AN EVALUATION OF IN-SERVICE TRAINING:

Women in Management 1978-1980

A THESIS PRESENTED IN PARTIAL

FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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ABSTRACT

This report is an evaluation of the National In-Service
training courses for Women in Education Management, run by
the Department of Education from 1978 to 1980. Five courses
were held during this time, but the first course had a
follow up with the same membership, so for evaluation pur-
poses these first two courses are considered as one.

The study used the Stake model for evaluation.   This model
provides a systematic framework for collecting data about a
programme and further suggests how the various sections of
data should be matched against the others.

Interviews, discussions, a mailed questionnaire, attendance
at a Course and observations were methods used to obtain
this data.

1975 was International Womens' Year and during this year the
Department of Education co-sponsored with the Committee
on Women at Victoria University, a conference entitled,
"Education and the Equality of the Sexes". Following this
Conference interest and awareness of the anomalies and un-
equal distribution of women in positions of education ad-
ministration became more widely recognised. An Interim
Committee on Women and Education was set up. This body
made representation for special courses for women in educa-
tion management training. In 1979 this committee was re-
cognised as a National body and became inaugurated as the
National Committee on Women and Education (NACWE).

One way to redress the imbalance of women in education
management positions was thought to be to have special
women - only management courses to train women in education
management skills. Women needed to learn these skills in a
supportive atmosphere and because of this, it was felt that
an all-women course would be more useful and supportive
than one where women had to 'compete' with the men as well

as learn their new management skills.

The courses had three specific objectives:

  (1)   To train women in specific management skills

  (2)   To study issues particular to women as managers

  (3)   To prepare a group of women to become resource
        personnel in education management programmes
        in their own regions and districts.

This study examines the rationale for the Women in Management courses, looks at the three course objectives and examines the outcomes of the courses.

Discussion of these outcomes follows and recommendations for future development are given.

ACKNOWLEDGEMENTS

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INTRODUCTION

This report is on an Evaluation study undertaken on the National In-service training courses for Women in Management, run by the Department of Education between February 1978 and November 1980.

The study used the Stake model for evaluation. (An explanation of this model is given under Organisation of the Study.) The model aims to match the intentions of course programmers with a report on what actually happened.

Organisation of the Study

The Stake Model for Evaluation:
Stake (Note 1) suggests that the evaluator is concerned with three kinds of data.

Antecedent data - An antecedent is any condition existing prior to the implementation of the programme which may affect the outcomes of that programme.

Transaction data - A transaction is any act that takes place as a part of the programme under evaluation.

Outcome data - Outcomes are measurements of the impact of the programme upon the individuals and upon the organisation.

Descriptive Matrix:
Within these three categories are two dimensions of Intents and Observations. These are equated with what was planned

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Note 1: Prebble, T and Stewart, D (1981) give a good explanation of the Stake model and its applicability in evaluating a programme in their book, School Development Strategies for Effective Management, Chapter 5, "Evaluation" pp 71 - 89. Dunmore Press, Palmerston North 1981.

and what actually happened. In each of the three categories
of data, it is necessary to look at the Intents and Observa-
tions.

Antecedent Intents - this looks at all the planned-for
events connected to the course and what was planned before
the course began.
Observation Intents - this section looks at what actually
happened before the course.
Likewise, with the Transactional Intents and Observations,
data is gathered on what was planned to happen on the course
during the week (Intents) and the actuality of what did
then take place (Observations). A similar procedure is
carried out with the Outcome data, where one looks at the
planned outcomes and observes what were the actual outcomes.

This organisation provides a systematic method for collect-
ing data for an evaluation. This is what Stake calls the
"Descriptive Data".

Contingencies and Congruencies

After collecting the data, the evaluator can then judge the
suitability and match of the intended programmes, aims and
outcomes of the course, with what actually happened. It is
important to consider how the various categories of data
relate to each other. Stake describes this as the "Contin-
gencies and Congruencies". He says the evaluator needs to
examine the contingencies between Antecedent, Transaction
and Outcomes and also the congruency between the Intents
and Observations.

> A relationship is congruent when what was intended to happen
> actually happens. It is contingent when there is a clear logical
> and casual link between the variables. (1)

Prebble and Stewart (2) show this relationship in Figure 1
on the following page.

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(1) Prebble, T and Stewart, D 1981 op.cit. p 84
(2) Prebble, T and Stewart, D 1981 op.cit. p 85

Figure 1:   Processing Descriptive Data

	CONGRUENCE	
INTENDED ANTECEDENTS	←←← How well did what was observed square →→ with what was intended?	OBSERVED ANTECEDENTS

Are the intentions worthy?

Did the intended transaction follow logically from the intended antecedents? LOGICAL CONTINGENCY

EMPIRICAL CONTINGENCY

Did the actual transactions appear to follow reasonably and sensibly, given the actual antecedents?

	CONGRUENCE	
INTENDED TRANSACTIONS	←← How well did what was observed square → with what was intended?	OBSERVED TRANSACTIONS

Did the intended transactions look as if they would logically bring about the intended outcomes? LOGICAL CONTINGENCY

EMPIRICAL CONTINGENCY

Did the actual outcomes appear to be the result of the transactions?

	CONGRUENCE	
INTENDED OUTCOMES	←←←← How well did what was observed square →→→ with what was intended?	OBSERVED OUTCOMES

Figure 2:   Organisation and Relationship of Data to be Gathered

RATIONALE

	Intents	Observations		Standards	Judgements
ANTECEDENTS	1	4		7	10
TRANSACTIONS	2	5		8	11
OUTCOMES	3	6		9	12

DESCRIPTION MATRIX   JUDGEMENT MATRIX
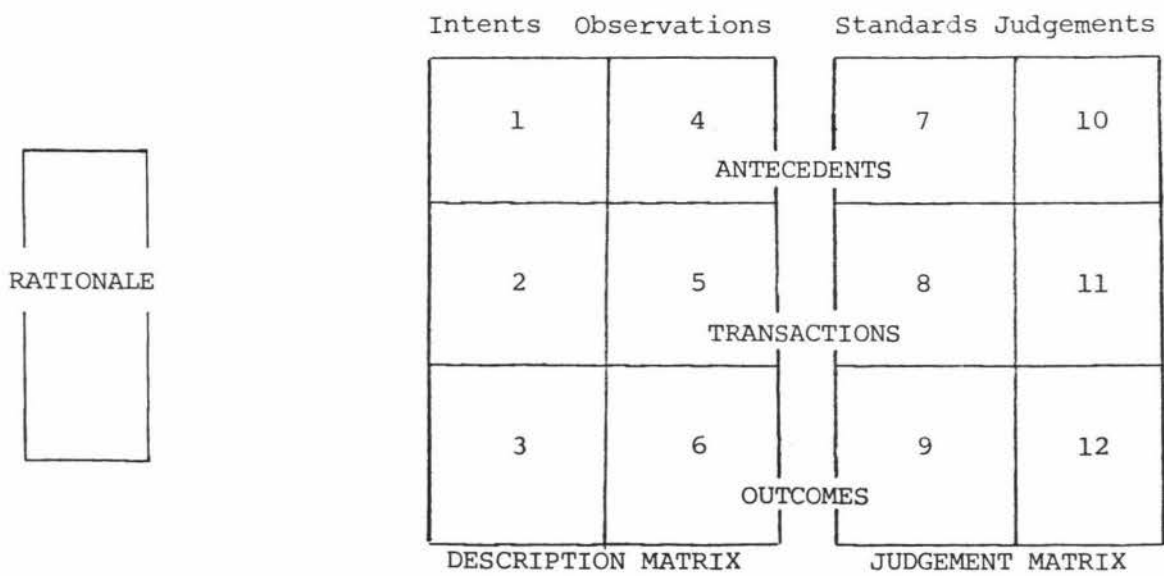
Both these figures are adapted from Prebble, T & Stewart, D (1981). School Development Strategies for Effective Management, op.cit. p 85 and p 80, respectively.

Judgement Matrix

Stake distinguishes between the descriptive observation of
the programme and the judgement on these observations.
These two dimensions have been combined in the matrices of
Figure 2 (on the preceding page).

Prebble and Stewart (1) have described the function of
these matrices.

> These matrices allow the evaluator to gather and organize his
> data in some relationship to one another. The evaluator can
> gather information about what the programmers intend to take
> place - these are 'intents'. He can record what observers per-
> ceive to be happening - these are 'observations'. He can gather
> data on what the higher authorities generally expect - these are
> 'standards'. And finally he can gather opinions about the value
> of the programme itself - these are 'judgements'.

Rationale

A further dimension of the Stake model is that of Rationale.
This means considering the philosophic background and the
basic purposes of the programme. An evaluator needs to con-
sider more than whether the programme meets its intended
aims but also whether these aims are in fact "worthy" aims.

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Data Collection

Intents Data - Antecedent, Transactional and Outcome:

The principal methods for gathering data were interviews
with course organisers and discussion of intentions and
planning for the courses; selection procedures for course
members, and decisions about resource people. Copies of all
course programmes and evaluation reports of the courses were
examined. Outcomes that course organisers hoped for were
also discussed.

(1) Prebble, T and Stewart, D 1981, op. cit. p 81

Observation Data - Antecedent, Transactional and Outcome:

A mailed questionnaire was sent to all women who had
attended the Women in Management courses between February
1978 and November 1980. This questionnaire asked for bio-
graphical information of course members, including experi-
ence in management positions, methods of selection to attend
the course, current position held. (Appendix 1 contains the
complete questionnaire and covering letter.) The question-
naire also tapped post-course impressions of course members
in asking for ratings of usefulness on various course
sessions and aspects of course organisation, as well as in-
formation on follow-up activities of course members.

I also attended one of the National In-service Women in
Management courses at Lopdell House 3 - 7 November 1980 and
observed all course sessions, interviewed course members,
resource people and course organisers. I attended a Regional
follow-up course organised by three members of the November
1979 course, in Hastings. This was a week long course in
July 1980. There I observed the week's course, and held
discussions with the course organisers and course members.

Questionnaire Organisation

Twenty seven questions were asked of which ten asked for
some form of comment. The remainder of the questions in-
volved ticking the appropriate box. The questionnaire was
the major method of data collection for the Observation
data,   it was divided into Antecedent data - biographical
data on participants when attending the course, Transactional
data which asked about the various course sessions and
activities during the week and Outcome data which asked
about follow-up activities undertaken by course members.

Eighty one women had attended the Women in Management courses
held between 1978 and 1980. A questionnaire and letter of
explanation was sent to all participants. Seventy women

(86%) returned the questionnaires.   Those women who attended
the first Women in Management course in February 1978 also
attended a follow-up course in February 1979.   No other
courses had a follow-up and for purposes of analysis both
these courses are called 1.

Courses Held Between 1978 and 1980   *   **

1.   Lopdell House 20 - 24 February 1978)   16   14
      "Management Training for Women"   )
      Hogben House 12 - 16 February 1979)
      "Management Training for Women"   )

2.   Lopdell House 12 - 16 February 1979   22   19
      "Women as Managers of Education Institutions"

3.   Hogben House 24 - 28 March 1980   20   18
      "Women as Managers of Education Institutions"

4.   Lopdell House 3 - 7 November 1980   20   19
      "Women as Education Managers"

 * = Numbers of women who attended the course
** = Numbers of women in each group who returned the
        questionnaire.

The name of the course was changed after the February 1979
course in order to distinguish it from the National In-
service course on management for both men and women.   A
further name change was instituted after the fourth course
as it was thought the name was somewhat cumbersome.

Throughout the report all courses are referred to as Women
in Management, to save repitition of the various names.

