

FRONTLINE TEACHING COURSE

NONSENSE IN MODERN TEACHING AND DISCIPLINE METHODS

Psychology and modern thought concerning up to date training and teaching, especially in the workplace, which includes discipline, are ignoring morality so that those who train and teach staff are being influenced to take on new concepts which have been slowly developing for about an hundred years. It is all part of the concept that psychology has to be considered in every aspect of training, teaching, discipline and leadership. This new attitude is also being advocated for landlords and how they deal with their tenants and that they take an interest in their respective lives.

This is the thrust of Frontline leadership training course which course, if you pass, entitles you to a University certificate. It probably stems from Harriet Harman's controversial Equality Act made law in 2010.

For example, let us suppose that you own a company and train staff, only later to find out that a member of staff has stolen from your company. Modern thought does not seem to support your taking immediate action against him, sacking him or even giving him a formal warning, but to be sympathetic and understanding towards him to discover why he did this and to use his feedback for any future similar conflicts. We now live in a society that seems to be against automatic sacking even for a serious offence.

Society has become soft and, as a result, offenders think that they can 'get away with it' with a mere slap of the wrist. And many do.

The facts in this particular case are that the man is a thief and has betrayed you. But, according to some modern thought, you have to reflect on how you dealt with the situation, what you failed to do, how you could have done better, particularly in the earliest stages of his training, how you should distinguish between transactional leadership and transformation leadership... and, of course, you must use the principles of emotional intelligence. You cannot just blame the thief but look at your own failings.

Emotional intelligence is a totally inane expression

How words have been bastardised over the years. When I was a boy, someone who unlawfully killed someone was a murderer but now he is a psychopath, someone who needs understanding and help. But, according to modern thought, you have to consider whether you might be at fault in some way and the possibility that you were a contributing factor in this man's dishonesty. The Frontline training course seems to put the onus on you and your failures as a tutor in your training and supervising that employee.

And the teaching of emotional intelligence is sheer nonsense. Emotional refers to your feelings particularly when you are upset. That is not the basis of dealing with any problem. Emotional response is the opposite of rational thought.

It cannot be expected that trainers of staff, employers and landlords be social workers.

What these psychologists and so-called educationalists say is that you must consider your emotions and the emotions of the miscreant whatever his indiscretion and find a resolution that will benefit all concerned and avoid conflict or any recurrence of such a matter. Did you train him properly? Where did you go wrong? If the answer is that you, as the tutor, have done nothing wrong, that is not readily accepted. You must have done something wrong. You were not training him properly. It is your fault, or you are partly to blame.

These modern concepts are ridiculous. The miscreant has wronged you and you have also paid him a salary. He has committed an indiscretion and a crime.

Let us look at other examples.

The staff you have trained and employed have been clearly told about confidentiality and signed your confidentiality procedure documents to show that they understood the policies and would abide by them faithfully. It is part of their contract of employment.

But that confidentiality is breached and you know who by. In dealing with the miscreant, it is claimed that you must reflect on your part in this. Was your coaching lacking? Was your leadership at fault? Was your leadership transactional or transformational? In dealing with her failure as your employee, did you use emotional intelligence? How did you feel? How did she feel? At the time of her indiscretion, was she under any pressure at home/? Had she just fallen out with her boyfriend? You must be understanding. What could you have done better? Why, in the Frontline leadership course, is the emphasis on you and not the miscreant?

The woman breached her contract. She has brought disrepute upon you and your company. Any problems at her home and in her personal life should be separate from her work.

You have an employee who has the right to use your office. One day, you lend her the key on the understanding that she will bring it back the first thing in the morning. But she does not. She cannot find the key. You cannot get into your office. Then she realises that she has left the key at a locksmith where she ordered three new keys to be cut. She had no authority to have other keys cut. She becomes argumentative and unpleasant towards you, and eventually goes to the locksmith and recovers the original key and the copies.

