implementation process of the education systems.

Presentation of Communication in Education

Presentation is one of the effective methods in delivering information to other who will be benefiting from the presentation. An effective presenter is the one who learns the skills of presentation in public speaking, workshop trainings. Presentation must be short, sharp, simple and meaning full to the audience or the workers. Different organization have different styles and methods in presentation of information to the people in the organization.

Being a lecturer and from my perspective, a quality lecturer present the information following the planning done as periodic time schedule. A planning is constructive that the content is delivered effective to the students. Below are samples of effective presentation implemented following effective planning using lecturer plans for lectures and lesson plan for teaching primary school curriculum. A sample of lecture plan;

Table 2.a. Demonstrate College Lecture Plan



BALOB TEACHERS COLLEGE College Lecture Plan Format

Strand: PD Department: PD Course: **SE1- School Experienc- Year1** **Period:** 1-2**Week:** 3

Lecturer: Mr Willie Anis **Day:** Tuesday **Date:** 18/07/23 **Time:** Ref Time.T

Topic: Revision on Lesson Plan

Key Areas	Details/Specific
Objective	By the end of the lesson, the student will know; <ul style="list-style-type: none"> - The correct format of a lesson plan
Introduction	<ul style="list-style-type: none"> - Revise previous lesson on “What is a Lesson Plans?” - Introduce new lesson: Lesson Plan format
Learning Outcome (Main Points)	<p>What is a format of lesson plan?</p> <p>Lesson Plan Format (SBC)</p> <ul style="list-style-type: none"> ➤ The lesson plan format involves; <ul style="list-style-type: none"> - The grade, subject, time, day, date, week term and year. - Strand, unit/topic, content standard, performance standard - Lesson topic/title - Lesson objective - Teaching aids, resources, references - Unit of Work (knowledge, skills and attitude) - Time, Introduction, Body, Conclusion, Evaluation
Teaching & Learning Activities	In groups, from your previous lectures; <ul style="list-style-type: none"> a. Discuss about the format of a lesson explain the layout of the format.
Conclusion/Summary	<ul style="list-style-type: none"> ➤ The format of the lesson plan is in sequencing order to sustain effective teaching and learning for productive achievements.

Evaluation	Ask students to explain different teaching skills/strategies/methods, parts of a lesson and lesson plan format
Resources	Pastep (2002) Unit 6 Teaching Skills and Competencies, Balob Teachers College.

Supervisors Comment:

.....

 Supervisors signature: Date:

Goal	Needs that comes from the state courses of study for that particular subject.
Objectives	What that needs to be achieved or accomplished from a lesson topic of a subject.
Materials	Resources that will be used in preparation/teaching a lesson.
Vocabulary	List of words will be used in the introduction, review and expanding with definition.
Lesson Procedures	Introduction (how to introduce a lesson), Body (how content is explained in a lesson) & Conclusion (How to conclude a lesson).
L/Activity	Given activities to develop the cognitivism of students in the lessons
Conclusion	What will be used to draw the ideas together for students at the end of the lessons.
Assessments	Assess the strength and weakness of students learning
Evaluation	Critique yourself from lesson taught (asking general oral question about the lesson topic)

Table 2.b. Define terms used in lesson planning presentation.

Diagnosis of Communication in Education

Communication is one of the very important techniques in managing an organization. Without the knowledge of using effective communication skills in the organization, the organization will experience gaps or the obstacle in the organizational functions. In any professions, employees should possess great oral and written communication skills and have excellent interpersonal communication skills as well. Participation of staffs in important organization run programs, observed and analysis issues in well written communication skills, initiation of effective ways in communication with professional higher in the rank and design effective journals in communication in different gatherings. For instance; in professionals staff meetings in the college for all lecturers to attend, the chairperson of the meeting must diagnose the quality of each agenda mentioned in the meeting so the participants know exactly what the agender is all about in the meetings. Below is a sample of meeting minutes scribes during a very important meeting in the institution.

Effective Discussions in Education

Patterson, et. al. (2012) says, “Crucial conversations are defined as; discussions between two or more people where stakes are high, opinions vary and emotions run strong. Despite the importance of crucial conversation, we often back away from them because we feel that they will make matters worse.” To implement any projects or other important tasks in the organization, discussion is very important. All members in the organization must participate in the discussion to know the success and benefits of the projects and also identify its risk in the implementation process.

In doing so, all members who have bright ideas will express or communicate their views in the meeting for the benefits and sustainability of the projects implementation and observing different ways to avoid risk involvement in the projects. According to the new curriculum reform system of Outcome Base Education to Standard Base Education in Papua New Guinea, discussion and analysis must be done for the effectiveness of the changes in the education system. For example; In outcome base education, it’s all about hands on activity (students learn from real experience of creating things on their own-using vernacular language or mother tongue as their first language) but after three to four years in the implementation process of the curriculum and the higher ministerial position in the education system change the curriculum to today’s curriculum which is standard base curriculum (It’s all about standards in learning).

When analysing the changes, there are no proper process implemented for the changes, there are no proper discussion about the effectiveness of the current curriculum and new curriculum that will be implement and finally no proper evaluation of Outcome Base Curriculum. Poor discussion of policy implementation leads to poor performance and critically poor achievement. Therefore, active discussion must be conducted on the higher ranks, knowing the advantage and disadvantage of the project to demolish the project or role the project for implementation.

Implementation Process of Communication in the Education

In education, communication is the foundation of all learning aspects around the world. Poor communication skills can lead to low morale and high turnover. As suggested by Clarke (2009), “Low morale leads to lack of motivation and soon that leads to sales people missing their targets because they are emotionally disconnected in the company and you cannot expect his sales performance from a sales team with low morale.” Being a head teacher/principal of an institution, active support and motivation of staffs leads to productive performance of staff in the schools and enriching appropriate achievements in students learning.

Implementation process and procedure of communication starts with the leader of the organization. The orientation program is one of the basic elements in the process of recruitment. It is normally done when a new staff or teachers are recruited in the first day, week and year at the school. It is a crucial thing that will help the teachers settle in the school and that will also determine how long they will remain at the school. According to Robbins’s, Bergman. R and Stagg. I (1997) state “once a job candidate has been selected, he or she needs to be introduced to the job and the organisation.” For example: Primary School during the resumption week the (HT) head teacher usually conduct the induction period to get to know all the teachers (new recruitment and remaining teachers) and discuss with them the (internal and external environment) of the school.

Meeting Management in Schools

As stated by Pittampalli (2001), “Meetings are the way we make change and change is how we grow.” In educational context, there different meeting conduct in the schools for the for the success and benefits of the progress of the school. As a head teacher/principal of the institution, designing an operational plan for the institution for whole year and have pre-conferencing meeting with all staffs and stress out the aspects of the operational plan. In the operational plan different meetings will be conducted as scheduled. For example: P& C meetings (Parents & Citizens), BOM meetings (Board of Management), Staff meetings, Sectional meetings, Assessments meetings and Class meetings.

BENCHMARKING IN EDUCATIONAL ORGANIZATION

Introduction

Benchmarking is the process that compares a business or an organization performance to industrialise standards and other companies’ best practices. It can be used to identify areas for improvements, gain a competitive edge and increase market shares. In education, benchmarking is a process that compares student performance against the standards and goals to assess the progress and identity for areas for improvement. It also evaluates understanding and proficiency in specific areas of study.

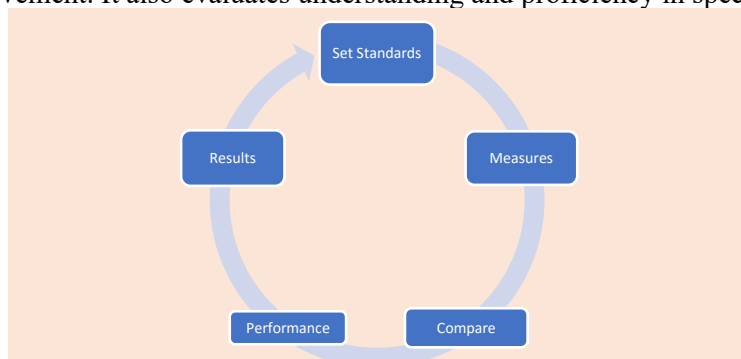


Figure 3.a. Demonstrate the process of essence of benchmarking

Definition of Benchmarking

Benchmarking is the basic comparison of one organizational practices and performance against those of others. Benchmarking seeks to identify standards or best practices to apply in measuring and improving performance. The objectives of benchmarking are to find examples of superior performance in an industry or other organization to understand the processes and practices driving the performance. Observing the performance of active and experience head teacher or principals will

improve the performance of the teaching staffs to higher performance eligibility in teaching and coordination.

The processes and quality of all benchmarking applies to all established organization like schools for effective improvements. This value by the five questions; what you will be doing, how you will be doing, how will others doing it, how well you will be doing it and what and how to improve the standards in benchmarking. As our roles and responsibilities in the organization demonstrate the progress of the organizational function. We individual workers have our own benchmarking in accordance to the duty statement delegated to us individually. Those are our targets to meet for the success of the organization.

For example; According to the strand structure below shows the delegated responsibilities of each lecturer that perform to reach the benchmarking of the institution.

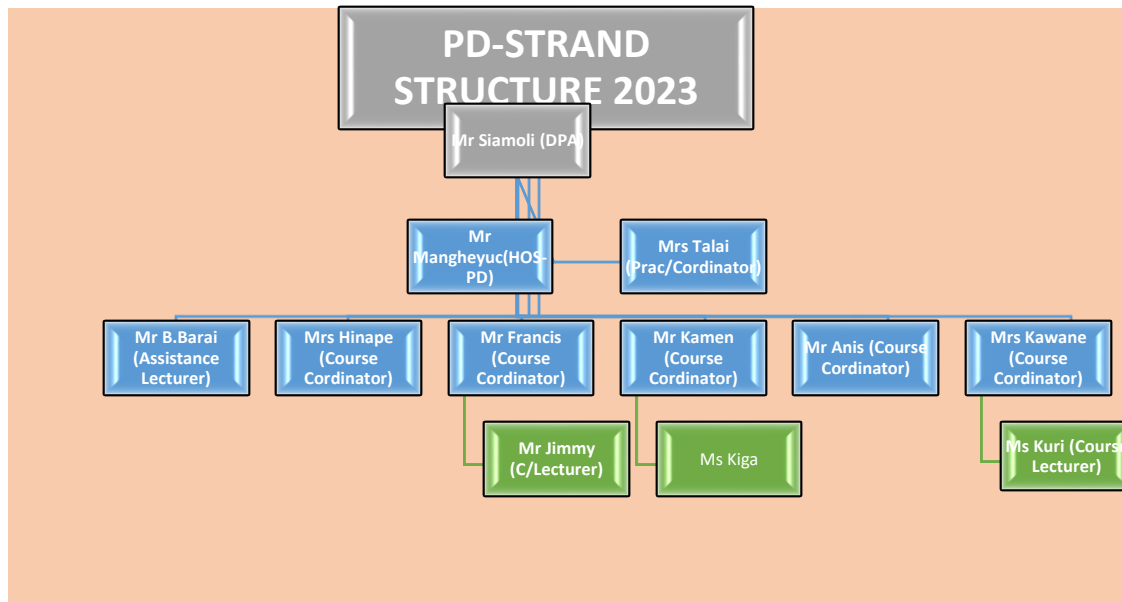


Figure 3.b. Shows the structure responsibilities for each lecturer under Professional Development Strand-Balob Teachers College

Referential Comparable

Referential comparable is about the process of comparing preformation of other organization standards against the standards practice in the departments of the organization. As an administrator in the organization, how do you as a leader apply the correct principles of administration in your organization and observed the success of delegated task been achieved in the implementation processes?