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Historical Background to Women in Management Courses

1975 was International Womens' Year and during the year the

Department of Education co-sponsored with the Committee
on Women at Victoria University, a National Conference en-
titled, "Education and the Equality of the Sexes". Follow-
ing on from this conference, an interim committee on Women
and Education was set up. In 1977 this committee formulated
a policy,

> That as a valuable and necessary form of affirmative action to
> encourage women to aspire to, apply for and attain senior positions
> in education management and decision making, special women-only
> courses in educational management should be held for a limited
> period of time. (1)

In 1977 also a two day In-service course was held in April,
at Head Office, Department of Education, Wellington, entitled,
"Issues in Management Training for Women".

In The Education Gazette 1 February 1978 there appeared a
statement from the Minister of Education on policy on Women
and Education (Appendix 2).

The first National In-service course for Women in Management
was held in February 1978. In-service training was chosen,
mainly because there was no alternative strategy for training
teachers already in the field and In-service training was an
established method within the organisation of the Department
for continuing teacher education. The Lopdell House course
had been advertised in The Education Gazette 17 November
1976 as a "Reserved" course. This was allocated as the first
National Women in Management course (Note 1).

The Director General used his discretionary powers in alloc-
ating the Reserved course as a Women in Management course.
Following the 1978 first course, the idea for National Women

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(1) Garlick, M (1980). "Women in Management Courses" Department of
     Education Report. Draft copy. p 1.

Note 1: In 1976 and 1977 National In-service courses were advertised
twelve to eighteen months in advance. However, in The Education Gazette
17 November 1977 a new organisation of advertising National In-service
courses was announced. Subsequently the annual programme was divided
into two 6 monthly periods 1 April to 30 September and 1 October to 31
March.

in Management courses was submitted to the National Advisory
Council on In-service Training (NACIST). Initially a number
of member bodies opposed it,

> Lobbying of the constituent organisations to persuade them to
> support these courses, which directly benefit their women members,
> elicited some intiguing responses.
>
> One teacher organisation initially opposed the courses on the
> grounds that they infringed the Human Rights Commission Act,
> apparently unaware of Section 28 which specifically allows such
> courses.
>
> Lobbying eventually resulted in all teacher organisations support-
> ing the policy, at national level anyway (1).

In The Education Gazette 30 June 1978 the position for an
Education Officer (Women in Education) working in the Con-
tinuing Education section at Head Office was advertised;
Mrs Mary Garlick was appointed.

A National Planning course was held at Futuna House in July
1978. This course looked at planning management training
for all educational institutions. The first "mixed" Manage-
ment course took place later that year. There had been
courses for principals and administrators in education in-
stitutions held prior to 1978, but these were not nationally
organised.

In August 1978, the Interim Committee put forward a proposal
that special women-only courses be held for a limited period
of three years. (This policy took effect for the 1979 courses
until the end of 1981.)

A follow-up to the first course in which sixteen of the
original members returned was held at Hogben House on 12 - 16
February 1979. (Subsequent courses were held in November
1979, March 1980 and November 1980. Two more courses are
planned for 1981, but this report concerns only those up to
the end of 1980.)

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(1) Garlick, M (1980) op. cit. p 1.

In 1979 the Interim Committee on Women and Education became a more representative advisory body known as the National Advisory Council on Women and Education (NACWE). The Council continued to support the initiating and monitoring role established by the Interim Committee and amongst its concerns was support of the Women in Management courses.

In December 1979 the Advisory Committee on Management of Educational Institutions adopted a policy that endorsed two national courses a year for women only for a limited period.

It was against such a background of growing awareness of the need for formalised education management training for positions of responsibility in the New Zealand education system and for a particular need of women to have women-only courses for such training, that the Women in Management courses were established.

RATIONALE FOR WOMEN-ONLY COURSES

International Womens' Year highlighted a number of social
issues concerning women. Amongst these was the position of
women in education in New Zealand and of a number of in-
equalities within the education system. The Select Committee
on Womens' Rights in New Zealand in June 1975 described a
number of the inequalities perpetuated by the education sys-
tem.

> Much of the responsibility for perpetuating traditional stereo-
> types of men and women lies in the field of education. It follows
> that the education system could be used with effect to break down
> these stereotypes and encourage a more enlightened view of the
> roles both sexes are capable of fulfilling. (1)

One way that traditional stereotype roles in education was
evident was in the administrative positions of the schools.
Few women were principals of schools and only a small percen-
tage proportionate to the numbers of women in the teaching
service held administrative positions within the system.

> School leadership in New Zealand both at primary and secondary
> levels is dominated by men, despite the fact that women consti-
> tute half the combined teaching force. Ninety seven percent of
> principals in primary schools are men, as are ninety percent of
> the secondary school principals... The primary school inspector-
> ate contains only three women, 2.9% of the total. Yet primary
> schools are staffed to the extent of sixty percent of women. (2)

Male dominance of the administrative positions in education
was largely attributed to the wider social expectation that
men should be the leaders and women the followers. Men and
women likewise played traditional roles in the family with
women being predominantly occupied with domestic activities
and child rearing whilst men engaged in careers. Whilst
many women teachers followed this pattern, particularly
those who left early in their career for child bearing and
rearing and perhaps returned later to classroom teaching, it

(1) Report of the Select Committee on Womens' Rights, June 1975, p 72.

(2) Malcolm, M S (1979). "The Executive Role of Women in New Zealand
Education", Journal of Educational Administration, Volume XVII, No.
1, May 1979. p 103.

was felt nonetheless that amongst that pool of women teachers
who remained in full time teaching or who wished to pursue a
career in teaching there was a large untapped potential
source of administrators. It was felt that structural
changes within the education system and particularly within
the administrative positions would be necessary in order to
redress the imbalance of male dominance in the administrative
areas.

One way to redress this imbalance would be to promote, en-
courage and train women to take administrative roles in the
education system. Special encouragement would be needed as
it was felt many women lacked confidence in their ability
to handle administrative positions and therefore attitude
change as well as a skills building programme was necessary.
To this end it was felt necessary to have courses for women
only where women could see other successful women in roles
of administrative positions, who would in turn, promote
confidence among women in a supportive atmosphere and teach
specific management skills to women. Women could, therefore,
 see that they were just as capable at handling administrative
positions as men.

It was felt that because of traditional stereotyped expect-
ations for men and women, women would tend to take "second
place" in an administrative course for both men and women
and not feel the confidence needed to encourage them to
undertake administrative roles if also in a position of
"competition" with the men at the same time. In a women-
only course, members would be exposed to successful women
role models, be able to explore common problems and concerns
with women in similar positions and be encouraged to aspire
to administrative roles in a supportive atmosphere. Stereo-
typed expectations for both sexes could be explored and it
could be shown women that if they wished to undertake
positions of responsibilties, one reason for feeling they
were not capable of doing so could not, therefore, be on the
grounds of their sex.

Ussher (1) had shown that the female teaching pool at primary school level at least, was a talented one.

Malcolm (2) pointed out that in terms of management of resources alone, it was unproductive to allow half the teaching profession to be underused.

(1)   Ussher, J (1976) in Malcolm, M S op.cit. p 105.

(2)   Malcolm, M S (1979) op.cit. p 105.

DESCRIPTION MATRIX

INTENTS DATA

This section of the evaluation is concerned with collecting
data on all those aspects of the course that were "intended".
This includes the pre-course planning, planned course pro-
grammes and what outcomes from the course were planned.

Data is collected under the three categories:

        Antecedent Intents

        Transactional Intents

        Outcome Intents

Atecedent Intents

Under the Stake model it is important to collect data on all the events
pertaining to the course that occurred before the course. This would
include the planning for the courses, preparation for course, selection
procedures, choice of resource personnel and any other events and
decisions that occurred as preparation for the course.

Course Organisation and Planning

Initial Planning

As mentioned the "Education and the Equality of the Sexes" con-
ference and the two day In-service course at Head Office in
Wellington 1977 contributed to recommendations and sugges-
tions for planning a Women in Management course.

Funds were allocated from the In-service Training budget at
short notice in February / March 1977 that enabled Mrs Bell,
a Departmental Officer (Teacher Education), Department of
Education, to organise a two day course in April. Names of
people who had been involved in the 1975 conference were
gathered and they were invited to Wellington to contribute
to discussions on how women should be trained as educational
managers. Management training was a very new field for
teachers in New Zealand and there were consequently no
readily available "experts" who had knowledge and experience
on planning or implementing education management training in
New Zealand.

Following the "Education and the Equality of the Sexes" confer-
ence there had been a number of women who had expressed in-
terest and concern about management training for women.
These people where available were invited to the 1977 course.
Mrs Marie Bell had been on the main planning committee for
the "Education and the Equality of the Sexes" conference. Al-
though she had had no formal management training she had
held a number of administrative positions, including the

principalship of an independent school. Mrs Bell directed
the 1977 In-service course. A further Education Department-
al staff member, Mrs Jeanette Mead, who was a Staff Train-
ing Officer assisted with the 1977 course.

One of the groups at the April In-service course drew up a
syllabus for a course that would "provide expertise and
material for the National course February 1978" (Appendix 3).

A second group made recommendations on "Education for Policy
making, Committee Management, Group leadership and Effective
Participation, Financial Management, Interview techniques"
(Appendix 3). One of the recommendations suggested that

   Lopdell House / Hogben House courses should include some on Women
   in Management.

(Later in 1977 the Director General allocated the Reserved
course at Lopdell House on February 20 - 24 1978, to be used
for a National In-service course entitled "Management
Training for Women").

Resource Personnel

Because the 1978 Women in Management course was the first
national In-service training course on education management
to be held in New Zealand there was no readily-available
pool of education management "experts".

However, resource people were chosen largely through their
involvement with the 1975 Conference or the 1977 In-service
course, or both. A number of women had held organising and
resource responsibilities in both these years.

Included in the resource people for the first Lopdell House
course were Ms Jeanette Mead, Ms Roslyn Noonan, Ms Joan
Paske and Ms Lenore Webster. These women had all held
organisational positions in 1975 and 1977. Ms Noonan was
also the National Organiser for International Womens' Year
and Secretary of the New Zealand Kindergarten Teachers'

Association; Ms Mead was a Staff Training Officer with the Department of Education, Wellington, and Ms Webster and Ms Paske had both been on Working groups with the Planning committee for the "Education and the Equality of the Sexes" conference, and were in the Secondary and Primary services, respectively.

Planning for the first course was organised on a participatory basis. Members of the planning committee were expected to participate in running the course as well as with the planning.

As there had been no similar management courses held in New Zealand there was no precedent for course programmes or aims. The organisers planned what they thought would be pertinent issues for women in education management and also aimed to utilise programme planners' strengths and interests. They considered recommendations from both 1975 and 1977 courses.

Consequently, the first programme was an "ice breaker" in the field of management training for women in New Zealand and a number of topics included in the first course were not included in subsequent courses. The course programme was a combination of experiences from the 1975 and 1977 courses, some personal administrative experiences and perhaps a large amount of intuition. (A copy of the course programme is contained in Appendix 4).

Subsequent courses have continued to draw upon the experience and growing expertise of the original resource members, but dissemination of information about the courses meant that other resource people, in the local areas of Auckland and Christchurch particularly, were utilised. Women in management positions in all the education services were approached. Initially information about their interests and ability in management skills was obtained "through the grapevine" but as a network of course members was built, a more formalised information network was established. However, whilst most resource people are happy to volunteer or agree when approached to contribute their services to the courses, one

resource person when interviewed said she did not know any-
thing much about her topic, and had to do quite a lot of
research into it. (Her presentation was, however, a very
successful and useful contribution to the course.)

