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LEADERSHIP FOR STAFF RETENTION IN THE DEPARTMENT OF SOCIAL DEVELOPMENT IN GAUTENG.

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A RESEARCH PAPER submitted in fulfillment of the requirement for the

Masters degree in PUBLIC AND DEVELOPMENT MANAGEMENT

At the

UNIVERSITY OF THE WITWATERSRAND

SUPERVISED BY: DR. J.MATSHABAPHALA

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DECLARATION

I declare that apart from the recognized references and acknowledgements, this research report is my own, unaided work. It is submitted in partial fulfillment of the requirements for the degree of Masters of Management (in the field of Public and Development Management), at the University of Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any university.

Signed at Johannesburg.

_____

Phumzile Sithole

Date: May 2011

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All greatness comes from God. I therefore give praise to my Almighty for an amazing comeback and strength to over come my ill health and have faith to complete this paper.

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ABSTRACT

Social development is essentially a people centered approach to development that promotes citizen participation and strengthens the voice of poor people in decision making. The meeting of human needs is a national collective responsibility, a collaborative partnership, amongst the civil society, government and private sector. The state plays a leading role in implementing development programmes, and these programmes require adequate and skilled service professionals, which are social workers. Social workers are enthusiastic proponents of the social development approach. There is however a serious mismatch between the overwhelming demands for services and the numbers of social service professionals to deliver on these demands. This has adversely affected the organisation's programmes as projects are abruptly stopped or shelved due to lack of manpower. The National Minister for Public Service and Administration recognized the scarcity of social workers as early as 2003 and declared it a scarce skill. Social work has been declared a scarce skill in terms of the skill framework issued by the Department of Public Service Administration.

The primary aim of the study therefore was to explore and describe the role that leadership can assume in the crisis of skills shortage of social workers in the Gauteng province. Qualitative description methods were used in the study, with a purposive sampling of eight respondents, four production officials and four managers from the metro (Johannesburg) region of Gauteng province with different number of years of experience.

The results of the study show that the respondents are not content; the non managers have lost confidence in the present leadership and the retention strategy. The present leadership agrees that they are not operating the way they should as some are not capacitated to do so, while others complain about being excluded in decision making, giving political appointees more power to rule and oppress them. This study maintains that leaders do not possess the qualities that their followers most value; they feel left out, not represented and not taken care of. The results of the study are discussed and recommendations are offered for the organization to deploy the necessary leadership theory to address job turnover and keep it to a minimum or even halt completely.

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CHAPTER ONE

1.1 INTRODUCTION

The current circumstances in a country determine the focus of development and thus the emphasis regarding development will differ between a first world country and a third world country. Development is a global phenomenon today. For most people it means a process of economic change caused by different factors which include industrialisation, the adoption of a modern lifestyle and new attitudes (Midgley, 1995: p 2). Social development is a multi disciplinary field of practice that exists in every country and at every level of social, political and economic organisation. Midgley (1995) confirms this by stating that social development is shaped by socio cultural, economic, and political variables. The overarching purpose of social development is to improve the social and material wellbeing of people everywhere and thereby promoting the highest possible level of human development.

Indeed social development points to the improvement of human conditions, as the primary beneficiaries of any development efforts are the people on the ground. Noyoo (2001: p 454) defines 'human development as putting people first, by bringing their needs, aspirations and choices to the centre of development'. Human development can be expressed as a process of enlarging people's choices; it reiterates the notion that people want a sense of purpose in life, along with a sense of empowerment (UNDP, 1996 in Noyoo, 2001). According to Patel (2005: p 56) 'the most basic capabilities for human development are to lead a long and healthy life, to be knowledgeable, to have access to resources needed for a decent standard of living and to be able to participate in the life of the community'. Human development will only be feasible if societies encourage it and the right political will and commitment on the part of governments to implement national policies, exists.

The rise of political development is a key to the developmental approach in a state. South Africa's remarkable political birth in the 1990s introduced political stability. The country became less isolated, fully interconnected regionally and in the global world. Migdley (1995) explains globalisation as the centre of economic, political and social debates and policy formulation. The political transformation of South African society informed the institutionalisation of new development. The integration of South Africa's economy into the regional and global economic system increased the country's rates of economic growth. The benefits of economic development strategies that maximise job creation and economic participation ensured human development. These strategies included the investment in or services to people, such as education, nutrition and health care are evaluated so that people get the best value for money. Investment in education may result in a more skilled labour force that

in turn generates a stronger economy. It is an efficient economic investment to educate and train people in need so that they can find employment and eventually support themselves. Investments in physical facilities involving the creation of economic and social infrastructure such as roads, bridges, schools irrigation, and clinics, provides the economic and social bases on which development depends. Transportation systems need to be in place to provide transport for working people, and buildings to accommodate businesses. Developing programmes that empower and help needy communities to engage in productive employment and self employment is more economically viable than giving people only financial assistance over years and even decades.

Patel (2005) argues that within the process of development, social and economic development form two sides to the same coin. Social development cannot take place without economic development, and economic development is meaningless unless accompanied by improvements in social welfare and the population as a whole. The draft White Paper (1996, p 8) states that social and economic development are two inter-independent and mutually reinforcing processes. Equitable, social development is the foundation of economic prosperity and economic growth is necessary for social development. Development can never take place in isolation. It is an integral part of the comprehensive socio-political, psychological and economic changes that a country is undergoing. It is therefore of the utmost importance always to bear in mind that development is for the people who are in need of it.

"Social development is essentially a people centered approach to development, which promotes citizen participation and strengthens the voice of poor people in decision making" (Patel, 2005: p 30). The most distinctive feature is its attempt to harmonise social policies with measures designed to promote economic development (Midgley, 1995). Programmes and social welfare policies from a social development perspective set goals that are likely to lead to tangible improvements. In a society such as South Africa which is characterised by vast underdeveloped sectors - many individuals are living at or below subsistence levels - this calls for a developmental approach, a process of planned social change designed to promote the wellbeing of the population as a whole, in conjunction with a dynamic process of economic development. This paradigm is opposed to the idea of bureaucracy and involves a different basis for authority, springing from grass roots rather than from the top.

The meeting of human needs is a national collective responsibility, a collaborative partnership among civil society, government, and private sector through their corporate social investment and occupational services. The state plays a leading role in development, together with civil society and the private sector. The public private mix approach as Patel (2005) refers to it is a dominant approach utilised in South Africa in delivering social welfare services in view of

constraints of resources and neglect of basic needs over many years. South Africa is one of the few countries that have adopted a developmental approach to social welfare in line with the United Nations World Declaration on Social Development (United Nations, 1996). Social development perspective to social welfare provides the most appropriate and sustainable way to tackle the challenge of addressing past disparities. Social welfare programmes were to be implemented by provincial governments to ensure that they reach the targeted and have a satisfactory impact. However, the high migration rate between provinces; Gauteng is most hit with high influx, increasing the challenge of delivering.

The implementation of these programmes requires adequate and skilled service professionals, such as social workers. (Migdley, 1995, p 19) defines social work as an 'organized approach for promoting social welfare which uses professionally qualified personnel to deal with social problems and enhance the well being of individual, families and communities'. Social workers are viewed as a key to resources in addressing the needs and challenges of society. They have the appropriate training and skills to deliver effective services to this sector. Their diverse knowledge and skills make them a resource to the social development and various other sectors both locally and internationally. They are enthusiastic proponents of the social development approach. Their focus on practical issues has reinforced social development's essential programmatic commitments; hence it is a stressful profession. Consequently it requires a special or particular type of leadership to deal with the intensity.

1.2 BACKGROUND TO THE STUDY

Social development in South Africa was adopted in the post apartheid era, as they needed a model that would be participatory and developmental. The formulation of the White Paper on welfare in 1996 and the corporation of macro economic policies was a shift from remedial to developmental approach with an aim to improve social well-being, particularly those who were previously disadvantaged and marginalised, vulnerable poor such as the children, women, youth, older persons, people with disabilities and people infected and affected by HIV/AIDS.

The mandate of the Department of Social Development is to provide services to the above groups and integrated developmental social welfare services to all the people. The role of the Gauteng Department of Social Development is to ensure that the national government's vision of halving poverty and unemployment is realised. This role is informed by, among others, the National Government policy directives, in particular the National Social Development Minister's Ten Point Plan, Annual performance plan (2006-2009). This policy framework is based on a department's mandate to empower children, young people, women and older people throughout their life cycle, by improving the quality of life through enhancing their welfare and economic development.

The White Paper for Social Welfare of 1997 mandates the transformation of the department from a welfarist approach to a department of social welfare, enforcing self reliance. The Department's strategic goals are aligned to this legislation and enshrined in the Batho Pele principles as set out in the White Paper on Transforming Public Service Delivery of 1995 and Public Service Regulations of 1999 and 2001. This legislation seeks to transform a culture of public service delivery from prescribing service packages to citizens, to putting citizens at the center of service delivery. It also covers the creation of accountability, openness and transparency, emphasising the citizen's rights to be consulted and redress (Batho Pele Handbook, 1997).

Administrative Justice Act of 2000 is key and relevant legislation to the Department's operation. This legislation also provides for the progressive increase of access to public services and to promote efficient administration and good governance in the public sector. The Public Finance Management Act of 1999 (PFMA) emphasises accountability in public administration and advocates value for money in procurement of goods and services within the public sector. The Act prevents fruitless, wasteful and unauthorised use of public funds.

The Child Care Act of 1983, the Children's Act No. 38 of 2005 and the Social Assistance Act of 1992, offers protection of children and provides services to vulnerable children, orphans, children infected and affected by HIV/AIDS and children in conflict with the law. The Department is mandated through the various legislations to provide integrated developmental social welfare services. In order to deliver on this mandate it has the following programmes:

Programme 1: Comprises of the MEC's office, corporate services and regions. This programme renders a variety of transversal.

Programme 2: Social welfare services. Services dedicated by statutes. The objective of this programme is to provide integrated developmental social welfare services to the poor and vulnerable in partnership with stakeholders and civil society. It is through this programme that people's capacities are enhanced to address the causes and consequences of poverty.

Programme 3: Development and Research. Mandated to render community development services. It engages in process and method that is aimed at enhancing the capacity of communities and social inclusion of households to respond to their own needs and improving their capacity for development, through community mobilisation and empowerment programmes; Annual Performance Plan 2006-2009). Welfare activities are seen as an attempt to make the environment in which individuals function more accessible to them and to improve this

environment so that individuals are able to function more effectively. This is a positive process directed at ongoing social improvement.

South Africa is facing unprecedented challenges that threaten the livelihoods and wellbeing of society. Contributing factors are high levels of poverty, unemployment and high incidences of HIV/AIDS, as well as other associated socio economic problems. These challenges do not only require appropriate policies and interventions, but also adequate and skilled service professionals in the social services sector.

There is however a serious mismatch between the overwhelming demands for services and the numbers of social service professionals to deliver on these demands. When South Africa entered the global world as a latecomer in 1994, no one prepared the country for the impact of globalisation that is felt now. If anyone had said that the abundant skills the country possessed would be scarce in less than a decade due to globalisation, no one would have believed such assertions. Indeed no one would have believed that by this time social work would be a scarce skill in the country. The National Minister for Public Service and Administration recognised the scarcity of social workers as early as 2003 and declared it a scarce skill (National Strategy, 2004). Social work has been declared a scarce skill in terms of the skill framework issued by the Department of Public Service Administration. The general consensus was that this is a serious problem that needs to be urgently addressed by the lead partner i.e. Department of Social Development, together with other stakeholders in the country.

A recruitment and retention strategy for social workers was developed with an aim to determine conditions that impact on social work as a scarce skill and to provide guidelines for the recruitment and retention of social work within the profession, the sector and the country. This was implemented after a Rapid Analysis study was conducted on the physical working conditions for social workers, to ensure that the strategy is appropriate. The Rapid Analysis (2004) findings were that added to low salaries being a reason why social service professionals are leaving the department, the physical working conditions contribute directly as well. The fact that these conditions have existed for a long time drives them even further away, as they have concluded that nothing will ever change since generations have come and gone, complained bitterly and no one heeded. Therefore their motivation and morale is very low (Final report: 2004).

Hence, the retention strategy was successfully implemented in 2005 in phases. However employee turnover is still increasing, particularly in Gauteng where working conditions are much better as compared to other provinces and rural settings. The turnover of social workers results largely from movement of staff between government departments, non governmental organisations, private and the corporate sector, as well as migration to other countries. The objective reality in this case is the fact that social workers are multi-skilled and are therefore

easily absorbed into other fields. This has adversely affected organisational programmes which in turn has affected the organisation's quality of services.