If there are obstacles that minimize the progress of the work, do evaluation and find possibilities to improve and standardize the functions of work in the organization. For instance; In a teacher's college, students' teachers are well trained and applied correct approaches in classroom managements, lesson management and applying correct strategies in teaching and learning. This will paint a good picture to the schools and other college that, how did they become quality teacher apart from other teachers' college and what content strategies that used in training the students' teacher.

In doing so, the head teacher or the principal of the other institution must be collaboratively working together, communicate with each other and conducting effective meetings for involving standards across all institution, same strategies used in teacher training resulting in producing effective and quality teachers out into the field of teaching.

Elements of Benchmarking

To start the process of benchmarking, it is important to identify key elements by asking through provoking questions.

Benchmarking Provoking Questions

Hedley suggests (2009), "the following questions can be used by companies/organization or other relevant companies; do you benchmark leadership with your team, group and organization? If so, how? If not, how do you measure yourself, your colleagues or subordinates as leaders? How do you identify emerging leaders within your team, group or organization?"

Figure 3.c. Hedley “Provoking Questions”

There are many elements of benchmarking but following the steps, procedures and processes of benchmarking and prioritize will be a significant approach in the organization chances of changing.

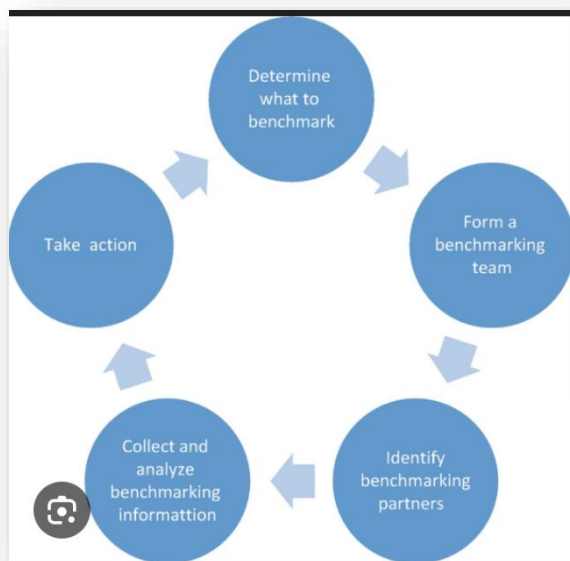


Figure 3.d. Shows the Elements of Benchmarking Process

The figure really shows the elements and processes of benchmarking. It is kindly to establish a team to that can analysis the effectiveness of benchmarking processes in the organization. In the education system, benchmarking is evaluated in the curriculum implementation in the measurable unit functions. In the process of implementing benchmarking, it is identified from performance base learning of each student.

In analysing the benchmarking processes, it really depends on the performance of the management leader in the organization. The leader performs well and all the subordinates will perform very well, efficiently and effectively to produce productive result for the organization. For example; In teachers' college, an annual practice teaching program always took place in the province. Practicum committees are the special group of people that participate in collaboration with each other to get the program implemented. The content of the practicum and procedures are spelt out clearly to all lecturers and students' teachers before going for the practice teaching.

Identification

McDougall and Hinks (2000) say, “Benchmarking can be limited by the ability to identify the priorities, performance indicators that can measures contemporary issues such as customer satisfaction.” According to the statement mention, there is always risk applied or occur in the management, this will implicate the success of the benchmarking processes. In Papua New Guinea, it has 800cultures which result in 800 languages, people come from different background, different environment, different cultures in the country. It will take ample time to stress something important for the benefit of the people because people/workers will have different perspective in the discussion. For example: Favouritism in the organization structure will have chaos in the progress of the organizational functions and jeopardize the all system of benchmarking.

Assimilation/Adaption

Assimilation process is a term referring to another part of the adaptation process. In assimilation process is about taking in new information and ideas in experience and incorporate them into the organization existing ideas. In the management, there are workers which have different skills and

ideas in performing things in their expertise areas to create changes in the organization. For instance; In an institution, workers are specializing in different areas, all working in the institution for the success of the organization. They all put their ideas together to build up content knowledge for the students' teacher trainees in the institution/colleges.

Balob Teachers College		
Lecturers	Positions	Specialization
Mr Anis	Assistance Lecturer PD	Leadership & Management
Mr Fransis	Assistance Lecturer PD	Research Methods & Methodology
Mr Giovadulu	Assistance Lecturer-Mathematic/Science	Information Technology
Rev Wopo	Senior Lecturer-Language	Language Communication
Mr Mack	Senior Lecturer-CD	Proposal Writing
Mr Siamoli	Academic Principal	College Assessment/Curriculum

Table 3.a. Shows the assimilation of work preformation in the institution

As Freiling and Huth (2005) states, “Benchmarking has proven itself as a tool of management, not belonging to a typical management fad. Well know both in research and business practices, employing benchmarking has a means of increasing the competitiveness incorporate considerable problems and challenges.” In the analysis of the statement made, in the nature of benchmarking there is always problems occurring in the management but in management perspective when there’s problem, there’s always be a solution to the problem. Therefore, understanding benchmarking is the way forward to access firm addressable issues, recognition of appropriate business strategies to follow, exploitation and assimilation best practices for the benefit and sustainability for organization.

Benchmarking and Process Improvements

Benchmarking improves performance by identifying and applying best demonstration practices to the operation and the implementation process of the organization. As the principal of an institution, identify the best practices of the staffs and involved change management in the process of the management function to achieve the aims and goals of the institution resulting in productive results. Being a manager of an organization, you must be critical in analysing the performance of the staffs by analysing critical criteria.

Criteria of Traits & Behaviour Performance Improvement

a. Being Criteria-Who you are being as leaders

Terms	Description
Authenticity	Being and acting from one’s true self without masks and personas (implementing the roles and responsibility).
Integrity	Being a good as one’s word, impeccably honest and fair-minded (having faith and trust in the management for productive achievements).
Congruence	Applying the correct organizational principles to self, so that one walks the talk (Implementation of roles and responsibilities in the work).

b. Doing Criteria-Relates to what you a doing as leaders

Terms	Description
Contributing	Giving of oneself to others, serving form the organization’s principles and values.
Collaboration	Operating as a team player, co-operating with others, seeking inputs from others to facilitate outcomes and objectives.
Pioneering	Leading out to new areas
Communicating	Sharing and disclosing in ways that are clear, precise, succinct, engaging and compelling

Table 3.b. Demonstrate the criteria in performance improvements in the organization

SELF-DEVELOPMENT

Introduction

Development happens when transformation occurs in the leadership that takes an organisation in new directions largely through the leader's personal dynamism and drive. A special type of leadership, especially at the senior levels, to lead them through these times of rapid change. Looking beyond present constraints, striking out in new directions, taking risks and influencing beliefs and values. According to the Wikipedia, self-development is the capacity and actions to grow one's self-awareness, abilities, talents and skills in order to improve a person quality of life. This is a personal development maybe done anytime and in any place with or without the help of others. Therefore, lesson will elaborate on self-development in; Intellectual and Emotional Aspects of Individuals, Personality, Temperament, Character, Motivation, Experience and Learning, Introspection, Habits of effective people, Proactive, and Establish that the Client is First Before Order Remunerative.



Figure 4.a. Demonstrate a self-development plan for achievements.

Intellectual and Emotional Aspects of Individuals

In leadership principles, emotions are about an effective approach done to pursue the staff interest and working relationship to achieve the aims and goals of the organization. In the school, the set goals to achieve must be presented to the staffs or worker and delegated the tasked to the workers effectively. All the staffs are aware of achieving the goals and each worker are working individually towards the target area.

Zimmerman (2000) introduced self-efficacy as a key component in social cognitive theory. Self-efficacy is also about the performance, attitude of a person persistence in the organization and it is also positively related to self-rated mental efforts and achievements during students learning for text materials and also build up the students' skills directly and indirectly in process of learning and also related approach in working. For example: online learning and distance learning are the core examples of self-development learning. Students are using their own cognitivism to do research and finds information about their given task on the given course. The food on the plate is at the top of the ladder, climbed up the ladder to get the plate.

In education of a person, he or she have their own plans to achieve in their dreams, in order to achieved their goals, they have to work very hard to achieved their dreams. Its takes process to achieved the targeted goals.

Personality

Personality can be defined as consistency in a person's way of being or long-term consistency in their particular ways perceiving, thinking, acting and creating a person. It is basically about the feelings and behaviour of a person. In an organization, personality also contributed to success of the

organization. Being a manager of an organization without considering the personal needs of a person can cause functional faults in the organization. Therefore, consider each worker in the organization as an important being in the progress of organization. Some of the principles of personalities are; Extroversion, Openness, Neuroticism, Agreeableness and Conscientiousness. In contrast to the type of approaches in the organization dealing with workers personality, many psychologists now understand personality as how we all vary on these five dimensions to our personality traits.

Temperament

In education perspective, temperament is inbuilt in a person natural personality. Some of the attitudes and behaviours are inherited from generation to generation (Grand Grandfather-Grandfather-Father-Son). Wilks (2005) states, “Research on temperament support personality stability over one’s life.” It describes stable individual differences in the quality and intensity of emotional reaction, activity level, attention and emotional self-regulation. Emotionally each personally are naturally significant in his/her own roles and characteristic in doing work in the organization.

For example: Designing carving in Papua New Guinea, no other provinces in the country knows how to carve carvings but people from East Sepik & West Sepik Province in Papua New Guinea knows very well how to design and carve very impressive carving that influence people or tourist from other country to buy the product made. This is done effectively from informal education system, which means the knowledge from designing carving was passed on from generation to generation in the community, district, province and country.

Character

Character can be defined as combination of mental and ethical traits marking a person. It is a distinctive quality built in individual lives which determines their response regardless of circumstances. In an organization, all workers have different characteristic in working. Some workers response to stimulus and interact with it accordingly. Those type of people/workers are very important people in the organization to work accordingly to achieve the organization goals as planned. The actions of a person who frequently doing this & that at the work place or in the community.

In an institution or college, there are different staffs with different characteristic (Academics staffs & Non-academic staffs). Some staffs are introverts and others are extrovert, this are inbuilt in them. With all those mental characters, some staffs never discuss anything in meeting too but they also contribute either way to the organization success.



Figure 4.b. Shows the factors of a good leader with good characteristic

Motivation

Motivation is defined as the process that initiates, guide and maintains oriented behaviour. It is important to note that there are three more components of motivation demonstrated on the table below:

Three Components of Motivation	
1. Activation	Activation involves a decision to initiate the behaviour of a person. For instance; Being a manager of an organization, be creative and motivative in initiating incentive for your workers like, rewarding them for great effort done in doing perfect work in the organization. In doing so, it will inspire them and others to perform very well in the organisation.
2. Persistence	Persistence is the continue effort towards a goal even though obstacles may exist. For instance; There are many issues happening in the college (miss management of funds) but the lecturers are still working for the good of the learners or student’s trainee teachers. With the understanding that issues have solutions.
3. Intensity	Intensity can be seen in concentration and Vigor that goes into pursuing a goal.

The three factors, which together build enthusiasm, are as follows: Equity/Fairness – People want to be treated fairly at work. Achievement – People want to do important, useful work, and be recognized for this. Camaraderie – People want to enjoy good relationships with their co-workers.

In teaching, motivation a found in the introduction part of the lesson. The lesson must be motivated to bring students concentration to the lesson. For example; Telling a short story about the topic of the lesson, the students will be concentrating listening to the story without knowing the story is about the lesson for today and when the content of the lesson is delivered to the student, they will have good understanding about the lesson. The motivation in learning can be intrinsic and extrinsic.