Selection of Course Members

Selection of participants for a National In-service course
is done through the course organisers. A list of nomina-
tions is collated from the various contributing sources and
submitted to the organisers and from there a selection is
made.

For the Women in Management course, organisers wanted to
select a cross-section of personnel from Early Childhood
Education to Tertiary Institutions, as well as regional
groupings in order to facilitate the implementation of the
follow-up courses.

Organisers hoped attendance at the course would "encourage
women to aspire to, and apply for senior management posi-
tions". The course organisers were aiming to select
women who would be in this position.

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Transactional Intents

This section contains data on what programmes were planned for the
courses, what sorts of subjects and themes the course organisers in-
tended to cover and how these were to be organised.

Course Programmes

All of the courses had similar programmes, although there
was some modification following the first course. The

first course in February 1978 had a follow-up course in February 1979 which the same sixteen course members attended. This second course differs from the other three in that it is the only follow-up course and none of the subsequent courses had any follow-up.

There were a number of similar themes and topics covered in Courses 1, 3, 4 and 5. The structures of the courses were similar, e.g. they were all residential, had a cross-section of members from Early Childhood to Tertiary and were selected in Regional groups.

The Organisers planned three aims for the courses:

(a)   To train women in specific management skills.

(b)   To study issues particular to women as managers.

(c)   To prepare a group of women to become resource personnel in education management programmes in their own regions and districts.

Organisers and planning groups aimed to achieve a balance between the first two aims of the course by concentrating on "women" in the pre-course reading and in the majority of the course sessions to concentrate on the management theory and skills.   Topics included in Management theory and skills were:

- Communication techniques.
- Education management theory and leadership styles.
- Leadership and delegation.
- Organisational change and development.
- Job applications and interview techniques.
- Job description and job analysis.
- Time planning and organisation.
- Office skills.
- Effective management.
- Decision making.

Topics included that were particularly concerned with women in education management positions were:

- Feminist perspectives on management.
- Panel : Management alternatives.
- Panel : Personal perspectives on leadership.
- Pre-course task (Note 1).
- Assertiveness and coping with conflict.

The second aim of the course was to look at issues particular to women as managers. Topics included were:

- Social stereotypes expectations for males and females.
- Supportive networks.
- Role of models and their effects.
- Confidence building for women.
- Role of models and their effects.

Time was also to be spent at each course in planning regional follow-up courses.

Seminar presentations, small group discussions, simulation games, group discussion and panel discussions were to be used in implementing the programme.

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Outcome Intents

As a result of attending a Women in Management course, the Organisers hoped that there would be a number of changes in participants' skills, knowledge and attitudes. This section gathers data on what outcomes were anticipated.

Planned for Changes after the Course

As mentioned, there were three main aims of the courses. As a result of attending a women in management course, the course organisers hoped that the women would return to their

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Note 1: Participants were asked to examine and report on tasks for which they were responsible, the amount of autonomy in the job, persons to whom they were responsible and also to prepare a draft Curriculum Vitae. These were discussed at the Course.

positions with a knowledge of the theory and of the practical application of specific management skills. This knowledge it was hoped would be beneficial in their education management positions in helping them to understand more effectively how such management skills worked and how they would be able to utilise these skills in their positions.

Further the course organisers hoped that women would have a greater awareness of the wider positions of women in education management and of some of the difficulties women had experienced in education management. This awareness would help the women to understand what difficulties they might face in an education management position, both overtly and covertly. Sharing of experiences from women already in positions of management would give other course members intending to gain management positions, more awareness of the problems - or advantages they may face.

The third anticipated outcome of the course was that the women would be prepared to return to their districts and become resource personnel in planning further education management courses for women.

Course organisers also hoped that course members would be encouraged to apply for senior positions of education management decision making and that attendance at a course would help by giving them specific management skills and a greater awareness of the position of women in education management and also to increase their personal confidence in their ability to handle a management position. Whilst an "increase in personal confidence" was not one of the overtly stated aims of the course, the course organisers felt that the supportive atmosphere of an all-women course would help to boost the womens' confidence in their own capabilities.

OBSERVATION DATA

This section of the evaluation is concerned with the "Observations" of what actually happened, before the course, during the course and following the course. It collects the data in the same three categories:

Antecedent Data

Transactional Data

Outcome Data

Gathering the Data

Most of the data gathered in the Observation category was
from a questionnaire sent to all course members. However,
during attendance at the November 1980 Lopdell House course,
I also gathered observations, impressions and interviews
with course members. These observations are discussed
following the section on the "Observation Data".

Women who attended the first course and subsequent follow-
up course encountered a two year time gap between course
attendance and answering the questionnaire, whilst those
who attended in November 1980 had only three months lapse
since their attendance, when answering.

Differences in time of attending meant also that some groups
would have a clearer recollection of events at the course
whilst for others it may have been a case of "trying to
remember". However, it was considered that any impressions
remaining after two years attendance at a course would be
considered a lasting impression and, therefore, one of im-
pact to the respondent and useful in an evaluation study.
A covering letter distributed with the questionnaire asked
respondents to comment as honestly as they could. Because
of time elapsed since attending a choice of answer "un-
certain" was included, although the reason for replying
"uncertain", whether it was because the respondent could
not remember, or that the particular aspect of the course
did not make an impact, or that the respondent was not
decided in her views over it, was not explored. For the
purpose of this evaluation only the stated recollections
were considered useful, although if a significant number of
respondents rated "uncertain" for an aspect of the course,
that uncertainness may in itself make a comment.

Course Programmes Differences

As previously mentioned, the content of the first course

and its follow up showed a somewhat different programme to
the subsequent courses. The first course was regarded as
a pilot course and the alterations coming from the first
and second course form a basis for a more standard programme
for Courses 3, 4 and 5. (Course programmes for all courses
are shown in Appendix 4.) A number of films were shown at
the first course and they were not repeated at subsequent
courses. The topics common to Courses 3, 4 and 5 are those
listed in the questionnaire (Q11). For this section of
analysis of the Questionnaire data, Course 1 and 2 are dis-
cussed separately when considering the course programme.
Members of Course 1 and 2 were asked to comment on their
impressions of the usefulness of their two courses, whereas
Courses 3, 4 and 5 members were asked to rate the topics
covered on a Likert scale.

Antecedent Observations

Data was gathered on what actually happened before the course. This
section looks specifically at which course members were chosen and was
concerned largely with the biographical information of the course mem-
bers, at the time of attending the course.

Biographical Information on Women attending the Course

Seven questions were asked in this section and respondents
were asked to give data as it was when they attended the
course.

1.   What was your age group?

Age groups were given as Under 25; 25 - 30; 31 - 35;
36 - 40; 41 - 45; 46 - 50; 51 - 55; 56+. The largest
single age group for all course members was 36 - 40
years (26%) and (21%) in the 46 - 50 year group. (See
Tables 1 and 2 for complete distribution of all age
groups.)

TABLE 1: Distribution in percentages of course members'
age groups for all courses

Age	%
Under 25	3
25 – 30	3
31 – 35	14
36 – 40	26
41 – 46	23
46 – 50	21
51 – 55	7
56+	3

TABLE 2: Distribution in percentages of course members' age
groups for individual groups

Age	% Group 1 & 2	% Group 3	% Group 4	% Group 5
Under 25	7	0	0	5
25 – 30	0	5	0	5
31 – 35	0	26	11	16
36 – 40	21	16	39	26
41 – 45	21	37	17	16
46 – 50	29	10	22	26
51 – 55	14	5	11	0
56+	7	0	0	5

2. How many complete years teaching service had you then
had?

Participants' completed years of service ranged from
0 – 40 years. The mean for all groups was 17 years
service. (See Table 3.)

TABLE 3: Mean length of teaching service of course members for individual groups

Groups	Years
1 & 2	21
3	16
4	18
5	15

Mean for all groups = 17 years

3. How many years and months had you held your current position?

The time in current position ranged from 0 - 18 years, with a mean of 4 years. (See Table 4.)

TABLE 4: Mean length of completed years in current position for individual groups

Groups	Years
1 & 2	4
3	4
4	3
5	3

Mean for all groups = 4 years

4. Prior to taking that position how many years and months had you spend in positions of education management?

This time ranged from 0 - 24 years with a mean of 6 years. (Table 5.)

TABLE 5: Mean length of completed years in positions of education management for individual groups

Groups	Years
1 & 2	8
3	6
4	6
5	4

Mean for all groups = 6 years

5. Had you undertaken any formal management training prior to attending?

Twenty seven percent of members had undertaken formal management training. (Table 6.)

TABLE 6: Distribution in percentages of course members who had undertaken formal management training

Group:-	1 & 2	3	4	5
% Yes	29	21	22	37
% No	71	79	78	63

Mean for all groups   27% Yes

73% No

6. How were you selected to attend the course?

Thirty three percent were nominated by an Inspector, 18% were nominated by the Principal or equivalent and of those who gave "other" forms of selection, 8% reported some form of nomination, e.g. from Technical Institute, Teachers' College Association. 26% of the members did not know how they were selected to attend. 7% nominated themselves. 8% did not specify exactly how they were selected. (Table 7.)

TABLE 7: Distribution in percentages of selection procedures of members attending the courses

Group:-	1 & 2	3	4	5	Overall %
Nominated by Inspector	57	37	22	21	33
Self-nominated	7	0	0	21	7
Nominated by Principal or equivalent	7	16	28	21	18
Don't know	21	26	50	5	26
Other	7	21	0	31	16

7. What was the professional position you held when you went to the Women in Management course?

The two major services, Primary and Secondary, had the largest representation (46% and 31%, respectively). Pre-school personnel comprised 7% and Tertiary staff 11%. (Table 8 shows the distribution of positions held by all participants.)

TABLE 8: Distribution in percentages of positions held by course members at the time of attending the course

Kindergarten Head Teacher	4 %
Primary Senior Teacher	11
STJC	11
Deputy Principal Primary	4
Principal Primary	7
Secondary Teacher	1
Secondary PR1	1
" PR2	1
" PR3	1
" HOD	4
" Senior Mistress	17
" Deputy Principal	3
" Principal	1
Primary Inspector	3
Secondary Liaison Inspector	1
Primary Adviser	7
Primary Teachers College Lecturer	3
Secondary Teachers College Lecturer	1
Tertiary Tutor	1
Tertiary HOD	4
Tertiary Course Supervisor	6
Pre-School Edu-care) Playcentre Liaison Officer)	3

Summary

Seventy percent of the respondents were aged between 37 and 50 years. The average length of teaching service was 17

years. An average of 6 years had been spent in positions of education management before attendance at the course and an average of 4 years had been spent in their current position. Two thirds of the group had had no formal management training. 59% had been nominated either by an Inspector, principal or some other education organisation which they represented. It is interesting to see that 26% of the women attending did not know how they had been selected. The two major teaching services, Primary and Secondary, were represented in greater numbers than Early Childhood or Tertiary services.

****

Transactional Observations

Data was gathered on what actually happened during the week as reported by the participants. Information for this section was gathered from questionnaire responses.

Participants' Impressions of the Course

Apart from some programme differences all courses had similar aims and characteristics and for the purpose of analysis are considered together.

Course members were asked to describe their strongest positive and negative recollection of the course, and to rate the usefulness of various aspects, themes and characteristics of the course.

Q9. What is your strongest positive recollection of the course?

Comments fell into five broad categories, although there was an overlap between the categories. These categories were comments concerning:

- other course members.
- personal benefit, skills learnt.
- the position of women in education.
- course leaders and session personnel.
- course organisers and course sessions.