During 2008 the employer, in this case the Department of Social Development, tabled an Occupational Specific Dispensation for Social Services Professionals and Occupations, commonly known as (OSD) proposal at the Public Health and Social Development Sectoral Bargaining Council (PHSDSBC) for negotiations with Labour. This proposal came or was derived in terms of resolution number 1 of the Public Sector Co-ordinating wage agreement between government and organised labour. This agreement was applicable to social services professions which included the social workers. The main objectives of the occupational specific dispensation for social services professions and occupations included but are not limited to the following:

The grade progression and career path - the OSD made provision for the introduction of salary grades, thus giving employees career progression opportunities within the grades. The implementation of the OSD was meant to enable the sector to attract and retain the current skills force within the public service. It aimed to bring about uniformity in the remuneration of professionals. This dispensation meant to recognise the experiences and contributions that social service professionals have made and still continue to make in dealing with the myriad of socio-economic challenges and the increased demand for social services. However after the implementation phase in 2009, more social workers were determined to leave and according to the human resource section the turnover rate has increased after the implementation of the OSD.

Projects are abruptly stopped or shelved due to lack of manpower. The organisation (the Department of Social Development) is faced with the challenge to recruit and retain social workers; the organisation should not only approach this problem with a single approach of implementing administration (strategy) but have sound leadership in place to deal with the challenges. It requires a leadership theory which will address these problems and be relevant globally, and also changes that are taking place in organisations and result in job satisfaction, resulting in efficient service delivery.

1.3 PROBLEM STATEMENT

Grinnell and Williams (1990, p 60) states that a problem is only a problem when something can be done to solve it. Problem statement is the condition or phenomenon that is unsatisfactory and must be clearly understood to the point that it can be specified precisely along with its magnitude and consequences (Yegidis & Weinbach, 1995, p 12). Before a research study is conducted, a clear definition of the research statement should be formulated (Mark 1995, p 60).

Presently the turnover of social workers is very high at the Department of Social Development in Gauteng. This movement of employees has been voluntarily. Social workers resigned to work elsewhere for various reasons. This has not only disrupted the work programmes but it has been a costly exercise in terms of recruiting and training of new employees; pre- planned programmes had to be shelved, the department experienced backlogs of cases and as a result the Department was failing to implement on its mandate.

Despite the retention strategy that was implemented in 2005 in the Department of Social Development with the aim of recruiting and retaining social workers, there is still high staff turnover and the implementation of the Occupational Specific Dispensation for Social services professionals in 2009 has not had any impact at all. Others are leaving for other departments while some are migrating to international organisations. The Department is faced with an unprecedented challenge of the mismatch between the overwhelming demand for services and the number of social service professionals to deliver on the demands to the poorest and most vulnerable sector of society. The strategy concentrated more on correcting sound administration than on ineffectiveness of leaders and management in the social service profession. Unless an effective leadership theory is incorporated in the strategy, high staff turnover cannot be overcome.

1.4 RESEARCH OBJECTIVES

The objective of this research is to investigate leadership factors that lead or influence staff turnover, and what role leadership in the organisation can assume to address and influence job turnover of social workers and keep it to a minimum. Gaps will be identified from current practices and an appropriate framework of leadership can be formulated.

- To explore ways and strategies that will be discovered during the investigation and present findings on the trends.
- Interpretation and analysis of the findings.
- To provide recommendations on strategies for consideration for incorporating leadership with the retention strategy in the Department of Social development in addressing the high staff turnover.

1.5. RESEARCH QUESTIONS

When designing questions/questionnaires the researcher works on the assumption that s/he has already decided what kind of data is to be measured, has formulated the objectives of the investigation and has decided on a participant group. Now s/he can compose questions with a clear goal and purpose. A questionnaire that lacks logical flow overlooks important issues; causes participants to lose interest; compromises useful collected data and affects the analysis

stage. This research study is based on open-ended questions designed to yield richer information, unexpected and insightful suggestions, for it is impossible to predict the full range of opinion. Mouton and Marais (1994: p 43) are of the opinion that 'an exploratory study is not guided by a hypothesis but rather tends to give rise to the development of the research question'.

The research questions for the study are as follows:

- What leadership ways and strategies can influence staff retention in the Department of Social Development in Gauteng?

The secondary questions are as follows:

- What are the factors that influence high staff turnover in the Department of Social development in Gauteng?
- What are the trends in employee retention?
- What are the challenges of the implemented retention strategy?
- What role can leadership assumes to ensure that staff is retained?
- What competencies or skills are required by management/leadership in the social development to address this challenge?

1.6. LIMITATIONS OF THE STUDY

The limitation of this study is the potential subjectivity on the part of the researcher attributed to eight years experience as a social worker in the Department of Social Development in the Gauteng Province.

This study will only be restricted to Gauteng province and cannot generalise the findings, despite the fact that this is a national problem.

CHAPTER TWO

LITERATURE REVIEW

2.1 EXPLANATION OF LITERATURE REVIEW

A researcher can only undertake a meaningful research if s/he is fully up-to-date with existing knowledge on the prospective subject. Literature study is aimed at contributing towards a clearer understanding of the nature and meaning of the problem that has been identified. De Vos *et al* (1998) states that literature study is an integral part of the research process. As a researcher one needs to have a thorough background knowledge of the phenomenon under review, in order to conduct a meaningful study. The main goal of literature review is to place the problem in theoretical perspective, identify alternative theories for understanding the identified problem and identify central concepts. It assists in the executing of the planning and actual implementation of the investigation. Literature review should neither be a series of quotes nor a series of abstracts, not to simply describe what researchers have done but should point out both consistencies and contradictions in the literature, to summarise and evaluate the evidence so as to reveal the state of the art knowledge of a topic.

Creswell (2003) argues that literature review in a research study accomplishes several purposes. He notes that it shares with the reader the results of other studies that are closely related to the study being investigated. It also fills in gaps and points out the larger ongoing dialogue in the literature about a topic. Creswell (2003) further notes that literature study provides a framework for establishing the benchmark for comparing the results of a study with other findings. Literature review provides the foundation for contributing knowledge base, as no problem in education exists in isolation. Merriam (1998) notes that literature review does not only provide foundation, a theoretical framework for the problem to be investigated, it also demonstrates how the present study advances, refines or revises what is already known. It is thus important for the researcher to know how his or her study deviates from what has already been done p 2. The crucial component of any literature review is the critical assessment of the research and literature included.

Merriam (1998) argues that the reader wants to know what the writer thinks of the literature, its strengths as well as its weaknesses, whether or not it constitutes a major breakthrough in the thinking on the study p 55. A review of the literature can yield information that will be helpful when the researcher makes design decisions as well as shaping the problem statement. Literature review commands knowledge of previous studies and writing on a topic; it offers a point of reference for discussing the contribution the current study will make to advance the knowledge base in the area selected. The researcher must literally situate his or her findings in the previous literature, pointing out the exact nature of the contribution (Merriam, 1998, p 55).

The main goals of a literature study are to place the problem in theoretical perspective, identify alternative theories for understanding the identified problem and identify central concepts. It provides a substantially better insight into the dimensions and complexity of the problem the researcher is investigating. It equips the researcher in benefiting from the mistakes and experience of others. Literature review assists the researcher in establishing whether a similar study or problem was investigated or not, thus making an informed decision to start afresh or choose to duplicate or repeat the same research in a new setting.

There is little doubt that literature review can strengthen a research study, but determining the best time to conduct the review is still a matter for some debate. Certain authors agree that becoming familiar with the background of the researched topic is best undertaken early in the research process, to establish the impact of literature review on problem formulation. Other writers argue that a researcher needs to collect data first, then analyse it and generate a theory. Only after this process, will literature be reviewed where the theory will be related to it through the integration of ideas. It is thus essential to decide as early as possible when literature can be reviewed, as putting off the literature review until later can result in what Merriam (1998) refers to as 'reinventing the wheel' or failing to benefit from the mistakes and experiences of others.

According to De Vos *et al* (1998) literature study may have different purposes within either a qualitative or quantitative research project. In qualitative research, researchers use the literature in a manner consistent with the assumptions of learning from the participants and not prescribing the questions that need to be answered from the researcher's standpoint (Creswell, 1998, p 30). While Fouche and De Vos, 1996 in De Vos *et al (1998)* also found that a researcher in quantitative research needs to take time to find out what has already been researched or they may miss an opportunity to make a significant contribution to the field.

2.2 RETENTION

Employees play a crucial role in the workplace in rendering quality services. Without them, the organisation will not exist as it depends on their inputs to render services to the customers/clients. Particularly in public service sector like the Department of Social Development, employees are crucial for service delivery and the social workers are the main human resource of the Department of Social Development. However, if employees are unhappy with their current jobs they will leave the organisation and look for better opportunities elsewhere. This could result in high staff turnover. Stewart (1982: p 2) defines staff turnover as the flow of workers in and out of employment in an organisation during a specified time and can represent a source of economic waste since it often does not represent true mobility. Labour

turnover figures might be an indication of job satisfaction in the organisation, (van Dyk & Nel, 2004, in Nel, Gerber, van Dyk, Haasbroek, Schultz, Sono, & Wener, p 342). Wener (2004) in Nel *et al* (2004) states that it is generally agreed that job satisfaction influences absenteeism, labour turnover, and commitment and organisation citizenship. This has a negative effect on innovation and creativity.

Labour turnover gives rise to undesirable outputs and is directly related to the success or failure of the organisation. The withdrawal of performance-inclined employees may be irrecoverable and poses a difficult challenge to management to retain such employees; as well as to develop less successful employees to the advantage of the organisation. The process of developing and training of employees such as social workers is an expensive process in terms of resources and time. Losing them to other institutions becomes a wasteful expenditure according to the Public Finance Management Act, No. 1 of 1999. The real challenge facing organisations such as the department of social development, is to control staff turnover and to mitigate the effects of turnover where it is damaging, where programmes and projects are abandoned and a backlog of cases of children in need of care escalate, defeating the mandate of the department and the government of eradicating poverty.

In retaining this talent (Kaye & Jordan-Evans, 2002, p 35) suggest that employees be treated like VIPs and not assume that 'one size fits all'. People are not retained by pay and benefits but it is important to create a culture and environment that blends with the talent, recruiting the right person for the right job. High staff turnover is a sign of a lack of retention strategies. Exit interviews should be conducted with a purpose of empowering management and they can be useful in retaining other workers. If an individual receives a job offer in another company, counter offers should be presented instead of just losing valuable skills without a fight. If people are correctly recruited, correctly placed and match their jobs, correct staffing ensures that there is effective and efficient functioning and delivering of the department's mandate.

According to Pfeffer (1998) it is a myth that employees are motivated by money. Therefore compensation must not be seen as reward because it could encourage people to stay for the wrong reasons. This leads to employees having different objectives than the employers. They begin to misrepresent the organisation and to channel resources for personal gain. Compensation should also determine the organisational culture; send clear messages what remuneration means and what it's intended for. This is another method that could be used to attract and retain employees. The reward system could have a great impact, lifting the morale of the employees and thus increasing productivity. Employees need to be motivated and cannot depend on the yearly appraisal, and being subject to the relationship with the line manager. These factors need to be eradicated and instead put in place systems such as the employee of the month, or best

performer of the week, where people are rewarded either with monetary or non monetary rewards. The idea behind this is motivation and encouraging teams to perform and deliver. This can be effective if a sense of urgency is developed among employees and when the vision is communicated. Staff could be empowered to act on the vision (Kotter, 1995) and manage change and a new way of doing things. They will be encouraged to develop a fresh outlook of doing things. Involve them in the change through workshops and team building exercises.

All the above requires a special kind of leader to accomplish. No single factor provides more benefits to an organisation than effective leadership. It is essential in building South African organisations and institutions that we develop appropriate leadership. The uniqueness of the South African conditions in terms of diversity and dynamic complexity require that we look beyond the quick fix of challenges and problems. There is a need to look into the philosophy and values that will underpin future organisations capable of sustainable, effective service delivery. Leadership is one of the areas that may be used to achieve this advantage. Leaders are needed to set objectives, to allocate scarce resources to co-ordinate change processes and to provide a common interpersonal contact with followers. Because leadership can be displayed in so many different contexts and a variety of ways, its definition is purposefully broad.

2.3 LEADERSHIP COMPONENT

Charlton (1993) states that an organisation's ability to survive is directly dependant on the growing of leaders and this in turn is dependant on putting the human factor back into organisations. However effective leadership is the scarcest resource in many organisations.

Numerous authors comment on the difficulty of defining leadership, stating that it is easier to define and recognise what it is not. Discussions of leadership are often hopelessly confused with issues of authority and control, thus it is imperative to define what leadership is. Werner defines leadership as 'a process whereby one individual influences others to willingly and enthusiastically direct efforts abilities towards attaining goals' (2004, p 332). Gibson, Ivancevich and Donnelly (1976) argue that the leadership definition implies that it involves influence and that all relationships can involve leadership. Leadership involves influencing followers in respect of their actions, beliefs and feelings to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent.

The debate concerning the difference between leadership and management has raged for some time. It would be crucial to attempt to describe these differences. It is important to point out that the leadership/management debate is not either/or, as both activities are necessary. However the

department of social development does not have sufficient leaders in addition to managers. Its survival in this twentieth century is under threat because leadership is the central ingredient to the way progress is created, to the way organisations develop and survive in a changing environment.