Experience and Learning

Experience is another component in self-development. Each worker in the organization has their own experiences in doing things in work performance. It is comprising of knowledge that others don’t have the skills and knowledge doing a particular job description. These people with experiences are expert of a particular job that increase the work performance and achieve the organizational goals. For instance; Consider the Curriculum Vitae contain the specific information for the worker and his/her expertise area in working. Learning is often defined as a relatively lasting change in behaviour that is the result of experience. Learning remains an important concept in numerous areas of psychology, cognitive, education, social and spiritual development. Learning is also seen as a function that map experience onto behaviour or an effect of experience on behaviour.

Below is an example of a CV duplicated:

ANIS Willie CURRICULUM VITAE

PERSONAL DETAILS

Phone:	(+675) 74495865	
Email:	willieanis134@gmail.com	
Date of Birth:	05/04/87 (35 Years Old)	
Religion:	Lutheran	
District:	Bulolo	
Home Province:	Morobe	
Citizenship:	Papua New Guinea	

PERSONAL SUMMARY DETAIL

I am matured, highly motivated and hardworking who has a greater advantage of providing outstanding and quality output to education sector department would work for. I have a drive to gain better experiences and develop new skills by performing

to the best of my ability in a challenging and professional environment either as lecturer as part of a team and well as independently. I am able to effectively communicate with people and adapt to different situations. I'm now lecturing as one of the lecturers in Balob Teachers College under Professional Development Strand. I'm performing to the best of my capability for the next stage in my career and I am looking forward in making a significant contribution to the growth and Integral Human Development of the country to which I will be working next year. I am looking for a career which is related to my field of studies "Master of Education Leadership."

EDUCATION BACK GROUND

YEAR	INSTITUTION	QUALIFICATION
2021	Divine Word University	Master of Education Leadership (Post Graduate)
2021	Divine Word University	a. Certificate in Microsoft Excel 2016 b. Certificate in Database using Microsoft Access 2016 c. Certificate of Participation in 2021 "Research Symposium."
2016-2019	University of Goroka	Batchelor of Education "School Management"
2011-2012	Balob Teachers College	Diploma in Primary Teaching
2007-2008	Grace Memorial Secondary	Higher Secondary School Certificate
2004-2005	Grace Memorial Secondary	Lower Secondary School Certificate
2002-2003	Mumeng Primary School	Primary School Certificate
1996-2001	Sambio Community School	Certificate of Basic Education

WORK EXPERIENCE

Year	Organisation	Positions	Experience
2013-2015	TSC Education	EO2-Officers (Assistance Teacher) EO3- Acting Position (Senior Teacher)	- A. - Teaching in Gaure Primary School-Bulolo District - B. Act/Senior Position, Garaina Primary School Bulolo District. - C. Care Taker (Head Teacher Position)
2016-2019	TSC Education	EO2- Assistance Teacher	-Hompiri Primary School a. Assistance Teacher. b. Elementary Mentor c. Fundraising Chairman d. School Learning Improvement Plan Committee
2020	TSC Education	EO3- Senior Teacher Position	- Mentor to Board of Management - Supervisor to Subordinates - Develop School Learning Improvement Plan Elementary - Developing 2 stream (A & B Classes) in Patep Primary School
2022	DHERST	TS-06 Assistance Lecturer Position	- Lecturing in Professional Development Strand - Implementing PD Courses Year 1,2 & 3 (EDPD 101, 102, 201, 202 & 301) - Developing Posting List for 2022 Block Teaching. - Finalising Practicum Assessments Marks for Block Teaching for Year 1,2,3 into Hard Copies
2023	DHERST	TS-06 Assistance Lecturer Position	- Advisor Year 1 (102) Balob Teachers College - Implementing PD Courses (Year 1: 102, 104 105). - Coordinator Year 4 Bachelor Course (EDSL 401: Introduction to Education Leadership and School Management - Writing course curriculum for year 4's - Assistance Coordinator-Bulolo Corporate Students - Practicum Committee Member
2024	DHERST	TS-06 Assistance Lecturer Position	- Section Advisor Year 2 (202) Balob Teachers College - Implementation of PD Courses (Year 1, 2 and 4) - Course Coordinator Year 1 School Experience (SE1) Semester (1) One - Writing course curriculum year 1's. - Course Coordinator Year 4 Bachelor Program (EDSL401: Introduction to Education Leadership and School Management-Semester 7 & 8 - Involvement in College Duty Routines

			<ul style="list-style-type: none"> - Practicum Committee Member (Delegated Duties- Food Distribution) - Assistance Coordinator-Bulolo Corporate Students. - Conducting In-service Program during Block Teaching.
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Figure 4.c. Sample of working experience in a curriculum vitae.

Introspection

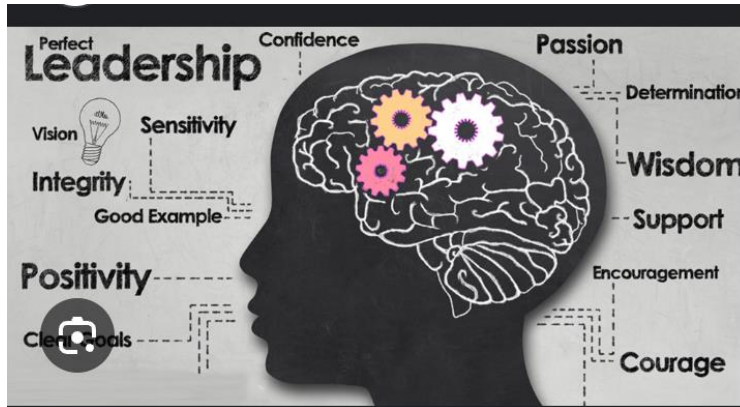


Figure 4.d. Shows the Introspection a leader in the organization

Introspection is about knowing yourself personally in your life, your work physically, emotionally, socially, economically and spiritually in this world of leaving. It is also the process of examining one's own thoughts, feelings and mental processes. Psychologically, introspection is an informal way to explore one's mental and emotional stage. As being a leader in the organization, knowing your leaders more effectively in their job performance and all areas of standard living.

Habits of Effective People

Habits is one of approaches workers do in the organization demonstrated in the working places. Habits are done and demonstrated in different perspective. In the educational context, habits are done Independence and Interdependence educational organization. People have effective habits in self-development and can be address independence which have three habits the move from dependence to independence which are perform masterly. Workers are proactive in their approach, initiate new things and takes responsibility in the risks and benefits as follows. The other approach of independence is self-discovery of the important values display by a characteristic of a person in achieving life goals through the roles and responsibilities as demonstrated in their works of life. Finally, being a principal of an institution, be concise of your own attitude and behaviour in the institution. Manage your own responsibilities and function in the management team you have been monitoring in your organization. In real management, leaders have follower so the leader must lead by examples in every activity personally, groups, teams and in all capacity of the institution. Personally, people in the organization have their own plans either short term plan or long-term plan. Every day to day living those plans must be review through the process of individual health's, successive life style and balance your main aspects of life physically, spiritually, socially, and economically to sustain the standards of living.

Proactive

Being proactive means taking conscious over your life, setting goals and working to achieve them. Be creative in your performance in the work, initiates and innovative new things in the organization. Being self-motivated person in the job, you must be creative in your job performance, implementing things, communicate the work and be a demonstration to others in the job to follow. Teaching field is a career that involved many people (staffs, students, administrators and stakeholders), being a professional person in the job, be proactive in your duties, not reactive. The 4 special human

endowments that give us power: Self-Awareness, Conscience, Creative Imagination and Independent Will.

Establish that the Client is First Before Order Remunerative

What is remuneration? Remuneration is often used interchangeably with reward; however, remuneration systems are subset of reward system. The term remuneration refers to the total monetary income value that an employee receives from an employer in exchange for their capacity as labour. It includes all direct financial remuneration in the form of base salary or wages, over-time or other special cash payments as well as cash income derived from the numerous forms of incentives.

Being a leader or an administrator in the organization, incentives are very important to uphold the workers full potential and consistency in the organization function like; form of token of appreciation, rewards or increments in salary/wages.

TRAITS, ATTITUDES AND BEHAVIOURS OF LEADERS

Introduction

Leadership theory is an explanation of how and why certain people become leaders in different fields/organisations. It focuses on the traits and behaviours that people can adopt to increase their leadership capabilities. The great man theory of leadership, also known as the trait theory, suggests that good leaders are born. They have innate traits and skills that make them great, and these are things that can't be taught or learned. The trait theory suggests that leaders deserve to be in their position because of their special traits.

The behavioural leadership theory focuses on how leaders behave, and assumes that their behavioural traits can be copied by other leaders. It suggests that leaders aren't born successful, but can be created based on learnable behaviour. The focus is primarily on the actions of a leader - this theory suggests that the best predictor of leadership success is viewing how a leader acts. Deliberately, the discuss will focus on; Personality dimension, Emotions, Scruples, Empathy, Adjustment, Openness & Experience, Traits of Effective Leaders, Domain, Great Energy & Self-Confidence, Fate Control, Stability, Integrity, Intelligence, Flexibility, Sensitivity to others, Positive and Negative attitude, and Behaviour Modelling,

Personality Dimensions

In psychology, personality traits are outline within five broad domains dimensions of personality that are used to describe human personality called Big Five. Below is a table containing the full description of Big Five personal traits.

TRAITS	DESCRIPTION
Openness to Experience	Attitude of a person with creativity and innovative in working.
Conscientiousness	A person who is active and self-motivational in working.
Extroversion	Openness and socialize in collaboration with others in work.
Agreeableness	Very compassionate in working and always cooperative with others.
Neuroticism	A person who experiences unpleasant emotions at work.

Emotions

When we look at all the data available on cognitive, intellectual, and philosophical views of leadership, and their combination with other frameworks, we see the power of emotions. Simply put, emotions generate knowledge, and emotionally acquired knowledge is strongly influenced by teachers' and leaders' understandings of their emotions. There is hope of a shift in school culture from one of emotional silence, to one of emotional engagement. Such a change would likely impact leader confidence, focus, well-being, and effectiveness, and could challenge leaders to redefine their schools. Fridja (1986) says, "Emotional phenomena are non-instrumental behaviours and non-instrumental features of behaviour, physiological changes and evaluative, subject related experience as evoke by external or mental events by the significant of such events." As a leader in the organization, emotion is a non-instrumental behaviour in the organization which you as a leader will demonstrate in the organization. Individuals in the organization have different approaches and behaviour in their responsibilities, emotion will demonstrate the feelings of workers either good or bad approaches of individual workers.

Emotions at work can be positive or negative and can arise from desirable or undesirable occurrences (positive emotions/negative emotions). It is important to manage your emotions at work to stay engaged and present and to understand what's expected of you.