All course members replied to this question. The most fre-
quent comment mentioned a feeling of support gained from
other course members. This was also mentioned in comments
concerning personal benefit they felt they had gained during
the course.

> The sharing and supportive attitude of the women. Trust was
> readily established and people were willing to share.

> Support gained from meeting such a cross-section of women. An
> increased and improved awareness of the stresses which some
> women have to face in gaining positions and acceptance.

Comments on other course members also showed that the women
were impressed by the capabilities of other women on the
course.

> The opportunity given to meet dynamic women and from them gaining
> an insight into what makes a successful women manager.

An increase in personal confidence was also a frequent re-
collection. There was some ambivalence expressed about the
position of women in education. Some course members stated
an increased awareness of the difficulties faced by women
in gaining management positions whilst others said they
felt women faced no particular difficulties. A number of
members gave credit to the course leaders and session
leaders, as well as to the organisation and content of the
sessions.

> Excellent rapport of all participants. Good session leaders /1/
> came away feeling extremely satisfied.

> The organisation and presentation of the course entirely prac-
> tices what was preached. There was no mis-match between the
> course organisers and the course content.

Q10. What was your strongest negative recollection of the
     course.

Not all participants responded to this question. Ten either answered with a dash, or said they had no negative recollections. Of those remaining members who did answer the most frequent recollection mentioned aspects of the course organisation or structure. A number of these mentioned uncertainty about the aims of the first course, particularly the "strong feminist bias", although many who made this comment also felt that the 1979 follow-up course rectified this feeling. (Discussion of Group 1 and 2 course impressions confirmed this.)

> That the 1978 course seemed too unstructured to start with. Group democracy left too many loose ends and took much time. (This was rectified though.)

Comments were made regarding negative recollections of specific sessions or topics covered.

> The 1½ hours given to hearing about teacher organisations was not applicable to the course.

Further negative recollections were directed at other course members. Other comments were directed at the general position of women in education.

> There are a number of women meeting problems in being accepted by men as equals in management and that it will be them and their attitudes bringing the responses from the men. The first course was not what the title suggested.

A few general comments were also made, "Too sedentary", "Going back to my own school", "Constipation".

Course Sessions and Themes

Following their strongest positive and negative recollections course members were asked to rate the various aspects and themes of the course. In this analysis, Group 1 and 2 courses are discussed separately, because the programme in these first two courses differed somewhat from subsequent courses.

Group One and Two

As the first and second course covered a number of different
sessions to the subsequent courses, course members were
asked to write comments on their impressions of the useful-
ness of their two courses. (See Questionnaire.)

Many of these comments enlarged on views given about their
strongest negative and positive recollections - particularly
with reference to the "feminist issues" in the 1978 course.

Strongest reaction to the first course from those who
commented was of uncertainty, disappointment, being "very
annoyed", "wariness about why I had been invited" and a
"feeling of being somewhat unsure as to where we were going".
One comment suggested it was "more a revelation than a
practical exercise", and another, ". . . in some cases there
was almost an element of shock". These comments reflected
their uncertainty, distaste and even annoyance at the
"assumption of a strongly aggressive group of feminists who
had an axe to grind" and members reported very mixed, but
mainly negative comments about the feminist issues raised in
the first course.

The second course, however, showed a marked change in mem-
bers' reactions. All those who commented negatively about
the first course, were far more positive about the second.

> /It/ clarified for me what we were on about and the value of the
> support group.
>
> I came away /from the first course/ determined that I would attend
> no further courses for women only. The notes sent after the
> course reinforced my feeling of annoyance with them. However, I
> was persuaded to attend the follow-up course the next year and
> was pleasantly surprised by the change in approach. The malice
> had gone out of their fight and they were more mellow and this
> course was much more pleasant and constructive.

Courses 3 and 4

Similarity of course content in subsequent courses enabled

a comparison of the next three courses. Course members
were asked to rate the themes and aspects of the course as
being useful for their education management positions.   A
Likert scale was used.   (Results of participants' rating
are seen in Table 9.)

TABLE 9:   Distribution in percentages of course members'
ratings on course subjects and themes

Sessions Covering	a	b	c	d	e
Communication techniques	2	2	43	48	5
Pre-course task small group discussion	6	25	37	20	12
Educational management theory and leadership styles	0	7	22	69	2
Leadership - delegation, organisational change and development	0	7.5	31	57	4.5
Panel : Personal perspectives on leadership	6	10	37	43	4
Feminist perspectives of management	9	28	21	33	9
Panel : Management alternatives	0	21	37	24	18
Job applicatons and interviews	2	4	30	64	0
Job description and job analysis	2	0	39	57	2
Time planning and organisation	4	6	30	58	2
Office skills	7	17	44	22	10
Effective management	2	5	36	50	7
Planning regional courses	5	19	45	19	12
Assertiveness and coping with conflict	4	15	40.5	40.5	0
Decision making	0	11	42.5	42.5	4

a - Not at all useful
b - Not particularly useful
c - Moderately useful
d - Very useful
e - Uncertain

When the ratings are grouped into three broad categories
(combining not at all useful and not particularly useful)
to become a general category of "Not Useful" and the two
categories (moderately useful and very useful) to become
"Useful" and the third Uncertain, the following result

occurs in Table 10.

TABLE 10: Distribution in percentages of broad categories on members' ratings of course subject and themes

Category	Not Useful	Useful	Uncertain
Job description and job analysis	2	96	2
Job applications and interviews	6	94	0
Ed. Management theory and leadership styles	7	91	2
Communication techniques	4	91	5
Leadership - delegation org. change and dev.	7.5	88	4.5
Time planning and organisation	10	88	2
Effective management	7	86	7
Decision making	11	85	4
Assertiveness and coping with conflict	19	81	0
Panel : Personal perspectives on leadership	16	80	4
Office skills	24	66	10
Planning regional courses	24	64	12
Panel : Management alternatives	21	61	18
Pre-course task - small group discussion	31	57	12
Feminist perspectives on management	37	54	9

(Q11. Groups 2 - 4 only. N = 54 people)

These categories were then also ranked in numerical order, according to the percentage in the 'Useful' category. It is interesting to notice the general pattern of course sessions which have been given the "Useful" ratings by members. The "top" two concern job description, job application and interview sessions. If women are to seek promotion, knowledge in these areas would be very useful. Further, the management skill sessions appeared to be considered more useful than the other sessions. In considering the three course aims, it seems that course members felt that sessions pertaining to the first aim (to train

women in specific management skills) very useful and more useful than sessions pertaining to the second and third aim, that of studying the issues particular to women in management and preparing members to prepare follow-up Regional courses.

Course Characteristics

All courses had similar characteristics. Members were asked to rate their views on the usefulness of these characteristics in the same way as they rated the course sessions (see Table 11).

TABLE 11:   Distribution in percentages of course members' ratings on course characteristics

Characteristic	a	b	c	d	e
Pre-course reading	6	18	52	18	6
Residential aspect	0	9	10	81	0
Women-only membership	7	19	12	56	6
Course members' participation	0	1.5	20	77	1.5
Cross-section of members from ECE* to tertiary	0	3	13	84	0
Theoretical / practical balance of sessions	0	1.5	31	60	7.5
Regional representation	0	11	25	54	10
Choice of resource personnel	0	1.5	22	69	7.5

* = Early Childhood Education

a = Not at all useful
b = Not particularly useful
c = Moderately useful
d = Very useful
e = Uncertain

Course members found the cross section of people from Early Childhood Education to Tertiary and the residential nature of the course to be very useful. They were also impressed with course members' participation and the choice of re-source personnel. They were a little less   certain about

women-only membership and about the Regional representation of course members. This may reflect in part their feeling about planning the Regional courses. Pre-course reading material was not thought of as very useful by many members (18%) - the lowest rating in this section. This may also reflect the same misgivings expressed by course members, particularly those of the first course about the "feminist bias" (Question 14 and 15 results supported these findings.)

Issues Particular to Women in Education Management

Course members were asked to rate the usefulness of various sessions on the course dealing with issues particular to women in management (Table 12).

TABLE 12: Distribution in percentages of course members' ratings on issues discussed at course

Issues	a	b	c	d	e
Social stereotyped expectations for females and males	4.5	25	46	20	4.5
Supportive networks	1.5	8	30	54.5	6
Role of models and their effects	3	6	32	50	9
Confidence building for women	1.5	12	24	61	1.5
Coping with stress	6	16	40.5	37.5	0

a = Not at all useful
b = Not particularly useful
c = Moderately useful
d = Very useful
e = Uncertain

Course members found that confidence building for women was the most useful issue, followed by supportive networks. Fewer women reported   the issue of social stereotyped expectations for men and women as useful. Much of this discussion was contained in the pre-course reading. It is possible that because 94% of all members were either somewhat aware of the issues that they did not feel the issues

raised at the course were particularly new and, therefore, not particularly useful to them personally (Table 13).

TABLE 13: Distribution in percentages of members' "aware-ness" of issues before the course

Category	%
Not aware	6
Somewhat aware	56
Very aware	38

Finally, course members were asked to answer a hypothetical question:

Q19. If the course you attended had both men and women, how useful do you think the course would have been for you, in comparison with the women-only course you attended? (Table 14).

TABLE 14: Distribution in percentages of members' ratings of a mixed management course in comparison with women-only

Category	%
No real difference	10
Less useful	44
More useful	23
Uncertain	23

Of those who commented on the mixed course making no real difference there were two main comments. They felt suffic-ently confident to handle a mixed course and they would have liked the men, because men and women have a good deal to offer each other on such courses. The majority of women (44%) said they would have found the course less useful and many of these mentioned that they would not have felt so confident to discuss issues or problems with the men present. They also felt they would not have experienced

the same supportive atmosphere that they had experienced
with the women-only group. Of the 25% who thought the
course would have been more useful with a mixed membership,
they felt that both men and women had strengths to contri-
bute and that each could learn from the other. Others felt
men were generally unaware of the problems faced by women
and may become more sensitive to them through attendance
at such a course. Others were uncertain

> The position I would like to move to would be that of a principal.
> As the majority of these are men I would probably have gained
> something from a course for both men and women.

Suggestions for Change to Courses

Course members were asked if they had any suggestions for
changes to the Women in Management course. Fifty three
members gave suggestions. A number of others mentioned
there were no changes they wish to suggest.

Some members suggested a more in-depth look at the sessions
already covered, e.g. more practical information on inter-
view techniques, more management skills such as Organisa-
tional Development. Conversely, one member suggested less
office skills and more on personal communication skills.

As all these various sessions were included in the course,
it appeared that these members felt that they would have
liked to spend more time on them. In this sense, they re-
present a different emphasis on course content rather than
a change in content. Those members who did suggest a change
or addition to the course listed sessions on mental and
physical health, a brain storming session where members
could contribute ideas on the future of education, and a
session on the career structures in the various education
services.

Further comments suggested a change in the course structure.
The most frequently mentioned comment (by 7 members) was
that they would like the course to move towards proportional

representation of men and women. Other suggestions were a
follow-up course and three members suggested that this
course was an excellent one for beginners, but that they
would like to see a continuation of management training to
follow on from these courses. One member suggested a team
from the same school would be beneficial and another com-
mented that the course should be aimed at younger teachers,
just about to enter, or not long been in administrative
positions. One member suggested that the November course
was not held at a satisfactory time, due to end of school
commitments and then a holiday break before the new ideas
could be implemented. One member had strong negatives views
on the course.

> Don't have any more. Just include women in management courses or
> concentrate on removing stereotypes shown to primary children and
> any needs for such courses will disappear.

