

**EXPLORING THE ROLE OF PROGRAMME MANAGERS ON EMPLOYEES
PERFORMANCE AT DEPARTMENT OF SOCIAL DEVELOPMENT AT MOPANI
DISTRICT, LIMPOPO PROVINCE.**

BY

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**Submitted in partial fulfillment of the requirements for the degree
Master of Development in Planning and Management**

In the

Faculty of Management & Law

(Turfloop Graduate School of Leadership)

At the

UNIVERSITY OF LIMPOPO

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2020

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ABBREVIATIONS AND ACRONYMS

MBO	-	Management by objectives
IQMS	-	Integrated quality management system
NPOW	-	Need for Power
NACH	-	Need for achievement
NAFF	-	Need for affiliation
PMDS	-	Performance Management and Development System
PSA	-	Public Service

APPENDIX

Interview schedule

Request letter 1

Request letter 2

Permission letter

Faculty letter

Editorial letter

DECLARATION

I, Given Shilaluke, hereby declare that this dissertation is the result of my investigation and research and that this has not been submitted, in part or full, for any other university.

G.SHILALUKE

DATE

DEDICATION

This dissertation is dedicated to mama Dzowi, Mhani nwa-banga for supporting me during my studies. I also dedicate it to Given-JNR Shilaluke (Jun Jun) and Given-III Shilaluke (Divene).

ACKNOWLEDGEMENTS

I wish to thank the Lord Jesus Christ for the divine wisdom and strength he has given me to complete this dissertation.

I would further like to acknowledge the assistance of the following people who contributed a great deal towards the success of this dissertation:

- ❖ My promoter, Dr K S Milondzo, who committed his time and expertise in assisting me to complete this dissertation
- ❖ Mr MB Njoko, for his strict supervision that enabled me to produce quality work
- ❖ Hodovha Max Sithole for his moral and financial support during the writing of this dissertation
- ❖ Maria “Riri” Kunene for her patience in motivating me to complete this dissertation

ABSTRACT

The current split between the Department of Health and Social Development had made a great impact on employees' performance. The transition has resulted on previously shared resources to being divided. The division of resources made a great impact on employees' performance at the Department of Social Development. The adjustment to the transition has been a difficult task towards employees in the department of Social Development.

Programme managers whose employees are reporting to, had to come up with management strategies to enhance performance. The research problem is a problem because nothing is known about what the senior management is doing in order to enhance performance at Mopani District. It seems that no study has been conducted to determine the challenges experienced by programme managers on employees' performance.

The major objective of the study to determine the current programmes which are used by the Department to enhance performance in the area of study and to suggest strategies that can be used by the senior management to enhance performance at Mopani District. The nature of this study is qualitative. It is an exploratory study. Data was collected through semi-structured interviews. The sampling of this study is non-probability sample. In non-probability sampling, the researcher selected purposive sampling. Data was analyzed in a narrative form.

Findings show that the programme managers are faced with several challenges in the organization. Programme managers do not have the necessary resources. Programmes offered by the programme managers are not enhancing employees' performance due to inadequate equipments provided by the department. Current strategies used by the programme managers are no longer relevant, hence poor employees' performance. The senior managers should be encouraged to develop relevant training programmes, minimize challenges and provide necessary resources that could be employed by the programme managers to enhance the performance of employees at the department of Social Development in Mopani district.

CHAPTER 1

1.1 Introduction

The study is about exploring the role of programme managers on employee performance at Department of Social Development in selected Municipality at Mopani District of the Limpopo province. The nature of the study will be qualitative and field study. The researcher was motivated to do this study because it will motivate managers on what should be done to influence performance in an organisation where a major shift has taken place. It is important that people particularly those in organisational or departmental leadership to know how to motivate employees to perform since creativity and innovation can always bring a major change. The current split between the Department of Health and Social Development had made a great impact on employees' performance. The transition has resulted on previously shared resources to being divided. The division of resources made a great impact on employees' performance at the Department of Social Development.

Sonnentag and Frese(2001:4) state that organisations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage .Performance is also important for the individual ,accomplishing tasks performing at a high level can be a source of satisfaction, with the feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even a personal failure.

Moreover, performance if it is recognized by others within the organisation is often rewarded by financial and other benefits. Performance is major even in future career development and success. The study will be conducted at Greater Giyani Municipality, Mopani District, Limpopo province.

1.2 Background of the Study

Before 2011 the Department of Health and Social Development was a single organ. However in 2011 both departments split and each became independent. Before the split they were allocated a single budget by the national treasury and shared equitable resources. After they split each Department was responsible in allocating resources to its employees. Most of the Department of Social Development s'employees particularly Social Workers were accommodated in clinics, Health centres and nursing homes. They also utilised telephones, photocopy machines, printers and offices at the above mentioned premises.

Both departments also shared also transport which enabled Social Workers to easily do home visits and offer services to their clientele population. However the split resulted in most vehicles being owned by the Department of Health. Despite the fact that vehicles belonged to the Department of Health, Social Workers were still compelled to visit their clients. Because of their failure to do so as soon as cases were reported, they lost a professional trust from their clients. Their performance was also reduced because of limited resources. The split caused them to be removed from clinics, Health centres and Nurses homes.

The vision, mission and values of both departments were the same. The split has obviously contributed in terms of what each department has to achieve. The adjustment to the transition has been a difficult task towards employees in the department of Social Development. The difficulty in adjusting to the changes had a major impact towards employees' performance because they had to adopt the new vision, mission and statement.

They also lost the priviledge of utilizing telephones, photocopy machines, printers and offices. Due to this transition the level of employees' performance was at a certain extend affected. Based on the elaborated problem, programme managers whose employees are reporting to, had to come up with management strategies to enhance performance. The research problem is a problem because nothing is known about what the senior management is doing in order to enhance performance at Mopani District. It seems that no study has been conducted to explore the role of programme managers on employees'

performance at the Department of Social Development, Mopani District, Limpopo Province.

1.3 Aim of the Study

Erasmus-Kritzinger & Swart (2005:21) defined aim as a long-term goal that general explains what your intentions are and there is no limit of time.

The aim of this study is to explore the role of programme managers on employees' performance at department of social development in selected municipality at Mopani District of the Limpopo province.

1.4 Objectives of the Study

Objectives are specifically formulated short term goal that one sets to reach within a definite time frame in order to achieve (Erasmus-Kritzinger&Swart, 2005:27).

In order to achieve the aim of the study, the following objectives will be addressed;

- To determine the challenges experienced by programme managers on employees performance
- To identify factors that contributes towards lack of performance amongst employees in the area of study.
- To determine the current programmes that is used by the Department to enhance performance in the area of study.
- To suggest strategies that can be used by the senior management to enhance performance at Mopani District.

1.5 Importance of the Study

Since management is about strategic planning, and managing resources, the study will reveal how managers practically deal with challenges as a result of change and how they effectively bring about strategies to influence improved performance. It is a common belief that management is also to influence others, and the study will practically indicate how influence is achieved. The study will contribute to the policies on Human Resource management particularly on managing resources despite major shifts in an organisation. Managers in private sectors and government departments will benefit from the study since

it will explore roles of managers in influencing performance to their subordinates. Universities and colleges teaching management courses will also benefit from the study since the problem statement emanates from the phenomenon which triggered a great deal of attention from the public. Many particularly academics specialising on management gain knowledge on how the change will impact employees. However, the study will clearly indicate how programme managers came up with management strategies to influence employees' performance.

1.6 Research paradigm and design

The study paradigm is interpretivism because the researcher intends to get in-depth information about the phenomenon to be studied. The interpretivism paradigm will be applied since it recognizes subjective knowledge as valid. The study is based on the contingency theory of Hawthorne which asserts that managers make decisions and takes appropriate action based on aspects most important to the situation. Research design refers to the plan of how to proceed in determining the nature of the relationship between variables (Maree 2007:27). The design of the study will be qualitative and field study.

Qualitative study refers to a type of research that is conducted using a range of methods with qualifying words and descriptions to record and investigate aspects of social reality (Bless et al, 2006:18).

This study is qualitative in nature because it seeks to gather in-depth information which is based on their subjective experience. The researcher intends to get closer to the subjects and spend more time while collecting data through unstructured interviews. The research design will be field study. Field Study is an experience conducted in a natural setting more common the research is more applied or seek to examine complex behaviour in a natural setting. (Heiman, 1995:30). Field study is selected as a type of research design because the researcher intends to conduct his research from participants who are found in a natural setting.

1.7 Definition of Concepts

A role: is a set of connected behaviours, rights, obligations, beliefs, and norms as conceptualised by people in a social situation. It is an expected or free or continuously

changing behaviour and may have a given individual social status or social position (Genilloud&Wegmann,2000:2).

Managers: are people required in all the activities of organisations: budgeting, designing and creating. They make things happen through strategic and enterprenial leadership (Carpenter et al,2012:11).

Employee: means an individual employed by an employer (Robertson,2008:1).

Performance: may be defined as all activity of a given participant on a given occasion which serves to influence in any way of the other participants (Goftman, 2008:27).

Management is defined as the organisational process that includes strategic planning,setting,objectives,managing resources, deploying the human and financial asserts needed to achieve objectives and measuring results (George,2009:14).

1.8 Outline of the Study

Chapter 1: Introduction and Background of the Study

This chapter covers the introduction, background of the study, relevance of the study, motivation, justification of the study, research methodology, delimitation of the study, definition of concepts and division of the study.

Chapter 2: Literature Review

This chapter focuses on the review of the previous study research studies or relevant information which discusses the role of management on work performance. Literature will include journal articles, newspapers and books addressing the role of management on work performance.

Chapter 3: Research Design and Methodology.

This chapter presents the nature of the study, research design, population and location of the study, literature review, sampling procedure, data collection methods and instrument, pilot testing, ethical consideration and data analysis.

Chapter 4: Findings and Discussion

The chapter presents study data collected by the researcher or focuses on the presentation of the study findings.

Chapter 5: Conclusions and Recommendations.

This chapter is about the discussion of study findings, recommendations and the conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the literature related to the role of programme managers on employees' performance will be reviewed. The main purpose of exploring what has already been researched is to locate the current study within the existing body of knowledge. This will help in linking theoretical knowledge with the practice in the area of study. Brink (2006:67) states that literature review is all the written sources relevant to the topic of interest, which involves finding, reading, understanding and forming conclusions about the published research and theory as well as presenting it in an organized form.

2.2 The concept of Management

The term management has attracted many definitions from different writers as much depends on the concept of the term. According to Parkhouse (2001:23), 'management is concerned of material and human resources (clients, paid and volunteer workers); technologies (facilities, equipment and process and knowledge units underlying the process); and the contextual factors such as organizational type, interior-organizational networks, government regulations and community expectations.'

To support this statement Gouws (2001:2), attests that management may therefore be defined as the process by which human, financial, physical and information sources are utilized in order to achieve enterprise objectives. Management may be regarded as the most important human activity because it is the basic task of programme managers at all levels in all organizations and institutions to create conditions in which individuals work together to achieve specific objectives (Ngobeni, 2007:8). To support the statement, Hoyer, Smith, Nicholson, Steward and Westerbreek (2008:8) the process of managing employees as the application of techniques and strategies in the business, government and nonprofit organizations.

The value of management can be seen through its attribution to human development. From the definitions above, it is clear that programme managers to perform different types of management tasks. These multi tasks have been outlined by the researcher below.

2.3 Different levels of Management

According to Milondzo (2003:11), there are four important levels of management, namely; Top management, senior management, Middle Management and Supervisory Management. Table 2.1 below illustrates some of the most important types of planning and activities that can be performed at various levels:

Table 2.1 : Levels of management 1

Management Level	Type of planning	Main activities
Top Management	Strategic planning	<ul style="list-style-type: none"> • Determining the organisation's mission and objectives • Determine strategic guidelines and policy
Senior Management	Strategic planning Business/management planning	<ul style="list-style-type: none"> • Inputs to strategic planning • Decisions on acquisition and optimal utilization of resources
Middle Management	Business/Management planning	<ul style="list-style-type: none"> • Decisions on acquisition and optimal utilisation of resources

Supervisory Management	Functional operational tactical business & technical planning	<ul style="list-style-type: none"> • Inputs to strategic planning • Development of specific action programs • Inputs for business/management and strategic planning
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Table 2.1. Levels of management 1

Source: Milondzo (2003:11)

From the above table it is clear that all levels of management perform important tasks in the planning process. Some of their roles and functions have been discussed by the researcher below

❖ Top Management

Top management consists of the board of directors, the executive manager and a few assistants or deputy executive managers who together form the management committee.

❖ Middle Management

Middle management is responsible for the functions of the departments and all heads must ensure that the objectives of their functions or departments are achieved and that the enterprise and functional policy as laid down, is applied.

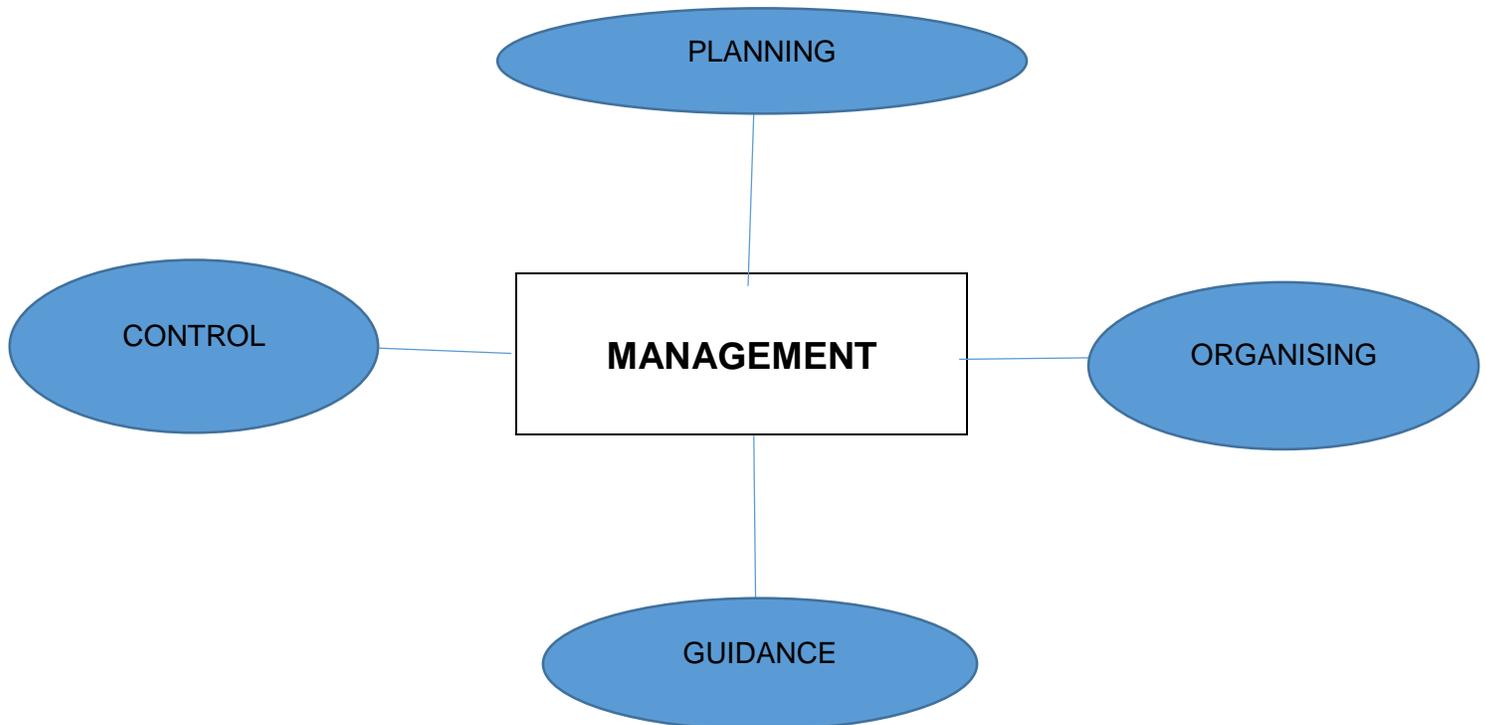
❖ Supervisory Management

Supervisory level management is responsible for smaller segments or subdivision in an enterprise. They implement the objectives of middle management with the aid of practicable detailed schemes and programmes, and ensure that the workers, who are accountable to them, perform their work in a satisfactory manner.

2.4 Management Cycle Process

Milondzo (2003:4) adapted the management cycle process as shown in figure 2.1 below

Figure 2.1 The management cycling process



Source: Milondzo (2003:13)

The relevancy of the above management tasks to the implementation of programmes have been discussed in full below. Apart from the roles and duties that managers are expected to perform at different levels. There are different levels, there are also managerial tasks that also need to be taken into consideration, namely planning, organizing, leading and control.

2.5 MANAGERIAL TASKS OF THE PROGRAMME MANAGERS TOWARDS EMPLOYEES' PERFORMANCE

2.5.1 Planning

Planning is described by Robbins and DeCenzo (2008:78) as a process of “defining the organization’s objectives or goals, establishing an overall strategy for achieving those objectives, and developing a comprehensive hierarchy of plans to integrate and coordinate activities”. Planning is therefore, concerned with what should be done and the manner of doing it in advance. Robbins and DeCenzo (2008:79) differentiated among types of planning as the following:

- Planning can either be formal (where detailed writing has to be done), and informal (where there is little or no writing at all).
- The time for planning can also be long-term, for example planning for 1-5 years, or short-term, for example planning for a day, a month or even a year (the length of both short- and long-term depends on kinds of activities one is planning for).
- Planning can also be either specific (a plan that has clearly defined objectives leaving no room for misinterpretations), or directional (flexible plans that set out general guidelines).
- Planning may also be either single-use (a plan that is used to meet the needs of a particular unique situation), or it may be standing (a plan that is ongoing and provides for repeatedly performed action in an organization).

2.5.2 Organising

Robbins, DeCenzo and Coutler (2013:154) defined organizing as a process of delegating and coordinating tasks and resources to achieve objectives. Robbins et al (2013:155) identified eight principles of organizing, namely:

- Unity of command and direction-Unity of command refers to the fact that every employee should know who he/she reports to, and direction refers to the fact that all activities within the department should be directed towards one direction.
- Chain of command-the line of command from top to bottom of the organogram should be clear. Chain of command clarifies lines of reporting. According to

Robbins and DeCenzo (2008:134), the chain of command helps employees in answering questions like: “who do I go to, if I have a problem?” and to whom am I ultimately responsible? Figure 2.6 below illustrates that authority from ‘top-to-bottom’, is vested in the district executive manager, flows to managers, programme managers, and then ultimately rests with subject employees. From bottom-to-top, the subject employees report to programme managers, programme managers report to managers while managers’ report to district executive manager.