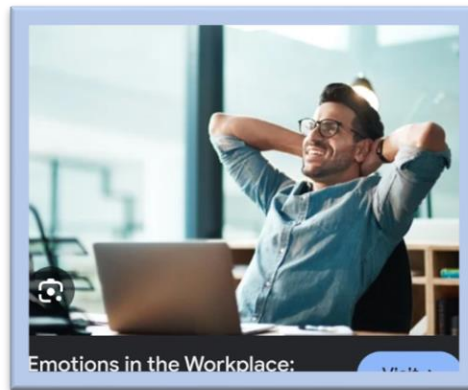
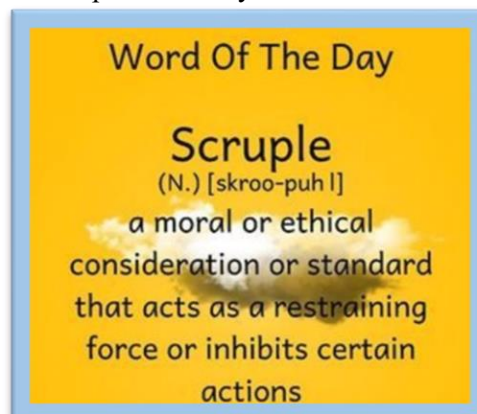


Figure 5.a. Demonstrating Emotions at Workplace

Scruples

Having scruples is a kind of a conscience of morals that cause you to act in ways that you think are right. Scruples are kind of moral compass that let you know what's the right thing to do in the organization.



Moral Values are the worthy principles that one follows to distinguish the right from the wrong. These virtues are considered worthy in building up the character of an individual. Moral Value refers to the good virtues such as honesty, integrity, truthfulness, helpfulness, love, respectfulness, hard-work, etc. Ethical decision-making refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles. In making ethical decisions, it is necessary to perceive and eliminate unethical options and select the best ethical alternative. The process of making ethical decisions requires: Commitment: The desire to do the right thing regardless of the cost. Consciousness: The awareness to act consistently and apply moral convictions to daily behavior. Competency: The ability to collect and evaluate information, develop alternatives, and foresee potential consequences and risks.

Empathy

Empathy is the ability to understand and share the feelings, thoughts and experience of others. It is a selfless act, it enables us to learn more about people and relationship with people, its desirable skills beneficial to ourselves, others and society. Working together in the organization, assisting others who doesn't have the qualification or knowledge to do the work.



Figures 5.b. Shows the skills of practicing Empathy

McLaren (2013) suggest, “Empathy is a social and emotional skill that help us feel and understand the emotions, circumstances, intentions, thoughts and needs of others, such as we can offer sensitive, perceptive and appropriate communication and support. For example: A teacher is specialising in Informational Technology in the institution which other staffs doesn’t have the knowledge and skills, using electrical assessments techniques, the staff with the special skills and knowledge can assist them with the work.

Adjustment

Adjustment is a significant approach in management function responsibilities. Implementation of certain containment in the project might be incorrect, there must be an approached involved in adjustment in the project for the betterment of the implementation. When things are not right, it must be overlooked and adjust mentation immediately. For example: when lecturing courses or facilitating the course program, the learners did not achieve the content delivered to them. This is issues identify (*poor lecture plans*) from your lecture presentation, analyse the presentation adjust for the next presentation.

Mood is one of the things that drives moral of a person in his/her performance in the duties. In psychology, mood is an effective state and in contrast with emotion or feelings. Moods are typically described as having either a positive or negative valences. Moods is also part of the mental health; it demonstrates the characteristic of a person in the organization. There are good mood and bad mood of a person.



Figure 5.c. Demonstrate how to improve your individual moods.

Openness to Experience

Openness to experience describes a dimension of cognitive style that distinguishes imagination, creativity, with conventional people. Open people are intellectually curious, appreciative of arts and sensitive beauty. It tends to compare closed people, more aware of their feelings.

Openness has moderate positive relationship with creativity, intelligence and knowledge. It is also motivational and structural components. The figures below contain the five-factor model of openness experience.

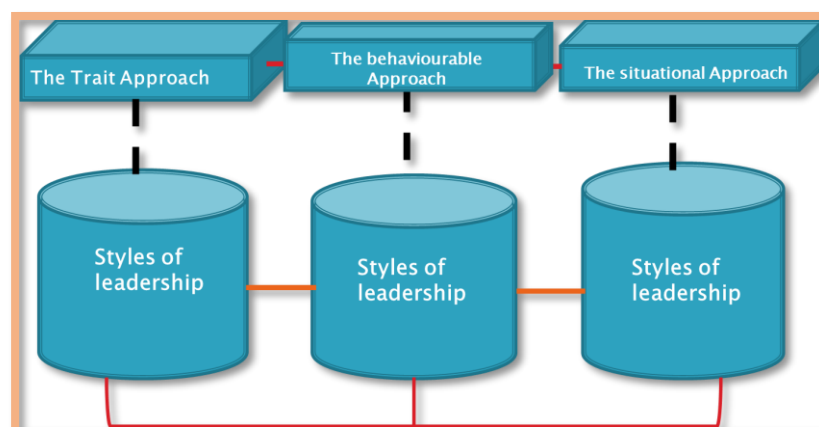


Figure 5.d. Contain the full description of the five factor models.

Education is a systematic organization that comprises of many different sectors. Policies are done and implemented to different arms (Department of Education-Primary Schools, TVET, FODE and Secondary Schools) and (Higher Education Ministry- Colleges, Technical Colleges, Research Institutes and Universities) of the education systems. In these two systems of education, there are new experience offices with well train experience officers in the system. Therefore, staffs with more experience assist, developed policies, train in-experience staffs to work accordingly to reach the target of the education policies. For example; Standard Base Primary School Inspector Basic Education, as an experience officer and qualified person in the field, they conduct work shop and in-service to educate staffs in the teaching field.

Traits of Effective Leaders

Some people may be born with more natural leadership abilities. However, we all learn how to become better leaders. Knowledge about leadership has grown over the years through careful observation and research. Many theories reach similar conclusions by different paths.



Trait approach to leadership focusses on the personal qualities a leader possesses. Many people say some people seem to be natural leaders and others don't. Aristotle too believed that the hour of birth some are marked for subjection, others for rule.

In the 20th century or around 1940s and 1950s, leaders were regarded as those who possess natural traits—physical characteristics (weight & height), personality factors – needs, value, energy and activity

levels, task and interpersonal competence, intelligence and charisma. Traits would generally be affected by: Inheritance, Learning and Environmental factors. Literature in 1940s and 1950s put five general categories of trait approach to leadership. Capacity – intelligence, alertness, verbal facility, originality judgment. Achievement – scholarship, knowledge, athletic accomplishments. Responsibility – dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel. Participation – activity, sociability, cooperation, adaptability, humor. Status – socioeconomic position, popularity.

These traits do not hold true in all or even the majority of cases. Personality trait: relatively stable dispositions to behaviors in a particular way. Motivational trait: a set of energetic forces that originate both within as well as beyond an individual to initiate work-related behavior and to determine its form, direction, intensity, and duration. Choice of action and its degree of success. Skills trait: the skill set to complete a job.

Traits and skills associate with effective leadership



Domain

Domain can be defined as an area, group of items or concepts. In administration, a way to view leadership is in terms of different domains leadership encompasses. One of the good examples of domain leadership is “Ethic”, leaders which practices that type of leadership empowers quality leadership styles. Ethical leadership is exhibiting morals and values in a management position. An ethical leader demonstrates character, morals, and virtue in their work, focusing on the needs and rights of their employees. As an ethical leader, there are some basic responsibilities and obligations for ethic leaders, including setting a good example, holding everyone to the same standard, and making expectations clear. An ethical leader demonstrates appropriate and professional behavior for his or her team. For instance, a leader who lies, avoids responsibility, or does as little as possible in his or her own job is not demonstrating ethical behavior. The team will not respect him or her. Unless their personal code of conduct causes them to be ethical, employees will exhibit the same unethical behaviors as the manager.

Great Energy and Self Confidence

Leadership is how you interact with everyone. Leadership roles and responsibilities are core principles of every organisation in the world to achieve success in the organisation function. Cole (1986) as define leadership in management as a process which enables the organisation to achieve their planning. The concept of energy leadership is the process that develop a personally effective styles of leadership that positively influence and changes a person who interact with each other in the organization. There are other management styles that are very vital in the organization management. Those styles are very effective of monitoring, controlling, organizing and evaluation in the implementation process of the job of the organisation

Management Styles in Organization

Management Style	Description
1. Authoritarian management styles	The authoritarian management style involves managing through clear direction and control. Authoritarian managers typically assert strong authority, have total decision-making power, and expect unquestioned obedience. This type of management style requires clearly defined roles and strict hierarchies and reporting structures.
2. Visionary management styles	The visionary management style is also sometimes called inspirational, charismatic, strategic, transformational, or authoritative. Visionary managers focus on conveying the overall vision of the company, department, or project to their team.
3. Transactional management styles	Transactional management style focuses on using positive rewards such as incentives, bonuses, and stock options to motivate employees to improve their performance. For instance, transactional managers may rely on piece-work pay to incentivize their employees to produce more.
4. Servant Leadership management styles	This management style is also sometimes called coaching, training, or mentoring. A servant management style focuses on supporting your employees. Managers who embrace this style spend their time, coaching, mentoring, and supporting their team
5. Pacesetter management styles	As a manager, you provide instructions and set a work pace, and then expect your employees to follow in your footsteps. Typically, pacesetter involves setting high or hard to reach standards in an effort to drive your team to achieve new bests and hit bigger goals.
6. Democratic management styles	A democratic management style is also sometimes referred to as consultative, consensus, participative, collaborative, or affiliative style. This style is based on the philosophy that two heads are better than one and that everyone deserves to have a say, no matter what their position or title.
7. Laissez-Faire management styles	The laissez-faire management style emphasizes employee freedom. Laissez-faire originates from French and directly translates to “let do” in English. In other words, laissez-faire managers let their employees do what they will, with little to no interference.

Table 5.a. Shows different types of leadership styles visible in great energy.

Being perceived as a leader act as a prerequisite for being able to go beyond a formal role in influencing others. Leadership based on personal magnetism and other qualities. Charisma, although often linked with leadership, is as difficult to define as ‘love’ or ‘good taste’.

They can rally the troops and engage people’s hearts and minds to achieve great things. Three personalities appear in a charismatic leader. Independent and not easily impressed. Curious innovators who seek power and glory. They want to be admired, not loved. Self-reliant, conscientious and into self-development and continual learning. Set high standards, good at creating and maintaining order, resolving conflict and effective operational managers.



Figure 5.e. Shows aspects of self confidence in Charismatic Leadership

Fate Control

Fate control is the idea that a person or group has absolute control over the outcomes of another person in the organisation. Fate control is about the behaviour of individuals in the organization that interact in the environment of the organization. In an organization, workers participate in working together for the betterment of organization success and achievements of vision been plan but for self-promotions. For instance; In the teacher’s college Papua New Guinea, housing is not the condition but there are buildings in the colleges used as shelters, lecturers’ punctuality, attendance, behaviour and attitude towards your performance in the college will satisfy the administration to accommodate you in the institution and be promoted in hierarchy levels in the college.

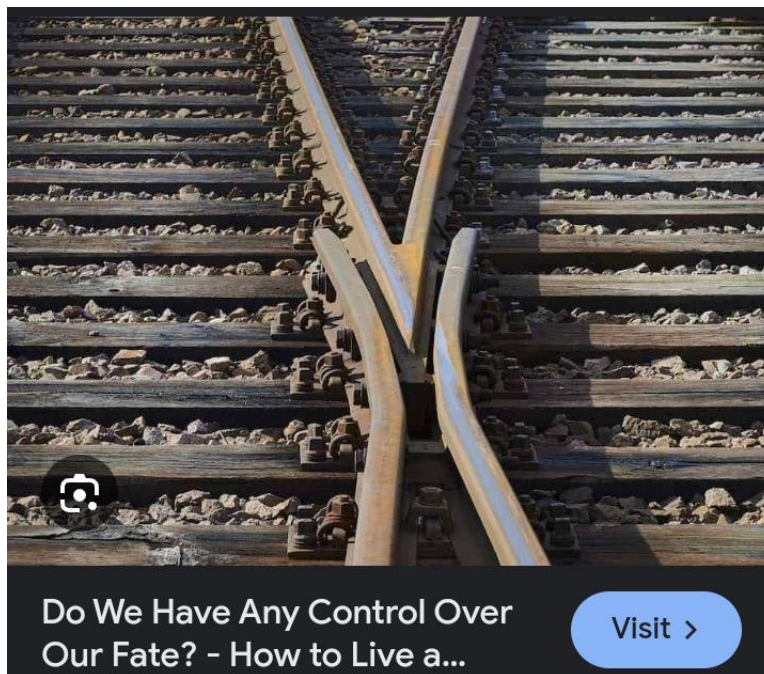


Figure 5.f. The train track demonstrates the direction of the train's destiny-how fate workers in humans' life.

