

Hei



PSP - January 1987
THE ART OF MANAGEMENT

The Art of
Presentation

The Art of
Innovation

The Art of
Discussion.

- a two day workshop.

To:

Update process skills

Continue cohesiveness
of the Group.

Clarify roles for
1987

Looking with open eyes to find new ways.
and
avoiding stereotyped technical reproduction in favour
of creativity.

two days - 9.00 12.30/1.30 5.00

Roger Daventry - Moderator.
Robert Howard - assisting.

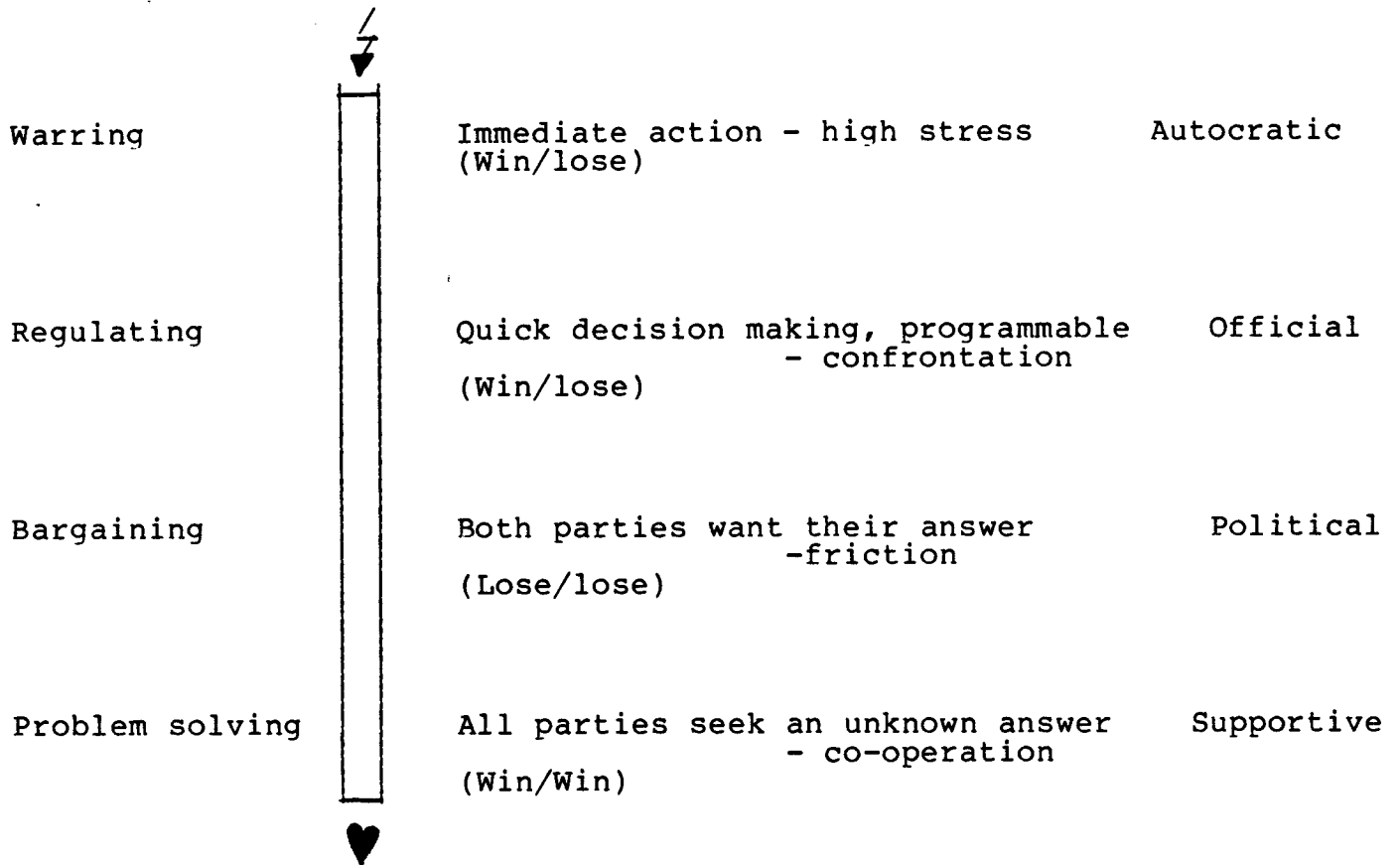
HAVE YOU EXPERIENCED THE METAPLAN METHOD BEFORE?

	"Useful when working with diverse opinions"	*	Very Often	"looks impressive but non threatening"
Sliding scale	"Very useful as a consensus tool"	* ** *		"as a planning tool - partial"
* Mood	"Controls mood"	* **		"has been adopted as part of our normal processes"
* Opinion	"as a basis for other programmes"	*	Now & Then	
* Needs	"Policy formulation"			
* Estimates				
* Diversity of opinion				
* Tendency of group				
	"Haven't been to a course"	*		
	"tends to show the level of experience with PSP"	*	Never	⚡ "Use rather than experience"

TOP MANAGEMENT TASKS - the four divisions.