- Span of management-number of employees reporting to one manager in an organisation. In the department, this will refer to number of employees reporting to one programme manager.
- Division of labour-work should be divided in terms of specialization, this is who is good at what? in other words, areas of expertise.

2.5.3 Leading

Robbins et al. (2013: 244) described leading as the process of influencing employees to work towards achieving objectives. In order to lead well, programme managers need to understand the behavior of people, the staff members at work. Robbins et al (2013: 245) rightfully state that managing people successfully involves understanding their attitudes, behaviours, personalities, and motivations. Effective leading requires the programme manager to motivate subordinate, communicate effectively and effectively use power. If programme managers are effective leaders, their subordinates will be enthusiastic about exerting effort toward the attainment of the department’s objectives.

2.5.3.1 Contributions of other organisational behavioural (OB) studies towards leading

- Robbins and Coulter (2013: 256) have already indicated that to become effective of leading. Programme managers must understand their subordinates ‘personalities, values, attitude and emotions. therefore , personality studies and research of job attitudes (including Job satisfaction , productivity , absenteeism from work ,turnover , customer satisfaction , misconduct , among others) provide important information as to how the programme managers can most effectively lead subordinate .

- Studies of motivation process and motivation theories, undertaken by many researchers, including Maslow's hierarchy of needs model, Herzberg's two-factor theory, McGregor's Theory X and Theory Y, McClelland's need for power (nPow), need for achievement (nAch) and need for affiliation (nAff), Vrooms's Expectancy Theory, among others (Daft and Marcic, 2008, 404-426) provided important information about ways in which workers can be energized to put forth productive effort.
- Studies of communication provide direction as to how managers can effectively and persuasively communicate, further information provided by Daft and Marcic (2008: 246).
- Studies of leadership (including theories, styles, practices, among others) provide answers to questions of leadership (Robbins&DeCenzo, 2008, 292-320).

2.5.4 Controlling

Control is described by Robbins et al (2013: 370) as the process of establishing and implementing mechanism to ensure that the organization achieves its objectives. This indicates that control cannot be universal, it has to fit the situation. The control mechanism used to ensure that the objectives of department A are achieved, cannot be replicated to School B without modification. This indicates that department situations differ and therefore the performance measures of control in department A will not be the same as that of department B. According to Robbins and DeCenzo (2008:356) programme managers cannot be expected to know whether their units (departments) are performing properly until they have evaluated the activities being performed by such departments. This is done or should be done by comparing the actual performance with the desired standards.

2.5.4.1 Types of Control

Robbins and DeCenzo (2008: 362-363) identified the following types of control

2.5.4.1.1 Feed forward control (Preliminary Control)

This is designed to anticipate and prevent possible problems. The major difference between the successful and unsuccessful programme managers is the ability to anticipate

and prevent problems before they occur, rather than solving them (problems) after they have occurred. Standing plans are designed to control employees' behaviour in recurring situations to prevent problem, while contingency plans inform employees what to do if problems occur.

2.5.4.1.2 Concurrent control

This is the type of action taken when inputs are transformed into outputs to ensure that standards are met. The key to success is quality control and therefore, common tests are used in department to ensure that quality teachings are not compromised.

2.5.4.1.3 Feedback control

This kind of control takes place after an action. Two sub-controls are used here, namely (viz):

- Rework control- action used to fix control where feed forward and concurrent control have failed. in the school situation this will refer to the re-emphasis of sections of the curriculum where learners performance was not satisfactory and
- Damage control- action taken to minimize negative impacts on department stakeholders due to faulty outputs.

The importance of feedback over feed forward and concurrent controls are the following, according to Robbins and DeCenzo (2008: 363)

- It provides heads of departments with meaningful information on the effectiveness of their planning. Where there is little or no variances between the standard and actual performance, there is evidence to indicate that planning was not on target and the programme will have to plan for rework.
- Feedback enhances motivation in the sense that when employees know how well they perform, they are motivated. When they do not do well, deviations should be identified and corrected.

2.5.4.3 Steps in the Control Process

There are steps to follow in the process of controlling. Daft and Marcic (2008: 508-510) identified the following key steps , namely establish standards , measure performance ,

compare performance to standards , and make corrections where necessary . Table 2.3 below illustrate steps of this process

STEP 1: ESTABLISH STANDARD OF PERFORMANCE

The first step in control is to establish standard and methods for measuring performance periodically. Control start at the planning stage, and this planning should clearly indicate outcomes, which should also indicate the standards or norms set. Guiding standard could be directed by questions such as:

- How often should learner be assessed? How many informal tasks should learners write in a week? How many informal tasks should be written in a term? Is the pace-setter adhered to?
- How does an employee manage content coverage?
- How much financial inputs in needed to achieve outcomes?

Of importance, is to realize that outcome should be specific (clear not vague –there should be no doubts as to what is expected), measurable (be stated in terms of number of bachelors to 30), achievable (outcomes should be such that they are obtainable under circumstances), reasonable (outcomes should make sense of what is expected), and time –bound (there should be time limits).

Table 2.2 Illustration of Steps

STEPS	DESCRIPTION OF THE STEPS	WHAT TO DO IN THIS STEPS
1	ESTABLISH STANDARDS AND MEANS OF PERFORMANCE	<ul style="list-style-type: none"> • Provide planning • Allocate resources • Indicate outcomes • Set necessary standards or norms
2	MEASURES ACTUAL PERFORMANCE	<ul style="list-style-type: none"> • Collect reliable information • Minimize time between collection and comparison

3	COMPARE PERFORMANCE TO STANDARDS	<ul style="list-style-type: none"> • Evaluate disparities between actual performance and set standards, if there are any . • Identify the causes of disparities. • Analyze the causes focusing on the problem and not on the person
4	TAKING CORRECTIVE ACTION	<ul style="list-style-type: none"> • Improve on standards • Ensure that deviations do not occur • Ensure that performance standards are realistic • Revise planning • Revise allocation of resources

Source: Daft and Marcic (2008: 507)

STEPS 2: MEASURING ACTUAL PERFORMANCES

According to Robbins and DeCenzo (2008: 358-359) information about actual performances should be collected through reports (whether statistical, oral or written) and observation to ensure that it is reliable. If information collected is not verified to be correct, control will not be effective. The time lapse between performance and measurement should be minimized so that deviations may be spotted as early as possible.

STEP 3: EVALUATE PERFORMANCE

Disparities between actual performance and standards set are compared comparing a standard to performance means that a department leader looks to find out why performance was less than expected. Focusing on the person is not productive, it demotivates and deflects attention away from analyzing a problem. During analysis of a problem it should be noted that some causes may be obvious and others may be so obscures that they cannot be identified easily. Daft and Marcis (2008: 510) conclude that

effective management involves subjective judgment and staff discussions, as well as objective analysis of performance data.

STEP: 4 TAKE CORRECTIVE ACTION

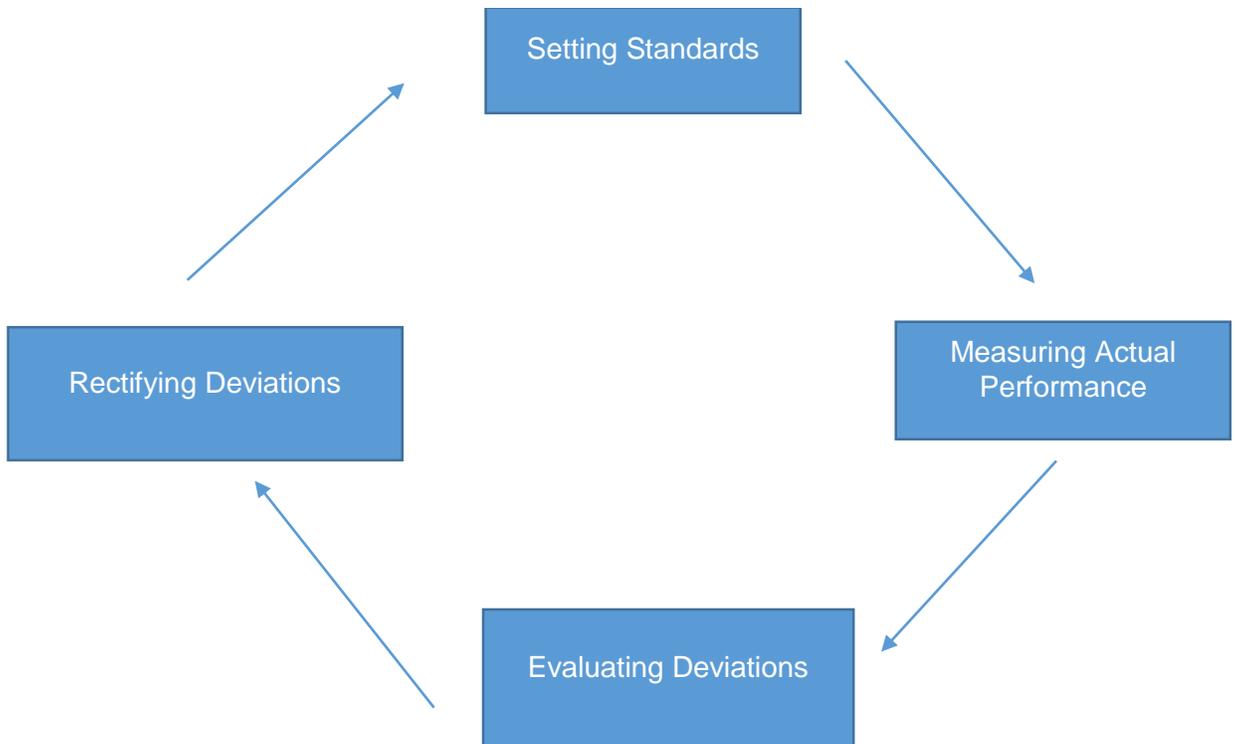
The basics approach to corrective action is to take steps to achieve performance standards, to improve on them, and to ensure that they do not recur .if actual performance tally with the standard set, no corrective action is required. However, Daft (2012: 566) warned the programme managers that at this stage they should not relax, but reinforce the behavior by rewarding the staff for the work well-done. If performance does not tally with standards set, there are possible actions to be taken. Robbins and DeCenzo 2008: 361) identified these actions as:

- To improve on the actual performance to reach desired standards
- To revise strategies to reach desired standard
- To lower or raised performance standards to make them realistic in accordance with prevailing conditions.

2.5.4.4 THE CONTROL PROCESS

Smit et al (2007: 388) describe control process as a cycle composed of four steps, namely setting standards, measuring actual performance, evaluating deviations and rectifying deviations, as Figure 2.7 below indicates. Therefore, control process is a means whereby management ensures that the organisation's objectives are realized or that the organisation's actual performance is in line with the set standards, if they are in line when evaluated, no correction is needed. With control, management ensures that all organizations' resources are deployed to achieve the organization's mission and goals. figure 2.2 below, illustrates four steps of this process.

Figure 2.2 The Control Process



Source: Adapted from Smit et al (2007: 389)

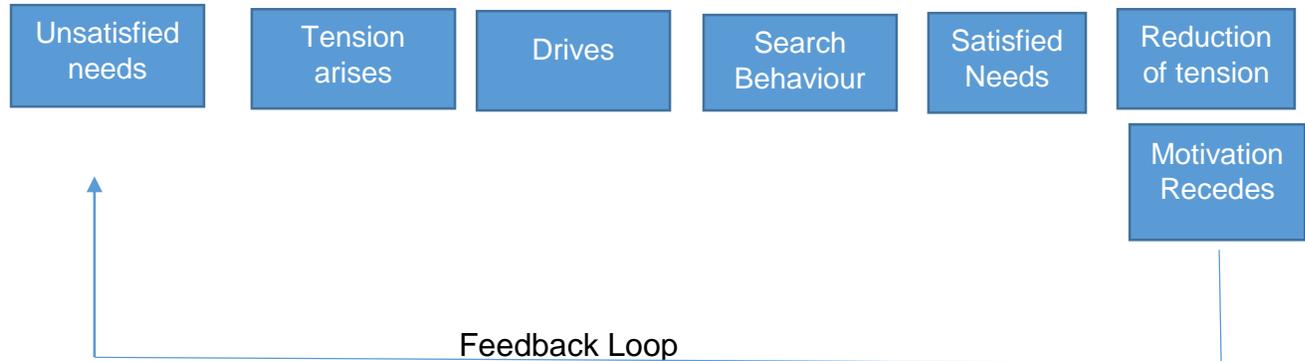
2.6 FACTORS THAT SUPPORT EFFECTIVE LEADERSHIP STYLES IN DEPARTMENT OF SOCIAL DEVELOPMENT

2.6.1 What is Motivation?

Motivation is described by Grobler, Warmich, Carrel, Elbert and Hatfield (2011: 237) as the forces that energises human beings, to behave in a certain manner and persists to do so even in the face of one or more obstacles, with the ultimate aim of achieving organisational objectives. Motivation is therefore the driving force, behind performance. Steyn and Van Niekerk (2005: 141) add that motivation has more to do with incentives, needs, tensions, and other forces within (internal Motivation) and outside (external motivations) human beings that energies, channel and sustain human behavior).

2.6.2 Motivation Process

Figure 2.3: Motivation Process



Source: Adapted from Robbins and Coulter (2013: 425)

Figure 2.3 above, depicts a motivation process, according to Robbins and Coulter (2013: 425), the figure illustrates that, what triggers motivation is the need that arises, either within or outside the individual. Tension is then created. The individual's eagerness to satisfy this need creates motivation which drives the behavior of the individual concerned to behave in a particular manner. Once the need is satisfied, tension is reduced and motivation recedes. In a school situation this need should be related to department objectives, so that the search for the satisfaction of it, leads to the attainment of department's objectives. A feedback is created where dissatisfaction is the outcome of motivation and where another need arises from a satisfied process.

2.6.3 Motivation Theories

There are two types of motivation theories, namely (viz) Content and Process Theories

2.6.3.1 Content Theories

Content theories are described by Mullins (2011: 426) as those theories that are concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy these needs. According to Mullis (In Luthans, 2011:260), content theories emphasize the nature of needs and what motivates. Examples of major Content theories are:

- Maslow's hierarchy of needs
- McClelland's achievements theory.
- McGregor 's theory
- Alderfer's needs hierarchy
- Herzberg's two-factor theory ; and

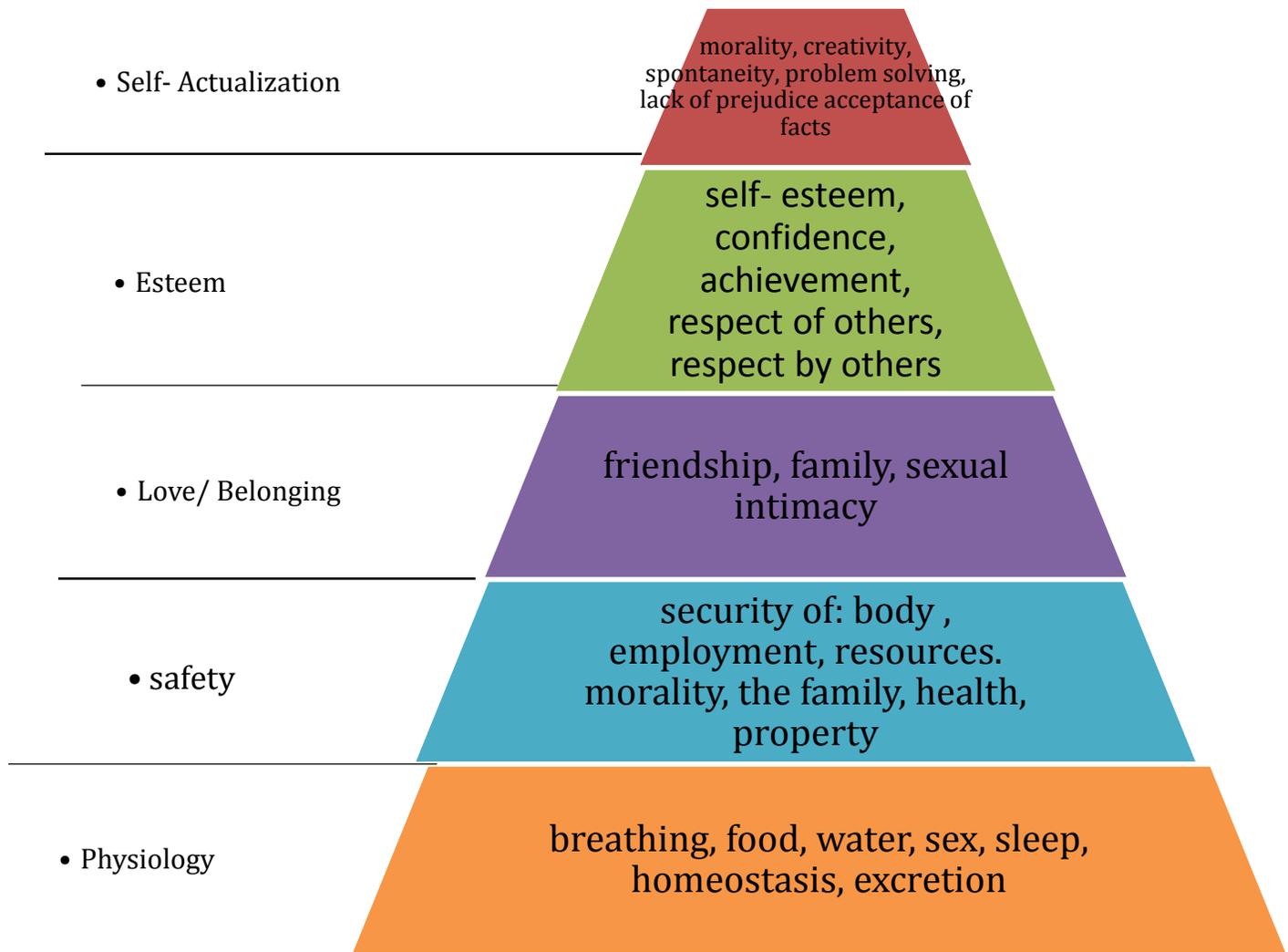
❖ **MASLOW'S HIERARCHY OF NEEDS MODEL**

Maslow (In Steyn& Van Niekerk, 2005: 144) identified five- step hierarchy of needs model as follows, as figure 2.4 below illustrate:

- **Physiological needs:** these include food, air, sleep, among others as well as appearing on the figure below. These are necessary for the normal functioning of the body.
- **Safety needs:** these include protection from attacks, emotional harm and other needs as shown on the diagram below.
- **Love or social belonging:** these include attention, sense of belonging, among others.
- **Esteem needs :** such as self-respect and esteem for others
- **Self-actualization needs:** such as growth, achieving one's potential, and others as indicated on the diagram.