In all tertiary institution around the country, the Department of Higher Education Research and Science Technology controls and monitor all programs, workers and development in the education system of the higher institution. Policies are created to monitor the development and success of a program; worker take in control measures to participate well in the work for the success of the organization.

Stability

An approach in organization leaders is their behaviour of moving around unnecessary and miss management of functions of the organization. Stability is a monitoring tool that can control and monitor the leaders' approach in the organisation management. All the staffs in the organizations are always manipulated by the leader in the organization. If the leader stabilizes his/her movement in travelling around unconditionally, the job will be accomplished as plan and the team members will feel more relaxed and confident about the changes and initiative in a sense that all staffs have a leader and must submit and follow instruction has been planned.

Emotional stable leaders have reasonable degree of self-esteem, create teams who feel psychologically safe to take calculated risk and behave predictably.

Integrity

Integrity is part of the Compass Advantage (a model designed for engaging families, schools, and communities in the principles of positive youth development) because integrity is the basis of social harmony and action. Despite societal forces that test integrity, children deserve a world that values truth, honesty, and justice.

Integrity is a vital quality for the successful leaders because it builds trust and respect with followers. Leaders with integrity are honest, trustworthy and reliable and work according to their words and actions.



Figure 5.g. Display the Key Component of Integrity in Leadership

Intelligence

Intelligence is the ability of mind to comprehend, use through and reasoning for problem solving- the ability to acquire knowledge and use it practically. In an organization, there are many workers, they have different knowledge and qualification and specialize in different areas of work. These workers are intelligence in their lines of duties. For instance; In the education system, lecturers facilitate the program which they are specialize in like, Mr. Willie Anis is specialize in course program; Introduction School Leadership and Management and not good at optional course; Climate Change. In doing so, intelligence is more important for us to strive and sharpen our minds and acquire more acumen. Therefore, in the traits and attitude of leaders and managers in the organization, staffs with different intelligence skills are in the organization implementation of work according to their qualification capacity. These has shape and mold the organization to achieved its vision.

Flexibility

There is always flexibility in work place for the betterment of the organizational functions. It is an agreement between employees and employers to change standard working arrangements to better accommodate employees need. Good leaders are healthy blend and flexibility. There is power in being principled having a clear symmetry of structure, consistency and unwavering values. in the organizational perspective, there is always benefits in flexibility with the employees and employers. The employees, flexibility can help employee be more productive, motivated and satisfy with their jobs and employers can be flexible to improve productivity and retain their workplace. For instance; when the head teacher of a primary school is very vocal and flexible at his/her functions, the teachers or staffs will be reluctant to complete their work and reach out for the school visions aims and goals.

Sensitivity to Others

Schools need to build on existing strengths and areas of high confidence. You might want to start small with a few committed members of staff who can then help embed the project and over time get the whole staff on board. You might want to start with the whole staff and models of coaching and mentoring or collaborative classroom-based. Sensitivity is an approach of wise thinking in doing a work under a supervision of a leader with a good conscience character in the work. There are different classes of people working in an organization, being a worker in the organization, be sensitive working with others in terms of behaviors and attitudes.

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

Positive and Negative Attitudes

As a teacher, act positively and keep your students engaged with a positive attitude. Teaching is mostly effective when students are motivated by the desire to learn, rather than by grades or degree requirements. As a leader, there are always positive and negative behavioral approaches in the organization. Some of the positive approaches of a leader are; you as a leader must be motivational, full of inspiration and a leader must lead by example and demonstrate positive emotions.

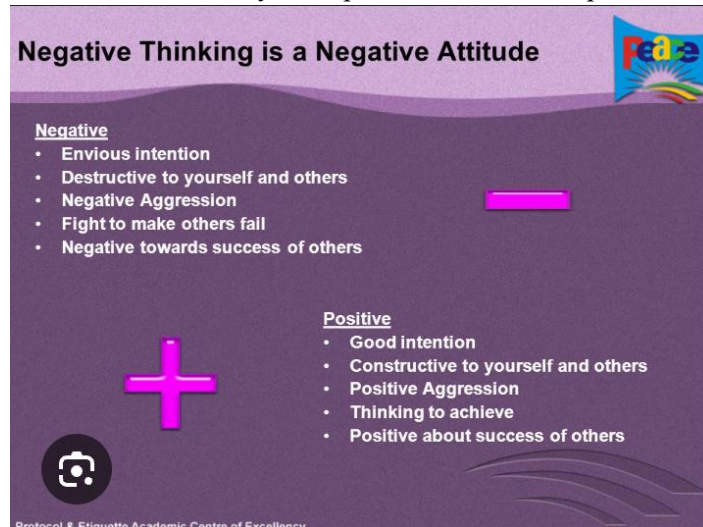


Figure 5.h. Displaying Positive and Negative Attitude.

Many first-time teachers are confused by the new authority of being a teaching assistant, and mistake intimidation for respect. Think of your students as teammates, not adversaries. Learning and teaching are challenging, but that doesn't mean that you can't have fun in the classroom. Stay focused, but don't be afraid to be creative and innovative. Allow yourself to be enthusiastic and find ways to let students see what is interesting about your subject. People's thinking and thought processes often impact on their actions in the activities they perform. Teachers' ways of thinking, feeling, behaving and acting to bring the best out of students in school and classroom contexts is considered of paramount importance in education, because both the positive and negative attitudes of the teachers impact on students' learning and development.

Behavior Modeling

Behaviorism, also known as behavioral psychology, is a theory of learning which states all behaviors are learned through interaction with the environment through a process called conditioning. Thus, behavior is simply a response to environmental stimuli. Behaviorism is only concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner. There are two basic viewpoints of behavioral modeling. In the traditional view of leadership is presented in three forms (Autocratic, Democratic and Laissez-faire).

Traditional Behavioral Modeling		
Autocratic Leadership	Democratic Leadership	Laissez-faire Leadership
<i>"Rarely Effective"</i>	<i>"Commonly Effective"</i>	<i>"Sometimes Effective"</i>
Autocratic leadership is the inverse of democratic leadership. In this leadership style, the leader makes	Democratic leadership is exactly what it sounds like the leader makes decisions based on the input of each	If you remember your high-school French, you'll accurately assume that laissez-faire leadership is the least

<p>decisions without taking input from anyone who reports to them. Employees are neither considered nor consulted prior to a direction, and are expected to adhere to the decision at a time and pace stipulated by the leader.</p> <p>An example of this could be when a manager changes the hours of work shifts for multiple employees without consulting anyone -- especially the effected employees.</p>	<p>team member. Although he or she makes the final call, each employee has an equal say on a project's direction. For example, in a company board meeting, a democratic leader might give the team a few decision-related options. They could then open a discussion about each option. After a discussion, this leader might take the board's thoughts and feedback into consideration, or they might open this decision up to a vote.</p>	<p>intrusive form of leadership. The French term "laissez faire" literally translates to "let them do," and leaders who embrace it afford nearly all authority to their employees.</p> <p>In a young startup, for example, you might see a laissez-faire company founder who makes no major office policies around work hours or deadlines. They might put full trust into their employees while they focus on the overall workings of running the company.</p>
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Table 5.b. Contain the Traditional Behavioral Modeling of Autocratic, Democratic and Laisser-faire

Recently, the theorist has developed and offer three different behavioral models; production oriented, utilitarian and employee orientation. Production oriented focuses and emphasis on the technical aspects of the work. Concern with production of the organization to be implemented in accordance to the planning done. As the role of the manager in the organization he/she make sure the task completion must be done that resulted in productive achievement of the organization.

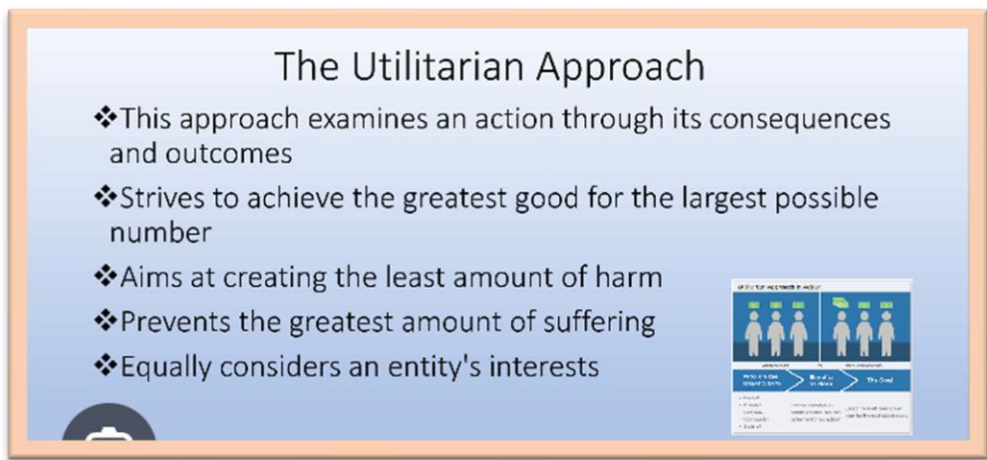


Figure 5.i. Shows the Utilitarian Approach

The head teachers of the primary schools, secondary schools and tertiary institution have high expectation of students learning. In this scenario, high performance expectation is required by the staffs in their line of duties. Finally, employees-oriented leaders emphasize on the progress and personal aspects of work environment and view them as unique while attending to their personal needs. Oriented Leaders-these leaders have a strong bias towards getting the job done without worrying about their rapport or bond with their followers.

LEADERSHIP SKILLS

Introduction

In an Indeed survey, 55% of employers cited asking about leadership skills in an interview as the most accurate evaluation of a candidate’s ability to succeed in a role. As you develop leadership skills, you’ll likely use different processes and methods to achieve your employer’s objectives and meet the needs of the employees who report to you. To be effective as a manager, you might use several different leadership styles at any given time. In doing so, when practicing the appropriate leadership skill will have a great impact in the organization sustainability program functions. Therefore, the lesson will cover; Identifying features of a leader, setting personal goals, Effective communication and message issues, Attitude changes, Personal attitudes towards changes, Creating Learning, Proactive and Flexibility, and Learning & Resistance.



Figure 6.a. Illustrate the Leadership skills

Identifying Features of Leader

Too many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Good leadership is developed through a never-ending process of self-study, education, training, and the accumulation of relevant experience (Bass & Bass, 2008). Consider the for notable features of leadership; Emotional Maturity, Financially Stable, Technical Knowledge, Passionate about the Organization, Exercise Creativity, Exercise Good Judgement, Have Empathy and Effective Communication

Setting Personal Goals

This principle explains how students can use short-term (proximal), specific and moderately challenging goals to increase self-efficacy and build toward larger goals. Students should maintain a record of progress toward their goals which is monitored by both the student and the instructor. After student’s experience success with moderately challenging proximal goals, they will be more likely to become intermediate risk takers, which is one of the most significant attributes present in achievement-oriented individuals. As a result, they will be capable of achieving larger distal goals. In leadership, goals are very important target in the organization to perform and achieve. In the policy making, there is a vision, mission, aims, goals and objectives of the organization to achieve. Therefore, as individuals in the organization, set personal goals in accordance with your roles and responsibilities for you to achieve in your work. For instance; My personal goal is to attend working duties at all times, the target was personally managed and achieved. At the end of the day, I have achieved my goals in attending work.