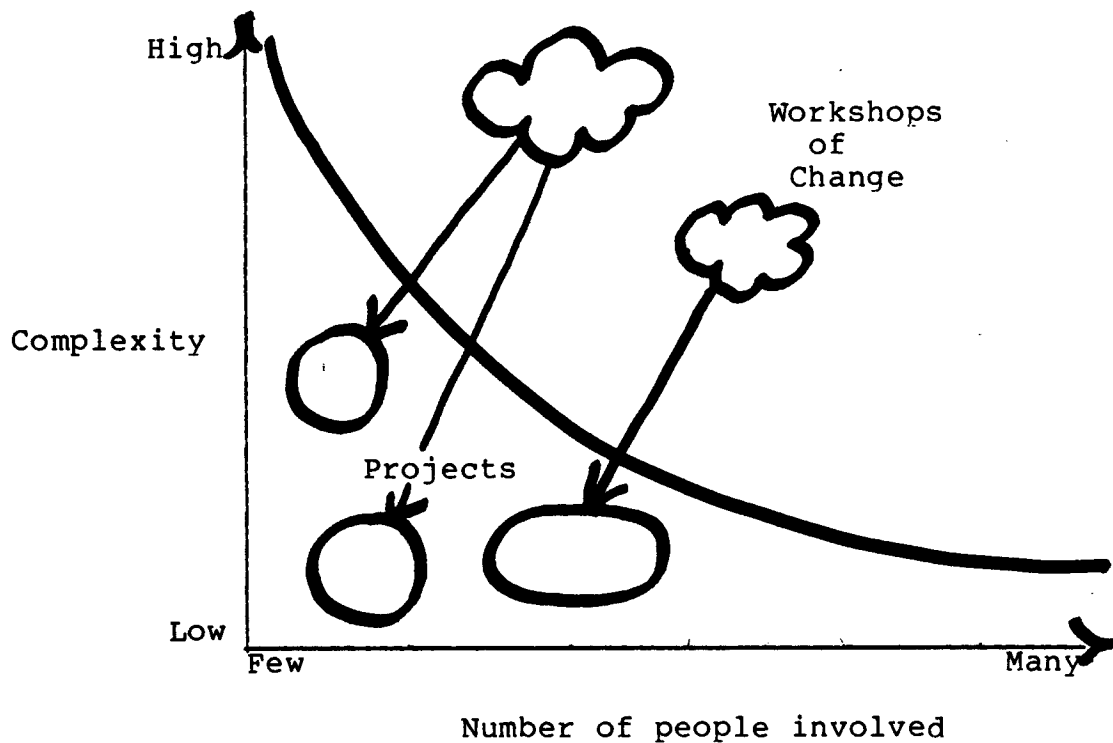
- | | |
|-------------------------|--|
| A. Leadership tasks | Short-term decision making.
Trouble shooting.
Controlling - adjusting. |
| B. Administrative tasks | Receiving and processing work within the confines of your workstation.
(determined work) |
| C. Promotional tasks | Company (organization, institution, firm) and Public relations - representations, attending to visitors. |
| ----- | |
| D. Planning tasks | Strategic decision making.
Complex problem solving.
Long-term planning, evaluation, R & D |

THE HIERARCHY OF DECISION MAKING



©Metaplan 82 (charts.18)

FIELD OF PROBLEM SOLVING



'Workshops of Change' have no strict time frame but are controlled by the structure created by the Metaplan Method. The results of such workshops are Projects.

'Projects' have defined time frames and are controlled by the Human Activities System.

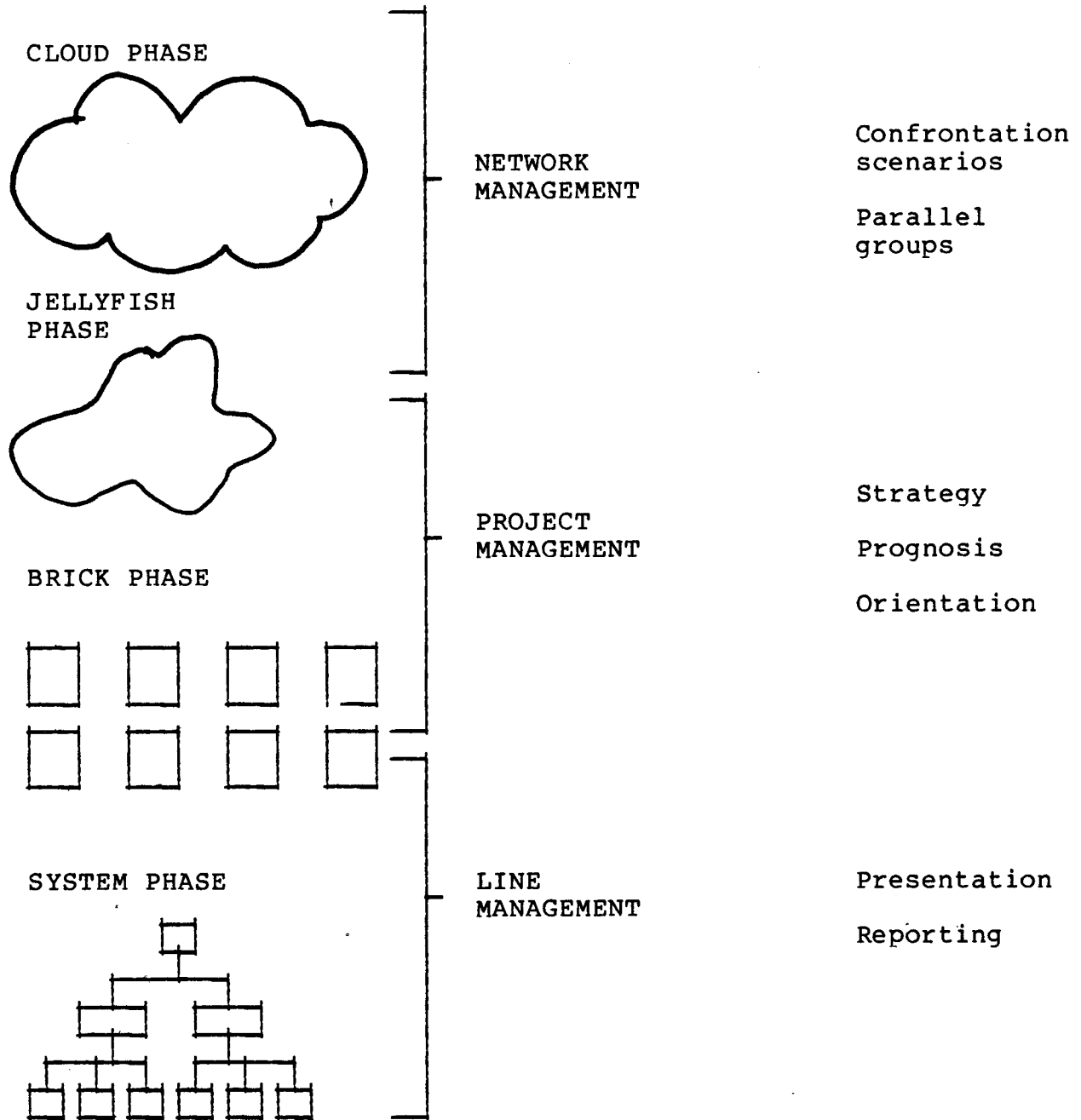
Educational Complexity	High	Tertiary maths. Syllabii	Languages Advisory work Policy making
	Low	Traditional teaching travel claims Computer learning	Dealing with teachers at different levels Hierarchic relationships Building rapport with teachers Discipline
		low	High