According to Maslow (in Robbins & Coulter, 2013: 426) only an unsatisfied need motivates the worker, and a satisfied need does not motivate the worker. Once a need on the lower level is satisfied , the need on the next level of hierarchy becomes dominant , Maslow (In Robbins & Coulter , 2013: 427) himself did indicate that the satisfaction of needs on these levels should not follow each other in the order as they are labelled on the hierarchy (Refers to figure 2.4 below).

Figure 2.4: Illustration of Maslow's hierarchy of needs



Source: Adapted from Mullins (2011: 261-263)

2.7.3.2 Application of Maslow's hierarchy of needs in the Department of Social Development

✓ Physiological needs

Programme managers should ensure that department has breaks for food and drinks, and that toilets are available. In this way, employees are able to concentrate on their work and not be distracted by bodily needs.

✓ **Safety needs**

Programme managers should ensure that the department is free from weapons, and that employees' salaries are paid to allow them to plan for their other needs like buying cars, and house. This will help employees pay more attention on the achievements of department objectives than to concentrate on the safety needs.

✓ **Love needs**

Programme managers should ensure that there is a sense of social belonging within the department. Making employees feel that they are in bereavements and that they loved when they celebrate for academic achievements and marital celebrations, enable them to work as one team and family. This motivates them to achieve department objectives as a team.

✓ **Esteem Needs**

Programme managers should ensure that they acknowledge excellent performance by employees, like awarding best employees of the year with trophies and certificates. Positive awards like trophies and certificates are well-known for motivating employees to perform at high levels (Amos, Ristow, Ristow&Pearse, 2008: 179).

✓ **Self-Actualization**

Programme managers should afford employees the abilities to fulfill their unique potentials and talents.

MCCLELLAND ACHIEVEMENT THEORY

This approach, according to Smith et al, (2007: 346) is also known as Acquired needs model. It provides that people some acquire some needs in their interaction with the environment. These needs have been identified by Smit, et al (2007: 347) as:

- **The need for Achieve (nAch)** refers to the need to excel, and to strive to succeed. Achievers prefer jobs that are challenging, offer personal satisfaction, moderately risky and jobs on which they will get feedback. According to Mullins (2011: 268), feedback is important because the feeling of success strengthens the desire to attain higher levels of performance.

- **The need for Affiliation (nAff)** refers to the desire for being friendly, to be liked and to be accepted by others, and to form interpersonal relationships. Robbins and DeCenzo (2008: 271) provided that people with high need for Affiliation (*nAff*) prefer cooperative situations rather than competitive ones, and prefer relationships involving a high degree of mutual understanding.
- **The need for power (nPow)** is the desire to be influenced, and the need to make others behave in a way that they would not have behaved otherwise. People with the need for power, always strive to be dominant of others, competitive and are also status-oriented.

What McClelland (Robbins & DeCenzo, 2008: 271) suggested for the department, as organizations, was the following:

- Effective programme managers need to be successful department leaders, and they should therefore, possess a high need for power in order to influence employees.
- Amos, et al (2008: 183) added that some needs are learned. The implications for this is that programme managers can use training and development as interventions to develop needs that are necessary and compatible with the resources of the department.

❖ MCGREGOR'S THEORY

McGregor (Robbins & DeCenzo, 2008:268) proposed two distinct views of the nature of human beings namely;

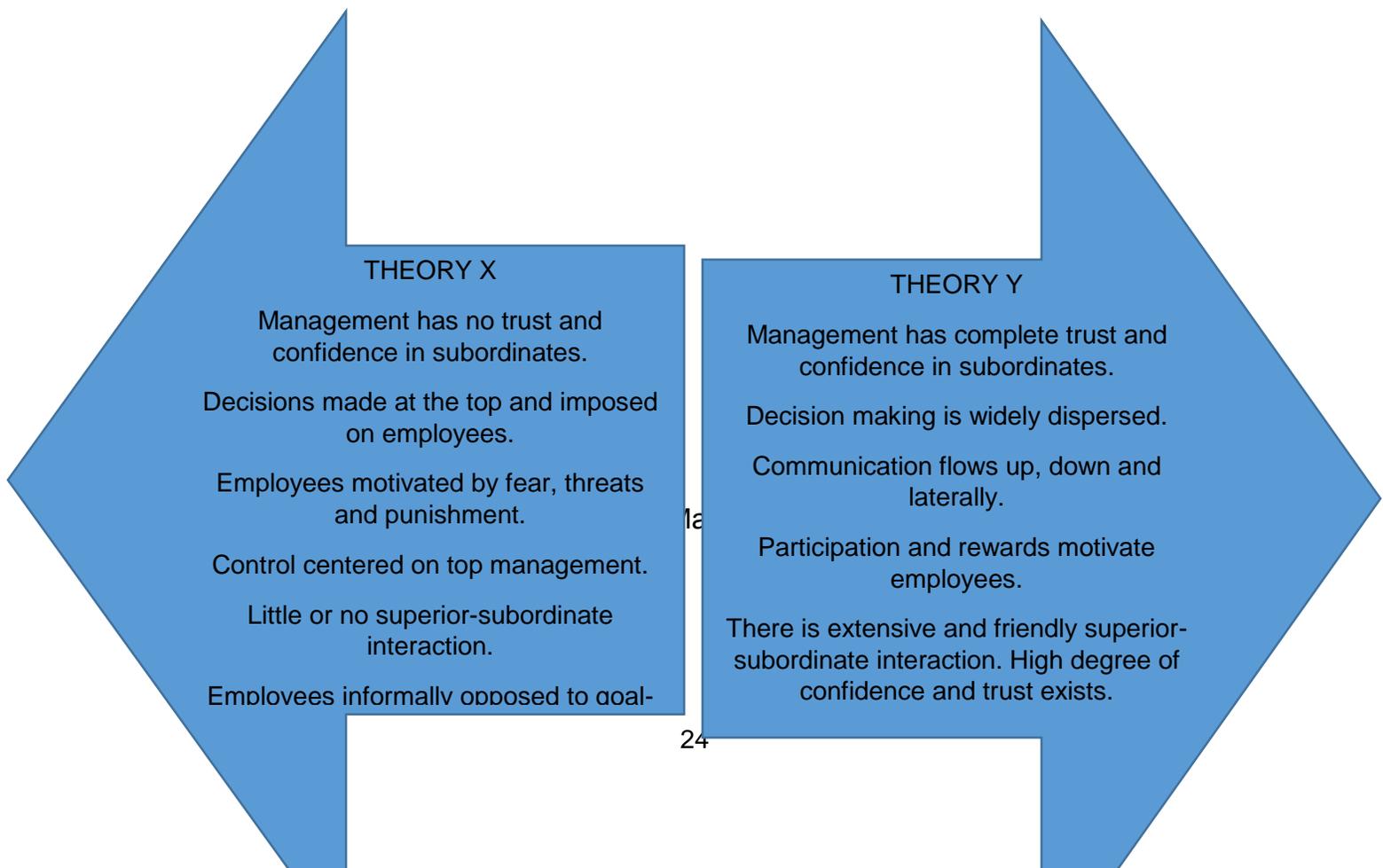
- A negative Theory X which assumes that employees dislike work, are lazy, inclined to avoid responsibility and must be coerced to work. This theory is based on Maslow's physiological and safety needs, assumes that the aforementioned needs dominate the individual.
- The second assumption is a positive Theory Which is based on Maslow's social and esteem needs. McGregor's (Robbins & DeCenzo, 2008:268) assumption is that employees are creative, enjoy work, need responsibility and exercise self-direction. In this regard McGregor suggested that by allowing employees to

participate in decision making, responsible, highly demanding and challenging jobs, and constructive group relations would maximize work effort.

Steyn and Van Niekerk (2005:150-151) summed up the application of McGregor's theory this way:

- ✓ Theory X (also Figure 2.5 below) assumes that the staff does not have the potential to work without supervision, control and direction. There is no participation in decision making processes, and the programme manager decides what to do, when to do it? How to do it? This type of management can be suitable for newly appointed employees and those employees who need regular supervision to do their work. Employees are motivated by fear, threats and punishment.
- ✓ Theory Y (also Figure 2.5) assumes that employees have the ability to do work on their own. Employees are committed to the attainment of the department's objectives, and are highly motivated, and are allowed to participate in decision making processes.

Figure 2.5: Illustration of divergent views of McGregor's Theory X and Y



- Existence needs which are concerned with sustenance of human existence including Maslow's Physiological and Safety needs.
- Related needs are concerned with the relationships to the social environments and include needs of love, belonging, affiliation, and interpersonal relationships.
- Growth needs cover the development of potential, self-esteem and self-actualization.

Both Maslow and Alderfer (Mullins, 2011:431) converged that individuals progressed through the satisfaction of needs from physiological level, to growth level. Unlike Maslow, Alderfer (In Mullins, 2011:432) suggested that needs are continuum rather than hierarchical. Their other difference lie in the fact that according to the ERG theory, needs on the lower level do not have to be satisfied before a higher need on the next level emerges.

Maslow's needs application is also applicable in this case. Most notable of Alderfer's(In Amos et al, 2008:180) model is the fact that if need satisfaction does not happen, frustration occurs. This model, therefore, alerts the programme to be able to identify the cause of frustration among employees.

❖ **HERZBERG 'S TWO-FACTOR THEORY**

Herzberg(In Robbins & Coulter,2013:427) provided hygiene factors and motivators, as figure 2.11 below,illustrates.Hygiene or maintenance factors that eliminate job dissatisfaction but do not motivate and are extrinsic to the job itself, whereas motivators are factors that increase job satisfaction and are motivators.Hertzerg(Robbins & Coulter,2013:428) further stated that the opposite of satisfaction is not dissatisfaction, but 'no satisfaction' and the opposite of dissatisfaction is not satisfaction, but 'no dissatisfaction'.

2.6.3.3 PROCESS THEORIES

Process theories are described by Mullins (2001: 435) as those theories that attempt to identify the relationships among dynamic variables which make up motivation and the

actions required to influence behavior and actions. In the description of Amos et al (2008: 183) they are process theories because they provide the process by which behavior is initiated, guided, sustained and terminated. The following theories have been identified by Mullins (2006: 269-278); Cassidy and Kreitner (2008: 318-319) and Robbins and Coulter (2013: 398-406) as process, namely;

- Expectancy Model;
- Equity theory;
- Goal theory;
- Attribution theory;
- Reinforcement theory;

❖ **EXPECTANCY MODEL**

Expectancy theory provides that people are influenced by the expected results of their actions. Smit et al (2007: 347) stated that for the individual to perform, he or she should perceive the relationship between the following:

- Reward(s) to receive, and
- Performance expected to be rewarded.
- Mullins (2011: 269) added the third requirements, the availability of reward(s), i.e. , that the reward(s) should actually be available, and not just be expected.

The relationship among the requirements strengthens what Mullins (In Smit et al, 2007: 348) referred to as 'motivational link.' In this instance , performance depends on the expectation regarding effort expended and the desired outcome to achieve .this desire for promotion will result in high performance , provided the worker believes that there is a strong expectations that he or she will be promoted .Alternatively , there will be no motivation to increase performance , if the envisaged promotion is based solely on the sex and race, (and the worker is of different sex or race- due to implementation of Affirmative Action Policy) or even seniority.

One of the well-known researchers of this theory, Vroom (In Amos et al, 2008: 187) based his studies on three variables; viz. Valence, Instrumentality and Expectancy (vie)

- **Valence**- this refers to the value that the individual attaches to various work outcomes. For the teacher to be motivated, he or she must value the outcome that he or she will receive by working overtime and produce more distinctions in his subject.
- **Instrumentality**- this refers to the degree to which an individual believes that a certain level of performance will lead to the attainment of desired outcomes. If the teacher believes that by increasing the number of distinctions, he or she will be rated high on the performance appraisal returns (Integrated Quality Management Systems – IQMS) and ultimately receive a bonus, his or her instrumentality will be high. His or her instrumentality will be low, if he or she believes that he or she will be rated low on performance appraisal forms and not receive bonus even if he or she increases the number of distinctions in this or her subject.
- **Expectancy**-the belief that a particular level of performance will follow a particular level of effort. If a teacher believes that by working overtime with learners, he or she will be able to produce a number of distinction in his or her subject, this creates high motivation .if the expectation is low, it does not create motivation.

The implication for this theory of education, is to indicate to district and provincial departments of social development that rewards should be linked to performance of individual employees as reflected by employees' performance, the awards of laptops, printers and cash bonuses could also be extended to employees' performance as well, to acknowledge employees' performances

❖ EQUITY THEORY

Equity theory is focused on people's feelings of how they are treated in a department (organisations) in comparisons with the treatment received by others. Smit et al (2007:348) split reward(s) into two parts, namely:

Inputs, for example effort, experience, qualifications, seniority, status, among others; and

Outputs, for example praise, recognition, salary, promotion, bonus pay, among others.

The 'comparable worker' is then brought into the scene. A 'comparable worker' in the department of Social Development is the Programme managers who is 'perceived' to have the same qualifications , experience , among other inputs, and who does the same

job. The differences (referred to as equity or inequity) between these workers, if there are any, lead to three conclusions, which either motivates or demotivates; namely

- One of the two is under-rewarded ,or
- Over-rewarded ,or
- Equitability rewarded.

Adams (In Mullins, 2011: 275-276) and Amos et al (2008: 185) identified six consequences of inequity as:

- Reducing work performance;
- Complaining to management;
- Resigning or absenting oneself from work;
- Change the comparable worker;
- Rationalizing the comparable worker's inputs and outputs;
- Persuade management to increase the workload of a comparable worker.

In the welfare sector, the issue of payment of salaries is the competence and the responsibility of the Department of Social Development, so there is uniformity or there should be uniformity in this regard. At the department level, the issue to consider for management, is the scoring of individual employees' performance with regard to Integrated Quality Management (IQMS). In this case, communication from department and district should be so clear that rating scores should mirror a person's performance. Where deviations could not be avoided, a clear expectation of the differences should be given to the complainant, to convince him or her of inequity. Documentation to support inequity is indispensable and should therefore, be available to all stakeholders upon request at all times.

❖ **GOAL-SETTING THEORY**

Goal-setting theory, according to Amos et al, (2008: 186), focuses on the intentions that the individual person has in accomplishing a task. Robbins, Locke and Latham (In Amos et al, 2008: 187) pointed out that in this theory the sources of motivation are undoubtedly the goals and objectives that the individual person wants to achieve when he or she accomplishes a task. Locke and Latham (Cassidy &Kreitner, 2008:320) were able to

indicate that for the goals to motivate, they (goals) should be specific, difficult but achievable and allow individuals to participate in the goal-setting process:

- **Specificity**- refers to the fact that goals should be measurable, specific, clear and challenging. Such kinds of goals encourage individuals to attain more difficult levels of achievement.
- **Difficulty**- goals should be difficult enough to be challenging, but not impossible to achieve. Easy goals are not challenging, and impossible goals hamper performance.
- **Participation**-participating in the goal-setting process gives individuals personal ownership .feedback, which is central to participation, helps individuals to know if they are still on the right track, or whether corrective actions is required to reach a goal.

❖ **ATTRIBUTION THEORY**

Attribution is described by Mullins (2011: 237) as the process of interpreting someone's perceived behavior. Luthans (2011: 173) adds to this description that "it is the cognitive process by which people draw conclusion about the factors that influence or make sense of one another's behavior". Two types of attributions have been identified by Heider (Mullins, 2011: 237), the initiator of the theory, as internal and external attributions.

- Internal or dispositional attributions ascribe to a person's behavior to internal factors such as personality traits, ability, motivation, effort or fatigue.
- External or situational attributions ascribe to a person's behavior to external such as equipment, weather, organizational rules and policies, the influence from others, for example superiors, peers, neighbors , among others.

Heider (In Mullins, 2006: 328) was able to indicate that both internal and external forces combine addictively to determine the perceived, and not actual, behavior. He used *locus* of control to indicate that:

- Employees with internal *locus* of control feel that they are personally responsible for the outcome through their own ability, skill, and effort.

- Whereas employees with external *locus* of control feel that their outcomes are beyond their control. This latter group of employees feels that external forces such as luck, task difficulty, control their outcomes.

While we acknowledge the importance and influence of the situation in which the department find themselves, department leadership should accept that it is responsible for the creation of the climate that is conducive to effective teaching and effective learning in the department. Employees should also take the responsibility to achieving set outcomes in their subjects.

Other attributions identified by social psychologist researchers (Luthans, 2011:176-177) for the Programme to take note of, are the fundamental attribution error and self-serving bias; the following discussion is a clarification of what they mean:

- People with fundamental attribution error, tend to ignore powerful situational forces when explaining other's behavior. People tend to attribute personal factors such as intelligence, ability, skill, motivation, attitudes, among others even when it is clear that the situation or circumstances caused the person to behave the way he or she did, or the other way round, i.e. people attributing others' behavior to situational or circumstances even where it is very clear that personal factors caused that person to behave the way he or she did.
- People with self-serving bias tend to readily accept credit or successes to themselves and yet often attribute failure to the situations or circumstances or someone else. This is also true of the employees, they put the blame on the ability of the principal to lead. If something goes well at the department, the programme manager makes personal attributions for the employees. This conflicting attribution biases among programme managers and staff, happens in the department of Social Development in the Mopani district. Suggested efforts by Luthans(2011:178) to reduce these divergent perceptions among principals and staff are, among others;

- ✓ Increased interpersonal interaction,

- ✓ Open communication channels and workshops, and
- ✓ Team building sessions devoted to reducing attributional errors

❖ REINFORCEMENT THEORY

Although Skinner (In Amos et al,2008) reinforcement theory is a learning approach, it provides insight into what influences behavior. Skinner was able to indicate that behavior can be conditioned by the following:

- **Extrinsic rewards** such as pay,benefits,praise
- **Intrinsic rewards** such as satisfaction
- **Negative reinforcements** such as the removal of an adverse consequence,
- **Positive reinforcements** such as the attainment of a desirable and valued result,
- **Punishment** (use of negative consequences),and
- **Extinction** (the withdrawal of a positive desirable consequence valued by the worker).

In order to influence behavior at work, the leadership of the department can organize Award ceremonies timeously to acknowledge those employees at work. Some day-to day responses or lack of responses encourage or discourage the repetition of such employees' behaviours. Keeping silent on day-to day performances is not encouraging higher levels of performance, since employees do not know whether they were in line with what is expected of them and, whether that performance should be repeated or not.

It is clear from the above discussion on motivation that effective programme managers should take the needs of individual employees into consideration. The department should encourage the programme managers to develop policies that will accommodate employees' diversity, maintain working conditions that motivates employees to perform well, promote those employees who deserve to be promoted, recommend payment of bonuses for good performance, request for awards from the business community and award good performance, among others.