Leadership and management are often used in everyday life interchangeably. According to Charlton (1993), management and leadership are interdependent. There is however a clear distinction between the two. Charlton (1993) defines leadership as an activity that involves facilitating productive behaviour. According to him a leader focuses on a vision of the future, it is active in influencing and guiding people while creating a context that is meaningful for others, involved in strategic development, alignment, direction, in developing motivation and taking initiative, while management is about control, planning, budgeting, staffing and organising the implementation of the vision. Leading an organisation to constructive change begins by setting a direction, developing a vision of the future and then aligning people to the vision. This means communicating the new direction to those who can create coalitions that understand the vision is committed to its achievements.

For leadership to achieve a vision, requires motivation and inspiring people to keep moving in the right direction, despite major obstacles to change. In contrast a manager focuses on the present, administering and maintaining systems in the focus or getting the task done correctly. Managers plan and budget then develop the capacity to achieve its plan by organising and staffing, creating an organisational structure and setting jobs for accomplishing the plan. Thereafter management ensures plan accomplishment by controlling and problem solving, monitoring results versus the plan in some detail.

Management is about coping with complexity. Its practices are about responding to the most significant development of the twentieth century. Without good management, organisations tend to become chaotic in ways that (Charlton, 1993) argues that it threaten their existence. Good management brings a degree of order and consistency to dimensions, such as quality of the product or service. On the other hand leadership is about coping with change. This is part of the reason leadership has become important in recent years in that the world in general has become complex and volatile; major changes are more necessary for survival. Werner (2004) in Nel *et al* (2004) is of the opinion that managers and leaders are not comparable entities, but rather two styles of management that work together to attain organisational entities. Managers need to lead for an organisation to attain its goals. Charlton (1993) argues that many organisations fail because they tend to be over managed and under led. Managers are people who do things right and leaders are people who do things right p25.

The birth of a new South Africa in 1994 saw the transformation of government departments, such as the transformation of the Department of Social Development. The Rapid Analysis project discovered that the managers in the department do not exercise their powers correctly or are not clear on their delegated authorities; as a result they do not call the shots. They allow administration personnel to manage the affairs of the respective sections or departments. Naturally such administration personnel may not necessarily have knowledge about service delivery intricacies and requirements. The findings also establish that the Department of Social Development is purely managerial. General management approach to social work services with no regard to intricacies of the profession leads to the compromise of professional ethos; and all that is important is delivering social work professional services. The latest observed trend is the importing of managers from other professional sectors (an educator leading social workers), which is viewed as dangerous and a risky exercise in a country that is already seeing signs of the profession becoming extinct.

In thirteen years of existence of this department, management and leadership competencies should have been developed if a deliberate decision had been taken to do so. It is not possible to avoid gender issues because most social work managers and leaders were not developed in the past thirteen years, simply because the profession is predominantly female and the thought of a women-led department was inconceivable. It may be the mindset that social workers don't have the potential or competency; by implication they cannot occupy leadership positions. If these assumptions ever existed they are dangerous and will plunge the country into social chaos. South Africa cannot afford to downplay the importance of social science professions like social work; least of all now with increasing signs of social disintegration showing its ugly face through total breakdown in family life, violent crimes and social problems such as poverty, drugs and HIV/AIDS is not helping the situation.

The country has now accepted and acknowledged that social work is a scarce skill. If more social workers leave the profession and less are joining it, then the danger of extinction may not be far-fetched. Unless something positive is done now, the risk is very real. A pivotal instrument in ensuring strategies towards skills retention lies in insightful management function which is evaluative and extends over time.

2.4 THEORIES OF LEADERSHIP

2.4.1 PERSONALITY TRAIT LEADERSHIP

This theory focused on leadership as a trait. The trait perspective suggests that certain people in our society or organisations have special inborn qualities that make them leaders. Some personality traits may lead people naturally into leadership roles. This theory further suggests that leaders are born, not made.

This leadership theory identifies certain traits and characteristics which include honesty, responsibility, insight, alertness, self-confidence, persistence, initiative and sociability. These traits consistently distinguish leaders from their followers. This approach emphasises that having a leader with a certain set of traits is crucial to having effective leadership. It is the leader and his or her personality that are central to the leadership process. According to Northouse (2007) this trait approach suggests that organisations will function better if the people in managerial positions have designated leadership profiles. The assumption behind this is that selecting the right people will increase organisational effectiveness. This theory clearly gives a notion that leaders are a special kind of people, people with gifts who can do extraordinary things. However the trait theory has been criticised for solely focusing on leaders, ignoring factors such as power, situations and followers. Stogdill (1974) in Bass (1990), argues that the findings indicated that an individual does not become a leader solely because he or she possesses certain traits; rather the traits that they possess must be relevant to situations in which the leader is functioning. Leaders in one situation may not necessarily be leaders in another situation. The definition of leadership takes into consideration a working relationship, but this theory shows that leadership is not a passive state but results from a working relationship between the leader and other group members i.e. followers.

This theory fails to determine a definitive list of leadership traits. There are no common characteristics or traits that have been agreed upon. The list of traits appears to be endless. Each researcher keeps adding to the list. Northouse (2007) pointed out that it is difficult to isolate a set of traits that are characteristic of leaders without factoring situational effects into the equation as well, because research indicates that situation influences leadership and it is therefore difficult to identify a universal set of leadership traits in isolation from the context in which leadership occurs. Despite its short comings, the trait approach can be applied by individuals at all levels and in all types of organizations. Although the trait approach does not provide a definitive set of traits, it does provide a direction regarding which traits are good to have if one aspires to a leadership position. As the challenges associated with personality trait leadership theory began to emerge, researchers turned to the examination of leader’s behavior.

2.4.2 BEHAVIOURAL LEADERSHIP THEORY

This approach emphasises the behaviour of the leader and focuses exclusively on what leaders do and how they act. This approach expanded the study of leadership to include the action of leaders towards subordinates in various contexts. According to North house (2007) this approach determines that leadership is composed of two kinds of behaviours i.e. task and leadership. He further states that task behaviours facilitate goal accomplishment while relationship behaviours help subordinates feel comfortable with themselves, with each other and with the situation in which they find themselves p 69. The main central purpose is the ability of the leader to combine these two kinds of behaviours to influence followers in their efforts to reach a goal.

The behavioural theory marked a major shift in the general focus of leadership research as before its inception, researchers treated leadership exclusively as a personality trait. This approach broadened the scope of leadership research to leaders who can learn much about task and relationship dimensions.

Various behavioural leadership styles exist, including concern for task, concern for people, directive leadership and participative leadership. However, while one style of co-leadership may be successful in one context, another may be more effective in another; hence the behavioural approach is seen to depend on the degree to which the context provides the leaders with control and influence. For instance, if the task is well-structured; or if the leader is more likely to influence or followers like and respect the leader. Even though followers may accept leaders they may not trust and respect them, thus influencing the task behaviour. This approach has not adequately shown how leaders' styles are associated with performance outcomes. According to Northouse (2007), researchers have not been able to establish a consistent link between task and relationship behaviours and outcomes such as morale, job satisfaction, staff turnover and productivity.

2.4.3 SITUATIONAL LEADERSHIP THEORY

Hersey and Blanchard, the creators of situational leadership theory, also support the influence of context on leadership behaviour. The approach focuses on leadership in situations. The premise of this theory is that different situations demand different kinds of leadership, implying that an effective leader requires a person to adapt his or her style to the demands of different situations. This theory argues that no single leadership style is effective in the leader-follower relationship, as leaders need to respond to the changing needs of their organisations/environments and their followers. Depending on employee's competencies in their task areas and commitment to their tasks, one's leadership should vary from one person to another. One may even lead the same person one way and sometimes in another way. Patterns of leadership should depend on the

maturity of the followers in terms of job maturity which relates to the followers relevant skills, experience and technical knowledge. Secondly, psychological maturity which refers to the self-confidence and willingness to complete the task (Northouse, 2007, p 97). As a result, leaders can either be directive or supportive. Leaders need to display directive behaviours to followers who are immature, while those that display job maturity and psychological maturity require a supportive leader who focuses on the relationship with their subordinates.

This theory identifies four leadership behaviours namely; telling, selling, participating and delegating. Each one can be viewed along a task versus consideration continuum which illustrates that leadership varies according to the distribution of influence among the leader and the followers. These leadership styles match the four combinations of high/low readiness and willingness. No one style is considered optimal for all leaders to use all the time. Effective leaders should be flexible and must adapt themselves according to situations. Effective leaders are versatile in moving around the matrix according to the situation.

Despite its extensive use this theory fails to distinguish between leadership and management; what is called leadership style is in fact management. Leadership is not primarily about making decisions but it is about inspiring people to change. This is however when they have already decided on the need to change, hence leadership style does not transfer to decision making style. This theory focuses exclusively on what the person in change does. Understandably both leaders and managers need to behave differently in different situations, but that is just a trivial fact of life rather than anything profound in terms of the basic understanding of what it means to lead or manage.

2.5 CONTEMPORARY LEADERSHIP THEORIES

As a result of changing environmental conditions and expectations of employees/followers, there has been dissatisfaction with the relevance of previous theories of leadership. These theories as discussed above tended to focus on what leaders do in order to be effective, compared to the contemporary leadership theories which represent what leaders do to motivate followers; how leaders see and relate to followers and the manner in which change is viewed.

The contemporary theories are the transactional and transformational leadership theories that argue a different notion altogether, particularly the transformational leadership, which will be separately addressed due to its relation and significance in addressing the research problem.

2.5.1. TRANSACTIONAL LEADERSHIP

According to Bass (1990) this theory is based on the hypothesis that followers are motivated through a system of rewards and punishment. The leaders' view of the leader/follower relationship is one of this for that; if the follower does something good they will be rewarded but if they do something wrong they will be punished. It is purely a give and take relationship where followers give support, recognition and productivity to the leader with the expectation of receiving a pre-agreed return. Northouse (2007) argues that this is an exchange process between leaders and followers.

The transactional leader tends to maintain a steady state situation and generally extracts performance from others by offering rewards (Gibson, 1976). Bass (1994) in (Bass & Avioli, 1994) agrees that transactional leadership involves contingent reinforcement which is known as contingent rewards (CR) and also depends on the management by exception where the leader tends to monitor deviances from standards, mistakes and errors in the followers' assignments, and to take corrective measures as necessary. Management by exception tends to be less effective but required in certain situations, while contingent reward has been found to be reasonably effective, although not as much as transformational leadership. Followers are motivated by the leader's promises, praise and reward or even threats. The rewards and recognition are extrinsic in nature whereby the leader can offer tangible reward or verbal recognition. The traditional management function of leading is known as transactional leadership, in that the manager tells the subordinate what to do and the subordinate does this not because they are blind robots, but because they have been promised a reward (at minimum, their salary) for doing so.

Transactional leadership closely resembles the traditional definition of the manager. It relies mainly on centralised control, and managers control most activities' empowerment. The manager also clarifies the role of subordinates, initiates structure and provides reward. Their style is characterised by objectives, evaluation and correction of performance, policies and procedures. The manager and transactional leadership are characterised as directing and controlling in a stable structure. In the extreme, the only relationship that develops between the transactional leader and the follower is based on an unwritten agreement that the sole purpose of the follower is to carry out the wishes of the leader. This unwritten agreement may begin to form very early in the manager or leader relationship.

This approach only lasts as long as the needs of both leader and follower are satisfied by the continuing exchange process. This is consequently not a relationship that binds the leader and follower together in a mutual and continuing pursuit of higher purposes. In an environment such as South Africa where change is occurring, a purely transactional style of leadership may be counterproductive for the leader, subordinates and the organisation. It is not an ideal leadership

model on its own as leaders and subordinates may take shortcuts to achieve the immediate exchange for rewards, due to the successful completion of tasks or objectives. The quality of output may suffer if not closely monitored by the leader. Subordinates have little real commitment to the organisation and its overall vision and objectives, as rewards are tied to specific performance targets where they do exactly what they are told to do. As a result there is no real base for continuous improvement.

2.5.2. TRANSFORMATIONAL LEADERSHIP

The concept of transformational leadership was initially introduced by leadership expert Burns. According to Burns, transformational leadership can be seen when leaders and followers cause each other to advance to a higher level of morale and motivation. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards a common goal. Track (1976, p 345) defines the process of transformation as difficult and long-term. It is only possible to institute meaningful change if credible and capable leaders lead the process. Later Bass expanded upon Burns' original ideas to develop this theory. According to Bass (1994, p 47) 'transformational leadership can be defined in terms of how the leader affects followers who are intended to trust, admire and respect the transformational leader'. This is a process where leaders and followers engage mutual process of raising one another to higher levels of morality and motivation. These leaders have a clear collective vision and most importantly, they manage to communicate it effectively to all employees by acting as role models to put good to the whole organisation. Burns' (1994) view is that transformational leadership is more effective than transactional leadership, where the appeal is more about selfish concerns. An appeal to social values thus encourages people to collaborate rather than to work as individuals. Bass also viewed transformational leadership as an ongoing process rather than the discreet exchanges of the transactional approach. Mohamed Ghandi is identified as a classic example of a transformational leader who raised hopes and demands of millions of his people and in the process was changed himself.