Complexity of relationships

PHASE OF IDEA

MANAGEMENT TYPE

DISCUSSION MODEL

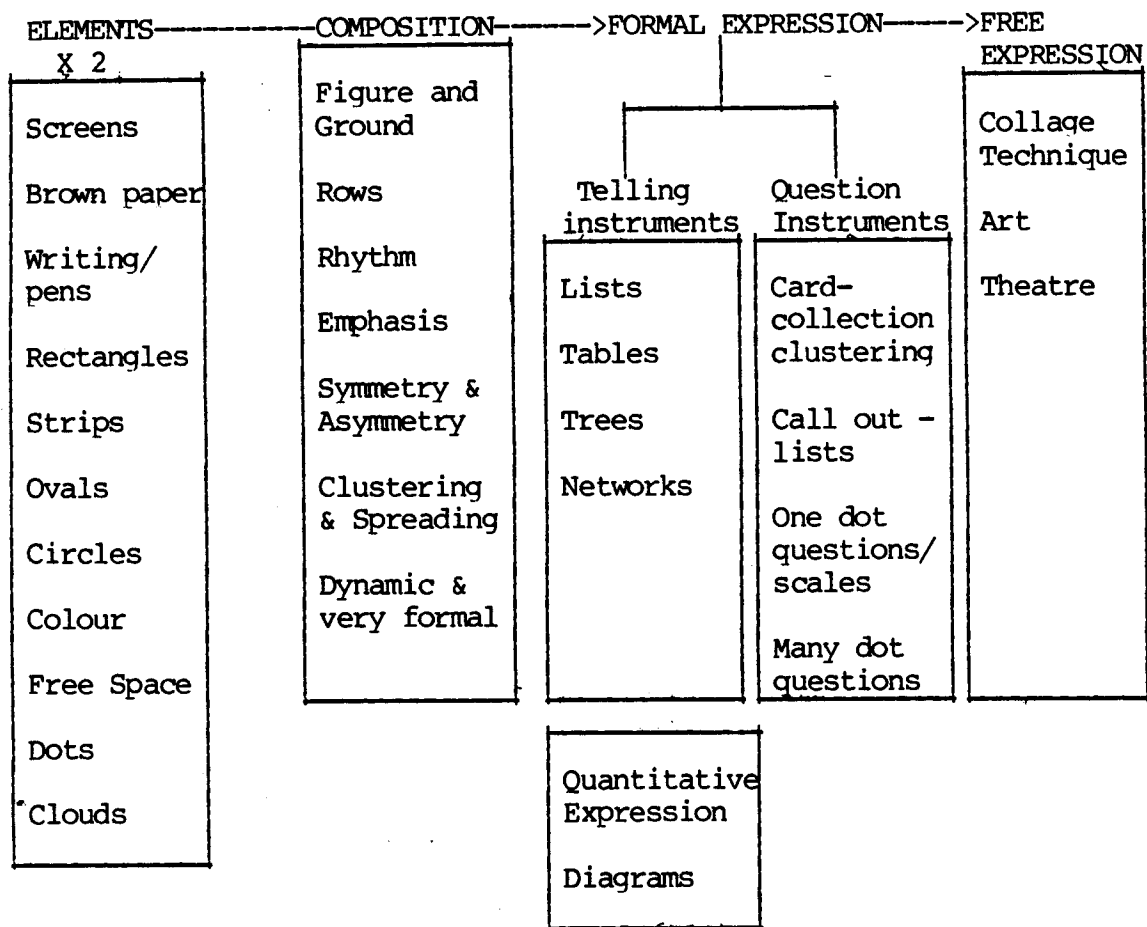


THINGS I HAVE NOTICED DURING
MEETINGS I HAVE ATTENDED.....

- A callout question
- *Invention question
- *Chain of associations
- *No evaluation by moderator
- *Flash if necessary
- *For larger groups
- *Watch group contact

1. One person can dominate	13. Lack of participation
2. Fear of hierarchy	14. Preconceived outcome - hidden agenda.
3. Attending with a sense of inevitability	15. Need for didactic sessions - one way can be boring!
4. Lack of knowledge of agenda	16. Leadership role in meetings
5. Irrelevant agenda items	17. Delegation of tasks ensures results.
6. Yawning	18. Leads to group consensus.
7. Trying to finish due to time restraint.	19. Lack of knowledge of the subject by the participants.
8. Staff rapport	20. Not knowing the group.
9. If we have a stake in the outcome we are motivated to work well.	21. Good chairperson!??
10. Unnecessary time spent on irrelevant issues.	22. Variations of forms to reach consensus.
11. Lack of prioritizing.	23. Small groups are easier to manage. - one to one is best for information dissemination
12. Lack of planning.	24. time and place is important.