2.7 MANAGEMENT BY OBJECTIVES (MBO)

A participative approach to managerial function of planning,organising,leading and controlling, is a process called management by objectives(MBO).It has been introduced by Peter Drucker(In Mullins,2011:468) in 1954 and adopted by McGregor(In-Mullins,2011:468),as a means of goal setting, appraisal of managerial performance and self-assessment. Robins and DeCenzo (2008:77) stated that “instead of using goals to control, MBO uses them to motivate”. To attain the above intended objectives, programme managers need to be aware about the principles of management by objectives.

2.7.1 What is Management by objectives

Robins and Cenzo (2008:77) describe MBO as “a system in which specific performance objectives are jointly determined by subordinates and their supervisors, progress towards objectives is periodically reviewed, and rewards allocated on the basis of progress”.MBO programmes are widely used in private and public organisational settings. Cassidy and Kreitner (2008:241) believes that what makes these programmes so popular, is that they lay emphasis on the objectives that are specific, measurable and that they are jointly set. Objectives are jointly set by programme managers, therefore the (objectives) work from bottom up as well as from top down. For Robins and DeCenzo (2008:77), the assumption drawn is that since each individual within the organisation has identified his or her specific contribution to make, the unit objectives will be met. If all units’ objectives are met, the organisation’s overall objectives will be met.

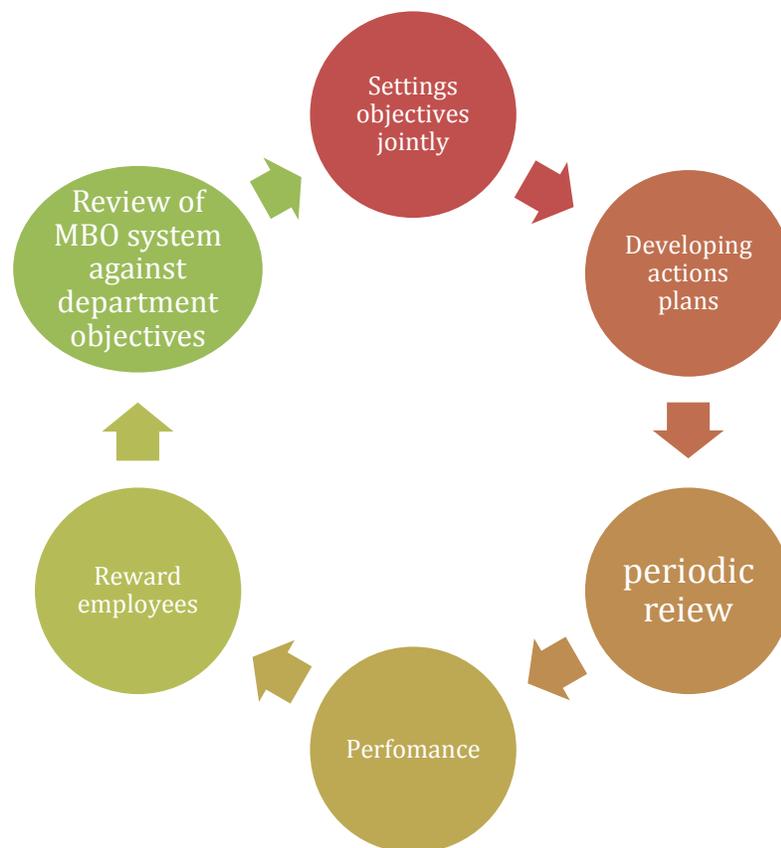
2.7.2 The cycle of MBO

Mullins (2011:468) was able to identify six stages that form an MBO cycle as follows:

- **Setting goals**-all management objectives are written down. Objectives should be specific, clear, obtainable and measurable. The setting starts from the top management of the department derived from the national to the provincial and lastly to the district objectives. The process filters down, one layer at a team. All programme managers are involved, no programme manager is allowed to dominate the process (Cassidy and Kreiter,2008:242).The role of the effective

programme manager is to relate and clarify the objectives to the employees who should incorporate these objectives in the annual plans and be implemented in their daily activities. It should be indicated clearly by the programme managers that the achievement of objectives by each individual employee is ultimately the achievement of objectives of the whole department.

- **Developing action plans**-Programme managers translate objectives set in the setting objectives stage into action statements participatively. The programme managers ensures that the plans complement one another and that they are in line with the overall objectives of the department
- **Figure 2.6 MBO Cycle**



Source: Seema (2014:63)

- Periodic review-when plans are put into action, performance is monitored against action statement in the developing of actions stage. Cassidy and Kreitner (2008:243) recommended face-to face meetings between programme managers

and employees in the interval of three months. A shorter period may be recommended where possible. The meetings are conducted for the purpose of:

- Checking the validity of sets of objectives, in view of unexpected events
- Amending those objectives that are obsolete
- Checking the validity of sets of objectives, in view of unexpected events
- Checking progress toward valid objectives
- Affording programme managers the opportunity to give feedback

These review meetings are important to ensure that targets are not missed, and misunderstandings are clarified. The role of the effective manager is to ensure that programme managers are briefed first before they hold review meetings with their employees, so that they approach individual with a common understanding of the department's objectives. At this review meetings, objectives already attained are identified by both the programme managers and employees, the extent of attainment indicated by supervisees, and indicated when to attain those not yet attained. Challenges hampering progress are also identified and possible solutions are devised.

- **Performance appraisal**-Toward the end of a complete MBO cycle, evaluate performance against the previously agreed-upon objectives in the setting objectives stage, as expressed by Cassidy and Kreiter (2008:244). Programme managers, acting on behalf of employees, rate and score objectives according to the evidence of performance. Ratings are agreed upon by both the programme managers and employees. The recommendations for percentages of payments and increments of salary are openly set.
- **Rewarding performance**-Pay employees according to the rating of objectives. Management should ensure that every employee is rewarded before a new cycle is commenced. If payment is not done on time, reasons should be given to employees, so that they (employees) should not regard this exercise as futile (Mullins, 2011:469).
- **Overall review**-A review of the whole MBO cycle is done to assess its fairness in rating, whether there are modifications to make, especially in rating performance. Robins and DeCenzo (2008:79) regard this stage as the control phase

of the MBO cycle. The main purpose during this phase, is to find a common cause of bettering a way of representing actual performance in terms of numbers for objectives on planning. The role of the manager and programme manager is to ensure that the whole MBO cycle is reviewed to perfect the previous one.

Besides MBO cycle, there are also MBO facilitation guidelines, as indicated in table 2.2 below

Table 2.2 Guidelines for facilitation of MBO

Guidelines	Responsibilities
1. Identify an employee 's key job tasks	<ul style="list-style-type: none"> • Define what you want your employees to accomplish • Request each employee to describe his/her job responsibilities
2. Establish a specific and challenging goal for each task	<ul style="list-style-type: none"> • Identify the level of performance expected for each employee • Specify a target for each employee • Specify realistic deadlines for each goal
3. Allow the employee to participate actively	<ul style="list-style-type: none"> • Give employees tasks that would make them participate
4. Prioritize goals	<ul style="list-style-type: none"> • Rank goal in order of performance • Rate goals in numbers according to level of difficulty and importance • Mix goals, i.e do not set easy ones only.
5. Build in feedback mechanisms to assess goal progress	<ul style="list-style-type: none"> • Provide self-inspection report • Provide for employees-inspection report
6. Link rewards to goal achievement	<ul style="list-style-type: none"> • Rate and score objectives in terms of performance

	<ul style="list-style-type: none"> • Emphasize evidence of performance • Rate and score objectives objectively • Pay for performance only
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Source: Adapted from Robbins and DeCenzo (2008:79)

From the above information, it is clear that the department as an organization cannot be effective unless the manager, programme managers set clear and achievable objectives in their sphere of operation. To fulfill this process, the programme manager must involve other relevant stakeholders in decision making so as to enhance the effectiveness of the department and leadership.

2.8 DECISION MAKING FOR PROGRAMME MANAGERS

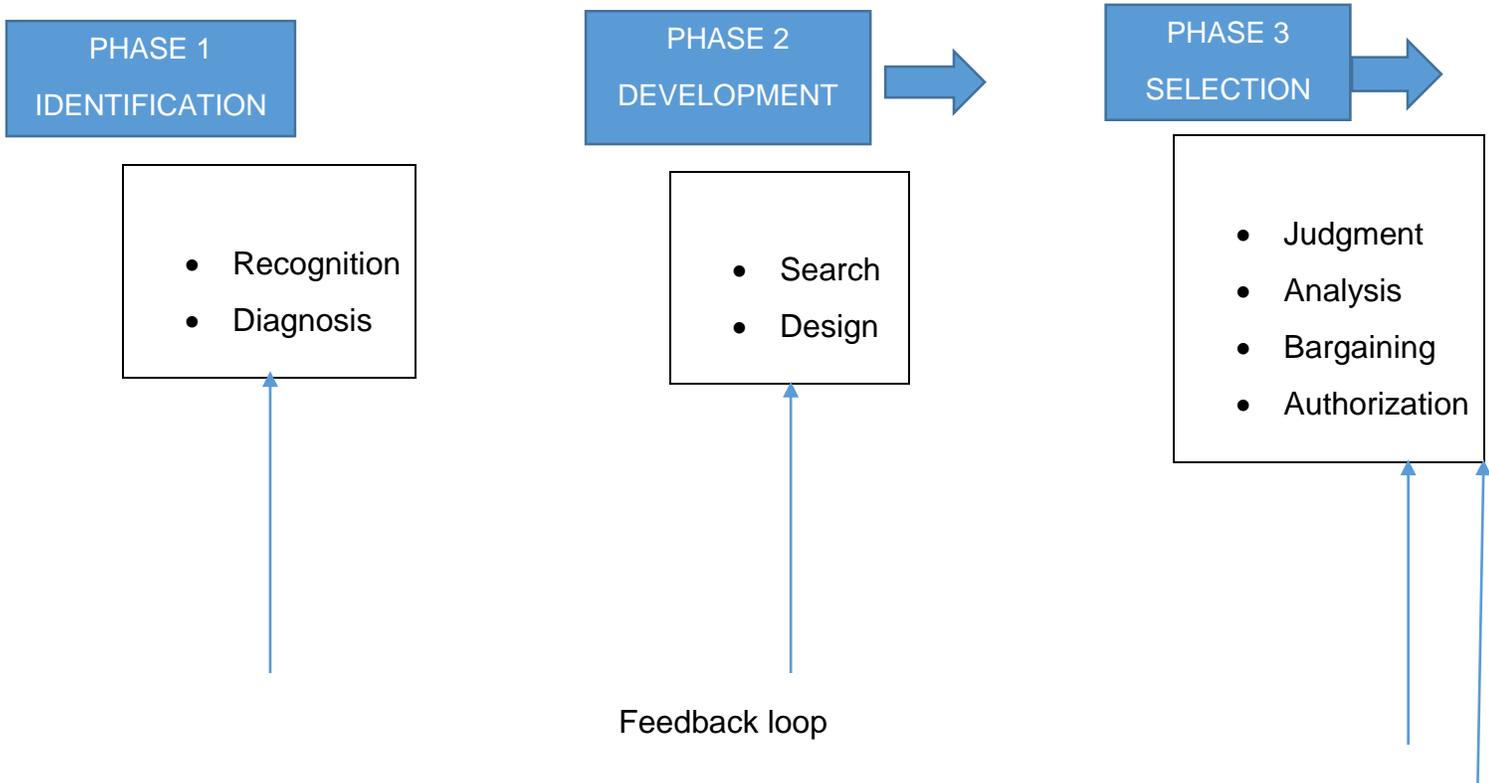
2.8.1 What is Decision Making?

Fred Luthans (2011:259) defined decision making as “choosing between alternatives”. Cassidy and Kreitner (2008:286) describe this further as a “process of identifying and choosing among alternative causes of action in a manner appropriate to the demands of the situation”. Luthans (2011:259) does not indicate the relevance of the situation in his explanation. The following is a discussion to clarify a process and demands of the situation, according to Robbins and DeCenzo (2008:101).

Decision making is a process, not an act. It consists of step (Owens,2001:270);Cassidy and Kreiter (2008:298);Robbins and Coulter(2008:135),Robbins and DeCenzo(2008:101) or phases (Luthans(2011:260) beginning with the identification of a problem, develop an alternative, and end up with the evaluation of decision effectiveness. This problem is a discrepancy between an existing and a desired state of affairs.

The demands of the situation require that the decision maker should try to isolate a solution out a number of alternatives, to fit the demands of the situation within which the state of affairs prevails. Every problem is unique, the solution to it should be appropriate to the context within which is made.

Figure 2.7: Decision making process



Source: Adapted from Seema (2014:66)

Figure 2.7 above illustrates a linear representation of decision making model with three phases. A feedback loop indicates that a decision provide new information in which to base other decisions(Owens,2001:270-271).A feedback loop is caused by timing, disagreements programme managers and employees. To indicate that decision making process is ongoing, it is sometimes represented in cyclic models. Each block in figure 2.7 represent a phase. The following discussion is based on the phases of the decision making process, as developed by Mintzberg and his colleagues (Luthans, 2011:260)

Phase 1: Identification of a problem

The decision making starts with the identification of a problem. A problem is a discrepancy between an existing and a desired state of affairs. The following hints are important to programme managers, observed by (Robbins and Coutler, 2008:1350:

- Identification of a problem is subjective. What one programme manager may view as a problem may not be viewed as a problem by another.
- A problem should not be confused with symptoms. A drop in performance by one employee in a department is a symptom. The problem to such a symptom might be lack equipment, facilities, practice time, poor coaching skills etc.
- A programme manager, who mistakenly resolves a wrong perfectly, is likely to perform as poorly as a programme manager who fails to identify the correct problem and does nothing.

Robbins and Coulter (2013:136) have shown that the following characteristics of problems are interrelated, and programme managers should consider them in identifying a problem:

- Be aware of a problem. If things are not where they should be, a discrepancy exists, if in department, content coverage of a particular session is backward of what a pace setter prescribes, then there is discrepancy, but that fact alone is not enough for the programme manager to act, the following characteristics should be considered also.
- Be under pressure to act. The programme manager may be empowered to act by departmental policy, upcoming meetings, and deadline for submission of lists, among others.
- Have resources needed to take action. If programme managers do not have authority, information, and resources to act, they may not recognize a discrepancy as a problem, instead they may regard the situation as the one in which unrealistic expectations are placed on them.

Phase 2: Development

During this phase, there is search for existing procedure or solutions already in place or the design of a new solution. The following decisions are important for programme managers:

- Robbins and DeCenzo (2008:109) have indicated that where there is a standardised procedure for handling a problem, the decision is programmed. Such

decisions are already stipulated in disciplinary procedures and codes, departmental policies and rules, among others.

- There are also non programmed decisions that programme managers have to arrive at. Luthans (2011:259) has indicated that designing a new solution is challenging because the decision maker has a “vague idea of the ideal solution”. Such decisions are unique to particular situations and they do not occur often.

Phase 3: Selection

There are three ways of selecting a decision during this phase, as mentioned by Luthans (2011:260), namely judgment, analysis and bargaining.

- Judgment is used where the decision maker relies on experience and intuition rather than logical analysis.
- Analysis is used where the decision maker makes an analysis of the alternatives on a logical systematic basis
- Bargaining is used when the selection of alternatives involves a group of decision makers. Trade unions and political groups used it to gain support. When decision is accepted formally, authorization is made.

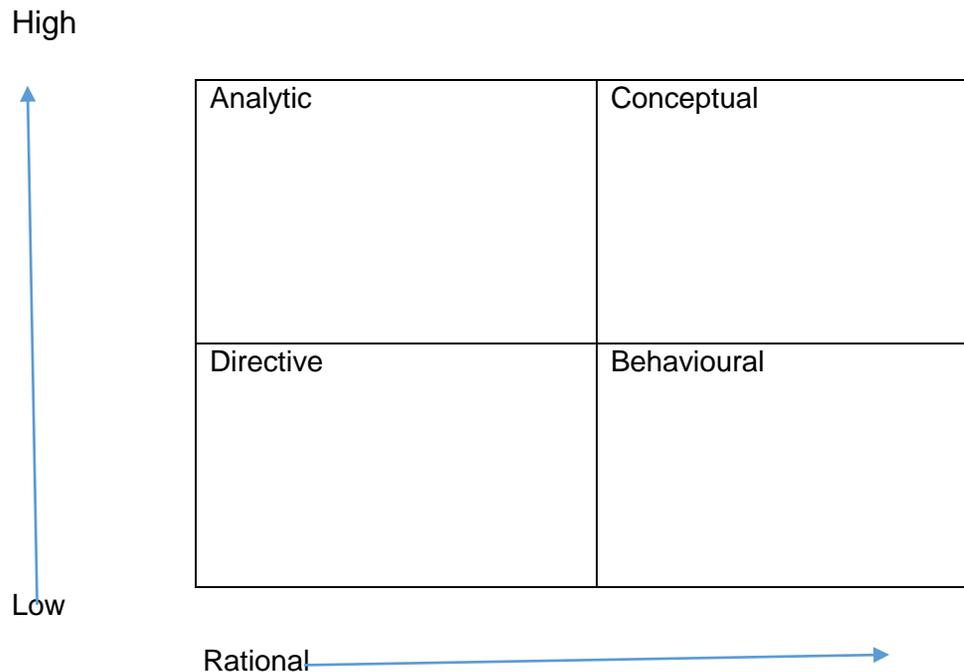
2.8.2 Decision making Styles

Robbins and DeCenzo (2008:112-113), together with Luthans (2011:262-263) agreed that decision making styles differ along two lines, namely,

- The way of thinking-some programme managers are more rational and logical in the way they make decisions, i.e they verify that information is logical, orderly and consistent before they make a decision.
- Other are creative and intuitive,i.e they do not process information in a logical and orderly manner, but look at information as a whole before they make a decision.
- Tolerance for ambiguity-programme managers who are creative and comfortable with uncertainty(high level of tolerance) cannot develop and evaluate alternative decisions the same way as programme managers are conservative and less likely to accept risk(low level of tolerance).

Robbins and DeCenzo (2008:113) and Luthans (2011:263) further agreed that there are four decision making styles, namely, analytical, conceptual, directive and behavioral. The discussion is based on figure 2.8 below and will help to clarify what each of these styles entails:

Figure: 2.8: Decision making styles



intuitive

Source: Seema (2014:72)

- ✓ **Directive style**-Programme managers using this style of decision making have a low tolerance to ambiguity and are rational in their way of thinking. They are also efficient logical, fast decision makers and focus on the short run. Due to their speed in processing information, they usually take decisions with sufficient information and a few alternatives.
- ✓ **Conceptual style**-Decision makers are broad in their outlook, consider many alternatives, focus on the long term decisions and are good in finding creative solutions to problems.
- ✓ **Analytical style**-Decision makers have high tolerance to ambiguity, need more information and would consider more alternatives before they make decisions.

They are more careful in taking decisions and can adapt and cope with unique situations.