****

Evaluator's Observation of a Course

I attended the November 1980 Lopdell House Women in Manage-
ment course. Twenty other women attended.

I observed all course sessions and was a residential member
of the course. During the week I spoke to course members,
both formally and informally and also had discussions with,
and gained impressions from, the course organisers. I also
spoke to a number of the resource people.

My most vivid impression of course members' responses as the
week progressed was one of gathering enthusiasm and, in one
specific case, ecstatic delight at a feeling of newly-gained
confidence. This same course member expressed extreme
elation and enthusiasm after the sessions on management
skills. "They were right on - they really clarified my
thinking for me."

Other members began to share personal experiences and talk about problems they encountered in their positions. A feeling of empathy was built up and the residential aspect certainly enhanced these exchanges. I felt it would be very difficult to make an objective evaluation on this "happiness" index, and once or twice found myself reminding myself that I was supposed to be an objective evaluator, not get caught up in the infectious enthusiasm!

Discussions with course organisers revealed that they felt the women were "coming to grips" with the issues particular to women in management positions earlier than in previous courses, and that there was also more awareness of the prob- lems and difficulties faced by women in education adminis- tration positions. The feminist message was no longer a specific input into the course, but had become an accepted part of the course structure.

Women were particularly responsive to sessions on assertive- ness and coping with conflict and a number of them reported that these were exactly the sorts of skills they needed, yet lacked.

I began to wonder how many management skills could be learned in a week, but from post-course questionnaire comments and ratings, these sessions were certainly thought of a very useful by the members and a number reported how they had been able to utilise them back in their positions.

The support from within the group towards other members was another strong recollection of the course. Members dis- cussed mutual problems and related experiences about their education positions. Sharing the common experiences proved a useful experience for the members.

During a simulation exercise involving interview techniques a course member reported that she felt she "had really been put through the mill" by colleagues (who were attempting to

make the interview situation as difficult as possible for her). However, she felt the experience of facing the interview panel would be valuable in building up confidence and skills for interviews for the real situation which she was expecting to face at a later date.

One of the resource people expressed some doubt as to why she had been chosen. When I asked, she said she had not really any expertise in the area on which she was asked to talk and had spent quite some time preparing it. (The presentation, however, was a thoroughly useful and worthwhile contribution to the course.) The organisers had a somewhat differing view on the selection of resource people, saying they were recommended to approach particular people, or had personal experience of people's strengths or had through the network from previous courses built up contacts from people of whom to approach.

Some reservations were expressed by members over the relevance of one or two panel discussions. Members of the panels presented greatly differing views in the discussion and some members thought that while such a session was interesting, it was of peripheral value to them in their particular positions.

Doubt was also expressed in one case about the cross-section of membership from Early Childhood services to Tertiary members. One course member felt it did not allow for sufficient in-depth discussion of topics that may have been developed where members were from a more common background of experiences. However, the majority of members felt the variety of backgrounds and experiences of the course members added a wealth of experience, rather than detracted from the course.

There was some uncertainty also about a group discussion over a decision which was to be taken by the group. The actual decision was not directly related to the course. It

was interesting to observe the difficulty the group had in trying to reach a decision agreeable to everyone and in the time allowed it was not obtained. Although a few members suggested that such an exercise was a waste of time, they also conceded that it was a very salutory experience demonstrating the difficulty of being able to obtain a truly unaminous decision from a group. They felt such an experience would be a useful one to remember for the future.

My impressions at the end of the week were of a sense of warmth and fellowship built up within the group and a sense of achievement gained from a thoroughly enjoyable and well organised week. Many course members expressed these thoughts to me. My doubts about management skills not being learnt were in large part dispelled by course members' responses to their post course questionnaire. My thoughts and impressions of the week's course were often reiterated by other members' questionnaire comments.

****

Outcome Observations

This section gathers data from the actual course outcomes. It comes largely from the course participants' responses to questions about activities they took part in after the course.

Many of the participants expressed favourable opinions about the sessions held at the course, in particular the usefulness of the management skill sessions and the build-up of confidence and support they felt from the group. Course organisers had hoped that the course would encourage women to aspire to, apply for and attain senior positions in education management and decision making. One index of this success was considered to be whether any of the women had been encouraged to aim for promotion following attendance at the course. In this section on follow-up activities

after the course four questions concerned promotion and two
about follow-up activites.

Promotion:

Thirty eight percent of course members reported that they
had applied for promotion since attending the course. Of
those, 44% were successful in obtaining their new positions.
When asked if attendance at the Women in Management course
had contributed in any way to the decision to apply for
their promotion, 62% of the members replied "Yes". Most
commented that the course had helped build their confidence
to apply both from what they had learned at the course and
by gaining a feeling that they realised they were capable of
managing the new position they sought.

Some members mentioned that at the time of answering they
were not eligible to apply for promotion.

Follow-up Courses:

One of the stated aims of the course was to prepare women
to become resource personnel in education management pro-
grammes in their own regions and districts. Members were
asked if they had been involved in follow-up courses or
activities for women in education management since their
national course. Sixty percent replied that they had.
This involvement included organising, planning and directing
regional courses, or being a resource person at a regional
course. These regional courses ranged from a one or two
day seminar to a week course or a six week evening course
of two hours per week. A further 12% (all from the November
1980 course) were involved in the planning of a regional
course, which at the time of answering had not yet been run.

Other activities involved sending requests to NZEI and
Teachers' Refresher course committee for Women in Manage-
ment courses and the setting up of support networks for
women teachers in their own area.

Members were also asked "Have you attended any of the other

Education management In-service course?

There was some ambiguity over this question as the intention
was to discover if any of the course members had subsequently
attended one of the "mixed" management courses. However, as
this was not specifically asked for, 31% of the course mem-
bers said they had attended some other course but those
courses listed included National, Regional and Refresher
courses. Of those who had been to other courses, 66% had
attended Regional courses, 25% had attended National courses
and 12% has attended Refresher courses. Some members men-
tioned more than one course, hence there was some overlap.

National courses where titles were specified were

>   Management Training of Yr 1 - Teachers
>   Management of Education Institutions

Other members mentioned Lopdell House courses, but not the
name of the course.

Other Activities:

Course members were asked to list specific activities that
they had undertaken, that they would not have undertaken if
they had not been on the course.

Forty eight members (68%) of course members gave details of
particular activities. Many of the women listed more than
one activity that they had been involved in. There was an
overlap between the answers to this question and Q24 which
asked about involvement in Women in Management follow-up
activities. Many of the course members referred to the
same activities. Sixty two percent of the women replied
that they had either organised further Women in Management
courses at local and regional levels, spoken at them or
been resource persons at such courses. They had also pre-
sented papers and talked to various groups, e.g. In-service
course, Principals' Group or Staff meetings about the Women
in Management courses. Further, they had planned seminars,
attended and organised school based In-service courses or

attended further management and leadership courses. Twenty
seven percent replied that they had tried to encourage mem-
bers of their own staff, both men and women with applications
for promotion or discussed avenues for promotion with staff
members. They had also organised staff meetings for women
staff and run assertiveness training for secondary school
girls. They had also helped young teachers with communica-
tion techniques and decision making processes. A further
10% said they had consciously tried to improve their own
management skills, particularly in the area of communication,
speaking up at staff meetings and supporting other women
teachers. Thirty eight percent also mentioned extra-
curricular activities they had undertaken. These included
University extension courses in management, University
extramural courses in Diploma of Educational Administration,
or papers from Technical Institutes, and accepted nomina-
tions for positions with NZEI, STJC Association, joined the
local committee of the New Zealand Educational Administra-
tion Society (NZEAS). Others had joined Toastmistress
clubs, and written a paper for a Community College course
and local newspaper.

Significant Changes since the Course

Course members were asked to comment on any significant
changes, positive or negative, they felt attendance at the
course had made to their professional position.

Some women made a general comment about the position of
women in the education system in general, but the majority
(70%) made specific comments about their current position.
Forty four members commented on significant differences,
all positive.

A large number specifically mentioned awareness of their new
skills

> Now that I am aware of management theory, I actively strive to

put into practice especially as far as organisation of time and delegation is concerned.

I feel I have become much better organised which enables me to use my time more efficiently, e.g. administration tasks are coped with more efficiently allowing more time to give support and guidance to teachers in my team.

General comments about the position of women in education were reflected in this member's comment

It has given me a sympathy for the diffidence some women feel when working in a male dominated leadership role. This was not a concern of mine and I lacked sensitivity in this aspect.

A similar question asked whether there were any significant changes, positive or negative, to them personally, since the course.

There were similarities in the answers for a number of the aspects. The most significant change for over half the members (52%) was an increase in confidence. They reported feelings of increased confidence in dealing with their own specific situations, as well as general situations.

I feel I carry out my duties with more confidence. The course has provided me with a background to impart confidently to groups of teachers some of the management skills I learned at the course.

Other comments mentioned an increased awareness or confirmation of beliefs about the position of women in education. Other comments were made on the position of women in society in general and other members made reference to their awareness of the position of women in education management.

It has made be acutely aware of the small numbers of women in PR's and I would like to help others interested in applying.

Other comments were made about personal changes they felt they had made and these included undertaking formal administrative study, a feeling of "more personal direction" and clarification of their roles and responsibilities.

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Advantages and Problems for Women Education Administrators

Are there any advantages or problems you have as a women in an educational management position?

Course members were asked to make a general comment on these two aspects. These questions were not specifically related to the Women in Management course, and were more of a general opinion held by the women. Two questions were asked

Are there any advantages you have, as a woman in an educational management position? Please comment.

Some members felt there were no advantages and others did not comment. The strongest single feeling that came through from 28% of members described how they saw women could handle management positions.

> I feel that perhaps at times, as a women I have a better understanding of some of the difficulties staff are having both in and out of school situations (most especially stress situations).

Conversely, others suggested that women administrators expected more, and got more effort from their staffs. Other general comments included

> Solo mums and Polynesian mums feel happy to approach me.
>
> _There are_ not many around _we have_ a scarcity value. Very occasionally I use feminine tactics. The men still fall for them.

One principal commented that she could think of no advantages enjoyed by women administrators

> Men have so many built-in social advantages - Rotary, Jaycees, etc, as support, tap on the shoulder etc. All the people I deal with are men.
>
> I don't have to shift heavy pianos!

Members found it a little easier to comment on some of the problems they faced as a woman in educational management positions.

Are there any problems you face as a women in an educational management position? Please comment.

Forty three percent commented about problems they had with male colleagues. Others described personal problems they felt, and some found problems with both male and female colleagues. Such problems were "lack of understanding" from male colleagues, and a feeling that the women had to be "super efficient" in their jobs.

Professional jealousy from less able males on the staff and personal problems encountered included

> Uncertainty about my attitudes to success and ambition.

Some members encountered problems with both male and female members of their establishments

> /I find/ patronizing behaviour from older men and women on a similar level.
>
> I have to keep justifying myself.
>
> I can't manhandle heavy furniture!

JUDGEMENT MATRIX

In this matrix data on what the 'Higher Authorities' gener-
ally expect are considered the "Standards". Opinions about
the value of the programme itself are considered the
'Judgements'.

Judgements and Standards

The previous sections looked at the programmes' 'Intents' and also re-corded what was perceived to be happening - these were the 'Observations'.

Stake says the evaluator should then gather data on what the higher authorities generally expect - these are the "Standards" and finally opinions about the value of the programme itself - these are the "Judgements".

Standards

In this evaluation there is difficulty in making an assess-ment on the Standards that were anticipated by the Course organisers, or by the 'Higher Authorities'.