VISUALISATION - optical speaking



POWER AND CONFLICT

1. The ideal image of an organization without friction, without conflict and or without opposition is a **fiction**
2. In the classical model of an organization the problems of the shifts of power and changing weights of tension are rarely considered.
3. The wish of people to polarise their feelings (friend or foe) makes it difficult to discuss contradictions in a regulatory mode (with rules)
4. The owner of **power** is responsible for cultivating the balance of tension in his/her social surroundings.

POWER AND CONFLICT statements from the previous page were stated and the group was asked to add a statement of consequence by adding the word "therefore" after each statement:

1.

We need to be open to change and work to positive solutions.

We need to be aware of, and able to deal with those conditions.

Ways must be found to channel the negative aspects of these forces to increase positive outcomes.

We must develop processes which will enable us to work through and resolve the problem.

2.

We should be confident and comfortable in our roles whilst showing understanding of other's pressures.

People should be able to express their concerns and deal with these problems.

The organization should provide an awareness, understanding and functional procedures to deal with changing situations as they occur.

The shifts of power and tensions need to be identified and considered.

3.

We need to create a working environment in which participants are willing to move from their areas of polarization.

We should develop skills in problem solving and mechanisms by which these may be used.

We need to accept the reality of the area of polarization and be prepared to present alternatives.

We should ensure that a constructive process is used which enables the participants to view problem situations in the broader context rather than in an isolated role.

4.

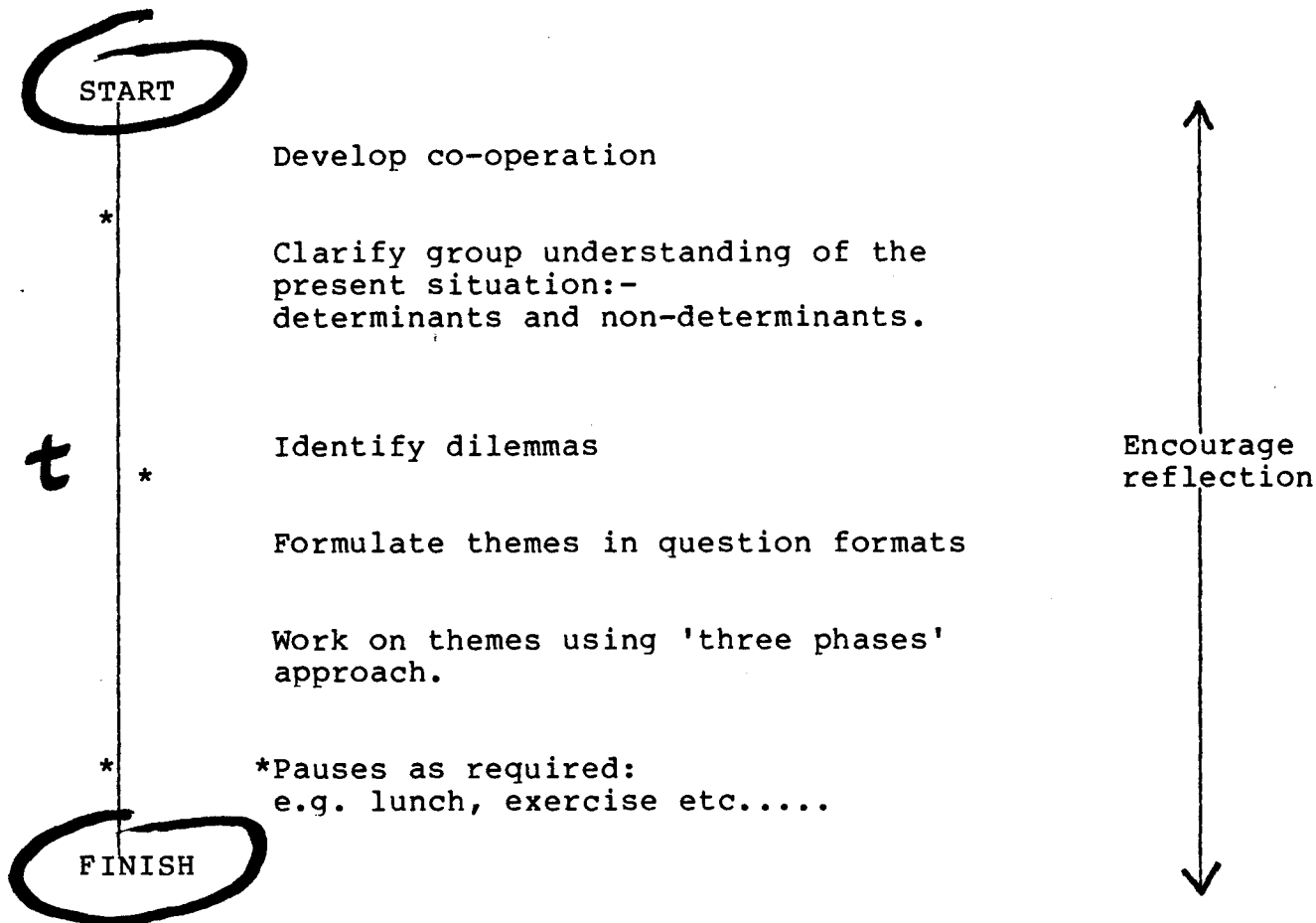
It is essential to negotiate with the "OofP" to create a suitable climate.

It is important for that person to be aware of that power and that it is correctly employed.