Affective Communication and Message Issues

Affective communication is the process through which people express feelings about things, themselves and others. In a leadership perspective, allow your workers to express their mind and thought in the organization. Some of the staffs, their thoughts are very vital for the betterment of organizational functions. Darlington (2012) suggests, “Even with genuine caring attitude, communication still be nuclear, inept or misunderstood. This is where skills enter. Research shows that certain communication behaviors’ enable us to send message more accurately and effectively.” For example: The principal of the college address to the students that the mess rations will be minimize because of fundings from the National Government not coming into the college account. That is an issue so how can that be address to the student’s body. Some of the students are so intelligence and they will ask your more questions like; Why there is no money when we paid in full fees? How is your structural plan for the institution? In doing so, your communication and message as

the college principal must be clear, standard message and effective communication done to the students.

Using “I” in the communication is very important to minimize misunderstanding, and messaging effective tool in deescalating defensiveness and improving communication within the relationship in the discussion. An important part of “I” message is being able to express our own thoughts and emotional experience with the issues on hand.

Attitudes Changes

Attitude change is the process of altering a person existing attitudes. Attitudes are believing and behaviors associate with an object and they can be subject to change through social influence or an individual’s motivations.

Factors	Description
Persuasiveness	Attitude change approaches emphasis the source, nature and audience of persuasive message.
Cognitive dissonance	A theory that explains how people experience inconsistencies between their attitudes, believes and behaviors.
Learning Theory	It is about classical condition, operant conditioning and observational learning can all be used in change attitude.
Personal Review	Attitudes that are more personally relevant are harder to change.

Table.6. a. The table explains the factors in attitude changes.

Attitudes are naturally in build in a person that are inherited from parents and the environment the person is adapted to in the community, schools and place of work from a leader. Some of the attitudes will be the person for the rest of his/her life but others can change like; changing environmental locations because of job employments, changes in educational levels for secondary to tertiary institutions, changes in position of work through promotions to senior level and your physical growth in the body system.

Personal Attitudes towards Changes.

Learning to recognize the phases of change and ways to deal with them can help us work more effectively with changes as it occurs. In reality, each one of us have our own attitude which derive from sources like; inherited from family, environment that we reside and our professionalism in working. Innovation is happening in the organization, to be effective professional person in the organization, your personal attitude must be core-inside with the changes that are happening in organization.

For example: Online program in Papua New Guinea is newly implemented education system in the country which students and workers are confused on how to cope with the new system but adjusting and flowing with the changes helps the students working well with their studies in learning.

Creating Learning

In *The Child and the Curriculum* (Dewey, 1990), the role of the teacher is described as building a bridge between the world of the child and the intellectual, cultural life of the community, a task that requires a deep understanding of both the logical structure of subject knowledge and of the learner’s psychological development. For the child, informal learning outside the classroom is a continuous, integrated process with no conscious division between experience, inquiry and knowledge; a process in which interest is assured and relevance can be taken for granted. However, the range of such experience may be idiosyncratic and it is through formal education that children can participate in the wider cultural and social life of the community.



Figure 6.b. Attributes of Pedagogy

Pedagogy involves building a bridge in child - curriculum and teacher's role is in building a bridge between the child & intellectual, cultural life of the community. Task- deep understanding of both the logical structure of subject knowledge and of the learner's psychological development (Dewey, 1990). Open pedagogy is basically about a particular use of open educational resources, or at least resources that are openly licensed students can learn.

Proactive and Flexibility

Proactive behavior is defined as self-directed and future focus actions in an organization which the individuals aim to bring changes into the system. In an organization, there are leaders who controls and monitored section in the organization. Workers with different qualification and knowledge to perform in the organization. To be an effective person in the organization, you must be proactive and flexible in the job. Be creative and innovative in the work, don't let others to control you but work with higher potential to create changes in the organization.

For example: In the college which I was working as a lecturer, staffs always late in lectures and student teachers always complied with staffs ongoing lateness. Without informing the hierarchies, I draft a time working schedules "Time Book" to monitor attendance and punctuality of staffs work performance. From that time and on, all staffs a present during lecture time.

Learning and Resistance

The job of leadership is never ending. Leadership is a mandate responsibility and control. Leadership in biblical understanding "a leader has followers; followers follow the leader and leaders lead"-Moses is the leader of Israelites and the people of Israel follow Moses in the wilderness for 40 years. Moses leads the people of God during good times and bad times, he even develops rules and procedures for God's people to follow from God's hands until he handover the mandatorily duties to Joshua to his place and look after the people of God.

Leadership based on personal magnetism and other qualities. Charisma, although often linked with leadership, is as difficult to define as 'love' or 'good taste'. The term has been borrowed from the Bible where Paul, in the New Testament, lists the various charisms, or gifts of the Holy Spirit, the Christians may possess. Throughout history, people have tried to heighten their charism in various ways. For example; In pre-developed societies, leaders often wore special clothing, masks and ornaments to give them a larger-than-life appearance. Kings and Queens buttress their position with palaces, robes and crowns. Executives reinforce their stature with large office, expensive suits and big desks (Nodeson et al, 2012).

Introduction

Organization means any social unit that pursues a specific goal which is structured for them to achieve. In any organization, there are different ways and strategies that the manager runs the organization with and these strategies are termed as, “Leadership Management Styles.” In the living world today, there are many organizations which have implemented different management system to acquire the development of their organization. The effort of the manager in the organization will have an effect on the workers and increase the productivity of a given task in the organization (effort put forward, work is done). For example: An establishment of school goal and vision statement will have an effect on teacher’s role implementation and achievement of the school.

Therefore, this discussion will be based on the management skills used as a leader in the organization like; persuasion skills, motivational skills, delegation skills, negotiation skills, conflict management skills, origin and evaluation of conflicts, conflict fight, model of conflict resolution, change management, process of change and trends of change.

Persuasion

Persuasion means changing someone’s mind. If the mind isn’t changed, the person hasn’t been persuaded, it’s that simple. So, a leader’s job is to change minds, but consider that decision-making is fundamentally emotional. Recent brain research shows that if you incapacitate the part of the brain concerned with emotions, through a stroke or other brain trauma, people can’t make decisions. Being a leader, you have followers in the group or organization, persuasion is a remarkable instrument to influence the staffs to work accordingly to achieved the organizational goals.

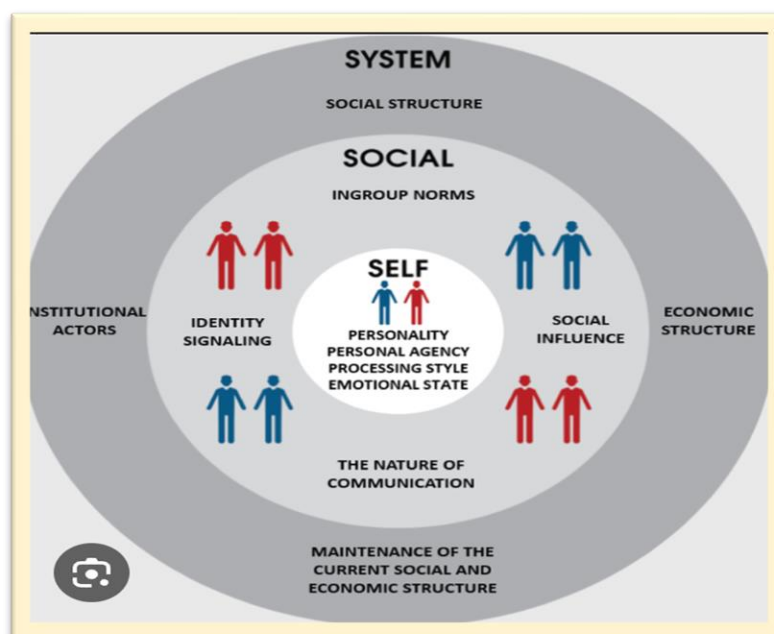


Figure 7.a. The pie chart shows 3 areas of how persuasion operates.

For instance; Being a principal of an institution, there are staffs who work perfectly in accordance to the policy and other who lack potential in work performance in the institution, as the principal use incentives to boost the morale of the working staffs in the organization to work in competency to achieve the set goals for the institution.

Motivation

Motivation is the ability to act on situation that needs attention. Here are some motivation techniques that will help to get staff reenergized and engaged at work. For instance; In doing research, identify the problem, motivation used in exploring the problem is because I am a senior teacher, teaching at Patep Primary School (Bulolo District), Morobe Province under primary teaching of education in

Papua New Guinea. I would like to research on the different skills, strategies, and structure of classroom management. In the tertiary institution, students have different areas or factors of been motivated to their choice of studies which are convenient to them. The pie chart below demonstrates the factors that motivate the students.

The research will manipulate the appropriate skills of classroom environment to teachers and increase the standards in integral development in classroom management. To begin with, make sure you have the right conditions in place so that your work culture supports motivation. Make sure the following conditions are offered; fair pay and conditions, a comfortable, safe, working environment, opportunities for employees to socialize and make friends, clearly defined work responsibilities and goals, education and training opportunities and finally career opportunities.

The table below contain the practical techniques that you can used to improve in your motivation in your workplace.

Practical Motivation Techniques	
Motivation Techniques	Description
Treat Employees as Individuals	Do you make assumptions about what motivates your employees? Some are likely to be career focused, but others may see their work as a place to make friends and earn money.
Treat Employees with Respect	Get to know your employees on a personal level, and offer support when needed, even if it is only to listen to their concerns.
Provide Opportunities from Employee Learning & Development	Encourage a learning climate, through structured on-the-job training programs, job transfers, inter-disciplinary projects and support for further education.
Make the Workplace a Fun Place	Having fun is one of the best motivation techniques. Small things can make all the difference, bringing sweets to team meetings, sharing non-business news through newsletters, surprising employees with a birthday cake, and asking the employees for their opinion on what would make the workplace a fun place.

Table 7.a. Demonstrate Motivational Techniques

Personality & Motivation

The table below signifies the significance of motivation in developing a quality leadership style.

Aspects of Motivation in Leadership	
1	Leaders must handle complex issues in the organization. Leaders must lead (Be consistence in your role as a leader during good times and bad times).
2	Leaders must exercise/have or good dominance over the workers in the organization or over the organization
3	Leaders must be corporative in the in the social needs of the workers and the organization (Organizational needs include; staffs' welfare, facilities maintain regularly, regular incentives etc..).

Table 7.b. Demonstrate the aspects of motivation in leadership

A leader with positive approach in his/her leadership create a positive environment is more likely to create a more engaged and productive workforce. Some of the qualities of a good leader are; Understand your own leadership style. Learn about your strengths and weaknesses. Leaders should offer new challenges to their followers with good support in order to achieve set goals. Transformational leaders display the behaviors and characteristics that they encourage in their followers.

Great leaders are not just focused on getting group members to finish tasks; they have a genuine passion and enthusiasm for the work they do. Keep lines of communication open; such leaders can ensure that group members feel able to make contributions and receive recognition for their achievements. Pay attention to the things that have been effective in the past and always be on the lookout for new ways to inspire, motivate and reward group members.