You have to deal with her. But, modern thought states that first of all, you must reflect on what has happened. Was your leadership transactional or transformational? Could you have done better? How do you feel? Do you understand how the other person feels? In having other keys cut, was she not being helpful? And, when you deal with her, use emotional intelligence!!!!

How people feel is irrelevant. She did wrong. It is as simple as that! It is a moral issue, not an emotional issue.

As one Thomas Kilman has said, any conflict should be a search for both harmony and collaboration which accommodates the needs of both parties which would have been a more efficient strategy. Actions should have been planned beforehand and with more thought as highlighted by Eat That Frog by Brian Tracy (2004). This book deals with time management and the need to prioritise what tasks that are urgent, not urgent but important, not important but urgent to someone else and others.

As the teacher, it is asserted that you should reflect on your teaching/training skills in light of any incident and consider and evaluate your managerial skills and also consider feedback. Some of your actions could be said to be unsatisfactory and, as a result, you must make changes (Reflecting Teaching, B. Larrivee 2000). This book explains that our feelings, thoughts and beliefs affect our response to situations and we must learn about our responses.

In all this modern training much of the onus falls on you. What could you have done better? The suggestion is unfair.

Transactional and transformational leadership should be defined. Transactional leadership is also known as managerial leadership and is based on the roles of supervision, organisation and group performance. It approaches others with an eye for exchanging ideas for beneficial purposes. This was first described by the sociologist Max Weber and was furthered by Bernard Bass in the 1980s. Transformational leadership is that which produces changes in those who follow. Such leaders are usually energetic, enthusiastic, and inspirational and focus on helping others. It recognises and exploits existing needs

or demands of a potential follower and motivates such followers seeking to satisfy higher needs and engaging followers to reach a fuller capacity.

A manager's job is to plan, organise and co-ordinate whereas a leader inspires and stimulates others. But is that always the case?

Bruce Avolio and Bernard Bass talk about transformational leadership and the four factors are the consideration of the individual to encourage the individual, to convince him of his potential value and to guide all staff to achieve the highest standard.

Berne talks about the parent ego state as to behaviour, thoughts and feelings copied from parents or parent figures. The adult ego state deals with behaviour, thoughts and feelings which are direct responses to the here and now. The child ego state deals with behaviour, thoughts and feelings replayed from childhood. When dealing with any staff problems you must be in the adult mode.

Put this teaching together produces conflict of definition. If I am to always be adult, I cannot be emotional or childlike.

This makes the concept of emotional intelligence even more inane.

The training of staff is dependent upon their individual learning skills and abilities and it is said that the teacher may have to adapt his methods to suit learning styles which differ from one person to another. (Meaning of Learning Styles, Honey and Mumford (1982), David Kolb (1996) stresses that one needs to experience a situation to learn from it and then reflect on that. When you have experience of a situation and reflected on the matter, make sense of it, thought about it again, then you would take action in the best interest of all concerned.

Frontline leadership courses talk about individual members of staff and that teachers must invite their feedback so they can understand the feelings of others (Kolb 1996). The teacher must make instructions clear and in a kind way since we all need to be reminded of our duties and the policies of our organisation. The teacher has to be positive and motivate staff. This is transformational leadership.

What is wrong with the expression good leadership?

And aren't facts more important than feelings?

Should we not be able to give instant dismissal to a known thief in our employ?

Tony Blair and George Brown have also advocated that landlords taken an interest in the lives of their tenants even to help them out with personal and other problems. A landlord is not a marriage guidance counsellor, legal adviser or psychologist. His responsibilities are the fabric of the buildings that are his, the state of each flat and that his tenants do not damage his property or create a nuisance for fellow tenants. He has to keep up with all legislation about Landlord and Tenant matters and implement all new safety measures as set out by the government. This, in itself, can be an exacting business. You cannot expect a landlord to sit down with a tenant who has problems the main one which might be loneliness and boredom.

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