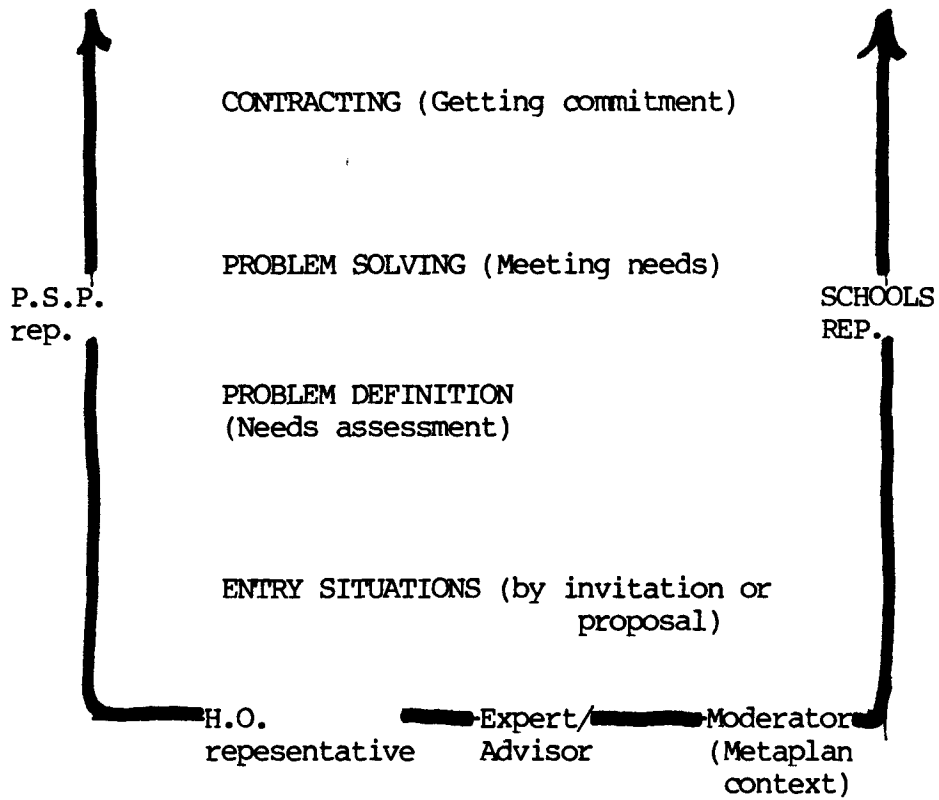
We need to maintain a positive sense of self and personality.

People in a position of power should be carefully selected and trained in all areas of administration and management.

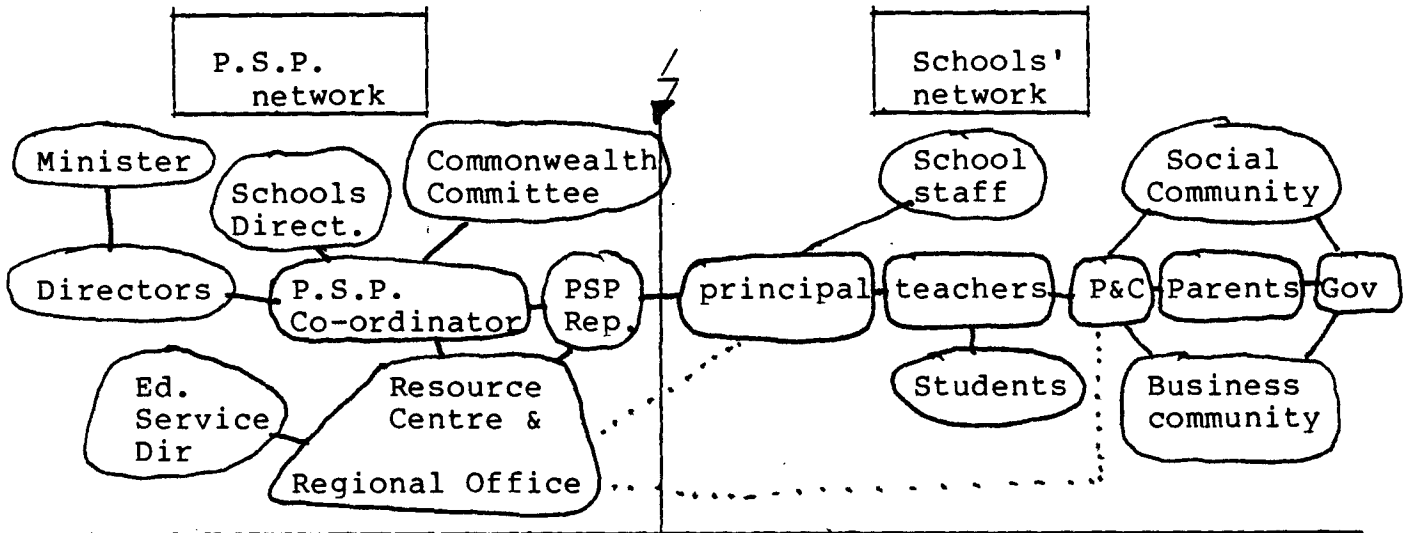
GROUP QUESTION METHOD



THE CHANGING ROLE OF A P.S.P. PERSONNEL



NETWORKING MANAGEMENT



When we fully understand the network of participants involved in the achievement of our goals, we can identify the need for the creation of discussion opportunities between those parties.

Confrontation scenarios:- where several groups handle the same subject separately and then present in plenum can be a most useful tool for evaluation/innovation.

In your work with 'P.S.P.' what aspects can you identify that will require planning attention/discussion this semester?

Determined aspects

** "Old Group routine"

1.***⁴

Become familiar with submissions

Timelining of School activities

Action planning and timelining schools' operations

2.*¹

What does the new language syllabus mean to school language submissions

3.***²

Developing language programmes (Specific areas and integration)

5.**²

School/community Inservice.

Community interaction

4.

The dreaded Central Inservice again.

High School Central Inservice

Review of submission and needs assessment.

**⁵

6.***

Principal/deputy induction

7

National review

9

March principals' meeting at Bamboo Creek - content

8.