- ✓ **Behavioral styles-** Decision makers are working well with others, more concerned with achievements of others, consider suggestions of others, use meetings to communicate with others and try to avoid conflict. They like to be accepted by others and try to avoid conflict. They like to be accepted by others, and they do not like to take tough decisions, especially when this will upset others.

Programme managers can use a combination of these styles in decision making, depending on the situation at hand. There are situations where decision maker has to act with speed and little information, e.g rushing an athlete who collapsed to the clinic, hospital or doctor, or requesting an officer to fax part of an incomplete document. The said examples need speedy attention and a directive decision making will be most appropriate. In disciplinary proceedings, a conceptual style decision making is most suitable since grievances procedures had to be followed to the latter, especially where employees are faced with serious misconducts and may lead to an employees' dismissal.

Programme managers sometimes take tough decisions, without necessarily upsetting employees affected by their decisions. Indicating to employees how important the decision is to them and the attainment of the department 's objectives, the programme manager will be supported by behavioral style(Behavioral style).Involving employees in decision making process reduces possibilities of conflict, leads to effective functioning of the department, the employees 'expertise and knowledge are made available.

Source: Robbins and DeCenzo (2008:113)

Apart from this styles explained above, the programme manager should also take the following decisions into consideration:

- ❖ Adaptive decisions-The programme manager should use this type of decision when he/she use directive as a style of decision making. To accomplish this process, programme manager can take speedy and hasty decisions due to the urgency of the matter, e.g when the programme manager eventually gets ill.
- ❖ Innovative decision-the programme manager takes this type of decision when he or she allows for technology to supplement the conventional way of doing things.

The programme manager should allow staff to supplement the filling practice with computer system of storing information; he or she should also allow for the downloading of information from internet, to supplement the one that is readily available from the textbooks, or even getting information from internet to teach employees.

- ❖ Routine decision-The programme manager uses this decision when he or she is basing his or her decision on stated rules, resolutions, policies, among others. The effectiveness of decision making depends on how programme managers delegate others in the implementation of the departmental programmes.

2.8.3 DELEGATION IN MANAGEMENT

Delegation is defined by Cassidy and Kreitner (2008:186) as a “process of assigning various degrees of decision making authority to lower level employees”. Mullins (2011:691) make an addition to this definition by adding that it is part of the managerial function that involves the element of risk. At a government department, this process implies that a programme manager distributes a portion of his or her workload to others at lower level, e.g supervisors and coordinators and even administrative officers.

By distributing these tasks to other staff members, accountability is created to the staff member to complete tasks delegated effectively, and then report progress made to the person who delegated the tasks. Cassidy and Kreitner (2008:186) warned managers that what should be delegated is authority, and not responsibility. Therefore, delegation is the sharing of authority, and it should not be confused with abdication of responsibility. The main question pertaining to delegation is: If authority is delegated, can power, responsibility and accountability also be delegated? In order to respond to this question, differences between authority, power, responsibility and accountability have to be drawn. The following discussion focuses on these terms

2.8.4 DIFFERENCES BETWEEN AUTHORITY, POWER, RESPONSIBILITY AND ACCOUNTABILITY

- **Authority** is described by Mullins (2011:691) as the legitimate right to instruct, command, give orders, and take action against those delegated

with tasks if they do not perform (actions taken include; not to recommend payments, promotions, among others). These are some of the legitimate rights of the programme manager at the department, while the department of education has the right to appoint programme managers and give them authority to manage the department on their behalf. Authority therefore resides in the position, not in the person. It is the position of being programme managers that gives the programme manager the authority. When a programme manager resigns or retires, authority is relinquished and given to the successor.

- **Power**, according to Draft (2012:327), refers to the ability to influence the behavior of others to do what they may not do without it. It may or may not be based on a formal position in a department. Unlike authority, power resides in a person. If a person with this ability to influence behavior of others resigns, he or she resigns with it. Some people however, have both positional authority and power. Such people are more likely to succeed on their relationship than those without personal power. Power can either be negative or positive. Thus, people who possess this ability can use it either to destroy or benefit the department as an organization. It is therefore important to channel this ability to the accomplishment of the departmental objectives.
- **Responsibility**, refers to the obligation and duty to perform a delegated task or function in an organization. The programme manager has the responsibility to manage the department's activities and employees have the responsibility to perform the task delegated to them. Therefore, the responsibility of the programme manager cannot be delegated to another employee. According to Mullins (2011:691), delegation increases the programme's responsibility because there is additional responsibility for the principal to ensure that the delegated task is completed by the employee.
- **Accountability**, for Mullins (2011:692), refers to the employees' obligation to give an account for progress to the person who delegated him or her with tasks to perform. Therefore, every employee has his scope of

accountability. The programme managers are accountable to the department and employees are accountable to the person who delegated tasks to them e.g programme managers.

A response to a question raised above is that authority can be delegated, because it does not reside in the person, whereas power cannot be delegated, because it is a personal possession and cannot be relinquished when a possessor of it leaves the position. Accountability and responsibility cannot be delegated either. They are instead, created and increased respectively. In order to understand this process, the programme manager should understand the stages in the delegation process.

2.8.5 Main Stages in the Delegation

The main stages in delegation have been listed by Mullins (2011:689-690) as:

- Clarification of objectives, policies and procedures-this is done to provide for a framework for the exercise of authority and the acceptance of responsibility.
- Agreement on terms of reference-make a decision on the outcomes to be realized, and agree with the subordinate on what should be done to achieve them
- Give guidance, support and training, and patterns of communication-once subordinates have agreed and accepted delegation, give guidance, support and any training necessary.
- Effective monitoring and review procedures-target dates are set, expected levels of performance clarified,(where possible quantities should be expressed in terms of numbers and percentages),monitoring of performance is done, and subordinates should be clarified on how performance in each area is to be measured and evaluated.
- Freedom of action with agreed terms of reference-the subordinate is given freedom to perform within the agreed boundaries of the previous stages.
- Reward outstanding performance-link the delegation process with reward. This reward could be in a form of performance payment, enhanced opportunities of promotions, personal development, further delegations, among others.

The most popular delegation processes that are linked to the reward system in departments, which programme managers should be aware of are; acting allowance,

the Integrated Quality Management System (IQMS) for employees and performance management and Development System (PMDS) for office based employees for officials employed in terms of Public Service Act (PSA). In other cases, delegation processes are not regulated effectively.

2.8.6 BENEFITS OF DELEGATION

Cassidy and Kreitner (2008:187-188), together with Mullins (2010:686) agree on the following benefits of delegation:

- Best use of time-it leaves the manager with more time to consult and improve the process of communication, if it is positively done.
- Training and Development-it provides a means training and developing a subordinate for promotion. Some programme managers use this process when they are about to leave the department, to train someone who will take over from them (succession management).
- Strength of the force-It is from participation and can lead to the following: improved morale of programme managers, increase levels of motivation and job satisfaction for programme managers, reduce possibilities of conflict among coaches, creates a healthy climate conducive for subordinates to become involved in planning and decision making processes. If programme managers and other stakeholders want to implement the departmental participation programme successfully, therefore conflict among them should be avoided. Apart from this process, stakeholders need to be aware of the various types of delegation.

2.8.7 TYPES OF DELEGATION AND IMPLICATION TO DEPARTMENTAL PARTICIPATION PROGRAMME

There are normally two ways of delegating tasks with the accompanying responsibility and authority which can be employed by senior managers in the department of Social Development, namely:

- Linearly, in which delegating takes place according to seniority and hierarchical structure

- Linearly concentric, which means that the senior manager delegates tasks to directly to various staff members. Figure 2.9. below exemplifies the various ways of delegating tasks.

2.9 THE ROLE OF PROGRAMME MANAGEMENT ON EMPLOYEES PERFORMANCE

2.9.1 Brokering of organisational resources

Nielsen et al (2017) indicated Resources are defined as “anything perceived by the individual to help attain his or her goals”. Resources may enable employees to cope with the demands of the job and perform well. The role of management is to broker resources for employees because resources thus enable employees to successfully complete their tasks and goals, as a way to enhance their well-being and capacity to perform well. Resources that may help employees achieve their work task goals and that the organisation may develop workplace resources may be operationalised at multiple levels of the organization, that to improve employee well-being and enhance performance. Resources thus enable employees to successfully complete their tasks and goals, as a way to enhance their well-being and capacity to perform well.

Resources may be inherent within the individual, that is, personal characteristics or behaviours may enable the individual to cope with the demands of the job and perform well. Examples of such resources include self-efficacy, competence, and self-esteem. The social context may afford workplace resources, that is, group-level resources associated with shared relationships that foster a quality exchange of information and interaction between individuals within the workplace. Group-level workplace resources may be identified in terms of social support and good interpersonal relationships between employees. Reviews have explored the relationship between teamwork and performance (Nielsen et al, 2017).

Dzuke and Naude (2015) argued that resources may enable the individual to cope with the demands of the job and perform well. Workplace resource may impact on employee well-being and organizational performance. They further elaborated that workplace resources have motivational potential and may lead to high well-being through two mechanisms. Through intrinsic motivation, resources may fulfill basic human needs, such

as the needs for autonomy, competence, and relatedness. While through extrinsic motivation, workplace resources may enable individuals to achieve their work goals and thus perform better. Nielsen et al (2016) further affirmed that who affirmed that there is a relationship between the objective performance of employees and resources.

Gareth and Svetlana (2015) who indicate that taking a strategic approach to managing human resource in an organization can be the spark the achievement of corporate priorities. These initiatives may not fit into traditional areas of HRM, but may in fact challenge basic assumptions about the department and cause core organizational processes to be reviewed. High performing organizations recognize that they need to be thoughtful with their strategic investments. The most discerning corporations invest in high yield activities that can motivate their people towards achieving common goals. High performing organizations continually review and evolve their strategic priorities to best suit the “maturity” of individual departments or areas.

2.9.2 Programme managers support employees to adjust to changing organisational environment

Sidikova in Wandza and Nkuraru (2016) points out that change is what presses us out of our comfort zone and it is inevitable. Kitur in Wandza and Nkuraru (2016) further highlights that change comes in an organization in many forms and organizational change can be radical and alter the way an organization operates, or it may be incremental and slowly change the way things are done. Lonescua, Alexandrina and Dragomiroiua (2014:294) had state that the role of managers involves providing staff support during the whole process of change, especially in situations where change begins to affect daily activities. Managers should also guide each individual employee during the implementation of change.

Khosa *et al* (2017) confirmed that organisational change concerns mainly with the organisational wide transformation that mainly include the changes in term of mission of the organization. They further indicate that employees stress and nervousness result due to the changes in the organisations because they are acquainted with the previous organizational environment. Such changes may decrease employees morale resulting in the decrease of employee performance. Organisational change concerns mainly with the organizational wide transformation that mainly include the changes in the operations of

the organization. Organizational changes have positive or negative impact on their employment and benefits.

Khosa *et al* (2015) state that organisational change includes Mission changes, Strategic changes, Operational changes (including structural change), Technological changes, Changing the attitudes and behaviors of personnel's, Counter resistance from different employees of companies and align them to strategic directions of the organisation. Femi (2014) further asserts that employee performance is vital for the success of every organisation and profitability in this dynamic environment. Nowadays an organisation requires such type of employees who contribute more than their job scope and far from goals expectations.

The success of organisational change and employee performance depends mainly on leadership commitment and roles. The key to the success of these leaders depends on vision rather than analysis, on learning rather than on knowing because a leader has a strong communication of the vision because this is more important in today's leaders. A leader has the ability to influence their employees so that they can work efficiently and get the things done in order to achieve organisational goals. The performance of the organisation will increase if employees share their ideas and values with each other. A leader is one who can give rewards to his employees, motivate their employees towards task achievement, giving incentives; give moral support so that employees put more effort to their work (Khosa *et al*, 2015).

Employees are not only expected of managers' direct transmission of information on the changes, but will also see and to what extent their managers support the changes to be implemented. If the manager supports only passive changes or disagrees with them, they will have the same behavior and the persons who are directly subordinated. Managers and supervisors need to demonstrate their support for changes in an active and obvious. It is essential that these are the first people who will support the changes, because only in this way can expect and support from their subordinates. Change management team should create tactics tailored to specific situations, which are calculated to highlight the managers as the biggest supporters of the change process (Ionescu, 2014).

2.9.3 Programme managers enhances employees' performance

Employees' performance is important for an organisation to achieve its objectives and goals. Employees are an important asset to an organization that may affect it either positively or negatively. Due to unavoidable environmental changes, organisations today have been challenged to advocate for changes that influence employees' performance (Wandza and Nkuraru,2016).The role of programme managers is to impact on organisational performance. Managers have the most direct influence on employees they line manage. They carry the responsibility for aligning the performance of their department and its staff with overarching organisational goals. They play a vital role in shaping organisational culture. The majority of respondents indicated that there have been major changes in regard to policies. After the split, the department of Social Development had to come up with its own policies that should govern and guide service delivery (Wandza and Nkuraru, 2016). Femi (2014) points out that the management must gear its policies and objectives in such a manner that employees perform their work and do their assigned task. Gareth and Svetlana (2015) affirmed that Performance management is a proactive partnership between the management and employees that help employees to perform at their best and align their contribution with the goals, values, and initiatives of the organization.

While according to Armstrong and Baron (1998) employees' performance management is about aligning organisational objectives establishing an understanding among the workforce that is achieved at the level of the organisation with the employees agreed measures, skills, competency requirements, development plans and the delivery of results. The emphasis is on change, learning and improvement keeping in mind the end goal to accomplish the general business procedure and to make a high performing workforce.

Ebokeng (2018) indicate Employee performance is vital for the success of every organization and profitability in this dynamic environment. Nowadays organisation requires such type of employees who contribute more than their job scope and far from goals expectations. Most of the organisations managing with contemporary challenges

put more emphasis on employee performance. Georges in Ebokeng (2018) valuable performance, managers need to let employees have more power to design their jobs and roles. Thus, employees will find their jobs more fit between employees' needs, skills and values. The deficiencies of employee performance will be overcome by effective leadership, communication, motivation, employee development, tolerance to change, procedural justice, and organisational culture. Some of the following effects may occur on employees' performance due to an organizational change.

2.9.4 Programme managers and employee involvement in organisational plans

.Planning is typically where the direction of the organisation is established through a variety of activities including the development of goals. As such, the planning function of management embodies various levels of decision making. Allowing employees to participate in making these decisions may generate additional ideas that offer valuable insights. These new ideas could, in turn, have a positive impact on the quality of the plan since employees have a variety of different experiences and skills. Of particular interest in the context of the current article are findings that employee involvement is linked to higher levels of trust.

Whitener et al in Kleiner (2004) also note that involving employees in decisions has symbolic value in conveying a sentiment of trust to employees, while Dirks and Ferrin in Kleiner (2004) discuss the implicit confidence associated with allowing employees to participate in decision making. Indeed, managerial trust is associated with increased levels of employee involvement in decision making.

Two important elements of decision making are gathering and analysing information. Employees offer valuable insights and assistance in regard to both of these elements. First, employees often engage directly with customers, suppliers and other stakeholders. As a result, they have first-hand knowledge of key information that can be useful in guiding the planning process. Asking employees to assist in gathering information may serve to validate their perceptions and add perceived credibility to the value of their observations/interactions with key stakeholders. This, in turn, fosters increased levels of trust. Likewise, allowing employees to participate in analyzing information sends the message to employees that they have valuable insights that offer unique perspectives on

specific nuances of the information. A logical progression from collecting and analyzing information might (Kleiner, 2004).

Since managerial operations is organizing, staffing, treating and controlling are designed to support the accomplishment of enterprise objectives, then planning should logically precede the execution of all other managerial functions. Although all the managerial functions are interlinked in practice as a system of action, planning is unique, in that it establishes the objective necessary for all group effort. Besides, it is argued that plans must be made to accomplish these objectives before the manager knows what kind of organisation relationships and personal qualifications are needed, along which course subordinates are to be directed and led, what control is to be applied. Most important, all the other managerial functions must be planned if they are to be effective. Planning is a function of all managers, although the character and breadth of planning will vary with the nature of policies and plans authorized by their superiors. However, one manager because of his authority or position in the organisation may do more planning or more important planning or another or the planning of one may be more basic and applicable to a large portion of enterprises than that of another (Karanja, 2015).

2.9.5 Programme managers maintain communication for employees performance

Wang (2011) showed that communication between subordinates and superiors is a positive predictor of affective commitment, and the perceived quantity of organisational strategic information and vertical interaction with management; and that work-oriented communication is a strong positive predictor of affective commitment and normative commitment. While Femi (2014) points out that communication has a vital importance, whether pros or cons are an inseparable piece of life and also it has an important role on all activities aimed at gaining organisational objectives. Employees Performance is regarded as how well an employee is able to dispatch his/her duties to the specified organisation. Setting and clearly communicating performance standards and expectations, observing and providing feedback, and conducting appraisals enable you to achieve the best results through managing employee performance. Effective communication improves job satisfaction and which in turn improves productivity. Research has also shown that communication improves employee job performance while

poor communication results to low employee commitment to the organisation. Effective workplace performance is the key element in the success of an organisation and the effectiveness of the workers employed will determine just how successful the organisation will be. Effective communication between employees and managers is crucial in that employees will need to know what is expected of them, managers will need to provide a clear job description for every employee which would make employees have immediate access to the necessary tools to complete each assignment given to them. Communication covers all activities that the management does to enhance workers performance (Femi, 2014).

2.11 EMPLOYEE MANAGEMENT SYSTEM

The Constitution of South Africa (1996), Section 152, dealing with the objectives of local government paves the way for performance management with the requirements for an “accountable government”. The democratic values and principles in terms of Section 195 (1) are also linked with the concept of performance management, with reference to the principles of inter alia the promotion of efficient, economic and effective use of resources: accountable public administration; to be transparent by providing information; to be responsive to the needs of the community; and to facilitate a culture of public service and accountability amongst staff (Performance Management Policy, 2020).

The employee management system policy is currently applied in a changing environment as a tool for achieving an organisation’s vision and mission; however, it can also result in both positive and negative effects. The organisation’s vision and mission can be broken down into distinct programs and projects that are geared towards achieving its goals. According to Zwane in Clayton et al (2015) performance management is an advanced form of investment that enables managers to achieve their required output through the successful harnessing of their employees’ abilities. Even though change in the public service has been managed in a professional manner, there is always Problems and

Perspectives in Management, bound to be some resistance to it, along with fears of job insecurity and low morale.

The implementation of public service reform in South Africa necessitated the making of a paradigm shift that required the adopting of the principles of New Public Management (NPM), with the intention of reinventing the wheel. Sebola and Manyaka in Clayton et al (2015) assert that the establishment of the basic foundations of NPM within the public service has been driven by the use of the market economic model to restructure the service in such a way as to allow for greater recognition of the role played by political and administrative relationships in driving efficiency. Notably, NPM is an approach that is applied to transform and to reinvent the way in which the government works within the ambit of the public management tradition. NPM is a marriage between the public sector and the private sector, the process involves the compromising of related values and interests. The logic behind the steps that were taken to implement the NPM system embraced the development of a vision encompassing the conducting of a comprehensive performance audit involving the undertaking of businesslike operations in the public sector.