Because there had been no previous formal management train-ing for education administrators in New Zealand, there was, consequently, no standard by which to judge the success or otherwise of these courses. Such standards will have to be decided by Education Authorities if they wish to justify continuation of the programmes.   In this case, I do not see it as the evaluator's role to make comment on these stand-ards, but rather present evidence from data as to impressions, opinions and evaluations from all those involved in the course. As an evaluator I also give my "Judgements" on the programmes, but those of acceptable standards will need to be decided by those in 'Higher authority'.

Judgements

The policy statement of the Interim Committee on Women in Education, in 1977, stated,

> . . . that as a valuable and necessary form of affirmative action
> to encourage women to aspire to, apply for and attain senior
> positions in education management and decision making, special
> women-only courses in educational management should be held for
> a limited period of time. (1)

These courses had three aims

   (1)   To train women in specific management skills.

---

(1)   Garlick, M (1980), op. cit.

    (2)   To study issues particular to women as managers.

    (3)   To prepare a group of women to become resource personnel in education management programmes in their own regions and districts.

Affirmative action was considered necessary to try to redress the imbalance of the small number of women in administrative positions. Women-only courses were justified on the rationale that because of sex role stereotypes and expectations, women generally felt less capable and less confident than men, particularly in leadership and administrative situations. Therefore, women would feel more confident and supportive in an all woman group, rather than having to compete with the men as well, at a management skills building course. It was argued that women would more easily gain a feeling of confidence from being with other women, particularly in seeing course leaders and session organisers who could demonstrate that women had abilities to handle management skills.

When asked if they thought attending a mixed course would have been as useful to them as a women-only course, 44% of the members said it would not have been. Their feelings generally endorsed the organisers' views, in that they reported they would not have felt so confident, nor so willing to share their difficulties, had men been present. They felt the men would have had difficulty in understanding this reticence and whilst a few thought they could have explained this to the men they also felt the time involved in achieving the necessary rapport was best invested in "getting on with" the planned programme in an already supportive atmosphere. Some members conceded that they thought a mixed course would have been more useful, but a number endorsed this choice by saying that they already felt the confidence in handling mixed groups. For some it was an "excellent beginning course" and they hoped to go on to a mixed management course. (Course organisers also aimed for this proportional representation on the mixed management course.)

Comments given on the strongest positive recollection of the
course and significant changes both personal and to their
professional position, further confirmed a feeling of in-
creased confidence from attendance at the course. Sixty two
percent of the course members reported their attendance at
the Women in Management course had contributed to their
decision to apply for promotion after the course, or in
two cases whilst still on the course. To this end the
course had "encouraged them to aspire to senior management
positions".

Course Aims and Outcomes

The courses had three specific objectives. These will be
discussed separately.

1.   To train women in specific management skills:

The management skills taught were a very useful part of the
course and a number of members reported significant changes
both to themselves and to their professional position as a
result of being able to utilize their newly acquired skills.
Office skills and organisational techniques were reported
as a help to increase efficiency in routines. Professional
leadership skills and delegation were practised and communi-
cation skills were used in developing staff rapport.

Studies have shown that women are equally capable of handl-
ing administrative positions as competently as men and in
some cases more so. (Meskin 1974; Gross and Trask 1974 and
1976; Bach 1976; Frasher and Frasher 1979.) Miner (1)
showed that women ranked equally with men on a measure of
six criteria measuring the "motivation" to manage. These
criteria were

     - A favourable attitude toward authority.
     - The desire to compete.
     - Assertive motivation.
     - The desire to exercise power.
     - A desire to capture the attention of others through distinctive

(1)   Miner, J B (1973). "The Real Crunch in Managerial Power". Harvard
      Business Review Vol. 51, No. 6, 1973, pp. 146 - 158.

kinds of behaviour.
- A sense of responsibility.

In two studies, of departmental store personnel and public
school administrators, he looked into the relationship be-
tween motivation to manage "a whole host of performances and
success criteria for both men and women". He concludes

> The relationships are practically identical for both groups.
> Women appear to manage well for essentially the same reasons
> men do - that is, existing criteria for excellence are equally
> appropriate for both.
>
> Further, although female managers do characteristically score
> lower on assertive motivation than their male counterparts, this
> is the only motive of the six on which such a differential
> occurs. (1).

This aspect was confirmed through course members' comments.
They felt the "assertiveness motivation" of the course was
a valuable aspect of the course and they likewise confirmed
this in their often newly-realised ability to handle
efficient management positions.

2.   To study issues particular to women in management:

This feeling is also expressed, although not always as
strongly in comments about studying issues particular to
women as managers. For some women these discussions merely
confirmed what they already knew and they had been aware of
the issues before attendance at the course. Perhaps for
these women, a mixed management course would have been just
as effective. But for a number of others it gave an oppor-
tunity to meet and discuss with other women who had faced
similar difficulties and from these discussions a feeling
of "solidarity" emerged rather than an individual feeling
it was their own personal shortcomings.

Discussions with course organisers showed that in later
courses women were becoming increasingly more aware of the

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(1)   Miner, J B (1973) op. cit. p. 148.

issues facing women in education and in particular in education management. This was also reflected in the shift from the feminist message given very strongly in the 1978 course. Course organisers modified their approach in the 1979 and subsequent courses but also reported that the women themselves had become more aware of these issues and consequently did not feel so "threatened" by them.

3.   To prepare a group of women to become resource personnel in education management programmes in their own regions and districts:

Whilst some course members rated sessions on the course used for preparing follow-up courses in their regions, as less useful than sessions on other topics, there were nonetheless a large number of course members who had been involved in organising, planning and running such follow-up courses. Sixty percent of all members reported this involvement. It is difficult to say why women felt these course sessions were not so useful when they obviously felt enthusiastic enough to carry out follow-up work when they returned to their own regions. (It may have reflected their doubts in their own abilities to carry out management courses after only one week's training.) However, from enthusiastic comments on the follow-up courses received, these doubts do not seem to be justified.

It seems then, from participants' responses, that they felt they gained a great increase in personal confidence in a supportive atmosphere, learnt some useful management skills and then felt sufficiently motivated to return to their own regions and become involved in further Women in Management activities.

Apart from some criticism of the initial course, which was acknowledged by course organisers, and modified for the subsequent courses, course members gave very positive and enthusiastic responses to the questionnaire. Only one of

seventy respondents felt no benefit was gained personally, from attendance at the course. Whilst it may be argued that the "happiness" index of course members may not be a valid one in rating successful courses, the participants gave equal rating and enthusiasm to the practical skills of management they acquired, as well to the more nebulous, difficult-to-measure increase of confidence so many members reported.

****

Evaluator' Judgements

Course organisers had three aims for the courses. Participants' responses show that they felt the course was useful in showing them management skills, and follow-up of these new skills in their job and in their personal organisation endorsed this view. Differences in time since attending the course showed that members who had attended in 1978 and 1979 were still active in promoting management skills within their own staff. It was interesting to note that the enthusiasm for support of the courses had not dropped significantly despite the time lapse since attending. Women who had acquired management skills at the course had been able to incorporate them into their job situation.

There has been a change since the first course in 1978, in the growing awareness of the wider social issues of the position of women in education management, and because of this increased awareness, this side of the course can perhaps be de-emphasised. There are a number of women who felt they could have coped with a mixed management course, and for these women, attendance at such a course would be an added benefit. There were a number of women also, who expressed the feeling of support, and gain in their personal confidence as the biggest benefit from the course. This gain

in turn made them realise that they were capable of handling
administrative positions.

For the women who felt this support and confidence gained
from the course, the course was a very valuable introduction
to management training. It seems that the course plays its
most valuable role in that area, as a beginning course for
the women who are as yet unsure of their abilities. There
is still a need for such management courses for these women.
Selection of these particular women should be more carefully
organised.

The two-fold aim of the course to train women in specific
management skills but in an atmosphere where issues particu-
lar to women in education could also be discussed, was the
most important aspect of the course and it is doubtful if a
mixed management course would have achieved this same atmos-
phere.

Women in Management courses are an interim measure. When
proportional representation on mixed management courses is
gained, and when the social climate has changed sufficiently
to allow both men and women to feel support from each other
in expressing difficulties in management positions, then
the women-only courses will no longer be needed.

A wider social change is necessary in order to allow either
men or women to feel the challenge of taking up a management
position, because of capabilities and interest in the job
and not, as at present, largely because "tradition" has
guided men to be the administrators and women to be the
classroom teachers. We need a climate where classroom
teaching or tutoring in Teachers' College or Technical In-
stitute, or being a Kindergarten teacher is recognised as a
worthwhile career with long term prospects, rather than at
present, where promotion is only gained through obtaining
an administrative position. We need to promote the most
suitable men or women and encourage them to take on the ad-

ministrative responsibilities as well as recognising the
legitimacy of remaining in a classroom.

Administration has traditionally been the domain of men in
theNew Zealand education system. Until a change comes about
where administrators are chosen from both men and women of
equal suitability and capability, then promotion of womens'
awareness of this situation is a justifiable form of affirm-
ative action. To this end the Women in Management courses
should continue.

RECOMMENDATIONS

Selection of Members

The courses aimed to encourage women to aspire to senior
management positions but Table 8 reveals that a number of
course members had already reached positions of decision
making. Selection was done largely from nominations re-
ceived and the majority of members were nominated from
Inspectors, Principals and various authorities.
The advertisement in The Education Gazette generally states
the three course aims and calls for nominations. If the
Course organisers wish to attract more specific personnel,
i.e. those women who have not yet reached positions of
decision making, or have only obtained their positions
recently, then a more detailed advertisement should be
placed in The Education Gazette.

The diversity of opinion of members as to whether they felt
the course would be just as useful had men been attending
also, suggests that for some women the mixed course would
have been equally beneficial in providing the management
skills. For this reason also, it seems that there may be
two groups of women, those who would benefit from the con-
fidence-building atmosphere of an all-women course, and
those who already felt sufficiently confident to handle a
mixed management course. This first group of women are the
ones who will benefit most from the Women in Management
courses, and it is to them that the advertisements should
be directed.

Recommendation: Examine the Course advertisement and selec-
tion procedures in order to determine as far as possible a
group of women who have not reached senior management posi-
tions, e.g. Senior teachers in Primary and PR(1) and (2) in
Secondary. It may be useful to state in the advertisement
that the course is aimed specifically at persons who have

recently attained senior management status, or are antici-
pating doing so in the near future. There is also a con-
tinuing need from a number of women who have already been
in senior management positions for some time, also being
eligible for attendance at the course, until proportional
representation for both men and women is ensured on the
mixed management courses. It would be useful to draw up a
set of criteria for the selection of course members, based
on the current position held, but also allowing flexibility
to include other members who have already positions for some
time.

Information Dissemination

As management training for either women or men is a newly
established In-service course, it is necessary for as many
persons in positions of responsibility as possible to be
aware of them. To this end, the follow-up groups organis-
ing activities could be encouraged to tell other groups of
teachers about the aims of the courses and encourage them
to apply, either through nomination from Inspectors etc,
but also, in particular, through self-nominations. If all
course members mentioned the course to one other prospective
member, then information about the course would begin to
become more widely known. Whitcombe (1) found that women
tended to wait to be asked to attend In-service courses and
were not always aware of the programmes being offered. This
is reflected in part by the small number of women who nomin-
ated themselves (7%). It would be interesting to see a
comparative figure for men who nominated themselves for the
mixed management course.