Bass suggested that there were four different components of transformational leadership, namely:

a) Intellectual stimulation (IS) – the leaders not only challenge the status quo, they also encourage creativity among followers through innovation, thus exploring new ways of doing things and new opportunities to learn. Transformational leaders inspire others to excel, they are giving individuals, stimulate individuals to think in new ways thus adapting to the changes, internal competition, socio-political and socio-economic changes.

b) Individualised consideration - each follower is treated like an individual. It involves offering support and encouragement to individual followers where a leader provides coaching and

mentoring, learning and growth opportunities. The leaders keep the lines of communication open so that followers feel free to share ideas and so that leaders can offer recognition of each follower's unique contributions.

c) Inspirational motivation – leaders have a clear vision that they are able to articulate to followers. These leaders are able to help followers experience the same passion and motivation to fulfil these goals. They build team spirit while displaying enthusiasm and optimism about the future.

d) Idealised influence - the transformational leader serves as a role model for followers. Because followers trust and respect the leader they emulate the leader and internalise his or her ideals.

These are commonly known as the four I's of transformational leadership. Training in the four I's can enhance effectiveness and satisfaction of a leader (Bass, 1994). The leaders stimulate employees to be innovative and increase staff morale. It is incumbent upon the leaders to show others how they too will be served by the long-term vision of the future. So truly inspirational leadership is not really selling some science fiction, rather it is showing people how the vision can directly benefit them. This elevates the human spirit to achieve higher levels of job satisfaction, commitment, loyalty, pride in the organisation and organisational productivity, resulting in satisfied customers (Track, 1976).

Visionary leadership is another form of transformational leadership theory. According to Robbins (1997, p 357) visionary leadership is the ability of the leader to create and articulate a realistic, credible, attractive vision of the future for an organisation, which grows out of and improves upon the present. The key premise in visionary leadership is that all members of the organisation need to find meaning in their work and want to contribute and achieve. In the researcher's opinion the best vision any departmental leader of this century could have, is that of an institution based on justice for all.

Kotter (1996, p 21) identifies eight stages that leaders should create to effect major change, namely:

- Establishing a sense of urgency
- Creating a guiding coalition
- Communicating the change vision
- Empower broad based action
- Generating short-term wins
- Consolidating gains and producing more change
- Anchoring new approaches in the organisational culture.

He argues that leaders should possess the ability to motivate teams to share the same vision and strive towards the achievement of goals, which is what the transformational leadership theory is advocating.

2.6 TRANSFORMATIONAL LEADERSHIP AND CHARISMA

Charisma is seen as necessary for transformational leadership, but not sufficient authentic and moral foundations are much related to transformational leadership. Charismatic leadership is often described in ways that make it similar to transformational leadership. Charisma was well defined by Weber (1974) as a special personality characteristic which includes being dominant, having a strong desire to influence others, being self-confident and having a sense of one's own moral values (Northouse, 2007). Charismatic leaders are strong role models for the beliefs and values they want their followers to adopt. For instance, Nelson Mandela advocated non-violence and no revenge. Leaders such as Martin Luther King Jr's famous 'I have a dream' speech are an example of this type of charismatic behaviour. Charismatic effects on transformational leadership evoke strong emotions and causes followers to identify with the leader.

2.7 PSEUDOTRANSFORMATIONAL LEADERSHIP

Bass coined a term 'psuedotransformational leadership' which refers to leaders who are self consumed, exploitive and power oriented. This leadership is considered personalised leadership which focuses on the leader's own interests rather than the interests of others. Leaders such as Adolf Hitler and Saddam Hussein are examples of such leadership and it is difficult to associate them with transformational leadership. It is such leaders who are drowning our organisations and causing more staff turnover.

Many research studies have been completed in business, industry, government and non profit organisations. They all show that transformational leaders are more effective and successful than transactional leaders, although the best leaders frequently do some of the latter rather than more of the former. Investigations have shown that developing transformational leadership with training in the four I's can enhance effectiveness and satisfaction as a leader. Research by Booysens (2005) has also shown that specifically people in leadership positions are more inclined towards management or transactional leadership than transformational leadership. They maintain the status quo by putting the necessary planning, control, organisational and administrative processes in place and offer rewards for performance rather than realising that people could be motivated to a higher purpose than self-interest. Despite this, the findings indicated that there is evidence of pockets of strong transformational leadership within the public sector. Although the public sector is more bureaucratic and task driven, transformational leadership can be applied successfully if leaders are committed and capacitated. Politics, structures, policies, lack of resources and other external factors should not be used as an excuse by public sector leaders to renounce their obligation towards the public, department and their followers (Booysens, 2005, p 77).

Transformational leaders inspire others to excel, they are giving individuals, stimulate individuals to think in new ways thus adapting to the changes, internal competition, socio-political and socio-economic changes. As indicated above that the Department of Social Development is a highly bureaucratic organisation such as any other government/public sector, hence transformational leadership is needed, as this leadership is about presenting alternative forms of leadership to the traditional, hierchical, bureaucratic approaches. Transformational leadership is essential to the provision of hope and direction during times of exponential change; the development of an effective solution to the skills shortage through the development of people and linking of strategic planning to its implementation.

2.8. SUMMARY

In conclusion, the literature review above has detailed some of the main theories of leadership since the 1920s and into modern time. Much of this literature has laid the foundations for leadership research today. By understating the different school of thoughts in leadership studies, one is able to contextualise literature relating to transformational leadership.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter will provide the research methodology that was used to explore this study. Furthermore this chapter will expand on the research design, data collection methods namely through interviews and usage of questionnaires, and analysis of data will be included in the discussion.

This chapter will indicate why a particular method was utilised in this research paper. Concluding remarks will follow.

3.2 RESEARCH METHODOLOGY

3.2.1 QUALITATIVE

The research approach or methodology was determined by the research approach. It dictates which route is to be followed. Mouton and Marais (1992: p 93) describe research 'as an exposition of the plan of how the researcher intends conducting the research'. A broad categorisation is made between quantitative and qualitative research. According to Grinnell (1997, p 186) the research approach can either be qualitative or quantitative or a combination of both (mixed method). Creswell (2009) argues that these designs or approaches are not as discrete as they appear, qualitative and quantitative approaches should not be viewed as polar opposites but they represent different ends on a continuum. A mixed approach resides in the middle of this continuum because it incorporates elements of both.

This study will adopt a qualitative approach as this is a field study. According to Fouche and Delport (2005, p 75) qualitative research paradigm in its broadest sense elicits participants' accounts of meaning, experience, and understanding. It focuses on the in-depth and subjective exploration of reality from the perspective of an insider. Consequently, a qualitative approach will be followed in this study to afford the researcher an opportunity to gain a better understanding of the influence leadership may have to address the problem of social workers leaving the organisation.

Royce (1993, p 211) maintains that qualitative approach studies phenomenon, using general descriptions to describe or explain. He further states that qualitative research is exploratory and useful to enhance our general knowledge about complex events and processes. According to De Vos (2002, p 176) qualitative approach emphasises the importance of looking at variables in the natural setting in which they are found. Interaction between variables is important. It is a means

of exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In qualitative research process the researcher keeps a focus on learning the meaning that the participants had about the problem or issues, not the meaning that the researcher brings to research.

The interviewer is an integral part of the investigation and this differs from quantitative research which attempts to gather data by objective methods to provide information about relations, comparisons and predictions and attempts to remove the investigator from the investigation. Qualitative approach produces more in-depth, comprehensive information, uses subjective exploration of reality from the perspective of an insider to describe the context or natural setting of the variables under consideration, as well as seeking a wide understanding of the entire situation. The key difference between quantitative and qualitative methods is their flexibility.

For this study the qualitative approach was adopted as this methodology is used to better meaning or understanding of what influences leadership may have in addressing the problems of social workers leaving the organisation. The researcher selected this approach because the topic under investigation is new and has never been addressed with the group under study.

3.2.2 LIMITATIONS OF THE APPROACH

Qualitative data is more 'rich'; however it is time consuming and more difficult to be generalised. The researchers tend to become subjectively immersed in the subject matter, thus leading to difficulties in establishing the reliability and validity of the approaches and information. It also becomes very difficult to prevent or detect researcher's induced bias.

The scope of this approach is limited due to the in- depth, comprehensive data-gathering approaches required.

3.3 RESEARCH DESIGN

Every research project requires a research design that is carefully tailor-made to the exact needs of the research as well as the problem. Creswell (2009) defines research designs as plans and procedures for research that span the decision from broad assumptions to detailed methods of data collection and analysis. This plan involves several decisions which need not be taken in order in which they make sense.

Research design implies that research is planned; it is directly related to the degree of structure and control in a research project. It is thus for this reason that the aim of the research is to plan and structure a given research project in such a manner that the eventual validity of the research

findings is maximised. (p 33). In this study the researcher used an exploratory, descriptive and contextual design, outlined as follows:

3.3.1. EXPLORATORY RESEARCH

The main aim of an exploratory study is the exploration of a relatively unknown research area in order to gain new insight into the phenomenon of determining priorities for future research, and also developing new hypothesis about an existing phenomenon. Because of the nature of exploratory studies to lead to insight and comprehension rather than the collection of accurate and replicable data, these studies frequently involve the use of in-depth interviews and the use of informants. In-depth interviews may lead to insight and comprehension rather than hypotheses which tend to be developed as a result more than research being guided by hypotheses. Mouton and Marais (1991) states that the guarantee for the completion of an exploratory study is to be found in the researcher's willingness to examine new ideas. The worst pitfall is for the researcher to have pre-conceived ideas that have an influence on the direction or nature of the research.

One advantage of qualitative methods in exploratory research is the use of open-ended questions. Probing gives participants the opportunity to respond in their own words rather than focusing them to choose from fixed responses, as quantitative methods do.

3.3.2 PHENOMELOGY RESEARCH

The phenomelogy research design will be used in this research. (Fouche, 2002) explains phenomelogy design as describing the experiences, as its aim is to understand and interpret the meaning that subjects give to everyday lives.

3.3.3 CONTEXTUAL RESEARCH

In a contextual research strategy, the phenomenon is studied for intrinsic and immediate contextual significance (Mouton, 1998, p 133). Burns and Grove (2003, p 32) point out that contextual study focuses on specific events in naturalistic settings which are controlled real-life situations, sometimes referred to as field settings. This means that this study was conducted at the respondent's place of employment, where daily challenges are experienced.

3.4 DATA COLLECTION METHODS

According to Marlow (1993, p 65) data collection is the way in which the information regarding the phenomenon is collected. Data collection methods are divided into methods that are relevant to each perspective. According to Creswell (2003) qualitative research uses multiple methods that are interactive and humanistic and they involve active participation of participants. They seek to build rapport and credibility with the individuals in the study. As mentioned earlier in this chapter, the researcher adopted a qualitative approach. There are few common qualitative

data collection methods that are identified by De Vos (2002) namely; in-depth interviews, participant observation and focus groups, document study and historical comparative research. Each method is particularly suited for obtaining a specific type of data. According to De Vos (2002, p 280-281) participant observation is appropriate for collecting data on naturally occurring behaviors in their usual contexts; focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overview of issues of concern to the subgroups represented. In-depth interviews are optimal for collecting data on individuals' personal perspectives and experiences, particularly when sensitive topics are being explored. Qualitative researchers tend to collect data in the field at the site where participants experience the issues or problem understudy. They do not bring individuals into a lab or a contrived situation.

For the purpose of this study, a face-to-face semi-structured interview with a schedule was a method used to collect data. Interview schedule is defined as a questionnaire written to guide interviews. According to De Vos (2005) the advantage of using semi-structured interviews with a schedule is that although the questions are normally specified, the interviewer is more free to probe beyond the answers given by the interviewee and have a guideline with questions and themes that are important to the interviewer. The semi structured interview enables the researcher to seek both clarification and elaboration from respondents. They provide for the relatively systematic collection of data and ensure that vital and important data are not forgotten. However, the disadvantage of the interview is possible subjectivity and the drifting of the conversation and could be time consuming. The researcher monitored the interviews closely to prevent the above.

3.5. SAMPLING

3.5.1 SAMPLING APPROACH

In this qualitative research only a sample of a population was selected for investigation, due to the fact that research is a systematic process that is time bound and can be very costly, thus not every element of the population was included. According to De Vos (2004) a sample is a small portion of the total set of objects, events or persons that are put together. A non-probability sampling was used. Schrunik (2002: p 198) defines non-probability sampling as a sampling procedure in which all the persons or subjects in the sampling frame have an unknown and likely different probability of being included in the sample. The sampling method used when conducting this research was purposive sampling. This method of sampling is defined by (Padgett, 1998: p 51) 'as selecting respondents based on their ability to provide needed information'.