Plenty of time for validation of new programmes

10

Murchison area Committee funding

11

Review of schools

12.*¹

Self esteem (children)

13.*¹

Planning major trips.

In your work with 'P.S.P.' what aspects can you identify that will require planning attention/discussion this semester?

Non-Determined aspects

** 4 "New Group aspect"

A. ** 4
Allocating time to plan and review.
Timelining with principals 'What do we do with the staff and when?'

B.
How our P.S.P. role sits with our R.O. role (??)

*** 7

C. ****
Central Inservice
Central Inservice
Will there be a C.I.S. in '87?

3
E. ***
Community involvement and participation.

D. * 1
Dissemination of P.S.P. processes and resulting progs throughout Region.

F. * 1
Format for new principals (deputies) induction.

G.
Moving areas of submission responsibility to selected staff.

** 5
H. ***
A reawakening in teachers of what disadvantaged means.

I.
Working in with a new 'creative language' person in North-East.

** 2
K. **
Dealing with changes (with H.O.) made today???

J.
Coordinating the overwhelming demand for Lou Thompson's services

M.
Co-ordinated workshops
-What?
-When?
-How?

L.
Self esteem in P.S.P. teachers.

NORMS AND THEIR (UN) CHANGEABILITY.....

INCREASING LEVELS OF REPRESSION/ CONTROL ↓	Habits	Cup of coffee first thing (Could be restricts my work time a plus)
	Customs	Using please and thank you. Cutting across other cultural controls
	Manners	Working through the Principal Hinders interaction
	Morals	Dont seduce the Principal Fails to recognise your efforts
	LAWS	Don't hit the kids get sacked

Reflection tool

The use of clowns to assist us in breaking with norms:-
 The Black clown - ringmaster, boss or superego.
 The White clown - Adult, intelligence, academic or ego.
 Dumb Auguste - Fool, idiot, innovator, id.

TO GAIN MOST BENEFIT FROM THE WORK SO FAR.....

What have we observed?

Cohesiveness of group	Excellent preparation of materials	Lots of useful techniques
Cohesiveness of group		
Cohesiveness of group	Strategies to aid us in our work of encouraging people to be a part of a school's destiny	Detail processes Clarity Understanding
Great ways to present our work.		
A method of presentation and organization	Fluctuations for feeling good to panic.	A good moderator at work.

What have we felt?

Involved.	Relaxed - ready to learn new ideas.
An awareness that the time constraints on our work in the schools make some of the approaches difficult to follow through.	We have so far to go...We are always beginning.
Concerned that time restraints will mean the 'complete' process is not followed.	Greater optimism/ enthusiasm.
A bit tired - a lot of activity/information during the day.	Relaxed - Challenged - Thought provoking.
	Totally engrossed in the day's work - fatigued!
	Feeling clearer and safer.
	Overwhelmed.
	Felt overwhelmed but quite clear about it.

What do we wish to question?

Skills to become an effective moderator.

Where do we go?

Where to from here?....beyond tomorrow

Please continue.....

Will everything fall into place?

What 'parts' of the process presented are 'essential' to the P.S.P.?

What is our direction from here?

When will we work out a group timeline for '87?

IN ORDER TO GAIN MAXIMUM BENEFIT FROM THIS WORKSHOP - WHAT THEME FOR CHANGE CAN WE INITIATE AND WHAT IS OUR FIRST DISCUSSION QUESTION?

THEME (action)	QUESTION
1. Timelining in schools	1. How can we promote the benefits and use of timelines in P.S.P. schools?
2. Communication amongst the P.S.P. Team.	The question posed on communication was taken off this board and was lost.
3. Fully exploiting interaction within the P.S.P. team.	
4. To study the diverse nature of priority school children	4. What strategies can we employ to assist teachers new to priority schools to understand the Priority school child?
5. Developing effective meetings.	5. What strategies and processes can we use to make all of our meetings more effective?
6. The development of self esteem	6. How can the PSP group assist each other in facilitating the development of self esteem in teachers' and children?
* The improvement of Central Inservice	

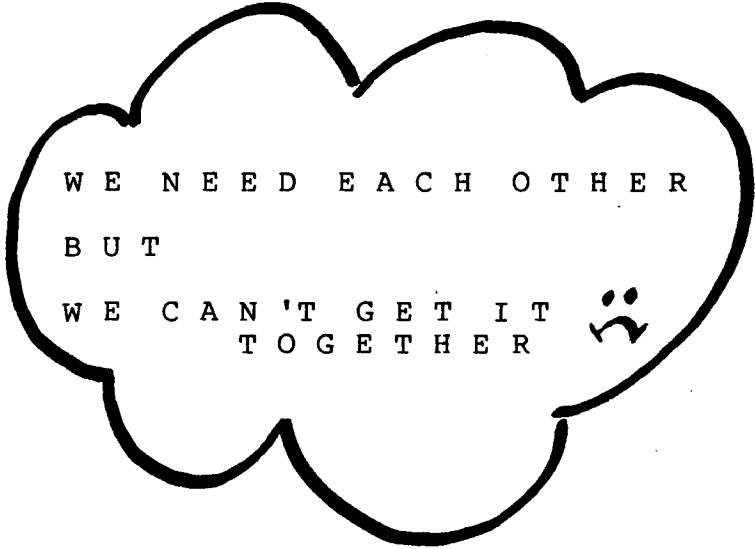
Question	No. of people affected	Duration	Idea Phase	Priority	Who
1.	1,000	2-8hrs	Jellyfish	*****5 B	Bill Marie Nancy Judi
2.] 3.] -	15	2-8hrs	Jellyfish	*****6 A	Steve Grant Helen Steve Michelle
4.	150	1 year	Jellyfish	****4	
5.	1,000	1 year	Cloud/JF	*****5 C	Margy Marg Jacqui Vanessa
6.	15	1 day	Cloud	****4	

THE STEPS FOR CREATING A SCENARIO FOR PROBLEM SOLVING.