Recommendation: That follow-up groups and course members be

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(1)   Whitcombe, J (1979). A Comparison of Career Patterns of Men and
       Women Teachers. A paper presented to the first National Confer-
       ence of the New Zealand Association for Research in Education,
       Victoria University, 7 - 10 December 1979.

actively encouraged to find at least one other prospective
member within their own region and actively lobby for that
person(s) to attend one of the management courses.

A number of women suggested that they would have liked to
study particular issues and sessions covered in the course
in more depth. To this end, a Resource file or Bibliography
pertaining to the various topics covered could be built up.
Previous course members could be canvassed for information
on any books, articles, methods etc they had found useful
for themselves, or in their own follow-up course. This
Resource file could be available to course members for use
as follow-up background material, or for resource material
for their own personal study. Information about organisa-
tions, both educational and related could be included, e.g.
NZEAS, Toastmistress clubs.

Recommendation: That a Resource file/bibliography be set
up gathering information from past course members, resource
people and anyone interested in a particular topic, to be
combined in booklet form and made available to anyone inter-
ested in obtaining it. An up-date and revision would be
needed from time to time.

Choice of Resource Personnel

A number of members mentioned that they would like to see
resource people chosen by their ability as first criteria,
rather than their sex. Initially, it was considered very
important for course members to see other women as competent
role models and for this reason it was considered important
to select women only as resource people. However, as the
"climate" of the courses has changed since 1978, women have
become more aware of the wider social issues surrounding
their positions in education, it may not be so necessary to
feel obliged to present all women as resource people.
There is some ambivalence about this recommendation, however,

because at a National course which I attended, a number of
resource people were not sure why they had been chosen and
had an attitude of "why can't they choose people who know
something about it, rather than me?" This lack of compet-
ency was in no way evident in their session presentation,
in fact comments reinforced the quality of resource people
far more often than otherwise. It may be that on occasion
either a man or woman would be the best available resource
person and, on the grounds of ability, should be chosen.

Recommendation: Availability and competence of resource
people should be the first criteria for selection.

Some members reported difficulty with obtaining resource
material for planning their follow-up courses and for this
reason the Resource File / Bibliography could also include
addresses of Regional resource people, listing their areas
of interest and their availability or willingness to con-
tribute.

Recommendation: That the Bibliography / Resource File include
a list of available Resource people and their areas of
interest.

The follow-up networks in the regions are an important part
of the continuation of dissemination of knowledge of manage-
ment skills for women and in some cases, distance apart of
regional members makes for difficulty for continuation of
follow-up activities. A number of centres could well pro-
vide sufficient personnel in order to justify running a
regional In-service course in that area. One suggestion
for this is the use of University centres.

Recommendation: That the various University centres be con-
sidered as venues for Regional In-service courses for Women
in Management. The University centres, Auckland, Hamilton,
Palmerston North, Wellington, Christchurch and Dunedin, also
have hostel facilities for accommodation and, in particular,

during the winter term when August vacation dates for the
University and schools do not always overlap. This means,
for instance, that the University may be available for use
during the last two weeks of the August term. As well as
providing the venue, University staff with related expertise
in the various areas could be called upon as resource
people. Women in the surrounding areas could be invited to
attend and the formation of follow-up networks would be
facilitated by problems of distance being reduced.

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Course Members' Recommendations

- A number of older women felt the course would have been
  more beneficial to those just beginning in administrative
  positions, because they are the "opinion changers".

- Members reported that they felt this course was an excel-
  lent beginning course, but they would welcome a follow-up
  course with an opportunity to explore some of the manage-
  ment issues in greater depth.

- One member recommended that teachers should have their own
  allocation of Teacher Relief days, which they would use at
  their own discretion. This would alleviate the difficulty
  some women felt about attending such a course, because of
  the difficulties of obtaining relieving staff.

- A course member recommended that the timing of the November
  course be considered. Return to school meant that end of
  year activities tended to crowd out the benefits of the
  course and then a long school holiday meant a lapse before
  the new ideas could be tried out.

- A number of members recommended that wherever possible the

best available resource person should be chosen, rather than make the first criteria that the resource person be a women.

A P P E N D I X   O N E

Copy of questionnaire sent to all course participants and letter explaining the purpose of the questionnaire.

Education Department
Massey University
Palmerston North

Dear

May I introduce myself. I am Jill Steele, a Primary school teacher, at
present a.full time graduate student at Massey University. I am working
with Mary Garlick of the Dept. of Education and Dr. Tom Prebble at Massey
and I am undertaking an evaluation study of the various National
In-Service courses held for Women educational managers.

I have been given your name as one of the Course participants at a course
held at Hogben or Lopdell House from Feb. 1978 to Nov. 1980. The courses
have been called "Management Training for Women", "Women as Managers in
Educational Institutions" and "Women as Educational Managers". I have
referred to all the courses as Women in Management to save repeating the
various titles each time.

I am writing to you to ask you to fill in the enclosed questionnaire and
return it to me in the enclosed stamped addressed envelope within two
weeks. I realise that you may have already been asked to evaluate the course
you attended and that filling in such questionnaires can be rather difficult
or tedious. I also appreciate that you will be extremely busy at this time
of the year. I am therefore reliant on your co-operation in answering this
questionnaire for my venture, as I need a continuity and uniformity of
evaluation for all the courses held so far, in order that I may be able to
make some objective analysis of their effectiveness. One of the end pro-
ducts of this evaluation will be a report submitted to the Dept. of
Education which will be used in future planning for the Women in Management
Courses.

I realise that for some of you, it is quite some time since you attended
the course. Please give me your impressions of the.course as you now
remember it. It would not be useful for me to have you look back over any
written materials you may have kept in order to get the "right" answer.
My aim with this questionnaire is to tap impressions and memories of the
course. If they are vague, then please say so. Your honesty with the
answers will help me to evaluate more accurately your impressions of the
course.

Financial restraints and numbers involved do not permit me to send you each
a copy of the completed results but by the end of June 1981 I aim to
have the study completed and should you be interested to read the report
I suggest you contact Mary Garlick or myself. I am also considering the
possibility of submitting in abbreviated form the results in an article to
Education News, National Education and the PPTA Journal.

Thank you, in anticipation of your co-operation and time involved in filling
in this questionnaire. I would be delighted to have any extra comments
you would also wish to make.

Yours sincerely,

WOMEN IN MANAGEMENT

An Evaluation of In-Service Training: 1978 - 1980

This questionnaire aims to gather information to be used for an evaluation study on Management Training for Women in the New Zealand Education system.

PLEASE ANSWER ALL QUESTIONS and add any comments you wish.

PLEASE RETURN the answered questionnaire in the stamped addressed envelope provided.

THANK YOU FOR YOUR HELP IN THIS STUDY

Jill Steele
Education Department
Massey University
Palmerston North

Please complete the following data related
to your personal situation AT THE TIME
YOU ATTENDED THE WOMEN IN MANAGEMENT COURSE

1.   What was your age group?

Under 25		1
25 - 30		2
31 - 35		3
36 - 40		4
41 - 45		5
46 - 50		6
51 - 55		7
56+		8

2.   How many complete years teaching service had you then
     had?

3.   How many years and months had you held your current position?

Y	M

4.   Prior to taking that position, how many years and months
     had you spent in positions of educational management?

Y	M

5.   Had you undertaken any formal management training before
     you attended the Women in Management Course?

Yes	No
1	2

6.   How were you selected to attend the course?

Nominated by an Inspector		1
Self nominated		2
Nominated by Principal or equivalent employer		3
Don't Know		4
Other (Please give brief details		5

9.   What is your strongest positive recollection of the Course?

_____

_____

_____

_____

10.   What is your strongest negative recollection of the Course?

_____

_____

_____

11.   The Course you attended will have incorporated some* or all of the
       following aspects and themes. How would you rate them as being useful
       for your educational management positions?

	1	2	3	4	5	
Sessions Covering	Not at all useful	Not particularly useful	Moderately useful	Very useful	Uncertain	
Communication Techniques						15 __
Pre-Course Task-Small group discussion						16 __
Educational Management Theory and Leadership styles						17 __
Leadership-Delegation Organisational Change and Development						18 __
Panel: Personal Perspectives on Leadership						19 __
Feminist Perspectives of Management						20 __
Panel: Management Alternatives						21 __

* If not included in your course, please leave blank.
N.B. The first two courses (Feb]978 and Feb]979) had a somewhat different
structure. Please see over the page ...

12. Are there any significant changes (positive or negative) attendance
at the <u>Women in Management</u> course has made to your professional
position? Please comment.

_____

_____

_____

_____

_____

13. The following were some characteristics of the Course. How would you
describe their contribution to the Course?

	1	2	3	4	5	
Characteristic	Not at all useful	Not particularly useful	Moderately useful	Very useful	Uncertain	
Pre-Course Reading						30 ⌣
Residential aspect						31 ⌣
Women-only membership						32 ⌣
Course members' participation						33 ⌣ .
Cross section of members from ECE* to Tertiary						34 ⌣
Theoretical/ Practical balance of sessions						35 ⌣
Regional Representation						36 ⌣
Choice of Resource Personnel						37 ⌣

* EARLY CHILDHOOD EDUCATION

17. Are there any advantages you have, as a woman in an educational
     managment position?   Please comment

     _____

     _____

     _____

     _____

     _____

18. Are there any problems you face, as a woman in an educational manage-
     ment positions?   Please comment

     _____

     _____

     _____

     _____

     _____

19. If the Course you attended had both men and women, how useful do you
     think the course would have been for you, in comparison with the
     women-only course you attended?

     | No real difference | | 1 |
     | Less useful | | 2 |
     | More useful | | 3 |
     | Uncertain | | 4 |

     44

     Please say why

     _____

     _____

     _____

     _____

25. Have you attended any of the other Educational Management In-Service
Courses?

Yes	No
1	2

If yes, please list the course and venue.

_____

26. What sorts of activities have you undertaken since the Course that you
would not have undertaken had you not been on the Course? Please be as
specific as you can in listing them.

_____

_____

_____

27. Do you have any suggestions for changes to Women in Management Courses?

_____

_____

_____

_____

Thank you for your time and patience in answering all these questions.
If there is any general comment you would care to make about the course,
I would be very happy to hear it. Please use as much of the remaining
space as you wish.

The Education Gazette, Vol. 57, No. 2, February 1 1978.

Women and Education: Statement from the Minister of Education.

On the grounds of both social justice and social need it is essential that a high priority be given to action on the status of women and the limited opportunities available to them.

The education system, both formally and informally, can be either a major obstacle to change or else a potent agent for it. There are, in fact, many important areas where education is an essential pre-condition for such change.

The Government's stated policy is that 'All women must have the opportunity to participate on the basis of full equality in the social, economic and political spheres of New Zealand society'. That policy more specifically speaks of action in:

early childhood education;
vocational guidance and emphasis on equal opportunity;
training, re-training and second-chance opportunities for women;
conditions affecting women teachers, and to search actively for improvements.

The Government and the Department of Education are committed to taking action in these fields. However, formulating policies and initiating action at a national level is only part of the story, for thought and action are needed at all levels of New Zealand society. Our concern is not only with administrative and selection procedures which discriminate against or disadvantage women. We must also become aware of the indirect and informal influences - unspoken attitudes, unquestioned assumptions in school organisation, unrecognised implications in curricula. These can forcefully sustain stereo-typed roles for both women and men, and so limit their choices in life.

All those involved in the education system - teachers, parents, students, administrators - hold much of the responsibility for the broad changes which are required in society. They must consider the issues, examine present procedures and search actively for improvements.

Controlling authorities must examine appointment and promotion procedures; teachers must examine school organisation, teaching methods and curriculum content; teachers' organisations must examine conditions of service; local groups and voluntary organisations must examine the ways they operate and the people they involve.