The rationale for using this sample is as follows:

Purposive sampling enables the researcher to choose and pick those respondents who meet the purpose of the study (Bailey, 1982: p 99). The researcher decided to select individuals who can provide the most relevant information, taking into cognizance the prevailing time constraint. For instance, all the respondents are directly or indirectly responsible for service delivery at grassroots level. Bless and Higson-Smith (1995) acknowledges that the greatest danger in this type of sampling is that it relies more heavily on the subjective consideration of the researcher than on scientific criteria. To avoid this danger the researcher contacted the social workers office director at the Johannesburg region, who nominated respondents for the study. However, a list of ideal respondents was handed to him prior the nomination.

3.5.2 SAMPLE SIZE

The sample comprised of eight respondents; four officials (on junior, senior and principal level) and four managers (ranging from assistant social work manager, social work manager, and two deputy directors) from the metro (Johannesburg) region of Gauteng province with varying numbers of years of experience. This brought the dynamics involved and the different understanding from varying levels. These respondents were selected because of their background on the issues related to the study. Unfortunately the social work profession in Johannesburg region is female-dominated hence only one male respondent was included in the study. They are not available.

3.5.3 CONTENTS OF INTERVIEW QUESTIONS

One set of questionnaire was used for junior, senior, principal and management. However management had more questions addressing leadership issues, with an intention to gain their understanding of issues related to leadership influence to staff turnover.

3.6 DATA PRESENTATION AND ANALYSIS

Qualitative data is fundamentally interpretive. This includes developing a description of an individual for setting, analysing data for themes and finally arriving at an interpretation or conclusion (Creswell, 2003). De Vos (2002: p 340) states that data analysis in qualitative enquiry involves a two-fold approach. The first aspect involves data analysis at the research site following a period of data collection. The second aspect involves data analysis away from the site following a period of data collection. Analysis will be done through coding and summarising the interview transcripts. To ensure validity research member checks will be done. According to

Creswell (2003) validity is seen as strength of qualitative research. It is used to suggest determining whether the findings are accurate from the standpoint of the researcher and the participants.

Detailed data was gathered through open-ended questions but due to the sensitive nature of this study, questionnaires were not handed out. Instead interviews were held with each participant and as a result, there were a number of follow-up questions asked, depending on what the respondents had to say.

The study focused on interpreting the data as presented from the interviews. Each question was interpreted in relation to the three research questions, namely:

What leadership ways and strategies can influence staff retention in the Department of Social Development in Gauteng?

- What are the reasons that influence high staff turnover in the Department of Social development in Gauteng?
- What are the challenges of the implemented retention strategy?
- What role can leadership assumes to ensure that staff is retained?
- What competencies or skills are required by management leadership in the social development to address this challenge?

For the purpose of analysis, Neuman (1997, p 426) describes data analysis in qualitative research as a search for patterns. In other words, recurring behaviour, objects, thought patterns, etc. These patterns are then interpreted in terms of the research question.

3.7 ETHICAL ASPECTS

Grinnell and Williams (1990, p 304) state that ethics is a discipline dealing with what is good and bad or right and wrong with moral duty and obligations. An ethical issue according to Yegidis and Weinbach (1995, p 245) is awareness that these individuals (population) are human and thus are entitled to both respect and attention to their rights. It is therefore clear from the above authors that ethical issues advocate respect and protection of the subjects and they should be treated autonomously. The following ethical issues were used or considered in this study:

3.7.1 Informed consent

Grinnell and Williams (1995, p 8) state that obtaining an informed consent is the first and most important precaution to take when doing a research study. For this research, respondents were informed so that they have a clear idea of what their participation would entail. Respondents were competent to give consent and they were aware that they would be at liberty to withdraw from the investigation at any time and that their participation was voluntary. All participants signed a written consent form in order to be part of the study.

3.7.2 Violation of Anonymity/ Confidentiality

According to Babbie (2001, p 472) anonymity implies that the researcher cannot identify the subjects afterwards. For the purpose of this study, subjects remained anonymous and their involvement and the results of the study cannot in any way be identified with them. No identifying questions were asked in the schedule thus ensuring their anonymity. Barker (1991) states that confidentiality is a principle of ethics according to which the social worker or other professionals may not disclose information about a client without the client's consent. The researcher ensured that whatever was discussed remained confidential and the onus was on the researcher to guard against divulging the information.

3.7.3 Deception of the Subjects

According to Neuman (1993, p 229) deception occurs when the researcher intentionally misleads subjects by way of written or verbal instructions, the actions of the other people or certain aspects of the setting. Therefore deception of the subjects entails falsifying the purpose of the research study to ensure the participation of the respondents. In this study the researcher did not deceive the participants. The research question and purpose of the study were explained to the subjects to avoid deception.

3.8 LIMITATIONS OF THE STUDY

The limitation of this study is the potential subjectivity on the part of the researcher attributed to ten years experience as a social worker in the Department of Social Development in the Gauteng Province.

This study was limited to only one region while Gauteng Province, South Africa has four regions, excluding the head office and the secure and places of safety, and cannot generalise the findings despite the fact that this is a national problem. Generalisation for the whole country can only follow when similar research is conducted in all the regions and province.

CHAPTER 4

DATA PRESENTATION AND PRELIMINARY ANALYSIS

4.1 INTRODUCTION

This chapter focuses on the process that was followed in the interpretation of data and the presentation of themes that were used to analyse collected data.

Marshall and Roman (1996) define data analysis as a process of bringing order and structure to mass of collected data. Data analysis is the process of systematically searching and arranging the interview scripts.

The questionnaire had four sections and differed a little bit between managers and non managers. The manager's questionnaires had additional questions in relation to their leadership styles, understanding, qualities, challenges and barriers.

RESEARCH QUESTIONNAIRE

4.2 SECTION ONE:

BIOGRAPHICAL DATA

GENDER

The respondents were seven females and one male because 99 per cent of the employees at the Department of Social Development are predominantly females, only one per cent is males who were not available at the study site. The Employment Equity Act, 55 of 1998 is the legislative framework which strives to address this challenge but with difficulties, because from university level there is only a per cent of males pursuing careers in this field.

HIGHEST QUALIFICATION

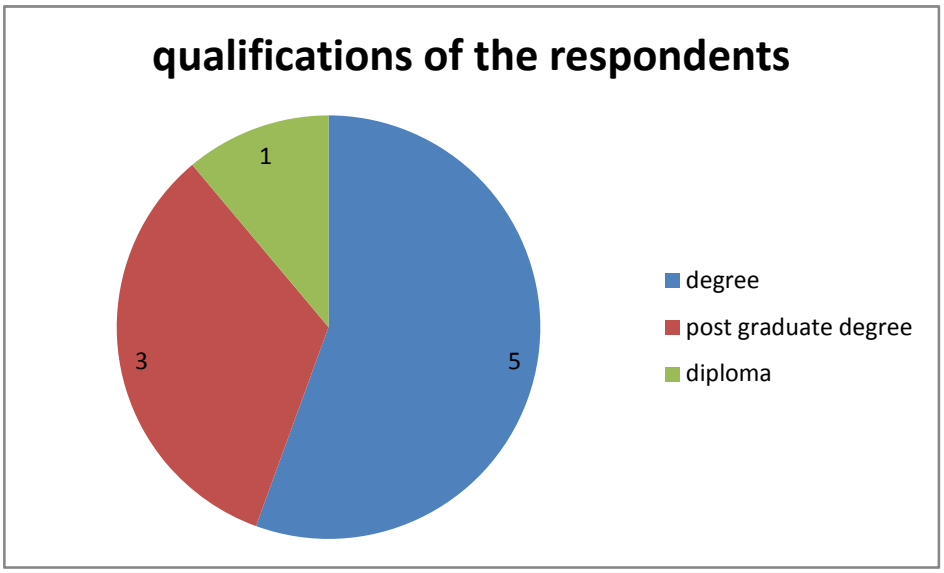

Figure 1: respondents' qualification

The majority of the respondents hold a graduate degree followed by post graduate degree and a diploma.

YEARS OF EXPERIENCE

In this section the respondents were asked to indicate how long they have been working for the Department of Social Development. This was to give a clear picture of the vast experience and also levels of information and experience that was canvassed from each respondent for this study.

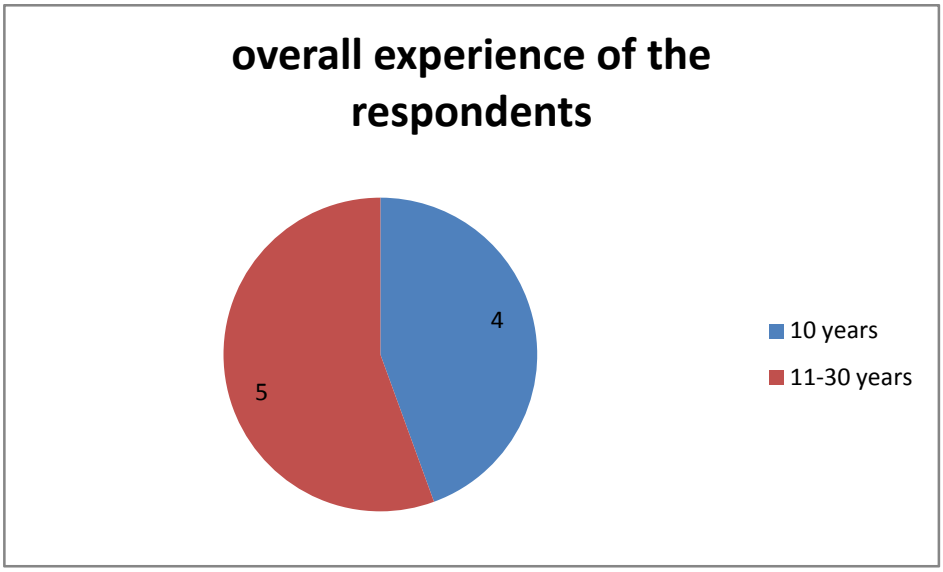

Figure 2: respondent's experience

The respondents' experiences have been with the department for more than 5 years, with the majority having more than fifteen years of services.

JOB GRADE

These are the different levels of salary scales according to the implemented Occupational Specific Dispensation. Grade 1 indicates the social worker at junior level, grade 2 at senior level, and grade 3 a social worker at a principal level. Grade 4 and 5 are managers, from assistant social manager (supervisor in old terminology), social worker manager (assistant director) and deputy director. The grades ranged from grade 1 to grade 4. Two respondents are in grade 1, one in grade 2, one in grade 3. Two of the managers are in grade 4 and two in grade 5.

4.3 SECTION 2

CENTRAL THEMES

4.3.1 MAIN REASONS FOR JOINING THE DEPARTMENT OF SOCIAL DEVELOPMENT

The majority of the employees joined the department because they wanted to expand their expertise and for some it offered a better salary and benefits which has not changed, according to them.

Reasons for joining

Benefits 4

Exposure and experience 4

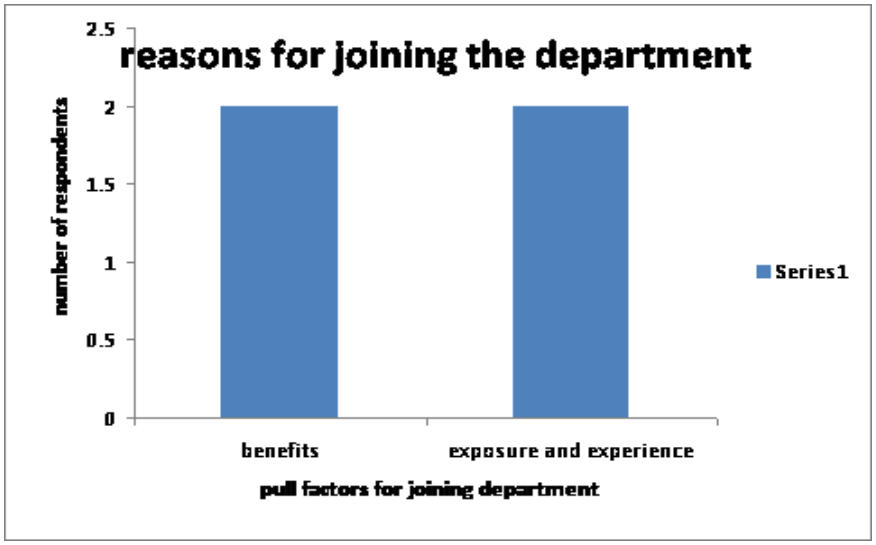

Figure 3: respondent's reasons

- Wanted more experience of the field work after completion of degree.
- Two respondents reported that they joined because of a better salary, but only in 2006. Presently the salary is not market related.
- Provide the best benefits as well as a broad variety of services. One gets very good exposure.
- Exposed to different job types – more of a generic worker than specialisation.
- Working environment comfortable - not threatened about every little mistakes that one may make, like in other welfare agencies.

- Joined the Department because there were too many rules/policies where I was working.

4.3.2 WORKING CONDITIONS

In this section the respondents were asked to describe the working conditions at the Department of Social Development. All the respondents are not satisfied with the working conditions, even though they compare them with other departments. Their grievances range from inadequate space/resource i.e. no waiting rooms, and lack of support, to mention a few.