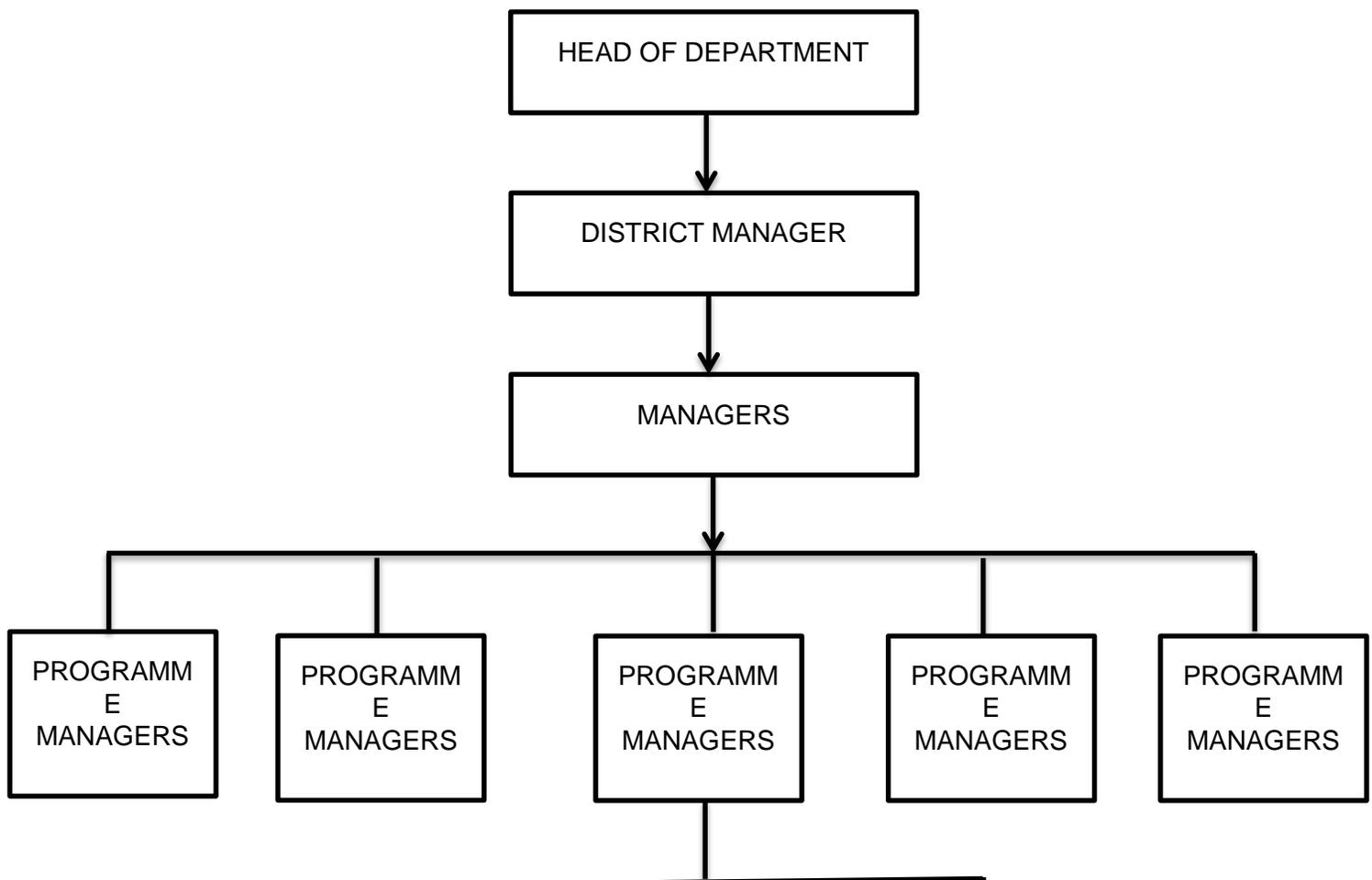
Proponents of change tend to express a belief that organizations are inclined to evolve in the form of a changing life cycle that is exposed to different paradigms that require their ongoing adaptation. Change is driven by environmental factors that influence performance that is aimed at result-, mission- and customer-driven, as well as competitive, public agencies. As part of the paradigm shift in government performance in South Africa, the reinventing of the government movement began after 1994, and endured the Mandela and the Mbeki administrations. Performance management can also be informed by the results-based management (RBM) approach.

RBM is regarded as a reliable method of measuring performance that is concerned with employee improvement, motivation and retention. It can be aligned with the EPMS, since it allows the employees to devise clear goals and objectives. When employees create their own work plans, they become responsible and committed to achieving them. In terms of such an approach, the employees are also rewarded and recognized for superior performance, with the approach focusing on results, rather than on processes. Similarly, Nel et al. in Clayton et al (2015) recognize that goals can be attained through the provision

of continuous motivation at work. The importance of goal-setting and goal attainment in terms of performance management can also reinforce particular behavior patterns of employees. Similarly, management by objectives, as a management technique, can foster employee participation in goal setting, decision-making, and feedback.

Therefore, when an employee is aware that they are continuously working towards a goal, they can direct their efforts towards achieving the goal, even when the situation concerned is difficult for them to handle. Shafritz et al in Clayton et al (2015) link performance management with productivity in noting that the ultimate aim of performance management efforts is increased productivity. Productivity is involved with the measuring of the relationship between the quantity (and quality) of results that were produced and the quantity of resources that are required for the production of goods or services. Munzhedzi in Clayton (2015) notes that, although the EPMS plays a significant role in the improvement of productivity, it had not contributed to the improvement of productivity in the department under review. Productivity is not regarded as being desirable by some employees in the public service due to the fact that it can lead to budget cuts and to the downsizing of the organisational structure.

Figure 2.9 Organisational structure of the department of Social Development



From figure 2.9 above, it is clear that the Senior Manager can delegate tasks to the programme managers, supervisors, coordinators and employees. Milondzo (2003:117) reinforces the view that every person who delegates tasks must bear the following in mind in order to be able to delegate effectively:

- Authority and responsibility should be delegated with specific tasks;
- The correct programme manager should be selected and the delegator must have confidence in the other person 's ability to execute tasks;
- The task must be clearly outlined; sufficient information be given and guidance and assistance provided if necessary.

The most important value of delegating lies in the fact that managers are freed from most routine tasks. They are able to spend their time on management tasks, which are their most important part of their functions as managers of their programmes. Furthermore, objectives should be clearly stated so that they will be of some practical values to departmental participation programme.

One of the key responsibilities of the employees is to help their programme managers to clarify their duties pertaining to the implementation of the departmental participation programme. In order for the departmental participation programme to function well, there should be a clear working relationship in all spheres of operation. To achieve the intended goal of the departmental participation programme, there should be a clear delegation of powers, duties of programme managers, supervisors and coordinators in every cluster.

2.12 CONCLUSION

The chapter presented the review of literature on the role of management in employees' performance within the context of government department. Aspects such as leadership styles, motivation, management by objectives, decision making, delegation and the role of programme managers in managing delegation of powers were discussed. In the next

chapter, the research research designs, methods and techniques that were used to collect,analyse and interpret data in chapter four will be discussed in full.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the rationale for methodology, research design, research philosophies and research approaches that were used to collect, assess, and interpret data. Hussey and Hussey (1997:50) indicate that research methodology refers to the overall approach evident in the research process from theoretical foundation to the strategies that were used in the collection and analysis of data.

This definition asserts that the collection and analysis of data are determined by the research methodology Design and approach the researcher has employed.

3.2 Research Methodology and Design

Leedy and Ormrod (2005:12) define research methodology as a general approach the researcher takes in carrying out the research project. Cresswell (1994:154) supports the above definition by stating that research methodology is an approach that the researcher identifies as suitable for the nature of the research.

The researcher will use qualitative research design. In order to achieve the above objective, the researcher has used semi-structured interviews to collect data from programme managers at the Department of Social Development, Mopani District. The strategy and researcher instruments are used because the researcher employed design to answer the research questions indicated in chapter one.

Henning, Van Rensburg and Smit (2004:30) define research design as “the manner in which the research is visualized and carried out and how the findings are eventually put together”. Moreover, according to Babbie and Mouton (2008:74) research design is defined as a plan or blue print for conducting the research. The research design also entails a detailed plan according to which research is undertaken.

Due to the nature of the study, the researcher employed qualitative research design to address the problem stated in chapter one. In order to achieve the above objectives the researcher has used different philosophies and strategies to collect and assess data from the area of study.

3.3 Population

Masoga (2013:52) indicates that population is a full group of potential participants to whom the research wants to generate the findings of the study. To support this view Fox and Bayat (2007:52) a population is any group of, say individuals, events or objects that share common characteristics and represent the whole or sum total of cases involved in the area of study. "In other words it is"...the total group of persons or universal collection of items or elements to which the study relates(Steyn, DuToit and Strasheim, 2003:16).In this study the population constituted 20programme managers out of 150 programme managers at the department of Social Development, Mopani District of the Limpopo province.

3.4 Sampling

Sampling is the process of selecting a few from a bigger group to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome (Kumar, 2005:164).In support of this definition Masoga (2013:53) attests that sampling is the process of selecting the aggregate or totality of the objects or individuals regarding which influence is to be made based in the study.

From the above definitions, it justifies why the researcher, chose purposive sampling method in this study, rather than to survey the entire population. Due to the large number of programme managers at the department of social development, the researcher used purposive sampling method to collect data from 20 respondents in the area of study. The researcher collected data from 20programme managers that is seven males and thirteen females through semi-structured interviews.

In this study non-probability sampling, purposive sampling was used.

3.4.1 Non Probability Sampling

Kumar (2005:131) defines non probability sampling as a sampling process in which a sample is selected from elements or members of population through non-random methods, includes accidental, quota and purposive.

3.4.1.1 Purposive sampling

Kothari (2004:15) states that purposive or deliberate sampling is a selection of particular units of the universe to constitute a sample which represents the universe. The study used purposive sampling because the inclusion/selection of the participants is based on the researcher's judgement. This sampling method has been realized through semi-structured interviews.

3.5 Research instruments

Data collection instrument refers to the instrument used to collect data and the type of instrument identified was based on the method of data collection selected. Leedy and Ormord (2005:12) refer to these instruments as tools and also indicate that a research tool is a specific mechanism or strategy the researcher uses to collect, manipulate or interpret data.

Kothari (2004:10) identifies the following characteristics of a data collection instrument:

- The instrument must be valid and appropriate to test or answer the questions being studied.
- The instrument should be reliable and provide comparable data every time the researcher uses it.
- The instrument should have a design that minimizes cheating and should be free from bias,
- The instrument should also not contain measures such as built-includes or hints for desired responses.

In order for the researcher to be able to conduct the researcher, it is imperative that appropriate instruments be used to achieve the intended objectives. In this research

study, semi-structured interviews were used to collect and interpret data. Semi-structured interviews were used to explore the role of programme managers on employees' performance.

- **Semi-structured interviews**

Semi-structured interviews were conducted to collect data from 20 programme managers on employees' performance in the area of study. This process was done to collect in-depth and large amount of information from these experience programme managers. The nature of the questions also relate directly to the aims and objectives of the study.

3.6 Administration of the Research instrument

In this study, one on one interviews were guided by means of interview guide (appendix) which includes all categories of questions to be considered by the researcher. The purpose of the interview guide was to ensure that the researcher remained consistent during the interview with all the individual programme managers by asking them the same questions. Furthermore, the following procedures by Denzin and Lincoln (2004:142) were adopted in respect of the interview process. An interview was conducted during which the interviewer asked questions to each programme manager and encouraged interaction with the respondents. This allowed the interviewer to probe some questions. From the onset, the interviewer explained the procedures to be followed and thanked the respondents for their willingness to voluntary participation in the study.

3.7 Data Collection

Anastasia (2017:1) defines data collection as the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer queries stated in the research questions, test hypotheses and evaluate outcomes. The semi-structured interview as a data-gathering method was selected as a tool to clarify vague statements and allow for the extensive exploration of the topic while revealing a deeper account of the extent of the role of programme managers on employees' performance. The researcher collected data which determined the challenges experienced by programme managers on employees' performance and identify factors

that contributes towards lack of performance amongst employees in the area of study. The researcher also collected data which determined the current programmes used by the department to enhance employees' performance in the area of study. Data suggesting strategies that were used by the senior management to enhance employees' performance at the department of Social Development was collected.

3.8 Data Analysis

Hoepfl (1997:1) defines qualitative data analysis as “working with data, organizing it and breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others. Therefore the researcher selected content analysis as a technique to analyse transcribed textual data to comprehend the meaning of the text, action and for narrative through the process of interpreting the emergent themes. In order to achieve this process, the researcher has used narrative analysis to translate and interprets the responses of some of the respondents in chapter four.

3.9 Validity

Mack (2005:9) indicates that validity is a component of the research design that consists of the strategies used to identify and attempt to rule out alternative explanations, like validity threats. This is supported by Babbie (2001:303) that validity is concerned with whether measurements actually measure what they are supposed to measure rather than measuring something else while Cresswell (2012:159) maintains that validity is the development of sound evidence to demonstrate that the test interpretation matches its proposed use. Heppner 2004(cited in Mabuza,2011:3),stated that the instruments used in the collection of data must be constructed in such a way that they collect valid data required in order to answer the research questions as closely as possible.

3.10 Realibility

Reliability refers to the consistency with which a test yields the same results for a respondent following repeated administrations. Realibility is defined as the consistency with which a measuring instrument yields a certain result when the entity being measured

has not changed (Leedy and Ormrod, 2005:31).According to Thomas (2009:105) reliability refers to the extent to which a research instrument will give the same results on different results.

For the purpose of this study, reliability of the research instruments was maintained by the researcher s'adopting a consistent approach in conducting the interviews and posing questions of the same content in a manner while avoiding leading questions and meticulously noting the responses of all respondents.

3.11 Trustworthiness

Vos (2001:182) believes that trustworthiness addresses ways to ward off biases in the result of qualitative analysis. According to Gunawan (2005:4) a study is considered trustworthy if it deemed credible, valid and credibility, which corresponds roughly with the positivist concept of internal validity,dependability,which relates more to realibility,transferability,which is a form of external validity and conformability which is largely an issue of presentation. In order to ensure that trustworthiness, the researcher recorded and transcribed all interview responses. This was done to present an accurate account of what the participants actually spoke during the interviews.

3.12 Elimination of biasness

Pannucci and Wilkins (2010:619) defined bias as any tendency which prevents unprejudiced consideration of a question which can occur at any phase of research. In order to eliminate biasness, the researcher did not permit the personal biasness of participants to influence how they respond to and analyse data or information .The care and consideration was done when developing semi-structured interviews questions, so that all respondents would have a crystal clear understanding of the process and in this way all possible biasness was eliminated.

3.13 Ethical consideration

Research ethics requires a research project which is methodologically sound but also morally defensive to all those involved in the research. The researcher for the purpose of this study used or applied the following ethical principles to guide the research.

- **Informed Consent**

Participants have a right to know what the research is about, how it will affect them, the risk and benefits of participation and the fact that they have the right to decline to participate if they choose to do so (Bless, Smith and Kagee, 2006:142).

The researcher informed the respondents about the purpose of the research, the length of the research and its benefit. He also informed respondents of their rights.

- **No harm and safety**

Babbie and Mouton (2001:526) indicate that no harm and safety of participants is important in research and allows the chances of the respondents to feel free and secured. The researcher ensured that no harm befalls the participants because the study was conducted in a safe place. The psychological well-being was taken into account by not violating their rights and dignity.

- **Anonymity and confidentiality**

Bless et al (2006:142) state that it is significance for the researcher to ensure that anonymity and confidentiality is always embraced and that the participants should know that they will remain anonymous and their responses were kept confidential.

The researcher ensured that the participants' responses remain confidential and was never discussed with anyone unless shared with the researchers' supervisor. He also ensured that their names remain anonymous particularly their responses.

3.14 Conclusion

In this chapter, various research philosophies, methods and research techniques were described and analysed to show their relevance to the study. The choice of research designs and their applicability to the area of study were discussed in full. Research instruments 'validity and reliability were discussed. The elimination of biasness and ethical considerations of the study were also outlined in this chapter.

From the above information, it is clear that there is no single research approach and method that can be used for investigating the research problem. All the research approaches and methods were relevant as long as they were used appropriately. The approaches and methodology that have been discussed in this chapter were employed to collect, analyse and interpret the results in chapter four.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents findings, interpretation and discussion of data derived from 20 selected programme managers with the objective of exploring the role of programme managers on employees' performance. Semi-structured interviews were conducted with 20 programme managers from the Department of Social Development, Mopani District, Limpopo Province. The method of Content analysis was used to analyse data.

In this section semi-structured interviews and narrative responses have assisted the researcher to get in-depth experiences and authentic data from programme managers. Data analysis of a qualitative study is described as a "non-mathematical analytic procedure" in which the researcher examines the meanings of people s' words and actions (Bakasa, 2011:48). To achieve this, the researcher has cited some of the stories and verbatim responses from the respondents. The approach that best suited my study was one which the author describes as ..."*an, interpretative-descriptive approach, the researcher selects and interprets the data and weaves descriptions, participants, words, raw data from the case studies and responses from interviews, and his/her own interpretations into a rich and believable descriptive narrative*"(Bakasa,2011:48). The data analysis and discussion of results enabled the researcher to arrive at suitable recommendations and conclusions stated in chapter one. Their views specifically related to the following critical areas:

- To obtain their views on the challenges experienced by programme managers on employees' performance.
- To get an analysis and views on the factors that contributes to lack of performance amongst employees in the area of study.
- To obtain their views about the strategies that are used by the senior management to enhance the performance of employees.

4.2 Findings

The following responses were obtained from the interviews:

4.2.1 How the split between the Department of Health and Social Development contributed to the challenges experienced by programme managers in enhancing employees' performance?

Out of 20 respondents interviewed, 20 of them indicated that the split between the Department of Health and Social Development contributed to the challenges experienced by the programme managers in many different ways. They indicated that the split had a negative impact towards the resources. The problem here is that there was no equitable share during the split. Many resources such as vehicles, offices, photocopy machines, telephones and printers were inherited by the Department of Health. As a result many of the Department of Social Development employees were left without necessary tools of trade. This has hampered service delivery that needed to be received by the clientele population. This has also fueled burn outs and employees were ultimately demotivated. Lack of enough resources especially offices compromised professionalism because clients were to be served in a populated offices. Most employees became discouraged to maximize their services. Programme managers have to deal with the outcome of this challenge through various strategies.