There is a need to look at the composition of the controlling bodies, of working parties, committees and inservice training courses, and of intakes for various forms

of training, including vocational training. In all these areas women with the appropriate skills and ability should be involved so that, by gaining greater experience in responsibility, they will be able more often to take advantage of the opportunities open to them.

Ways must be found to increase opportunities for women, while at the same time maintaining the basic strengths of the family. For women who re-enter the work force there is a special need to find a method of giving them recognition for the skills and experience they have gained in the family and in community activity.

It must be recognised, however, that the factors which limit the social and vocational contribution of women are very complex and that there are no simple immediate solutions. Change is required in the attitudes of both men and women, in many forms of social organisation and in all areas of life. Such changes cannot be forced upon society.

The Government, in line with its stated policy, will be taking positive action and will be giving all possible priority to changes in education which will help New Zealand society to move toward greater equality. But Government and Departmental action, however necessary, are not sufficient.

I believe that the great majority of New Zealand people share a belief in this broad goal. They also share responsibility in their own ways and in their own spheres of daily influence, for contributing towards its achievement.

L W Gandar
Minister of Education

A P P E N D I X   T H R E E

Extracts from the Report on A National In-service Course
"Issues on Management Training for Women in Education" held
at Head Office, Department of Education April 18, 19, 1977.

2. EDUCATION FOR POLICY-MAKING, COMMITTEE MANAGEMENT, GROUP LEADERSHIP AND EFFECTIVE PARTICIPATION, FINANCIAL MANAGEMENT, INTERVIEW TECHNIQUES.

    1. Management courses which could be used:

        i   Administrative Staff College - the Committee on Women in Education could nominate a woman to go to it.

        ii Lopdell House / Hogben House courses could include some on women in management.

        iii The Committee on Women could run regional seminars on management skills and get women the right to be free from school one day and reimbursed and relieved. This is specially necessary for Secondary women teachers.

    2. The Secondary Schools Boards Association could be approached / written to by the Committee on Women in Education re appointing more women to PR's, e.g. ask them to consider a quota system.

    3. Find out the reasons more women are not invited to courses and the composition of the committee which frames the in-service programme.

    4. The Committee on Women in Education could be approached to produce small booklets on structure and management of each of: Pre-school services, primary, secondary, tertiary, including technical institutes, teachers colleges, university.

    5. Encourage more openness regarding information relating to promotion, and selection, e.g. appointment committees being vetted and their composition known when promotions are made.

    6. Credits should be given for time spent in child-rearing and voluntary and low-paid community work.

    7. New materials should be vetted against those with a biased sexist orientation.

    8. The appointment of an advisory officer to promote the equality of women at high level in the Department of Education should be pursued.

    9. Kit-sets raising the awareness of pupils and teachers to the problems should be developed and promoted.

    10. Find out about the workings of the system, public

and private aspects.

11. Encourage cells of women in every school to build confidence and promote knowledge and action.

<center>**********</center>

GROUP II

IN-SERVICE COURSE

A proposal for a course which would provide expertise and material for the National Course, February 1978 and which would concentrate on issues affecting women and management in education.

Time: 5 days (1 week) Term III 1977.

Place: Massey or Wellington University Extension (Peter Dinniss or Marijke Robinson to be approached).

People attending:

Representatives from the present group, teachers, technicians, resource people (approximately 30).

Task: Make A V presentations - learn the process and produce a product for use with teachers.

Based on: G McDonald's "Education" Part 1.6, 17 - 22; Part 2.7, 22 - 6 article, i.e. problems of classroom teachers, e.g. the dual role; stereotyping of women teachers; time spent working.

Prior to course, members will be given preparatory work, e.g. preparation of:

1. An outline of a task area, e.g. Early Childhood Education;

2. The collection of materials related to it, e.g. Slides / graphics, etc.

3. A list of the skills required, e.g. the ability to use video for local courses.

4. Liaison for local courses with any schools / kindergartens which will be used in collecting material.

Course Itself

Day 1   a. Members will be put into task groups.

         b. Given tasks.

         c. Asked to collate and co-ordinate material collected from prior work.

             d.   Given time to prepare outline of final 'pro-
                      gramme' in individual groups.

Day 2   a.   Will be spent in brushing up on previously
                      learned technical skills.

             b.   Learning new ones required this week.

Day 3   Collect material slides / video / tapes, etc.

Days 4 & 5   Edit and show.

<u>Dissemination</u> - Will be at grass roots classroom teacher
                  level, and the material will be prepared with
                  this in mind - in school staff rooms, <u>e.g.</u>
                  half hour programme shown in lunch hour.

A series of training courses could be run in staff rooms
for women teachers. Primary and secondary teachers are
ready for this. Get students involved when on section.
Help them to use audio visual aids. Material available
from Anne Smith, Dunedin; Maris O'Rourke, Auckland. In-
clude the concept of responsibility -

        what kind
        how
        which areas

Information should be geared to their level. They should
understand the present administrative structure and case
studies of career development and hurdles can be very use-
ful.

Sources of frustration are valuable discussion points, <u>e.g.</u>:

        a.   dual role - attitudes and guilt
              national policy

        b.   stereotypes - responsibility taking <u>viz</u>
              Geraldine McDonald's article in Education

        c.   The various problems of both married and unmarried
              women.

The presentation should be open-ended and this position and
timing of courses considered carefully with consumer parti-
cipation.

The preparation of such courses should be the theme of
National In-service Course, February 1978.

Those attending would be teachers, technicians, participants
in this course.

The focus would be on problems areas such as Women in Edu-
cational Management; Women in Early Childhool Education.

Information should be given on how the system works, <u>viz</u>
United Womens Convention workshop material.

APPENDIX FOUR

Copies of all course programmes

MANAGEMENT TRAINING FOR WOMEN - LOPDELL HOUSE - 20 - 24 FEBRUARY 1978

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 12.30	Introduction of course members over lunch; organised by planning committee.	Film: One of a series to be assessed by the group, "Hidden Curriculum Assumptions". 9.00 The Structure and Function of the Dept. of Ed. in NZ. 11 - 12.30 Relations between the Dept. of Ed., KTA, NZEI, PPTA.	Film: "Hidden Curriculum-Expectations. 9.00 - 10.30 Management Skills. 11.00 - 12.00 The Hidden Curriculum in Management.	Film: "The Hidden Curriculum - Attitudes. To be kept free for use as deemed necessary by the steering committee.	Reports on future action. Answer questionnaire on course.
1.30 - 3.00	Communication Techniques.	Budget Cycle - new policies.	What women have to offer in management. Exercise and discussion.	What can we do to help women in management? 1. Geographical groups discuss future action. 2. In secondary and primary groups discuss school based or other appropriate action. 3. Discuss Westport project. 4 pm Break for a meal in the city.	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3.30 - 5.00	In small groups with leaders, discuss "How did I get where I am now" (a) Factors that have helped me (b) Factors that have proved difficult	Exercises using the above material.	3 groups discuss difficulties, e.g. care of dependents.		
6.30 -	Personal examples of situations where assertiveness has been helpful.	"The Management Mystique" film and discussion. How does the mystique work?	A session where course members read poems and extracts from prose or con-tribute something of importance to themselves.	Reconvene at the home of Lenore Webster in Ponsonby.	

MANAGEMENT TRAINING FOR WOMEN - HOGBEN HOUSE - 12 - 16 FEBRUARY 1979

(Follow-up to First Course)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 10.30		Accounts of courses organised. Goalsetting for course (groups).	Team development. Staff meeting exercise using group analysis.	Where Do I Go From Here? Planning Courses - general guidelines.	Report back feedback.
11.00 - 12.30		Goalsetting in management. Problem solving sessions. Planning, Delegation, Motivation, Management of scarce resources.	Coping with conflict. General principles and practical exercises.	Pooling resources - books, etc.	Course evaluation.
1.30 3.15	Opening remarks. Development in education in 1978 in relation to women. The position of officer for Women in Education. Its justification and scope.	Helping, coping with conflict. The direction of the remainder of the afternoon will depend on the results of this session.	Development of staff.	In geographical groups plan future action.	
3.45 - 5.00	Communication techniques of particular relevance to women in education.				
6.30 8.00	Course members give an account of their progress since last year's course.	Film: "The Goya Effect". Discussion.		Report on developments in 1978 of particular interest to women group members	

WOMEN AS MANAGERS IN EDUCATIONAL INSTITUTIONS - LOPDELL HOUSE - 12 - 16 NOVEMBER 1979

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 10.30 11.00 - 12.30		Educational Manage-ment Theory Jean Herbison Feminist Perspect-ives & Management Jeanette Mead	Leadership and Team Building Jeanette Mead Staff Development and induction Val Ferguson	Delegation Mary McQueen Unplanned: Course members needs Chair: M Garlick	Planning courses - Regional groups Summary and evalua-tion Chair: M Garlick
1.30 - 3.00	Warden. Course aims and objectives Pre-course papers Women in Education. Mary Garlick	Job Description - Personal specific-ation. Groups : ECE, Primary, Sec-ondary, Tertiary.	Assertiveness Marie Bell and Auckland Resource Group	Interviewing: Secondary principal Primary Inspector Geoff Grenfell	
3.30 - 5.00	Introductions and communication Margaret Freeman	Job analysis - skills for top management. Panel: Auckland women re-source personnel from Nat. manage-ment courses	Coping with conflict Marie Bell, Judy Baird	Education Admin Panel KTA, NZEI, PPTA, HO, MG.	
7.00 - 8.30	Small groups - Individual aims / pre course task. Wine and Cheese.	Film and discussion. Organising, planning controlling. Use of time. Margaret Freeman, Val Ferguson	Free	Planning Courses - Lenore Webster and contributions from group.	

WOMEN MANAGERS IN EDUCATIONAL INSTITUTIONS - HOGBEN HOUSE - 24 - 28 MARCH 1980

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 10.30		Educational Manage-ment theory.	Job description exercise. Margaret Austin	Job applications. Catherine Gibson	Planning Courses-Local Groups.
11.00 - 12.30		Organisational change leadership. Jean Herbison	Role identifica-tion. Ros Heinz	Interviewing Groups.	Summary and Evaluation.
1.30 - 3.00	Warden. Introductions Course Aims and Objectives. Mary Garlick	Leadership styles. Mary Garlick	Assertiveness and coping with con-flict. M Manthei	Office Skills. Marina Hughes	
3.30 - 5.00	Communication Skills. Ann Hilda Day	Organising and Time Planning. Carol Eggleston	Free.	Open Session.	
6.45 - 8.15	Small Groups - Pre-course task. Wine and Cheese	Panel - Personal Perspectives of Leadership	Free.	The Management Game. Carol Moffat	

WOMEN AS EDUCATIONAL MANAGERS - LOPDELL HOUSE - NOVEMBER 3 - 7 1980

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 10.00		Educational management theory. Gae Griffiths	Assertiveness and coping with conflict. Marie Bell Jeanette Mead	Decision Making Rosalie King Lennane Kent	Planning courses - local groups.
11.00 - 12.30		Leadership Staff development delegation		Job description Pat Collinge Pam Hill	Summary and Evaluation
1.30 - 3.30	Course aims and objectives Mary Garlick	Jeanette Mead	Management - Women and stress	Interviewing Lyn Trenwith	
3.30 - 5.00	Communication	Effective Management Maris O'Rourke		Time Planning and Organising Karen Sewell	
6.45 - 8.15	Pre course task - small groups	Leadership: personal perspectives - panel		Management Alternatives	

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