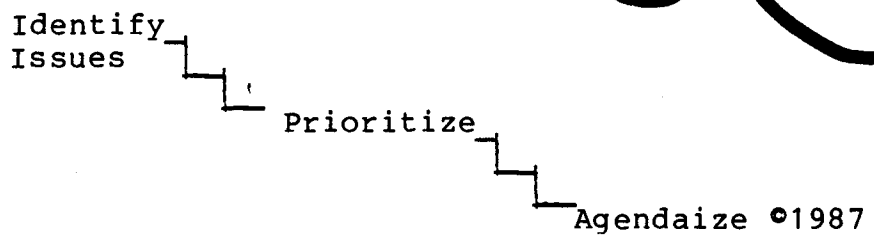
(Note this is only one sample of the many processes available)

First Round	Second Round	Third round
<p>Discuss your question and agree on the topic. Pin it on the board</p>	<p>Presentation and Written Discussion</p>	<p>A) First steps in the process to find a solution</p>
<p>Select the categories that suit your question:</p>		<p>Budget for planning - time, people, resources.</p>
<p>Problem Analysis (What is the dilemma)</p>		<p>or</p>
<p>People involved (those affected by and those who could advise on the problem. Why is this so?)</p>		<p>B) Other aspects to be considered:</p>
<p>First ideas for solutions.</p>		<p>Short and long-term impacts</p>
<p>Hindrances (obstacles against a solution both technical and people)</p>		<p>Training requirements</p>
<p>Criteria to use for evaluation.</p>		<p>Environmental considerations. (Internal/external)</p>
<p>??? What else???</p>		<p>???What else???</p>
<p>What do we need to learn from the other groups?</p>		<p>then.....</p>
<p>When categories are chosen all think about them without discussion and write cards.</p>		<p>Create the centrifuge of results:</p>
<p>Cluster like ideas and then discuss</p>		<p>Questions unanswered, Recommendations to others not present.</p>
<p>Create presentation for plenum.</p>		<p>Activities to be undertaken by members of this discussion group.</p>
		<p>Finally -</p>
		<p>Create a presentation to ensure consensus with your outcome</p>

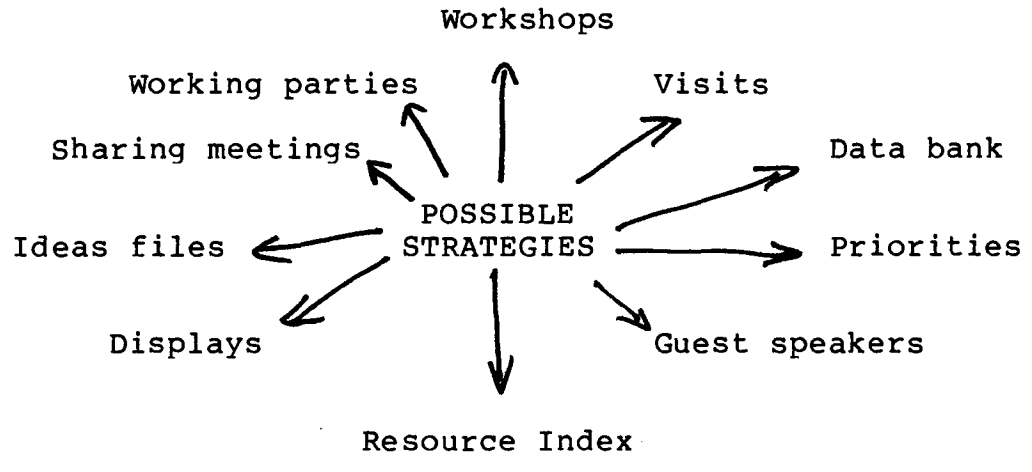
Group A



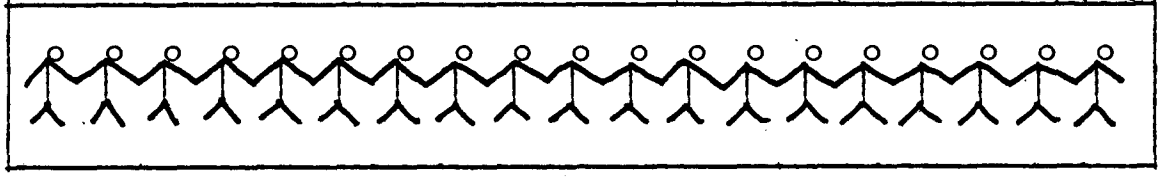
1. PROCESS



2.



3.



Group A

RECOMMENDATIONS

Resolution

Set date, time and venue for initial meeting

13th Feb 1.30pm H.O.

Obtain volunteers to plan and conduct meetings/set date, time, and venue.

Judi, Michelle
for first meeting

Group B

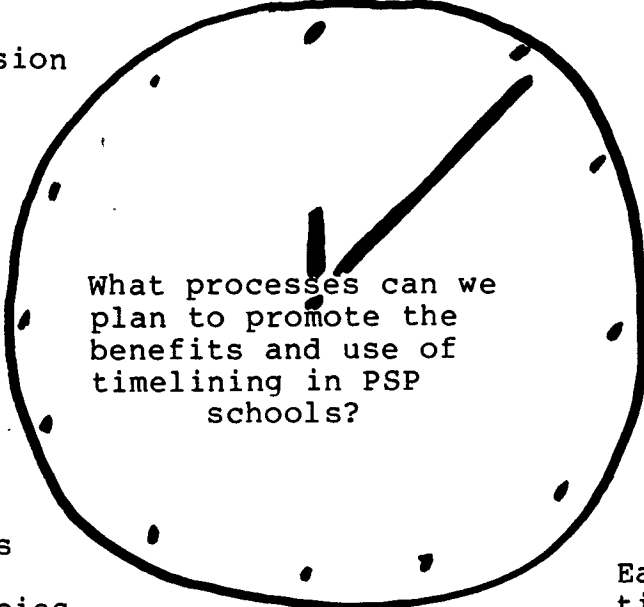
Review of the complete timeline at end of year

Metaplan 23/1

Arrange session to review timeline

Planning/sharing developing time-lines. Select models - 4/2

Refer to timeline when visiting school
*



What processes can we plan to promote the benefits and use of timelining in PSP schools?