All respondents commented that:

“We are unable to provide efficient and effective service delivery because we do not have enough offices, vehicles, photocopy machines and printers.

“We have been chased from our offices and most of our resources were given to the Department of Health”. Our Department does not enough budget which could be utilized to train our staff members”

“It is not easy to serve our clients when we do not have necessary working tools and most of us are discouraged to come to work”.

Sidikova in Wandza and Nkuraru (2016) points out that change is what presses us out of our comfort zone and it is inevitable. Kitur in Wandza and Nkuraru (2016) further

highlighted that change comes in an organisation in many forms and organizational change can be radical and alter the way an organization operates, or it may be incremental and slowly change the way things are done.

For example, most employees became active in social media such as Facebook, Whatsapp and Twitter during office hours. Some would even went to the extent of doing window shopping and photo-shoots during office hours. The programme managers noted that this has demoted the dignity and the worth of professionalism. It became evident when clients ceased to report serious cases at employees' offices. Programme managers are then left with responsibilities of motivating employees to maximize their performance. This evidence was put forward in Wandza and Nkuraru (2016) who stated that employees' performance is important for an organisation to achieve its objectives and goals. Employees are an important asset to an organisation that may affect it either positively or negatively. Due to unavoidable environmental changes, organisations today have been challenged to advocate for changes that influence employees' performance.

The majority of respondents further highlighted that the most prevailing challenge manifested is the issue of budget. The Department of Social Development has to depend on its own budget from the treasury. However even when employees do not have adequate resources its budget did not increase during the following years in order to address resources challenges. The majority of respondents highlighted that as a result of the split, there was a need to do more training amongst the employees because they were initially working together and sometimes depended on the expertise of Social Workers from the Department of Health. Despite this felt need, the budget did not permit the programme managers to conduct much training in order to address the skills gap.

The role of programme managers was also confirmed in Wandza and Nkuraru (2016) that it is the most significant in terms of impact on organisational performance. Managers have the most direct influence on employees they line manage. They carry the responsibility for aligning the performance of their department and its staff with overarching organisational goals. They play a vital role in shaping organisational culture. The majority of respondents indicated that there have been major changes in regard to policies. After the split, the Department of Social Development had to come up with its own policies that

should govern and guide service delivery. Femi (2014) pointed out that the management must gear its policies and objectives in such a manner that employees perform their work and do their assigned task.

4.2.2 What are the challenges experienced by programme managers in enhancing employees' performance

Out of 20 respondents interviewed, 12 of them indicated that the problem they experienced in enhancing employees' performance is communication. They stated that when employees were chased from the department of Health offices, they no longer had access to computers. It was then difficult to communicate with them via emails because of the lack of an internet connection. The majority of respondents further indicated that they used to supervise, canalize employees' reports and make recommendations via email communication.

Respondent 1 to 12 indicated that:

"The challenge that we experiencing is access to computers and internet".

"Limited access contributed to the slow pace of communication with our subordinates".

"Communication difficulties hampered employee supervision"

This has manifested poor supervision and it became difficult for employees to reach targets. In contrast Wang(2011) shows that communication between subordinates and superiors is a positive predictor of affective commitment, and the perceived quantity of organisational strategic information and vertical interaction with management; and that work-oriented communication is a strong positive predictor of affective commitment and normative commitment. While Femi (2014) points out that communication has a vital importance, whether pros or cons are an inseparable piece of life and also it has an important role on all activities aimed at gaining organisational objectives.

Eight of the respondent interviewed indicated that the problems they faced in employees' performance is about the limited working tools such as transport, photocopy machines and printers. They indicated that they had to work with the little they had to help

employees to reach key result areas with limited resources within a short period. This is because employees are expected to serve communities despite limited resources.

Respondent 13 to 20 stated that:

“Poor service delivery is caused by few resources within the Department of Social Development and it is difficult to motivate employees to perform well when resources are few”.

“We are serving a huge population and it is highly impossible for employees to serve them effectively when we do not have enough working tools”.

“Sometimes employees have to improvise in order to ensure that work is done at the end of the day. “Some of the sacrifices could negatively cost you as individual”.

The researcher found that this relates to what Lonescua, Alexandrina and Dragomiroiua (2014:294) had stated namely that the role of managers involves providing staff support during the whole process of change, especially in situations where change begins to affect daily activities. Managers should also guide each individual employee during the implementation of change.

4.2.3 How do you think the challenges experienced by programme managers as a result of change affect the performance of employees at the Department of Social Development?

Out of 20 respondents interviewed, 20 of them indicated that challenges such as lack of effective communication through emails between employees and programme managers and limited working tools such as transport, photocopy machines and printers affected employees in various ways. Employees' performance deteriorated and could not reach their targets. Employees' reporting was reduced because they had to travel from their offices to do hand delivery of reports to the office of their programme managers which is time consuming. Employees also had to depend on other government departments to photocopy documents and print reports. This reduced the pace of productivity and increased backlog. The majority of respondents further indicated that it is difficult for employees to visit clients in their homes and do community campaigns because of limited

vehicles. This has tangible evidence since Nielsen et al (2017) indicate that resources may enable employees to cope with the demands of the job and perform well.

All respondents stated that:

“The challenges we faced contribute towards employees’ poor performance thus failing to reach their targets”.

“It is difficult for the employees to adhere to submission dates thus affecting our reporting to the District manager.”

“Employees tend to have case backlog in their offices and it is challenging to supervise them due to limited resources.

4.2.4 What are the roles of programme managers in enhancing employees ‘performance as a result of the split between the Department of Social Development?

Out of 20 respondents interviewed, 20 of them indicated that they analyse the type of staff in order to collect reports for canalization and return those reports with recommendations. This is to say that they go to the employees instead of employees going to them for submission. They also identify the needs that each employee has in order to ensure how they can assist in terms of seeking resources an employee needs. Since these needs are always compelling they request programme managers with subsidized cars to collect employees from their respective offices to the district office to print reports and photocopy documents for effective service delivery. They further indicated that they also analyse the structure of employees in order to support staff through transport. This is done by a way of organising a car from transport section to do home visits in special days for a particular cluster of employees. In other words transport is prioritized every week to assist different clusters.

All respondents stated that:

“We do need identification amongst the employees in order to attend the most pressing needs for effective and efficient performance”.

“We also analyse the structure of employees in order to provide staff support that could enhance employees performance”.

“We prioritise transport and develop time table on how transport should be allocated to employees on a weekly basis”.

The researcher established that the role that the programme managers are playing in employees' performance had find support in Nielsen et al (2017) when they indicated that resources thus enable employees to successfully complete their tasks and goals, as a way to enhance their well-being and capacity to perform well. Resources that may help employees achieve their work task goals and that the organisation may develop workplace resources may be operationalised at multiple levels of the organization, that to improve employee well-being and enhance performance.

4.2.5 How do you think the split between the Department of Health and Social Development affected the role of Programme managers in enhancing employees' performance?

Out of 20 respondents interviewed, 20 of them stated that the split between the department of Health and Social Development has affected their roles towards employees' performance. They stated that changes in mission and vision statement became a major problem because it has changed the objectives of what they seek to achieve. They were acculturated in a particular mission and vision statement, but changes made it difficult for them to adjust to the new roles. They had to learn to implement a new mission and vision statement in order to enhance employees' performance and it was a challenging task.

All respondents indicated that:

“Our role in enhancing employees performance had been affected by major changes in the Mission and Vision statement”.

“Implementing new mission and vision statement has been a challenging task and it is difficult to help employees to cope with the new Mission and Vision statement”

“Again, we had to implement new objectives of the Department of Social Development and it is a challenging to help employees to adhere to the new objectives in order to enhance their performance.

Khosa *et al* (2017) confirm that organisational change concerns mainly with the organisational wide transformation that mainly includes the changes in term of mission of the organisation. They further indicate that employees stress and nervousness result due to the changes in the organisations because they are acquainted with the previous organisational environment. Such changes may decrease employees’ morale resulting in the decrease of employee performance.

4.2.6 How do you think the split between the Department of Health and Social Development became an obstacle towards employees’ performance?

Out of 20 respondents interviewed, 10 of them indicated that the obstacle towards employees’ performance as a result of the split between the Department of Health and Social Development was operational.

Respondent 1 to 10 indicated that:

The split between the Department of Health and Social Development became an obstacle especially on how it is run.

Changes that occurred in budgeting played a huge role in employees’ performance. Example after the split the Department of Social Development deemed like a new Department which needed more money during budget allocation, however treasury budgeted for it as if it is an old Department despite its limited resources. As a result employees were expected to meet their targets with limited means. This transition has found support in various publications. However, Khosa *et al* (2017) state that organisational change concerns mainly with the organisational wide transformation that mainly includes the changes in the operations of the organisation. Organisational changes have positive or negative impact on their employment and benefits.

While 10 respondents indicated that an obstacle towards employees' performance was managerial. They showed that changes in the leadership at the transport section became a hindrance. Not only was Department of Social Development was left with few vehicles, but also the management of those few vehicles became problematic. This was because many who were managing transport were those who were Department of Health's employees. After the split, the Department of Social Development became slow to appoint full time employees who are experienced in transport management. This has become an obstacle towards employees' performance because it became very difficult for employees to access vehicles because of lack of proper management. Everyone would drive a vehicle without proper time table. It contributed in backlog and inefficient service delivery.

Respondent 11 to 20 stated that:

"Employees performance was affected by changes in management".

"Many sections experienced vast changes in leadership and it affected employees' performance because some of the managers were inexperienced".

"Poor management in most important sections such as transport affected employees performance because of poor transport allocation".

This is the reason why Nielsen *et al* (2007) assert that resources thus enable employees to successfully complete their tasks and goals, as a way to enhance their well-being and capacity to perform well.

4.2.7 How do you think adjusting to change as a result of split between the department of Health and Social Development contributed towards employees' performance?

Out of twenty respondents interviewed, twenty of them indicated that employees' adjustment to change has affected employees' performance. The procurement of stationaries has been a major obstacle. Initially stationery was procured for both departments. However, after the split, it was very difficult for the department to get

stationery procured on time due to changes in the procurement section. They further indicated the reason for this difficulty is because the Department of Social Development has no server. They depend on other departments for server to procure stationery. This has in turn reduced employees' performance because it is difficult to provide services when an employee does not have papers, pens, staples, toners and empty files.

All respondents indicated that:

"We face difficulties in adjusting to change as a result of split because there is a major shift in terms of procurement services which makes it difficult to buy resources and thus affecting employees performance".

These changes however contradict with Dzuke and Naude (2015) who indicate that public procurement is central to the delivery of public services and performance of public entities.

4.2.8 How do you think unfair division of resources between the Department of Health and Social Development contributed to employees' performance?

Out of the 20 respondents interviewed, 20 of them stated that lack of equitable division of resources had a negative impact on employees' performance. When their split occur the Department of Health managed to benefit 90% of resources while Social Development was left with only few resources. Lack of fair division of resources had frustrated employees since they did not have tools of trade to deliver service to their respective communities.

All respondents indicated that:

"Unfair division of resources left the Department of Social Development with little resources that makes it difficult for employees to perform well".

"Employees were left with few working tools to provide effective service delivery thus negatively affecting their performance".

The fact that limited resources contributes to employees' performance found support in Nielsen *et al* (2016) who argue that resources may enable the individual to cope with the demands of the job and perform well. Workplace resources may impact on employee

well-being and organisational performance. They further elaborated that workplace resources have motivational potential and may lead to high well-being through two mechanisms. Through intrinsic motivation, resources may fulfill basic human needs, such as the needs for autonomy, competence and relatedness. While through extrinsic motivation, workplace resources may enable individuals to achieve their work goals and thus perform better.

4.2.9 How do you think limited resources contributed towards employees' performance?

Out of 20 respondents interviewed, 20 stated that limited resources contributed towards employees' performance. Employees started to improvise and use their own money to print and photocopy from internet cafés. Some even went to the extent of using their own cars and public transport to do home visits. Many employees used their own cell phones to call clients, stakeholders and even their programme managers. As a result, their performance became poor because using personal resources to offer public service could not be enough to meet clients' needs.

All respondents stated that:

"Our employees sometimes use their own vehicles or money to conduct home visits in order to assist clients".

"They also use their own airtime to call us as their managers because of lack of telephones".

"Limited resources play a major role in hindering employees performance".

There is a tangible evidence that limited resources contribute to employees' performance. This statement was supported by Nielsen et al (2016) who affirm that there is a relationship between the objective performance of employees and resources.

4.2.10 How do you think employees' low performance could lead to organisational failure?

All 20 respondents interviewed showed that employees' low performance contributes to the mission and vision of the department. When the mission and vision of the department

is not carried out, organisations usually fail. Furthermore, low performance contributes towards immigration of employees from one organisation to another because employees are likely to be demotivated to continue in an organization where they are not performing.

All respondents indicated that:

Employees poor performance could lead to organisational failure because it is difficult to implement the overall objectives of the Department when you have limited means to do so.

These findings found support in Mellahi (2002) who indicated that although literature lacks a grand theory explaining organisational failure. However, several competing middle range theories are developed to explain internal causes of failure.

4.2.11 What are the current strategies that are used by the programme managers to enhance employees' performance after the split between the Department of Health and Social Development?

All respondents highlighted that they are engaged in a number of strategies in order to enhance employees performance. They stated that engage in different strategic planning. Programme managers engage in the following strategies;

- Recommend the development of new policies to address the needs of the employees.
- Identify employees' skills gaps in order to capacitate employees.
- Reduce the target during strategic planning.
- Use indicators to measure performance in order to enhance employees' performance.
- Skills audit

All respondents reported that:

"We have employed various strategies in order to enhance employees performance such as recommending the implementation of new policies to address challenges of limited resources, identifying skills gap, skills audit and employ the use of indicators in order to enhance employees performance".

The current strategies used by the programme managers to enhance employees' performance have found support in Gareth and Svetlana (2015) who indicate that taking a strategic approach to managing human resource in an organisation can be the spark the achievement of corporate priorities. These initiatives may not fit into traditional areas of HRM, but may in fact challenge basic assumptions about the department and cause core organisational processes to be reviewed. High performing organisations recognize that they need to be thoughtful with their strategic investments. The most discerning corporations invest in high yield activities that can motivate their people towards achieving common goals. High performing organisations continually review and evolve their strategic priorities to best suit the "maturity" of individual departments or areas.

4.2.12 What are the strategies employed by the programme managers in dealing with limited resources in order to enhance employees' performance?

All respondents highlighted that they are engaged in a number of strategies to close the gap of limited resources in order to enhance employees' performance. They stated that they engage in the following strategies;

4.2.9 Presents reports concerning skills and resource gaps to the MEC of the Limpopo province.

4.2.10 Resources analysis in order to verify resource gaps

4.2.11 Monitoring mechanism to ensure what the employees need in regard to resources.

All respondents indicated that:

"As a result of limited resources, we recommend resource gaps to the office of the MEC of the Limpopo Province".

"We are also analysing our resources on how they could be utilised in a way that could ensure efficient performance of employees".

4.2.13 What are the roles of programme managers in the implementation of strategies which enhances employees' performance?

All respondents indicated that their role in the implementation of strategies aimed at enhancing employees' performance is planning. They compile reports and do

presentations during plenary meetings. They also submit their reports to the office of the MEC for the Department of Social Development for further intervention.

All respondents stated that:

“We do plannery meetings and compile reports on a monthly basis to our superior in the provincial office”.

The programme managers’ plannery role in the implementation of strategies which could enhance employees’ performance has found a great deal of support in Leung and Kleiner (2004) who agreed that Planning is typically where the direction of the organisation is established through a variety of activities including the development of goals. As such, the planning function of management embodies various levels of decision making. Allowing employees to participate in making these decisions may generate additional ideas that offer valuable insights.

4.2.14 How do you think the current strategies assists in enhancing employees’ performance as a result of organisational change?

Out of 20 respondents interviewed, 19 respondents indicated the current strategies used by the programme managers assists by ensuring that employees receive and utilise resources in an equitable manner. It also ensured uniformity in terms of the resources that are shared amongst the employees. Skills audit helps in terms of identifying what kind of skills employees are to be capacitated. Respondent 20 indicated that current strategies assist all employees including those in isolated rural areas to perform productively.

19 respondents reported that:

“These current strategies are assisting because it helps employees to share equitable resources”.

“There is also uniformity in regard to resources amongst the employees”.

Respondent 20 indicated that the current strategies assist in enhancing performance for employees who are stationed in remote areas”.

The way these strategies are assisting in enhancing employees' performance has found support in various literatures. Gareth and Svetlana (2015) affirm that Performance management is a proactive partnership between the management and employees that help employees to perform at their best and align their contribution with the goals, values, and initiatives of the organisation.

While according to Armstrong and Baron (1998) employees' performance management is about aligning organisational objectives establishing an understanding among the workforce that is achieved at the level of the organisation with the employees agreed measures, skills, competency requirements, development plans and the delivery of results. The emphasis is on change, learning and improvement keeping in mind the end goal to accomplish the general business procedure and to make a high performing workforce.

4.2.15 What are the programme managers' recommendations on what should be done to further enhance employees' performance as a result of organisational change?

All respondents stated that there are various things that could be done to enhance employees' performance as a result of organisational change. Programme managers made the following recommendations;

The Department of Social Development should develop its own policies which could guide its employees. The treasury should increase budget for the department of Social Development in order to build its own infrastructure, office equipment and provide sufficient tools of trade. The Department of Social Development should develop its own server in order to accelerate the procurement of stationery. The Department of Social Development should implement scheme B policies where employees use their vehicles for office work while being remunerated for using their vehicles for department's work. The department should accelerate the application process for subsidized vehicles. The Department should make available employee wellness section in each cluster in order to motivate employees for production. Performance bonuses should be fully implemented to benefit deserving employees in order to motivate them to perform well.

All respondents recommended that:

“Our Department should develop its own policies which should address the departmental needs particularly resource gap and infrastructure development”.

“The Department should simplify the application of subsidised vehicles in order to address transport challenges that curb employees performance”.

“We also recommend that the Department should improve employee wellness programmes and performance bonuses in order to assist in motivating employees thus improving their performance”.

Khosa *et al* (2015) state that organisational change includes mission changes, strategic changes, operational changes (including structural change), technological changes, changing the attitudes and behaviors of personnel's, Counter resistance from different employees of companies and aligning them to strategic directions of the organisation. Femi (2014) further asserts that employee performance is vital for the success of every organisation and profitability in this dynamic environment. Nowadays an organisation requires such type of employees who contribute more than their job scope and far from goals expectations.