All respondents are not satisfied with the working conditions	8
Satisfied	0

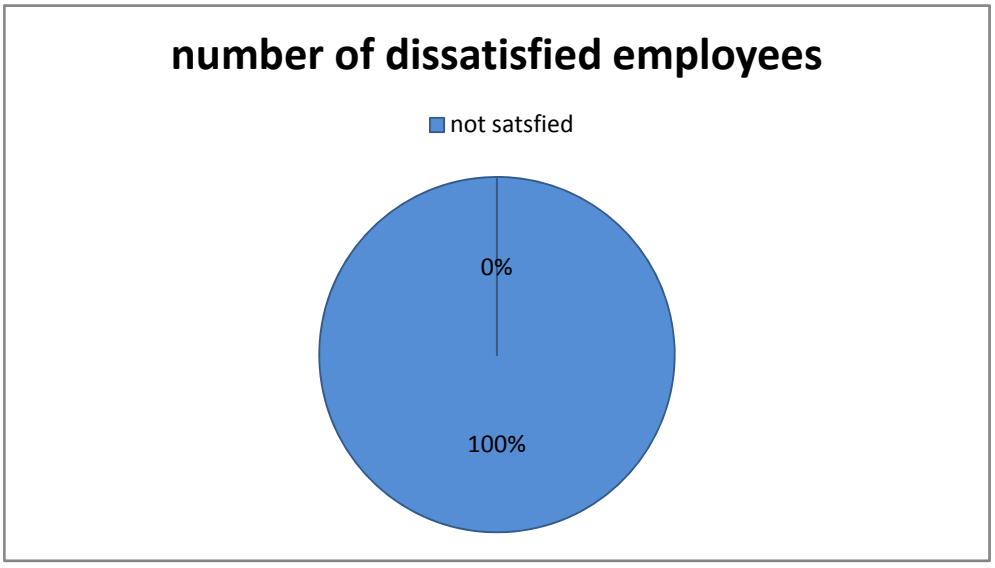

Figure 4: respondent's dissatisfied with working conditions

The respondents gave the following reasons for not being satisfied about the working conditions in the department:

- Two respondents informed that the working conditions are not conducive because they share offices and this leads to compromising the principles of confidentiality with our clients.
- The social workers are not treated well because we have to wait with a client in the corridors because there are no waiting rooms in court and the department is not addressing this.
- They are terrible, same as any other government department, except MEC's office.
- Lack of resources.
- Lack of supervision or guidance.
- Poor remuneration packages.
- Two respondents informed that conditions are not good because staff members' working conditions are not supportive; there is a lot of red tape.
- No electricity and took 3 months to repair. At the same time staff is expected to deliver.

The researcher is of the opinion that poor or bad working conditions are critical in an employee's life span with an organisation. It is essential that organisations provide good working conditions to enable employees to carry out their tasks effectively and efficiently, hence enhancing productivity. Poor working conditions were cited by a majority of the respondents as reasons for staff turnover. Implementation becomes frustrating if the working conditions do not allow an employee to carry out his/her tasks, as the respondents have indicated that they had no resources like offices and suitable office equipment.

4.3.3 SATISFACTION

In this section the respondents were asked to indicate what satisfies them most. Contentment on the job ranges from having access to some of the resources to pursue the job, such as having access to vehicles to enable employees to conduct more home visits, and the fact that there are no supervision interventions. The majority is not content, so much that they are job hunting.

- Three respondents indicated that they are given training and workshops to improve their skills.

- Subsidised vehicle that helps me to do home visit more often.
- Working on your own without supervisors' intervention enhances one's development and independence.
- Not satisfied.
- Hate the Department and I'm currently looking for another job but not at government department.
- Telephone access, making a difference in the people's lives.
- More independent, more developed because they take time to fill in posts.

There are various factors that satisfy employees at the workplace. From the above statements it can be concluded that satisfaction is derived by the availability of resource
to personal growth and development. Others are not content at all.

4.3.4 DISSATISFIES YOU MOST:

In this section the respondents were asked to indicate what dissatisfied them most for working for the Department of Social Development. The respondents indicated that the root of their dissatisfaction was the poor working conditions. They expressed the following statements:

- Working on Sundays without being told in time.
- Being short-staffed and having to assume other people's responsibilities and workload.
- Three respondents indicated that managers do not appreciate or support employee's work.
- Working conditions which are unfavourable and demotivating.
- Poor remuneration package.
- Lack of resources and co-ordination between departments.
- Supervisor not assuming her role.
- Lack of support.
- No understanding of individual circumstances.
- Report not canalized (poor proof reading and auditing).

- Protocol not observed.
- Favoritism.

4.3.5 FACTORS THAT IMPACT ON EMPLOYEES AND IN SERVICE DELIVERY:

The respondents were asked to indicate how the above factors impact on the day-to-day functioning of performing their duties and general services delivery that the department expects from them. The respondent stated the following reasons.

Hindrance to delivery	
Non-supervision	4
Lack of support	4
Low morale	1

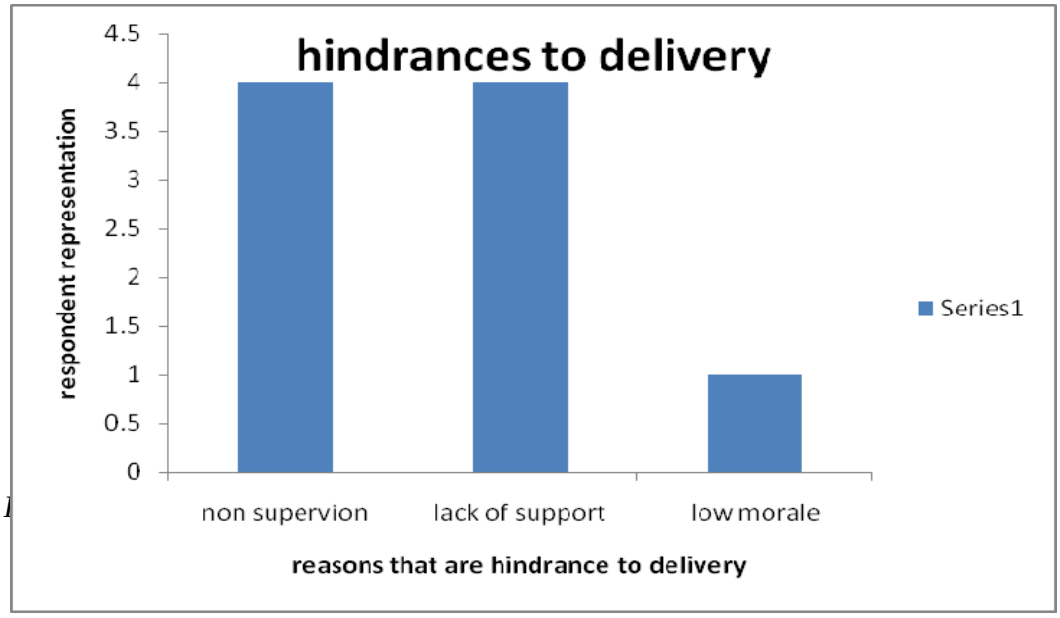

Figure 5: hindrances to delivery

- Factors are stressful and resulted in under-performance.
- Lack of support/motivation from supervisors.
- Environment stressful, results in under performance.

- Two respondents indicated that reports for court are not canalised, as a result employees and clients are turned away. This results in lack of quality.
- Targets not reached due to low morale.
- Not having the ability to understand and attend to other duties, thus programmes get abandoned.
- Difficult to assist poor clients because food parcels and other resources are not enough.
- End up turned away from court, embarrassed, overworked, demotivated, lack of interest.
- Reports are not canalised due to lack of work enthusiasm by managers.

These factors are seen as crucial because they affect the existence of the Department of Social Development in the Gauteng Province, as employees end up failing to implement the policies of the Department as set out in the National ministry and the government as a whole.

4. 4 SECTION 3: MAIN QUESTIONS

4.4.1 REASONS FOR HIGH STAFF TURNOVER

The respondents were asked to give reasons for high staff turnover in the Department. The following statements were mentioned by the respondents:

- Demotivation in the organisation because there is no growth.
- People are leaving for greener postures (for better offers/jobs).
- After people leaving, the remaining ones must fulfill their duties because those positions are no longer filled/ overworked.
- No promotion and upward mobility, being in the same position for a very long time is depressing because it is like you do not improve on what you are doing.
- Poor payments.
- Lack of recognition and appreciation.
- Politics with regards to upward mobility.
- Nepotism (people move because they know someone and not because of leadership guides).

- Remuneration is frustrating because of high case loads.
- Working conditions are terrible.
- Burnt out and low morale.
- Lack of motivation.
- No systems in place to deal with our concerns and issues.
- Lack of competent leadership.

4.4.2 VIEWS ABOUT THE RETENTION STRATEGY

- Two respondents expressed that they do not understand the retention strategy, but I will give the example; the auxiliary worker gets more pay than us and some of them less than a year in the department. The criteria used I'm not familiar with.
- Rubbish, it's just a strategy that means nothing at the end.
- It will never retain anyone; it is just a way of misleading the public.
- Good but Department of Social Development is not competitive (financially).
- Not satisfied.

The majority of the respondents are not satisfied with the retention strategy as they feel it undermines them in instances where the auxiliary workers are recognised and acknowledged, more than experienced social workers. They also do not understand how the strategy works, while others think it's working, others feel unless it is explained before implementation they would not understand why things happen the way they are.

4.4.3 ROLE OF LEADERSHIP OVER RETENTION AND HOW IT CAN BE OVERCOME:

- Two respondents informed that they don't think managers/our leaders are part of decision-making in relation to retention strategy. In terms of staff turnover the leadership is now beginning to use exit interviews. Don't think it's beneficial to them or they are not using the information to their benefit.
- Favourism is high.
- People are deployed based on politics, not abilities.

- Important if there is not enough supervision/leadership, a staff member feels lost.
- Leaders are demotivated and if they were active they could be good role models.
- Think they contribute to staff turnover and retention.
- People push their own agendas.
- There is nothing that can be done because the strategy was agreed upon labour on a national level, thus there remain a few options to easily influence the process.

LEADERSHIP QUESTIONS:

4.4.4 UNDERSTANDING OF LEADER OR MANAGER:

- Don't know because she did not receive any training, it is just trial and error.
- Two respondents explained a leader as someone with a vision and management is the utilisation of skills to help an individual to attain the vision.
- A leader is efficient by having the leadership qualities such as to positively motivate, make strategic intervention and etc.

The respondents in management positions expressed that it was a challenge to explain the differences as they have never received any training since their appointment in these positions, while others were very unsure whether they were presenting their correct understanding of these two terms.

4.4.5 EVALUATION OF ORGANISATIONS' LEADERSHIP:

- Two respondents from non management positions indicated that the leaders/managers are approachable and they appreciate what we do at times. They give credit where it's due, even if its not money. Managers are also human therefore they too under pressure from their superiors.
- Good when comes to reporting and giving directives.
- Autocratic style of leadership.
- Political appointees more influential.
- No consultation and give feedback to staff.
- Bad because they lead papers, not people. They chase quantity not quality.
- Disorganised.

- Do not plan, only reactive.
- Crises managers.
- Social development mentoring is poor, thus employees end up being demotivated and burnt out.
- Some leaders do not appreciate staffs' work and there is no supervision.
- Employees are forced to work on their own.

50% of the respondents are content and understanding of their situation stating that their management is also under pressure at times and that explains the manner in which they conduct themselves. Meanwhile the other 50% stated that management does not take cognizance of the quality of work they do, but of the interest in quantity i.e. how many people you have serviced instead of the quality, i.e. how was the service?

4.4.6 SKILLS AND CAPABILITIES NEEDED:

The respondents in management positions were requested to outline skills and capabilities that they think people in their positions need in order to function better in their organisation. They stated the following:

- Two respondents think burnout is playing a major role. They should be given more time for team building and debriefing. They need to be empowered by means of training.
- Leadership qualities focus on motivation of staff members to achieve better through them.
- Evaluation of leadership strategies and improvement of what works for a specific office is important.
- Conscientise people and change attitudes.
- Performance bonuses and/or awards must be introduced to motivate staff members.

4.4.7 BARRIERS AND CHALLENGES:

The respondents were requested to mention any challenges and barriers that they are faced with as leadership and how it impact on the organisation. The managers themselves mentioned the following:

- Managers lack confidence and to challenge senior managers and politicians.
- Wrong positions given to managers, such as politicians are appointed in wrong place (e.g. MEC for social development position is held by someone who never did social work) and misdirect the department.
- Government has bureaucratic rules; management vs. leadership.
- Senior staff members are constantly reshuffled and programmes are changed and abandoned.
- High conflict of interest between social workers and non social work managers.
- Amalgamation with the department of health resulted in cutting of budget.
- Political issues and interference.
- Lack of participation in meetings.
- No consultation in decision making.
- Staff members fear supervisors.

4.5 SECTION 4: CLOSING QUESTION

4.5.1 RECOMMENDATIONS

In this section the respondents were requested to give suggestions on how to improve the situation as described in the above section in terms of leadership and the conditions in the Department. The respondents expressed different wishes, depending on their needs and the following statements were mentioned:

- Employment of more staff members- filling vacant posts.
- Building of more offices to avoid sharing of offices and compromising confidentiality.