Motivation and Emotional Intelligence

Bradberry says (2009), "The daily challenge of dealing effectively with emotions is critical to the human condition because our brains are hard-wired to give our emotions the upper hand. Emotional intelligence is not about traditional intelligence. It is about our ability to handle ourselves and others. It is all about our ability to get along with others and build relationships.

Goleman adds (1995), “The two minds, emotional and rational operate in tight harmony. Ordinarily there is a balance with the emotional mind feeding into and informing the operations of the rational mind and the rational mind refining and sometimes vetoing the inputs of emotion.”

There are five components of Emotional Intelligence:

1. **Self-Awareness** – A person who is self-aware understands their own moods and emotions and also how those moods and emotions may impact others.
2. **Self-Regulation** – Someone who exhibits self-regulation thinks before they act. Remember that person you worked for? The one who used to get red in the face, yell and scream and throw notebooks across the room? They were not exhibiting self-regulation at all.
3. **Motivation** – If you love to work and it is not just for money or for status, if you have a strong drive to achieve, then you know about motivation.
4. **Empathy** – The empathetic individual is able to understand the emotions of others and also learns to treat them as they wish to be treated.
5. **Social Skill** – Do you know someone who is able to meet new people and immediately develop a rapport with them? It is likely that they are very accomplished in the area of social skill.

Figure 7.b. Describes the components of emotional intelligence

The Motivation Through Needs Analysis

The effective analysis in the organization involves a clear situation analysis, problem solving and organization diagnosis and this involves; Review on past experience and challenges in terms of inclusion, Inventory of what has been developed and what areas still need still to be explored and Health Check of your internal procedures. In the education system in the country, Papua New Guinea, there are many policies implementation throughout all the education sectors in the country starting from primary education to tertiary intuition. In doing so, all the policies must be analyzed and knowing the progress of all policies. That will give you as the Education Secretary a glance view of the operation of the education system of the country.

In Papua New Guinea, the education curriculum system has changed regularly. Outcome Base Curriculum was used in primary education and secondary education in the country and in 2017, the curriculum changes to Standard Base Curriculum which was currently used in teaching today. In order for such changes that will be happening in the country, consider the needs of the changes, what really causing us to change the system? In doing so, consider the need analysis; Collect background information of the issues that needs changes, know the needs that will sustain the learning capacity of the students, what strategies or structures are you involving in the system for the benefit of the learners? Involve the appropriate skills that are relevant in terms of appropriate resources that will be used to implement the new system and also builds up learners’ competency in learning.

Delegation

There are only so many people you can help by doing these tasks. Also, your success is limited, because the number of people you can help is limited. This can lead to a real sense of pressure and work overload, because you can't do everything that everyone wants, and this can leave you stressed, unhappy, and feeling that you're letting people down. One of the most common ways of overcoming this limitation is to learn how to delegate your work to other people. If you do this well, you can quickly build a strong and successful team of people and will be able to meet the demands that others place. Delegation allows you to make the best use of your time and skills, and it helps other people in the team grow and develop to reach their full potential in the organization.

PROFESSIONAL DEVELOPMENT STRAND MEMBERS TEACHING LOADS FOR SEMESTER 2, 2024							
Year	Course	Coordinators	Assistants	No of Periods	Loading	Sections	Lecturer
1	Teaching Skills and Strategies	Mrs Talai	Ms Kiga	3	2 x 3 = 6 2 x 3 = 6 1 x 3 = 3 2 x 3 = 6	101 - 102 103 - 104 106 105 - 107	Mrs Talai Mr Francis Mr Mangheyuc Mr Anis
	Practicum 1	Mrs Anis	Ms Kiga				Section Advisors
2	Child Development & Inclusive Education	Ms Kawane	Mrs Kuri	3	3 x 3 = 9 2 x 3 = 6 2 x 3 = 6	201 - 203 204 - 205 206 - 208	Ms Kawane Mr Mandali Mrs Kuri
	Practicum 2	Mrs Talai	Mr Mangheyuc				Section Advisors
3	Managing Learning	Mrs.Kuri	Ms Kawane	3	1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 2 x 3 = 9	301 302 - 303 304 - 306 307 - 308	Mrs Kuri Mr B Barai Ms Kiga Mr Kamen
	Practicum 3	Mr.Francis	Mr Kamen				Section Advisors
4	INTRODUCTION TO SCHOOL LEADERSHIP 2	Mr Anis	Mrs Talai	3	1 x 3 = 3	401	Mr Anis
4	RESEARCH METHODS 2	Mr Francis	Mr Ms Kiga	3	1 x 3 = 3	401	Mr Francis

Figure 7.c. Signifies the delegated duties for staffs I Professional Development Strand in Teachers College.

As being a principal of an institution, always consider the effectiveness of work in the institution or organization. The progress and achievements in the work depends on the work delegation. The table below emphasize on the effective principles to follow in successful delegation of work;

Principles of Work Delegation	
1	Clearly articulate the desire outcome.
2	Clearly identify constrains and boundaries.
3	Include people in the delegation process.
4	Match the number of responsibilities with the number of authorities.
5	Delegate to the lowest possible organization level.
6	Provide adequate support and be available to answer questions.
7	Focus on the achievements/results
8	Avoid "Upward Delegation."
9	Building motivation and commitments
10	Establish and maintain control.

Negotiation

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organization they represent). General negotiation skills can be learned and applied in a wide range of activities. Negotiation skills can be of great benefit in resolving any differences that arise between you and others

As Cohen suggests (2002), "When people want to do something together, they need a mechanism to accomplish this. A successful negotiation has taken place, when parties end up mutually committed to fulfilling the agreement they have reached." In the education system in PNG, there are many issues happening in the bureaucratic alignment of duties. The education reform following 1,6,6 structure and building junior high schools in primary. Issues core insides with the changes are; financial issues, infrastructure issues, limited curriculums resources in all schools and the list continues. Those issues need to be negotiated for the success and benefits of students learning and achieving Papua New Guinea Vision 2050.

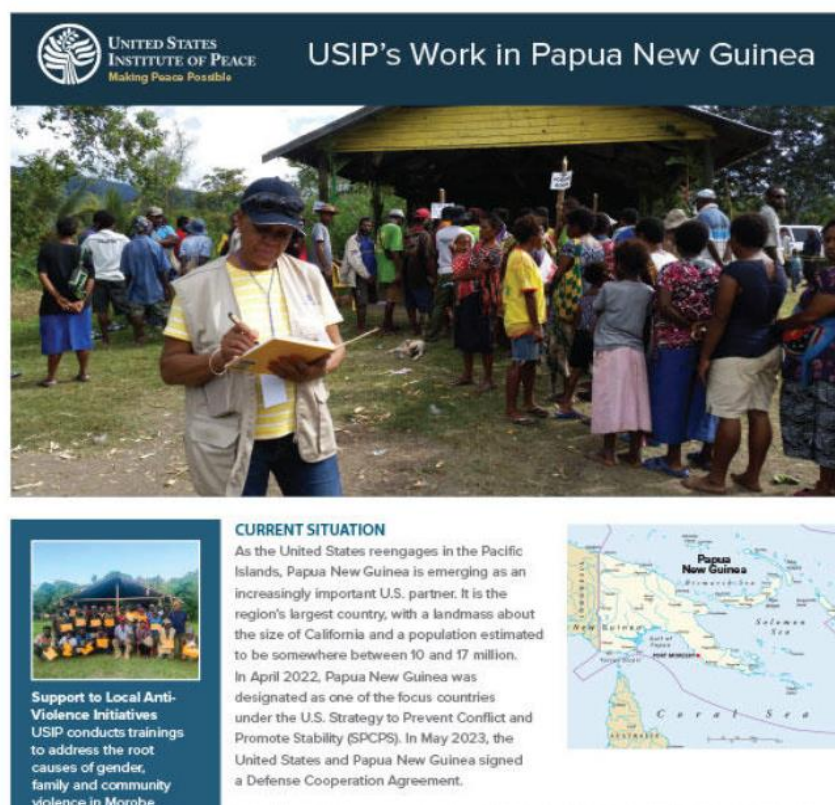


Figure 7.d. An abstract showing the current issues in Papua New Guinea

Profile of Negotiators

It is interesting to note that negotiators have specific personality traits that have been linked with estrogen. Although estrogen is known as a female sex hormone, men have it, too, and there are plenty of male negotiators. As the name suggests, this type is superb at handling people.

Negotiators instinctively know what others are thinking and feeling. They artfully read facial expressions, postures, gestures, and tone of voice. Their interest in identity extends not only to others but to themselves. So, they are introspective and self-analytical—men and women who take pleasure in journeying into their thoughts and motives. As a result, when they form a partnership, they like to delve deeply into the strengths and weaknesses of the relationship. Not only do negotiators connect psychologically, they also have the ability to remain mentally flexible. As a leader in the organization, you will be the potential person to understand and know the feelings and thought of the workers in the organization to negotiate and creating a conducive learning environment.

Negotiation Process

In order to achieve a desirable negotiation outcome, it may be useful to follow a structured approach to negotiation. For example, in a work situation a meeting may need to be arranged in which all parties involved can come together.

1. **Preparation** - Before any negotiation takes place, a decision needs to be taken as to when and where a meeting will take place to discuss the problem and who will attend.
2. **Discussion** - During this stage, individuals or members of each side put forward the case as they see it, i.e., their understanding of the situation. Key skills during this stage are questioning, listening, and clarifying.
3. **Clarifying Goals** - From the discussion, the goals, interests and viewpoints of both sides of the disagreement need to be clarified.
4. **Negotiate Towards a Win-Win Outcome** - This stage focuses on what is termed a Win-Win outcome where both sides feel they have gained something positive through the process of negotiation and both sides feel their point of view has been taken into consideration.
5. **Agreement** - Agreement can be achieved once understanding of both sides' viewpoints and interests have been considered.
6. **Implementing a Course of Action** - From the agreement, a course of action has to be implemented to carry through the decision.

Power & Negotiation

Dawson (2011) mention that, “Power negotiation takes another position. It teaches you how to win at the negotiation table, but leave the other person feeling he or she won.” The authoritarian management style involves managing through clear direction and control. It is also sometimes referred to as the autocratic or directive management style. Authoritarian managers typically assert strong authority, have total decision-making power, and expect unquestioned obedience.



Figure 7.e. Describes the powers of authority in negotiation

This type of management style requires clearly defined roles and strict hierarchies and reporting structures. Employees should not have to question who is responsible for what. To be an effective authoritarian leader, you need to be willing and able to consistently stay up-to-date on your teams’ work and to make any and all decisions.

Conflict Management

Conflict management is something that companies and managers need to deal with. Conflict significantly affects employee morale, turnover, and litigation, which affects the prosperity of a company, either constructively or destructively. Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting.

Properly managed conflict can improve group outcomes. One way to address organizational conflict is to create formal procedures which can guide and facilitate organizational behavior and interactions. This can reduce confusion about role expectations, clarify chains of command, and proscribe appropriate methods for completing tasks and advancing organizational goals. Noble (2012) suggest, “Each of us makes mistakes, has buttons that can be pushed, areas of particular sensitivity. Conflict management coaching aims to expand our self-awareness and build our confidence to deal with conflict.”