The success of organisational change and employee performance depends mainly on leadership commitment and roles. The key to the success of these leaders depends on vision rather than analysis, on learning rather than on knowing because a leader has a strong communication of the vision because this is more important in today's leaders. A leader has the ability to influence their employees so that they can work efficiently and get the things done in order to achieve organisational goals. The performance of the organisation will increase if employees share their ideas and values with each other. A leader is one who can give rewards to his employees, motivate their employees towards task achievement, giving incentives; give moral support so that employees put more effort into their work (Khosa *et al*, 2015).

The process of employee development plays a vital role in developing or losing their employees through training and organisational development with the purpose of increasing their performance. The basic purpose of employees development is to achieve

those units which are human made with the intention of achieving human potential with the purpose of attaining organisational objectives and those skilled personnel's are advocated of groups, organisational credibility and work procedure. Employee development is necessary for every organisation, when these activities are performed it indicates that organisation wants to improve the performance of their employees (Khosa et al, 2015).

Ebongkeng (2018) further highlighted that it is very important for the managers of an organisation to know the performance rate of their organisation to be able to know what changes they can introduce. Without the knowledge of the performance, it will be difficult for the executives of the organisation to know when exactly changes are needed in the organization. Karanja (2015) maintain that successful change must involve top management, including the board and chief executive. A change agent role is usually responsible to translate the vision to a realistic plan and carry out the plan. Change is usually best carried out as a team-wide effort. Communications about the change should be frequent and must be done with all organisation members. To sustain change, the structures of the organisation itself should be modified, including strategic plans, policies and procedures.

4.3 SYTHESIS AND INTERPRETATION

The position of programme managers plays a very important role on employees' performance. This process can be effective if the above officials have adequate budget, adequate training, sufficient resources and alternative strategies. According to Mawila (2016:8) lack of resources and relevant strategies are the main challenges that hinder the programme managers to support the performance of employees in the public sector. The findings derived from primary data and narrative responses led to the following conclusions:

It is clear that most of the respondents believed that lack of resources is one of the main challenges that the programme managers are facing towards the performance of employees. The findings also revealed that the department's insufficient budget is a constraint towards employees 'performance. The majority of respondents indicated that

lack of adequate policies seem to be problematic since there is no clear guidance on how the department should run. Most of the respondents highlighted that lack of tools of trade had affected effective communication and supervision.

The findings further revealed that poor transport management and procurement services also decreased employees' performance. The findings also showed that the role of programme managers in employees' performance includes needs identification of employees and analysis of the structure of employees in order to prioritize resources. Most of the respondents indicated that changes in the mission and the vision statement have affected their roles towards employees' performance. The study showed that changes in managerial and operational management affected employees' performance. The majority of respondents indicated that lack of equitable share of resources between the department of Health and Social development contributed towards employees' performance.

Most respondents also stated that the slow pace of procurement of stationery contributed towards employees' performance. The study further revealed that limited resources made employees to use their own resources where it became difficult for their resources to meet the demand of work. The study further revealed that poor employees' performance could lead to organisational failure because employees could be demotivated and also move to other departments. All respondents indicated that the current strategies they are using to ensure employees' performance includes recommending relevant policies, skills audit and key results area strategic planning and resources audit.

They also show that their role in implementing strategies which enhances employees' performance includes presentation of reports to the office of the MEC. The majority of respondents indicated that the current strategies that they are currently using assist in terms of allocating resources in a uniform way. They further recommended that in order to enhance employees' performance as a result of organisational change, the Department of Social Development should develop relevant policies, receive sufficient budget, accelerate application of subsidised vehicles and ensure giving performance bonuses. To support the above analysis, some of the narrative responses together with the outcome of the interviews emphasized that the use of alternative strategies also

enhanced the performance of employees at the department of Social Development in Mopani District.

From the above synthesis, it is evident that lack of resources, inadequate equipments, insufficient budgeting, lack of relevant policies, lack of sound transport management, poor procurement services, changes in mission and vision statement and other related factors can always hinder the programme managers to enhance employees' performance.

4.5 CONCLUSION

The purpose of analysing the semi-structured interviews and narrative responses was to explore the role of programme managers on employees performance. 20 programme managers were used to collect relevant data from the target population. The responses derived from interviews and narrative responses were analysed and interpreted in this chapter. This study has revealed some of the challenges that impact negatively on the role of programme managers and employees' performance in the area of study. The above analysis has assisted the researcher to suggest appropriate recommendations that will enhance the role of programme managers on employees' performance at the department of Social Development in Mopani district.

In the next chapter, the researcher presents an overview, findings, recommendations and the general conclusion of the study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, the researcher presented the results and discussion of findings. In this chapter, the researcher outlined the overview of the study, findings from primary data, recommendations, recommendations for further study, limitations of the study and conclusions.

5.2 Overview of the study

Recent changes which resulted in split between the National Department of Health and Social Development compelled programme managers to enhance employees' performance. The Department of Social Development in Mopani is not excluded from this process. To achieve this process, programme managers are required to change and bring about strategies to enhance employees' performance despite the split and changes that occurred. This process has been discussed in various ways in different chapters.

In chapter one, an orientation to the statement of the problem was presented and analysed. Cresswell (2005:273) maintained that a variable research problem is usually noted at the introduction of the research script to identify why the study is important. In chapter two, the researcher has revealed relevant literature on the role of programme managers on employees performance. This was done to locate the current study within the existing body of knowledge. In chapter three the researcher described research philosophies, methods, research design, approaches and techniques which assisted in chapter three has assisted the researcher to collect and analyse data The findings that are outlined in chapter four assisted the researcher to arrive at the logical conclusion and to suggest relevant recommendations in this chapter.

5.3 Findings from the Primary Study

The data from this section are derived from both the semi-structured interviews and narrative responses. The interviews were conducted to find out about the role of programme managers on employees performance. It was discovered that the majority of the respondents believed that there were challenges that hindered the programme managers to enhance the performance of employees. The following findings from the primary study and narrative responses emerged:

Limited resources are regarded as the main challenge that stalled the programme managers to enhance employees performance at the Department of Social Development in the Mopani District. Insufficient budget prevented the programme managers to enhance the performance of employees in the area of study. Lack of relevant policies delayed the programme managers to enhance employees' performance in the area of study. Lack of sound operational management mired the programme managers' capacity to enhance employees' performance. Lack of constant technological communication between employees and programme managers hindered the programme managers to enhance the performance of employees at the Department of Social Development in Mopani District.

5.4 Recommendations

On the basis of the findings from the interviews and narrative responses, the following recommendations were made:

The Department of Social Development should be encouraged to minimize the challenges that hinder the programme managers to enhance employees performance. The Department of Social Development should be encouraged to provide necessary resources to the programme managers, so as to enhance the performance of employees. The senior managers should be encouraged to develop relevant training programmes in order to train operational managers in other sections so that it could be easier for programme managers to enhance the performance of employees at the Department of Social Development in Mopani District. The Department of Social Development should

advocated for funding so they can sufficient budget from the national treasury in order to enable them to build its necessary infrastructure and necessary tools of trade. The Department of Social Development should develop relevant policies that could guide service delivery in the department.

5.5 Recommendation for further Study

All research studies are intended to stimulate for further research because there is no research which is complete in itself. The following topics are suggested for further research:

5.1 The role of financial resources on employees performance

5.2 The impact of motivation on employees performance

5.3 Exploring the factors that hinder employees performance

5.4 The role of policies on employees performance in the district municipality

5.5 The role of strategic management on employees performance in the public sector

5.6 Limitation of the Study

Every research has limitations that can limit the researcher to reach the absolute findings. This study cannot claim that it has covered all the challenges that are faced by programme managers in the Mopani District. The researcher has only researched 20 programme managers who had an experience about employees performance. This was done due to the vastness of the department, hence few managers were interviewed.

The negative attitudes by some of the interviewees have also limited the researcher to get some of the valid data. Time and financial constraints were some of the challenges that have limited the researcher only to focus on 20 programme managers in the department. However, the researcher has managed to achieve the intended objectives of the study. All the necessary data were collected by the researcher to satisfy the requirements of this research study.

5.7 Conclusion

The purpose of this study was to explore the role of programme managers on employees' performance at the Department of Social Development in the Mopani district. The study revealed that limited resources are the main challenges experienced by programme managers on employees' performance. It was shown in the literature that there is a relationship between resources and employees' performance. Insufficient budget has been identified as a contributory factor that hampered towards employees performance. Literature highlighted that a sufficient budget enables employees to perform well and reach organizational goals. Resources analysis and planning are the current strategies used by programme managers to enhance employees' performance. Various publications reveal that resources are fundamental for a day to day running of organisations. Furthermore, planning provides direction for the life of an organisation. Finally, the study revealed that the development of relevant policies, provision of a sufficient budget and acceleration of the application of subsidised vehicles have been suggested as strategies that could be used by the senior management to enhance employees' performance in Mopani District. Relevant literature show that the success of organizational change and employees' performance depends mainly on leadership commitment and roles.

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APPENDIX

SEMI-STRUCTURED INTERVIEW

INTERVIEW SCHEDULE

EXPLORING THE ROLE OF PROGRAMME MANAGERS ON EMPLOYEES' PERFORMANCE AT DEPARTMENT OF SOCIAL DEVELOPMENT IN GREATER GIYANI MUNICIPALITY, MOPANI DISTRICT.

SECTION A: BACKGROUND INFORMATION OF PARTICIPANTS

1. Gender

Male	
Female	

2. What is your highest qualification?

Primary level	
Secondary level	
Other, Specify	

3. What is your current position?

--

SECTION B: CHALLENGES EXPERIENCED BY PROGRAMME MANAGERS TOWARDS EMPLOYEES' PERFORMANCE

- How did the split between the Department of Health and Social Development contributed to the challenges experienced by programme managers in enhancing employees' performance?
- What are the challenges experienced by programme managers in enhancing employees' performance?

- How do you think the challenges experienced by programme managers as a result of change affect the performance of employees at the department of Social Development?
- What impact the split between the Department of Health and Social Development have on the role programme managers in enhancing employees performance.
- How do you think the split between the department of Health and Social Development affected the role of programme managers in enhancing employees' performance?

SECTION C: FACTORS THAT CONTRIBUTES TOWARDS LACK OF PERFORMANCE AMONGST THE EMPLOYEES

- How do you think the split between the Department of Health and Social Development became an obstacle towards employees' performance?
- How do you think adjusting to change as a result of split between the Department of Health and Social Development contributed towards employees' performance?
- How do you think division of resources between the Department of Health and Social Development contributed to employees' performance?
- How do you think limited resources contributed towards employees' performance?
- How do you think employees' low performance could lead to organisational failure?

SECTION D: STRATEGIES THAT COULD BE USED BY THE SENIOR MANAGEMENT TO ENHANCE EMPLOYEES' PERFORMANCE AT MOPANI DISTRICT

- What are the current strategies that are used by the programme managers to enhance employees' performance after the split between the Department of Health and Social Development?
- What are the strategies employed by the programme managers in dealing with limited resources in order to enhance employees' performance?
- What are the roles of programme managers in the implementation of strategies which enhances employees' performance?
- How do you think the current strategies assists in enhancing employees' performance as a result of organizational change?
- What are the programme managers' recommendations on what should be done to further enhance employees' performance as a result of organizational change?

REQUEST LETTER



TURFLOOP GRADUATE SCHOOL OF LEADERSHIP

INQUIRIES: SHILALUKE G

CONTACTS: 0730033997/givenshilaluke@gmail.com

DATE: 07/06/2019

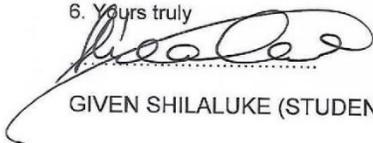
TO: HEAD OF DEPARTMENT

DEPARTMENT OF SOCIAL DEVELOPMENT

RE: REQUEST TO CONDUCT STUDY

1. The above matter bears reference
2. I am enrolled with the University of Limpopo, doing Master of Development in planning and Management
3. As part of my course requirements I am expected to conduct a study that is related to the course. My topic is "exploring the role of programme managers in employees' performance at the department of Social Development, Mopani District". I am expected to interview 12 participants of the study.
4. Therefore, I would like to request permission to conduct my research study at Greater-Giyani sub-district. This study will not only benefit me, but it will also assist the department to be aware of the challenges faced by programme managers in employees' performance. The department will be able to deal with challenges faced by programme managers in enhancing employees' performance.
5. Hoping for your positive response in this regard

6. Yours truly



GIVEN SHILALUKE (STUDENT)

REQUEST LETTER 2



University of Limpopo
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4245, Fax: (015) 290 2852, Email:mnqobi.njoko@ul.ac.za

MASTER OF DEVELOPMENT PROGRAMME

To : To Whom It May Concern

From : Mr MB Njoko
Acting Programme Manager (MDEV)

Date : 01 July 2019

Subject : REQUEST FOR PERMISSION TO COLLECT DATA FOR RESEARCH PURPOSE

Dear Sir/Madam

This serves to confirm that **Mr G Shilaluke (2071244465)** is registered as a part-time student at **Turfloop Graduate School of Leadership (TGSL), in Master of Development in Planning and Management Programme (MDEV).**

He is currently conducting research for his mini-dissertation. As part of the requirements to complete his mini dissertation, he need to collect data in line with his research topic

The title of his dissertation is: **"Exploring the role of Programme Managers on Employees' Performance at Department of Social Development in Mopano District, Limpopo Province."**

Any assistance you can offer to the student will be most appreciated.

Thank you.

Mr MB Njoko
Programme Manager - MDEV



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

**TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

MEETING: 27 November 2018

PROJECT NUMBER: TREC/361/2018: PG

PROJECT:

Title: Exploring the role of Programme managers on employees 'performance at department of Social development at Mopani district, Limpopo Province.
Researcher: G Shilaluke
Supervisor: DR KS Milondzo
Co-Supervisor/s: N/A
School: Turfloop Graduate School of Leadership
Degree: Master of Development in Planning and Management


PROF. T. MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

PERMISSION LETTER

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 287 6564, Email: mokobij@premier.limpopo.gov.za

**LIMPOPO PROVINCIAL RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

Meeting: 09th September 2019

Project Number: LPREC/11/2019: PG

Exploring The Role of Programme Managers on Employees' Performance at Department of Social Development at Mopani District, Limpopo Province

Shilaluke G

Dr Raymond Raselekoane

Deputy Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number REC-111513-038.

Note:

- i. **This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)**
- ii. **Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.**
- iii. **The researcher(s) must provide annual reporting to the committee as well as the relevant department.**
- iv. **The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES**

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: DR R MOKOBANE

FROM: DR R RASELEKOANE

ACTING CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH COMMITTEE (LPRC)

DATE: 09th SEPTEMBER 2019

SUBJECT: EXPLORING THE ROLE OF PROGRAMME MANAGERS ON EMPLOYEES' PERFORMANCE AT DEPARTMENT OF SOCIAL DEVELOPMENT AT MOPANI DISTRICT, LIMPOPO PROVINCE

RESEARCHER: SHILALUKE G

Dear Colleague

The research proposal served at the Limpopo Provincial Research Committee (LPRC) meeting on the 09th September 2019.

The committee has noted that the researcher has displayed the understanding and application of scientific methodology and therefore the research proposal is methodologically sound. The committee is satisfied with the research proposal.

Decision: The research proposal is granted full approval.

Regards

Acting Chairperson: Dr R Raselekoane

A rectangular box containing a handwritten signature in black ink, which appears to be 'Raselekoane'.

Secretariat: Ms MJ Mokgokong

A handwritten signature in black ink, which appears to be 'Mokgokong', written over a horizontal line.

Date: 24/10/2019

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: DR R MOKOBANE

FROM: DR R RASELEKOANE

DEPUTY CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE (LPREC)

DATE: 09th SEPTEMBER 2019

SUBJECT: EXPLORING THE ROLE OF PROGRAMME MANAGERS ON EMPLOYEES' PERFORMANCE AT DEPARTMENT OF SOCIAL DEVELOPMENT AT MOPANI DISTRICT, LIMPOPO PROVINCE

RESEARCHER: SHILALUKE G

Dear Colleague

The research proposal served at the Limpopo Provincial Research Ethics Committee (LPREC) meeting on the 09th September 2019.

The committee has noted that the researcher has displayed the understanding and application of research principle and is therefore ethically sound. The committee is satisfied with the research proposal.

Decision: The research proposal is granted full approval and ethical clearance.

Regards

Deputy Chairperson: Dr R Raselekoane

A blue ink signature of Dr R Raselekoane on a light blue rectangular background.

Secretariat: Ms MJ Mokgokong

A blue ink signature of Ms MJ Mokgokong on a horizontal line.

Date: 24/10/2019

FACULTY LETTER



University of Limpopo
Faculty of Management and Law
OFFICE OF THE EXECUTIVE DEAN
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2558, Fax: (015) 268 2873, Email: frikkie.ponelis@ul.ac.za

25 June 2018

J

G Shilaluke (201724465)

TURFLOOP GRADUATE SCHOOL OF LEADERSHIP

Masters of Development in Planning and Management (Course Work)

Dear Mr G Shilaluke,

FACULTY APPROVAL OF PROPOSAL

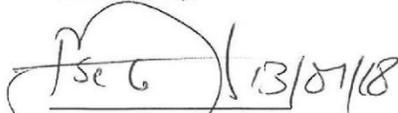
I have pleasure in informing you that your Masters proposal served at the Faculty Higher Degrees Committee meeting on **20 June 2018** and your title was approved as follows:

"Exploring the Role of Programme Managers on Employee Performance at the Department of Social Development at Mopani District, Limpopo Province".

Note the following: The study

Ethical Clearance	Tick One
Requires no ethical clearance Proceed with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	✓
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully,


13/07/18

Prof MP Sebola

Chairperson: Faculty Higher Degrees Committee

CC: Dr KS Milondzo, Supervisor and Acting Programme Manager and Prof MX Lethoko, Acting Director of School.

EDITORIAL LETTER

TOPIC: EXPLORING THE ROLE OF PROGRAMME MANAGERS IN EMPLOYEES' PERFORMANCE IN MOPANI DISTRICT, LIMPOPO PROVINCE

To : TO WHOM IT MAY CONCERN

From : Reneilwe Malatji

Date : 28 February 2020

Subject : Editing Given Shilaluke's dissertation

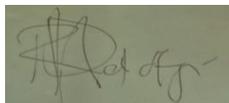
I hereby declare the above-mentioned thesis to be accurately edited.

The editing process involved looking at the work in three distinct ways:

- Editing for structure to help the reader follow the logic of the writer's argument.
- Editing for language and style to ensure good use of grammar as well as consistency in writing style such that the reader will be able to concentrate on the content.
- Proof reading in order to eliminate spelling errors, inconsistent formatting and other irritating distractions such that the document should be able to allow the reader to remain focused on the writing. I am confident that the edited version of Given Shilaluke's dissertation will make it relatively straightforward and proficient enough to evaluate.

Sincerely,

Reneilwe Malatji



.....