- Two respondents reported that managers should be flexible; get to do other things, as a way to prevent burnout.
- The system of promotion should be dependent on the experience of the workers.
- Motivate staff members, make them feel valued.
- Prioritize quality, not quantity.
- Get the department in order by putting systems in place, and not irritate people if you didn't do your job.
- To be pro-active.
- Write manuals/procedures and principles to standardise procedures nationally.
- Better communication strategy between leaders and staff, including meeting and trainings attendance feedback.
- Rotation of work.
- Motivation in terms of monetary and non monetary.
- System promotion in 3 years as before. Not notches which only demotivates.
- Social work forums.

4.5.2 ADDITIONS:

In this section the respondents were requested to add any further information they wanted to express. The factors that they added were rather recommendations on how to improve the situation and create a better working environment with no or less staff turnover.

- There should be forums or stakeholders meetings held regularly to deal with issues and enforce consultation.
- Team building and outings should not be done only in December but also throughout the year.
- Managers must have self-confidence and retain staff members who have been working in the department and who are passionate about social work profession.
- Warmth relationship must be encouraged - to acknowledge each other, e.g. Women's day for all the women in the department.
- Introduce non monetary rewards.

- Inform staff members about available posts before advertising to see who is interested in those particular posts.
- Managers to provide supervision as required by the profession.

4.6 CONCLUSION

The researcher can conclude that based on the statements extracted from the responses, the respondents are not content with the working conditions. Their management is perceived to be failing them, hence the high staff turnover in the Department of Social Development.

A number of respondents in management positions expressed difficulties in responding to the questionnaire. They felt that the questions were too challenging for them and they struggled to respond to some of the questions, despite clarification and a lot of probing. It is the researcher's opinion that they in fact do not have answers even though they are appointed in leadership positions.

CHAPTER FIVE

DATA INTEPRETATION AND ANALYSIS

5. INTRODUCTION

It is critical that data collected is identified first and patterned so that effective analysis and evaluation of the data can be related to the conceptual framework created. In this section there will be no generalisation and all statements will be analysed and lastly the opinion of the researcher will be expressed.

The key issue during the course of this study was to establish an effective leadership theory that would be incorporated in the retention strategy in order to overcome high staff turnover in the Department of Social Development in Gauteng province. This included the perspective on the direction that all role players should follow in order to deal with the challenge.

The data as presented in chapter 4 is analysed in this chapter in order to identify factors that contribute to high staff turnover despite a retention strategy being implemented, and what leadership theory can be utilised in order to address this problem. The questions as presented are grouped into themes in order to create patterns that can be interpreted as reasons.

Six themes have been created from the questions as presented in the previous chapter.

The themes are as follows:

- Working conditions
- Satisfaction and dissatisfaction
- Causes of staff turnover
- Understanding of retention strategy
- Role of management/leadership in addressing the issues
- Leadership qualities and skills, styles, understanding, barriers and challenges, utilised to improve staff turnover.

5.1 WORKING CONDITIONS

Even though the years of experience of the respondents ranged between five to twenty-nine years, the study revealed that they experienced and function under severe and unappealing working conditions. The fact that all respondents, both junior and at management level, expressed similar concerns is a reason for concern. This finding is in line with that of the Rapid analysis study that was conducted by the Department of Social Development about the physical working conditions of social workers, which revealed that low salaries is not the only reason why social service professionals are leaving, but the physical working conditions also contribute directly. The fact that these conditions have existed for so long, drives them even further away as they conclude that nothing will ever change, since generations have come and gone, complained bitterly and no one ever listened. This has directly impacted on the profession which upholds confidentiality. The working conditions have severely compromised the values and principles of the social service profession. This exposes the profession to be abused by other professionals and support service sections, and lack of respect for the profession, thus resulting in absence of pride and value being a social worker, hence a number of people leave. The Rapid analysis study envisaged that such conditions are worse in rural areas. In areas such as Gauteng the situation was thought to be better as it is a developed urban area.

5.2 SATISFACTION AND DISSATISFACTION

The study found that each respondent knew what satisfied them about working in

the Department of Social Development and these reasons are probably why

the Department still has employees delivering on their mandate and vision, although faced with high staff turnover. The respondents emphasised the tremendous opportunities to learn through a variety of training and other capacity building programmes. Training is provided by a range of service providers who offered both personal and professional value. This could benefit the services of the recipients and make a difference in the lives of the people and keep them motivated to continue working for the Department. Such factors are explained by different theories of work motivation as employee motivation factors, which were devised in an attempt to explain the behaviour of people and so assist practicing managers. Management uses employee motivation factors when planning, organising and controlling their companies to improve productivity and efficiency.

Luthans (1995) postulates that Maslow's hierarchy of needs believed that once a given level of need is satisfied, it no longer serves to motivate the next. Therefore Maslow's hierarchy of needs has had a tremendous impact on the modern management approach to motivation. However, Luthans (1995, p 151) stresses that most research findings indicate that Maslow's hierarchy of

needs is not the final answer in work motivation, yet the theory does make a significant contribution in making management aware of the diverse needs of employees at work.

Dissatisfaction

While respondents expressed satisfactions they also mentioned dissatisfaction, which outweighed the satisfactions. These ranged from lack of acknowledgement and being appreciated, burnout due to being short staffed, demotivating working conditions, lack of support and guidance, no supervision, poor remuneration which is not in line with qualifications. Assuming that social work is a helping profession and a calling does not recognize why people should be aptly remunerated. It is a profession similar to others and should get the recognition that it deserves. The economic demands of South Africa do not differentiate between a helping and non-helping profession. The professionals should be rewarded for their training and work done to assist vulnerable people. The red tape in government departments is very frustrating and the fact that there are expectations of expanding services without the necessary resources and budget. The same applies to new legislation, such as the recently implemented Child Justice Act and the Children's' Act.

The factors directly impact on service delivery as a number of innocent people are affected - the service users - due to high levels of demotivated employees who suffer burn-out and have low morale. The principles of Batho Pele are thrown out of the window unintentionally but as a means of survival for professionals. A number of staff moves out of the profession as a means of escaping the stressful situation.

According to Robbins (2001) the Herzberg motivational theory clearly explains that the factors that lead to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Therefore managers who seek to eliminate factors that create job satisfaction can bring about peace, but not necessarily motivation. Managers who hike wages will be replacing their workforce rather than motivating them. Herzberg concludes that there is a relation between job satisfiers and job content; job dissatisfiers are allied to job context. He named the motivation factors 'satisfiers' and hygiene factors as 'dissatisfiers'. It is a satisfier that the Herzberg motivational theory indicates that the more resources are poured down the hygiene drain, for instance increasing fringe benefits, the more benefits will be needed in future as not all people are satisfied by fringe benefits. This is because amounts are needed to produce the same effect. A classic example is the issue of salary that never seems to be resolved; employees will still be discontent over wages even after concluding salary negotiations.

Motivators are intrinsic in nature and reflect work content of the job. The supervisor or manager cannot disperse them to the employees but they are controlled by employees and are administered personally. However according to the researcher the need to motivate social workers is a very crucial one. Motivation is required if the social workers are to make a significant impact on their work, given the limited budgets they operate on and the very difficult work circumstances. In any situation, employers would like to have employees who are motivated to do their work efficiently and effectively. This bears fruitful results and enhances organisational productivity; many problems such as absenteeism and late coming can be avoided.

All of the above was found to occur due to lack of support and supervision, which is a necessity in the field of social work.

5. 3 CAUSES OF STAFF TURNOVER

It has been argued extensively in the literature that there are a number of factors that cause staff turnover (in this study social workers) in organisations. These factors demarcate into personal, internal and external factors; they are interrelated to one another and therefore reinforce each other. Job turnover has serious implications for employers as well as employees. Therefore both employers and employees should be aware of these factors that cause it.

The conditions of work which are deteriorating by the day, i.e. having no supervision and lack of training of individuals for management positions, no development in regards to core functions, lack of quality in service delivery, but prioritising quality because of political pressure and interference; the result was service delivery lost meaning and was only statistics for the next coming elections. Demotivation resulted.

As argued in literature, job turnover gives rise to undesirable outputs and is directly related to the success or failure of the organisation. Presently the success or failure of this organisation has not been assessed or studied, however at face value and according to the respondents responses it seems that the organisation is under threat. The withdrawal of performance-inclined employees is irrecoverable. Kaye and Jordan-Evans (2002) suggest that employees should be treated like VIPs. It should not be assumed that one-size-fits-all, as this affects service delivery and projects are abandoned, because there is no manpower to deliver the programmes. The high staff turnover is the result of staff that is burnt out due to stressful job content, working conditions and lack of programmes in place to address the social workers' personal health and needs.

5.4 RETENTION STRATEGY

The findings from the questions aimed at assessing the understanding and the impact of the retention strategy as implemented by the Department of Social Development brought about conflicting results, in the sense that almost 80 per cent of the respondents did not even understand this strategy. The respondents in non management positions feel that their leadership cannot change anything as they were not part of the process and they are not part of decision making, thus they feel they are not represented anywhere. Decisions are made about their careers in their absence. This is despite the fact that the Department initially implemented the retention strategy and later the occupational specific dispensation (OSD). Only 50 per cent of the managers had an understanding of what the intentions of these strategies were and it was harshly criticised. The respondent's lack of understanding the retention strategy resulted in them viewing it as that there is no retention strategy, and if it was there it was destroyed by the occupational specific dispensation (OSD) which was proposed by the government. The respondents do not view this as a retention strategy as they feel it is not intended to retain any professional, particularly in the Department of Social Development in terms of its fine print. Instead it has done the opposite and become a buffer to facilitate staff turnover. It has blocked upward mobility as someone in a junior position needs 10 years experience before qualifying for senior level.

This has thwarted the process of recruiting because there are no individuals with the required years experience for them to qualify for the vacant posts. Present leadership feels that this is a policy which they were not part of but it is directly affecting them. The monetary part also came with disappointments as respondents feel that their salaries have not changed at all. This is argued by Kaye and Jordan-Evans (2002) that high staff turnover is a sign of no retention strategy and the reward system must have a great impact in lifting the morale of employees and thus increase productivity.

These findings suggest that the culture of this organisation is overlooked as an important factor that plays a major role in staff retention. According to Taylor (2002, p 153) organisational culture determines how employees perceive the organ, depending on the leadership and the employee's needs, they can attain their need to stay.

5.5 LEADERSHIP

The findings indicate that there is leadership crisis in the Department of Social Development. Firstly it is clear that in terms of years of experience, the respondents with fewer years have more challenges and those with more years seem to be coping, because they have adapted to these undesirable working conditions and now they appear normal, but in reality are abnormal.

There enormous powers given to political appointees who are reshuffled every term, leaving the people in management or leadership positions seriously frustrated because the new politicians have his/her own agenda, and often abandon current programmes.

The respondents with less years of experience confirmed that they do not even understand the difference between management and leadership. For them this whole process is trial and error because of lack of training or any capacity building when they were appointed. Cherrington (1995, p 319) describes training as the process that enables employees to acquire new knowledge, learn new skills and perform behaviours in a new way. The author further concedes that training programmes attempt to teach trainees how to perform particular activities of the job. The advantages are improved quality and quantity of productivity, creation of more favourable attitudes, loyalty and co-operation, satisfy human resource requirement, aid individuals in their personal development and advancement, and the ability to adapt and respond to dynamic working environments. Cherrington (1995) stresses that the organisation has the responsibility to ensure that its employees receive the necessary training and development because research shows that where training schemes are introduced and implemented, staff turnover has invariably decreased. The author further argues that planned, systematic training is always a stabilising influence.

It was evident that due to the politically appointed leadership in the Department such as the MECs, the managers or staff who are appointed on qualifications, expertise and experience, failed to assume their leadership roles due to political pressure from the political appointees who have their own agendas, and have their own basic understanding of what the role of a social worker is. The managers mostly lead their subordinates using autocratic leadership style, as they have also received instructions and have to deliver. To ensure that they deliver accordingly, they are obliged to employ this leadership style even though they personally would prefer to employ democratic leadership. The premise of this theory is that different situations demand different kinds of leadership, implying that an effective leader should adapt his or her style to the demands of different situations. This theory argues that no single leadership style is effective in the leader-follower relationship, as leaders need to respond to the changing needs of their organisations/environments and followers. Hence there are many challenges facing the Department because the shortfall of situational leadership is that this theory fails to distinguish between leadership and management; what is called leadership style is in fact management.

Leadership is not primarily about making decisions. It is about inspiring people to change, but this is when they have already decided on the need to change; hence leadership style cannot be reduced to decision making style. This theory focuses too exclusively on what the person in

change does. Needless to say both leaders and managers are required to behave differently in different situations, but that is just a fact of life rather than anything profound in terms of the basic understanding of leading or managing. This leadership does not inspire others to excel, to influence, individualise, or stimulate individuals to think in new ways, thus adapting to the changes, internal competition, socio-political and socio-economic changes. Leaders' actions should not only depend on the situation when a decision is needed, but also consider his/her relationship with his/her followers, as this is a factor that affects leader behaviour as much as it does follower behaviour. The leader's perception of the followers and the situation will affect their actions, which is service delivery, and in practice things are not that simple.