Have models produced
* by 16/2

Distributes smaller printed copies to teachers
*

Displays timeline in prominent position
*

Each officer plans timetable to visit schools & offers assistance to
- construct timetable
- act as facilitator
- provide material.
*

Group B

ACTION PLAN FOR TIMELINE

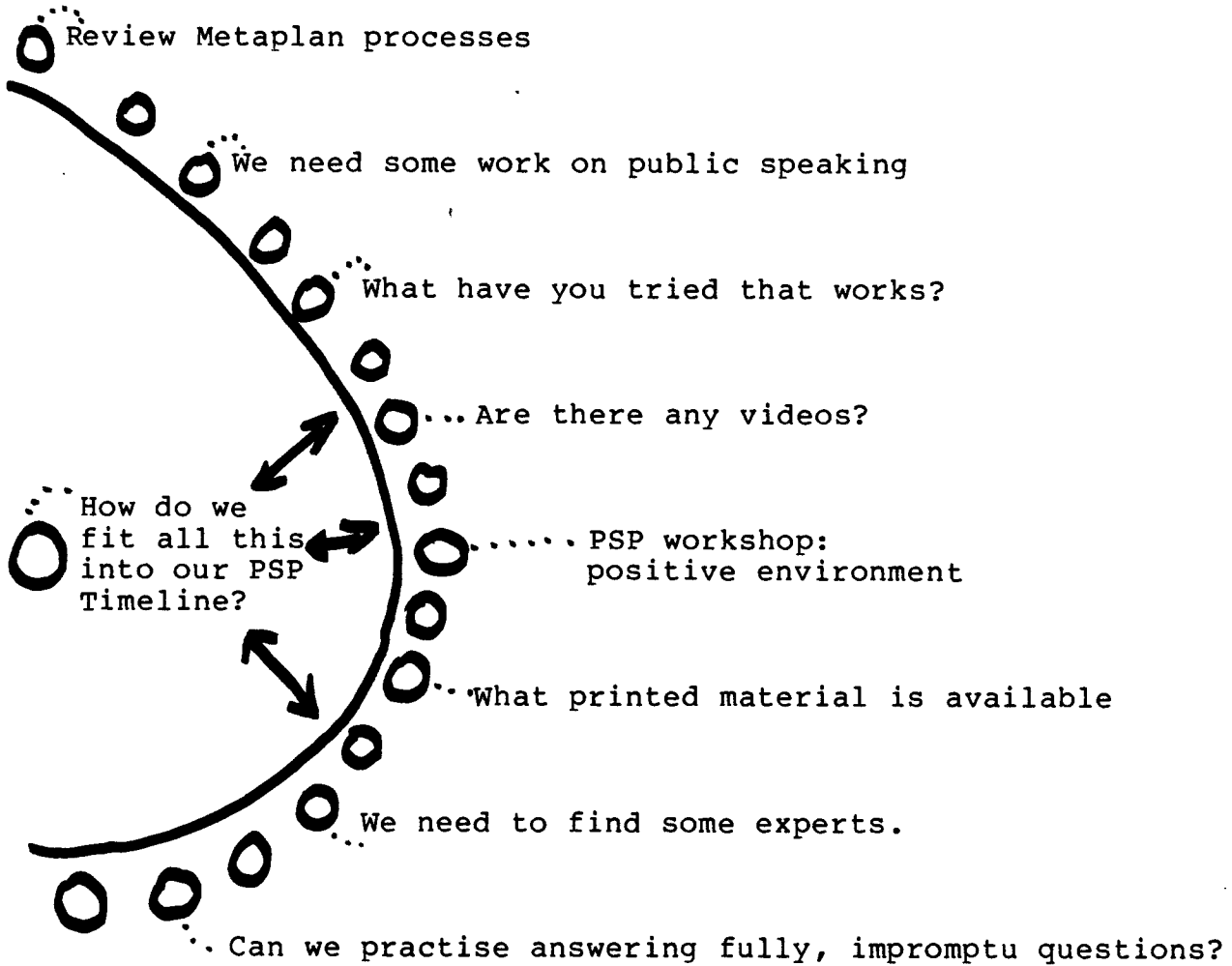
WHAT	WHO	WITH WHOM	BY WHEN
Planning meeting bring examples of timelines	PSP team	-	
Have models produced			
School visits	PSP team		
Construct timelines teachers, principals bring relevant data.			

RECOMMENDATION

ONE WHOLE DAY NEXT TERM FOR REFLECTION.....

Group C

EFFECTIVE MEETINGS 1987



Group C

<u>Action Plan</u>	WHO	WITH WHOM	COMPLETE BY	CRITERIA FOR EVALUATION
Discuss available times -> diary	Vanessa	Judi & Group	6th Feb.	*Times set
Collating and where necessary re-printing Metaplan notes	Jacqui		20th Feb.	*Copies in hand
Collect suitable print material from H.O. and other sources	Marg	Jacqui	End March	*Resource collated
Collecting available titles of videos and movies	Margy	Vanessa	End March	*(even made our own play!)

* Moderator notes to assist in reflection.

Recommendations

1. Select items to fit into timeline.
2. Consider P.D.
3. Discuss means of evaluation.