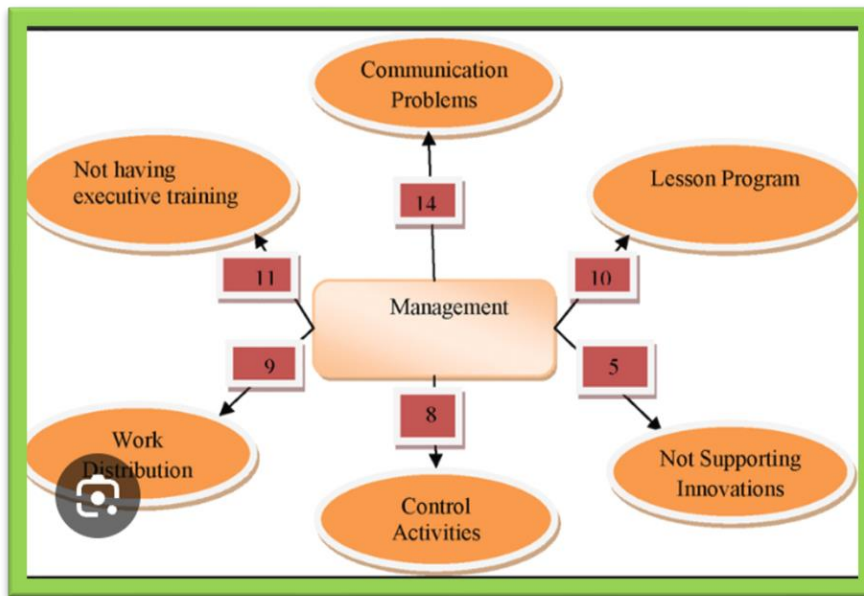


Figure 7.f. Shows the conflict in management

Conflicts happens in the organization for the betterment of its progresses in the work for its achievements of goals. Employees morality is the is very important in the organization or a working field. Moral Values are the worthy principles that one follows to distinguish the right from the wrong. These virtues are considered worthy in building up the character of an individual. Moral Value refers to the good virtues such as honesty, integrity, truthfulness, helpfulness, love, respectfulness, hard-work, etc. If the moral values of a worker are not satisfying, there will be conflict in the management process in the company or an organization.

Origin and Evaluation of Conflicts

Author Jaffee notes (2008), “The emergence of a factory system of production during the early stages of industrial capitalist development in Europe and the United States presaged the beginning of organizational conflict. The perpetual challenge posed by the human factor of production revealed itself even before workers had entered the factory.” Conflict stemmed not just from the reorganization of work life, and the human reaction to it, but the hierarchical managerial command structure inherent in most organizational forms. In the bureaucratic system, leaders from the hierarchic delegate the responsibilities to the workers for implementation and workers follow orders simultaneously. For example: Head teacher delegated the work to the staffs for implementation.

Conflicts may occur within the following scenarios;

- A party is required to engage in an activity that is incongruent with his or her needs or interests.
- A party holds behavioral preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences.
- A party wants some mutually desirable resource that is in short supply, such that the wants of all parties involved may not be satisfied fully.
- A party possesses attitudes, values, skills, and goals that are salient in directing his or her behavior but are perceived to be exclusive of the attitudes, values, skills, and goals held by the other(s).
- Two parties have partially exclusive behavioral preferences regarding their joint actions.
- Two parties are interdependent in the performance of functions or activities.

Conflict Fight

There are different conflicts that takes place in the organization or other field of work. Conflicts are done in the organization for the betterment of the organization to rephrase its structures for the progress and success of the organization. The table below describes four types of conflict;

Types of Conflicts	
Interpersonal Conflict	Refers to a conflict between two individuals. This occurs typically due to how people are different from one another.
Intrapersonal Conflict	Occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions.

Intergroup Conflict	Is a type of conflict that happens among individuals within a team. The incompatibilities and misunderstandings among these individuals lead to an intragroup conflict.
Intragroup Conflict	Takes place when a misunderstanding arises among different teams within an organization.

Model of Conflict Resolution

There have been many styles of conflict management behavior that have been researched in the past century. Currently, two primary models of conflict resolution are used and they are mediation and arbitration.

Mediation is a voluntary dispute resolution process where all parties must consent to participate in good faith and work toward a mutually agreeable resolution. Mediations are not "decided" in favor of one party or another; rather, the mediator simply facilitates the negotiation process. Arbitration, on the other hand, is a dispute resolution process in which a neutral party (the arbitrator) hears a dispute between one or more parties and, after considering all relevant information, renders a final decision in favor of one of the parties. Arbitration decisions may be either binding or non-binding, depending on the terms of the arbitration agreement.

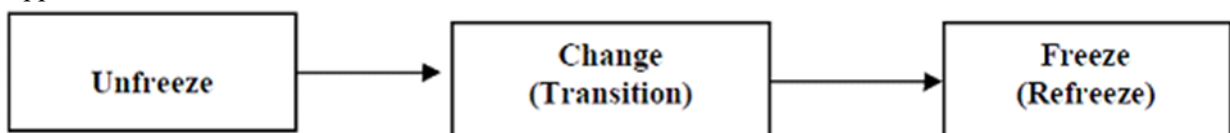
There are five different primary strategies that individuals unknowingly use during times of conflict;

1. **Accommodating** - Accommodation involves having to deal with the problem with an element of self-sacrifice; an individual sets aside his own concerns to maintain peace in the situation.
2. **Avoiding** - In this approach, there is withdrawal from the conflict. The problem is being dealt with through a passive attitude.
3. **Collaborating** - Collaborating aims to find a solution to the conflict through cooperating with other parties involved.
4. **Competing** - Competition involves authoritative and assertive behaviors.
5. **Compromising** - Compromising is about coming up with a resolution that would be acceptable to the parties involved.

Change Management

Change is a phenomenon; a fact or situation that is observed to exist or happen, especially one whose cause or explanation is in questions, something that exist and can be seen, felt, and tasted. Is an experience which are felt, seen and impacts on one's life. It leads to something new, an improvement. It does not take place in a vacuum but it involves people and that are shift in thinking, behavior, attitude, action and activity.

Change management draws on theories from many disciplines, including psychology, behavioral science, engineering, and systems thinking. And there are many different models to choose from. For example, Lewin's Change Management Model splits the change process into three key stages known as "unfreeze-change-refreeze," while Kotter's 8-Step Change Model provides a more comprehensive guide through change. A central idea of all change management theories is that no change ever happens in isolation.



Lewin's Change Management Model splits the change process into three key stages known as "unfreeze-change-refreeze."

Stage 1 - **Unfreezing**: This is the first stage of transition and one of the most critical stages in the entire process of change management.

Stage 2 - **Change**: This stage can also be regarded as the stage of Transition or the stage of actual implementation of change. It involves the acceptance of the new ways of doing things.

Stage 3 - **Freeze (Refreezing)**: During this stage, the people move from the stage of transition (change) to a much more stable state which we can regard as the state of equilibrium.

Kotter's 8-Step Change Model provides a more comprehensive guide through change.



1. **Creating an Urgency:** This can be done in the following ways:
 - Identifying and highlighting the potential threats and the repercussions which might crop up in the future.
2. **Forming Powerful Guiding Coalitions**
This can be achieved in the following ways:
 - Identifying the effective change leaders in your organizations and also the key stakeholders, requesting their involvement and commitment towards the entire process.
3. **Developing a Vision and a Strategy**
This can be achieved by:
 - Determining the core values, defining the ultimate vision and the strategies for realizing a change in an organization.
4. **Communicating the Vision**
 - Communicate the change in the vision very often powerfully and convincingly.
5. **Removing Obstacles**
 - Ensure that the organizational processes and structure are in place and aligned with the overall organizational vision.
6. **Creating Short-Term Wins**
 - By creating short term wins early in the change process, you can give a feel of victory in the early stages of change.
7. **Consolidating Gains**
 - Achieve continuous improvement by analyzing the success stories individually and improving from those individual experiences.
8. **Anchoring Change in the Corporate Culture**
 - Discuss the successful stories related to change initiatives on every given opportunity.

Process of Change

Change management processes should include creative marketing to enable communication between changing audiences, as well as deep social understanding about leadership's styles and group dynamics.

Successful change management is more likely to occur if the following are included; Benefits management and realization to define measurable stakeholder aims, create a business case for their achievement (which should be continuously updated), and monitor assumptions, risks, dependencies, costs, return on investment, and cultural issues affecting the progress of the associated work. Effective communication that informs various stakeholders of the reasons for the change, the benefits of successful implementation, as well as the details of the change. Devise an effective education, training and/or skills upgrading scheme for the organization.

Trends of Change

Author Llopis adds (2014), "Business environments are changing rapidly and that requires its leaders to change just as rapidly to keep up. The result of these changes is the natural evolution of a company's business model that now demands that its leaders serve as change agents to lift and lead the entire company." The following lists outline the most current change management trends; The awareness of the need and value of Change Management is increasing at all levels of organizations. Organizations continue to devote more resources and positions to Change Management. Change Management activities are being introduced earlier and more often into Project Management programs. Demand is growing for building internal Change Management competencies versus relying

on outside consulting. There is a greater demand for Change Management training and certification within organizations

Trends in Change Management	
Agile change management	This process focuses on small continuous changes that allow organization to test, learn and adjust real time. It's an iterative approach that improves team collaboration.
Developmental change	This is the simplest type of change, where existing skills, processes or performance standard are improved.
Incremental change	This approach uses small systematic steps to solve problems overtime.

Table 7.c. Show the trend of change management

Summary

To conclude, management and administration are the fundamental instruments and function of a leader. Administration and management skills is about implementing the leadership roles in the organization following the procedures and structure of management. In management perspective, intellectual capital management workforce is about the collective knowledge, skills and experience of leaders in the organizational functions to achieve the organizational goals. Communication is the basic process of giving and receiving information through various channel of communication. In an organization, communication is an important tool for the effective success of the organization.

Benchmarking is the process that compares a business or an organization performance to industrialize standards and other companies' best practices. It can be used to identify areas for improvements, gain a competitive edge and increase market shares. In education, benchmarking is a process that compares student performance against the standards and goals to assess the progress and identity for areas for improvement. Self-development is the capacity and actions to grow one's self-awareness, abilities, talents and skills in order to improve a person quality of life. This is a personal development maybe done anytime and in any place with or without the help of others.

Some people may be born with more natural leadership abilities. However, we all learn how to become better leaders. Knowledge about leadership has grown over the years through careful observation and research. The traits do not hold true in all or even the majority of cases. Personality trait: relatively stable dispositions to behave in a particular way. Motivational trait: a set of energetic forces that originate both within as well as beyond an individual to initiate work-related behaviors and to determine its form, direction, intensity, and duration. Choice of action and its degree of success. Skills trait: the skill set to complete a job. Intelligence is the ability of mind to comprehend, use through and reasoning for problem solving- the ability to acquire knowledge and use it practically.

Furthermore, in an Indeed survey, 55% of employers cited asking about leadership skills in an interview as the most accurate evaluation of a candidate's ability to succeed in a role. As you develop leadership skills, you'll likely use different processes and methods to achieve your employer's objectives and meet the needs of the employees who report to you. To be effective as a manager, you might use several different leadership styles at any given time. In doing so, when practicing the appropriate leadership skill will have a great impact in the organization sustainability program functions. Organization means any social unit that pursues a specific goal which is structured for them to achieve. In any organization, there are different ways and strategies that the manager runs the organization with and these strategies are termed as, "Leadership Management Styles." In the living world today, there are many organizations which have implemented different management system to acquire the development of their organization. The effort of the manager in the organization will have an effect on the workers and increase the productivity of a given task in the organization.

Finally, the administration and management skills are the roles and responsibility of a leader. In order to demonstrate effective leadership in the organization, the management skills are very important as an instrument that can be used as a tool for the organizational functions. Therefore, to be an effective leader in your organization, implement the effectiveness of administration and management skill to be productive and achievable for the organizational vision and goals.

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