As indicated above that the Department of Social Development is a highly bureaucratic organisation like any other government/public sector, hence the transformational leadership is needed as this leadership is about presenting alternative forms of leadership to the traditional, hierarchical, bureaucratic approaches.

From the findings the people in leadership positions have a blurred understanding of what qualities and competencies are required to be a good leader. This greatly supports the theories of leadership that argue that leaders are born and not made, as they can automatically, with their influence and charisma, lead followers in a positive direction.

5.6 CONCLUSIONS AND SUMMARY FINDINGS

The leadership in the Department is definitely not transformational, as they are also demotivated like their followers. Transformational leaders are generally energetic, enthusiastic and passionate. They are not only concerned and involved, they are also focused. Through the strength of their vision and personality they are able to inspire followers to change expectations, perceptions and motivation to work towards common goals. According to change management guru John Kotter, today's organisations need truly succeed in a turbulent world led by politicians. They need to step up in some areas and provide change leadership.

In summary the respondents are not content; the non managers have lost confidence in the present leadership and the retention strategy. The present leadership agrees that they are not operating the way they should as some are not capacitated to do so, while others complain about being excluded in decision making, giving political appointees more power to rule and oppress them.

CHAPTER SIX

CONCLUSIONS AND RECOMMMENDATIONS

6.1. INTRODUCTION

In this chapter the summary of the research will be discussed focusing on the aims and objectives of the study. Thereafter conclusions will be drawn from the literature study and results of the empirical study. Finally recommendations will be discussed based on the conclusions.

6.2 SUMMARY

The aim of the study was to explore and describe leadership factors that can influence the retention of social workers in the Department of Social Development in the Gauteng Province. The organisation is going to benefit from the study and will be able to deploy the necessary leadership theory to address job turnover and keep it to a minimum or even halt it completely. The above aim was achieved through the following objectives:

- To explore ways and strategies that will be discovered during the investigation and present the findings on the trends.
- Interpretation and analysis of the findings.
- To provide recommendations on strategies for consideration for incorporating leadership with the retention strategy in the Department of Social development in addressing the high staff turnover.

A literature study was presented on the factors that influence staff turnover, retention strategy and the impact/influence of leadership in addressing these challenges.

6. 3 CONCLUSIONS

The following conclusions are drawn from the literature study and the empirical study:

- Motivation is a crucial factor that influences staff turnover. In chapter 4 it was clearly reflected that most of the respondents are demotivated and are considering leaving the Department while others have already resigned.

- In staff turnover and retention, working conditions were crucial factors that mostly dissatisfied the respondents and strongly felt that this is the major reason why people are leaving. Working conditions are crucial as they define the type of environment and structure that social workers operate in. It was indicated in chapter 4 that the respondents were working under difficult conditions where there were no resources such as offices, office equipment and vehicles. This is despite the Rapid analysis study that was conducted by the Department and found that not only low salaries are the reason that social service professionals are leaving the department, but also the physical working conditions contribute directly. The fact that these conditions have existed for so long, drives them even further away as they have concluded that nothing will ever change. In retrospect, a better salary compared to other organisations was a reason why most of the respondents joined the Department, and now it has become a factor that leads to staff turnover.

- There is a close correlation between supervision, management and leadership playing a major role in staff turnover in the Department. Respondents indicated that they did not receive any form of supervision even though they have supervisors. As indicated before, supervision in social work is both a teaching and learning process that aims at helping both the supervised and the supervisor to better understand their work and the organisation's policies and procedures in carrying out their tasks. Kadushin (1992, p 33) stresses that supervision in social work is most important because it enhances the morale of the staff while maintaining the system. The supervisor occupies a leadership position and therefore possesses supervisory ability, which is described as the capacity to direct the work of others, and to organise. Skidmore (1997) concedes that this relationship is vital in social work because the organisation will function with the optimum of efficiency, conserving human values and the organisation's performance and production heavily relies on this relationship.
- Managerial support is crucial in enhancing productivity and keeping staff turnover at a minimum level. However this seems to be a challenge because the managers or leaders themselves do not appear to know what they are doing. As some of the respondents from

management indicated, their managing is just trial and error, as they have never attended leadership training and this frustrates mostly the lower levels, hence they lack confidence.

- The importance of capacity building cannot be overemphasised. The absence of structures and strategies for the development of leadership is an unacceptable situation in the department. Capacity building ensures the sustainability of any institution and ensures diversity in leadership; in that not only a few are involved but a wide spectrum of people can participate meaningfully in the leadership relationship. The absence of leadership related development programmes within the department is a sure way of maintaining the status quo.
- This study found that personnel feel helpless because of lack of recognition, motivation and positive feedback and promotional opportunities within the department.

Few of the respondents in management positions expressed a desire to utilise democratic or participative leadership styles as they felt that democracy advocated transformational leadership. The key features of transformational leadership are being

- Critical
- Educative
- Ethical
- Transformational.

The respondents in management positions did not reflect any of the above attitudes in their leadership. Democracy may then be regarded as not fully operational; this was evident in the absence of leading and lack of assertiveness. Bass (1994) states that transformational leadership is about presenting alternative forms of leadership to the traditional, hierarchical and bureaucratic approaches. He further defined transformational leadership in terms of how the leader affects followers who could be expected to trust, admire and respect.

6.4 RECOMMENDATIONS

Staff turnover gives rise to undesirable outputs such as mentioned by the respondents, and is directly related to the success or failure of an organisation. On the other hand organisations do benefit from unproductive employees exiting. However the withdrawal of performance inclined employees is irrecoverable and poses a difficult challenge to managers to retain successful employees. Therefore the real challenge facing the Department of Social development is to

control turnover where it is avoidable and to mitigate the effects of it when it is most damaging, as it is postulated that an unstable labour force undermines efficiency and productivity, which every government department is striving for.

The following recommendations are made in light of the abovementioned conclusions:

- Based on the findings this problem is most likely to continue unless drastic changes of inclusion of influential social workers in senior management positions takes place, and that they be part of decision making.
- Empower the existing leadership through management and leadership skills training. During recruitment and appointments, head hunt people with leadership capabilities, passion and who are willing to learn and lead.
- Leadership should move with the times and be in line with current situations. Transformational leaders are needed to take the organisation forward. Transformational leadership is essential to the provision of hope and direction during times of exponential change, the development of an effective solution to the skills shortage through the development of people and linking of strategic planning to its implementation.

- Provision of resources should be made to enable the workers to carry out their tasks efficiently and effectively. This would reduce chances of staff turnover and boost morale of the employee. Resources include office space which automatically awards a right to privacy, equipment, transport etc. The leadership required must have the capability to mobilise these resources at strategic level, as working conditions play a crucial role.
- Promotional ranks should be redefined to allow hardworking employees to be promoted. A means of appraising social workers should be put in place since social workers need to be recognised and promoted both in position and salary.
- The retention strategy and the Occupational Specific dispensation must be revised and re-evaluated, not only with labour but also with social work professionals, particularly the social workers associations.
- The culture of the organisation needs to be re evaluated and boosted.
- Monitoring systems should be put in place, not with a policing attitude, but with a willingness to help.

- The Department should set up a capacity/ training unit or forum specifically designed for managers and political appointees, where leadership issues are openly discussed and the negative attitudes and misunderstandings can be resolved.
- The National department should rethink a new retention strategy movement which will address remuneration issues, working conditions and open a system for upward mobility and not only in monetary but also other recognitions.
- Create new structures that will take care of the health of staff on a weekly or monthly basis, depending on the individual. New leadership must implement debriefing and team building programmes that can simultaneously be used as tools to motivate employees in a non monetary way.
- Create social work forums to ensure continuous consultation, sharing and redirecting the vision

6.5 CONCLUDING REMARKS

In conclusion, a monumental mind shift is needed among social development social work leaders. Leaders need to focus on being farsighted and inspirational instead of concentrating on the distractions of politicians and their methods of managing. This study maintains that leaders do not possess the qualities that their followers most value; they feel left out, not represented and not taken care of. From the response of the respondents it can be surmised that there is a need for transformational leadership. It is clear that people no longer want to be micro managed but to be involved and empowered. This does not mean that they do not want a decision maker; it is quite the opposite. Modern day followers want to participate and their leaders to listen, but ultimately their leaders must still exert their influence.

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APPENDIX: A

CONSISTENCY MATRIX OF RESEARCH QUESTIONS AND QUESTIONNAIRE ITEMS.

RESEARCH QUESTIONS	QUESTIONNAIRE ITEMS
A. What are the reasons/factors that influence high staff turnover in the Department of Social development in Gauteng?	How long have you been working for the Department of Social Development (DSD)? How would you describe the working conditions at DSD? What satisfies you most in working for DSD? What dissatisfies you most in working for DSD? What is your reason for working for DSD?
What role can leadership assume to ensure that social workers are retained?	How would you describe a manager's role at DSD? How would you describe the type of supervision you receive? 10. What skills do you think managers require for managing staff retention?
What are the challenges of the implemented recruitment and retention strategy?	What is your view on the retention strategy? What recommendations do have in relation to staff retention?

CONSENT FORM

Participant's name ---------- Date----------

Principal investigator: Phumzile Sithole. University of the Witwatersrand-P&DM-Parktown.

Informed Consent

1. **Title of the Study: Leadership for staff retention in the Department of Social Development in Gauteng.**
2. **Purpose of the study: To explore other ways and other interventions in the retention of staff.**
3. **Procedures: I will be asked questions related to my experience as an employee of the Department of Social Development in Gauteng. The interview schedule will take approximately 45 minutes to an hour. The interview will be scheduled according to my convenience.**
4. **Benefits: I understand that there are no direct benefits for me to participate in this study. However the results of the study may help researchers gain a better understanding of what ways and strategies can be implemented to address staff retention challenges.**
5. **Financial compensation: I will not be reimbursed for participating in the study.**
6. **Participation rights: I may withdraw from participating in the study at any time.**
7. **Confidentiality: In order to record exactly what I say in the session, a tape recorder will be used. The tape will be listened to only by the principal investigator and authorised members of the research team at the University of the Witwatersrand. I understand that the results of the interview schedule will be kept confidential unless I ask that they be released. The results of this study maybe published in professional journals or presented at professional conferences, but my records or identity will not be revealed unless required by law.**

I understand my rights as a research participant, and I voluntarily consent to participation in this study. I understand what the study is about and how it is being done. I will receive a signed copy of the consent form.

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QUESTIONNAIRE:

FOR NON MANAGERS:

Section 1: General Information

1. **What is your gender?**

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2. **What is your highest qualification?**

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3. **What is your job grade?**

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4. **What are your years of experience?**

Section 2: **Opening questions (personal questions)**

1. **What were the main reasons for joining the Department of Social Development (DSD)?**

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2. **How would you describe the working conditions?**

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3. **What satisfies you most for working for the DSD?**

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4. **What dissatisfies you most for working for the DSD?**

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5. **Describe how these factors impact on you as an individual and in your service delivery?**

SECTION3: Main questions

1. **What do you think are the reasons for high staff turnover in your organisation?**

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2. **What is your view on the retention strategy?**

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3. **What role does leadership play in staff turnover and retention, and how can it be overcome?**

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4. **How would you evaluate your organisations' leadership?**

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5. **What skills and capabilities do you think they need to function better?**

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6. **Can you think of any challenges and barriers that impact on your organisation's leaders?**

Section 4: Closing questions

1. **What are your recommendations for changes or improvements?**

Is there anything you still want to add to what you have said?

Thank you for your co-operation and valuable contribution.

FOR MANAGERS:

Section 1: General Information

1. **What is your gender?**

---

2. **What is your highest qualification?**

---

5. **What is your job grade?**

---

6. **What are your years of experience?**

Section 2: **Opening questions (personal questions)**

1. **What were the main reasons for joining the Department of Social Development (DSD)?**

---

2. **What satisfies you most for working for the DSD?**

---

3. **What dissatisfies you most for working for the DSD?**

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4. **Describe how these factors impact on you as an individual and in your service delivery?**

Section3

1. **What do you think are the causes of staff turnover and how does it affect the functioning of your organisation?**

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2. **What is your view about the retention strategy?**

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3. **What role does management/ leadership play in addressing this problem?**

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4. **What is your understanding of leadership and management and give examples of how you manage or lead?**

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5. **What kind of leadership styles are you using and why?**

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6. **What do you think would it take to improve employee retention?**

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7. **How can you improve your leadership role to an extent that it has an impact on your staff being retained?**

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8. **What competencies do you think a person in a leadership position should possess?**

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7. **What challenges and barriers do you experience and how do they impact on your organisation, employees and to you as managers/ leaders?**

Section 4: Closing questions

1. **What are your recommendations for changes or improvements?**

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2. **Is there anything you still want to add to what you have said?**

Thank you for your time, co-operation and valuable contribution.