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SOCIAL WORK MANAGEMENT AND LEADERSHIP IN A DEMOCRATIC SOUTH AFRICA: PERCEPTIONS OF SOCIAL WORKERS IN SENIOR POSITIONS EMPLOYED IN NON GOVERNMENTAL ORGANISATIONS

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A dissertation submitted to the Department of Social Work, Faculty of Humanities at the University of the Witwatersrand, Johannesburg in fulfilment of the requirements for the Degree of Master of Arts in Social Work.

February 2010

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Eileen Maleka

DECLARATION

I, Eileen Maleka, declare that *Social Work management and leadership in a democratic South Africa: perceptions of social workers in senior positions employed in Non Governmental Organisations* is my own unaided work and that assistance obtained has been in the form of professional supervision. No part of this dissertation has been submitted for any Degree or Examination at any other University. I have obtained the information used in this dissertation, while registered as a candidate for the Degree of Master of Arts in Social Work at the University of the Witwatersrand, Johannesburg.
I have given full acknowledgement to the sources I have used.

Eileen Maleka
February 2010

DEDICATION

This research report is dedicated to all social work managers and leaders who inspire others to achieve greatness!

ACKNOWLEDGEMENTS

Sincere thanks to my supervisor, Francine Masson. You often held my hand, my head and my heart as I walked this arduous research journey. Your constant motivation never went unnoticed and inspired me to complete my studies.

Grateful thanks to the managers and leaders who participated in this study. You gave of your precious time, valuable insight and priceless service!

My deepest appreciation to:

My husband, Mandla for believing in me!

My beautiful sons, Basil and Tristan for understanding that they needed to share this dream with me!

My family, colleagues and friends for their constant words of encouragement!

The Source of All…Thank You for blessing me with gifts that I can share!

ABSTRACT

Management and leadership has, over the years, become the critical ingredient in organisational theory and practice. From its earliest conception and as studies of these practices developed, professionals occupying these positions experienced change. The profession of social work was no stranger to organisational instability; though ambivalent about the practice of management and leadership. This study therefore argues that an understanding of management and leadership will equip social work managers and leaders to attain organisational goals. The study thus aimed to explore the nature of social work management and leadership in non governmental organisations in Johannesburg, a city located in the Gauteng Province of South Africa. More specifically, the myriad roles and functions of social work managers and leaders were explored and an understanding of the differences between management and leadership in social work was attained. Further more, the study investigated the needs of managers and leaders in social work inclusive of the coping strategies, resilience and strengths employed by managers and leaders in social work settings. The study had an exploratory descriptive design which incorporated both quantitative and qualitative methods. Semi structured interviews were conducted with key informants namely: social work managers and social work leaders. Qualitative thematic content analysis was used to analyse the transcribed responses of seven leaders and twenty managers to open-ended questions relating to the study's research questions. Three thematic categories emerged namely: Conceptualization of Leadership and Management; Needs of Managers and Leaders and Resilience and Coping. Analysis suggested that while participants' do have a rudimentary awareness of management and leadership, it is inadequate. The study concluded that formalized training for social work managers and leaders would benefit organisations, personnel employed in them, persons served and ultimately the cause of social work. Finally, this study provides some important suggestions for the management and leadership of social work; apt for non governmental organisations. It also highlights interesting variables and potential hypotheses for future research.

TABLE OF CONTENTS

		Page
Declaration		**i**
Dedication		**ii**
Acknowledgements		**iii**
Abstract		**iv**
Table of Contents		**v**
List of Tables		**ix**
List of Figures		**x**
CHAPTER 1	**INTRODUCTION TO THE STUDY**	**1**
	1.1 STUDY BACKGROUND	1
	1.2 RATIONALE FOR THE STUDY	1
	1.3 PROBLEM STATEMENT	3
	1.4 SIGNIFICANCE OF THE STUDY	4
	1.5 AIMS OF THE STUDY	4
	1.5.1 Primary Aim of the Study	4
	1.5.2 Secondary Aims of the Study	4
	1.5.3 Research Questions	5
	1.6 RESEARCH DESIGN AND METHODOLOGY	5
	1.7 ANTICIPATED VALUE OF FINDINGS	6
	1.8 LIMITATIONS OF THE STUDY	6
	1.9 GLOSSARY OF TERMS	7
	1.10 OUTLINE AND PRESENTATION OF THE DISSERTATION	8
CHAPTER 2	**ORGANIZATIONS, MANAGEMENT AND LEADERSHIP**	**10**
	2.1. INTRODUCTION	10
	2.2 ORGANIZATIONS	10
	2.2.1 Defining Organizations	10
	2.2.2 Characteristics of Organizations	11
	2.2.3 Functions of Organizations	11
	2.3 THEORIES OF ORGANIZATIONS	12
	2.3.1 The Classical School	12
	2.3.2 The Behavioral School	13
	2.3.3 The Systems School	16
	2.3.4 The Contingency School	17
	2.4 MANAGEMENT	18
	2.4.1 Defining Management	18
	2.4.2 Roles of a Manager	19
	2.4.3 Skills of a Manager	20

CHAPTER 2	**ORGANIZATIONS, MANAGEMENT AND LEADERSHIP CONTINUED**	
	2.5 MANAGEMENT IN SOUTH AFRICA	21
	2.5.1 The Western World of Management	21
	2.5.2 The Northern World of Management	22
	2.5.3 The Eastern World of Management	22
	2.5.4 The Southern World of Management	22
	2.6 LEADERSHIP	23
	2.6.1 Defining Leadership	23
	2.6.2 Functions of a Leader	25
	2.7 THEORIES OF LEADERSHIP	26
	2.7.1 Trait Theories	26
	2.7.2 Behavioral Theories	27
	2.7.3 Contingency Theories	27
	2.7.4 Transformational Theories	27
	2.8 DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP	30
	2.9 CONCLUSION	31
CHAPTER 3	**SOCIAL WORK WITHIN ORGANIZATIONS**	**32**
	3.1 INTRODUCTION	32
	3.2 SOCIAL WORK IN SOUTH AFRICA	32
	3.3 NON PROFIT ORGANIZATIONS	33
	3.4 MANAGEMENT AND LEADERSHIP OF SOCIAL WORK IN NGOS	37
	3.5 SKILLS FOR EFFECTIVE MANAGEMENT AND LEADERSHIP	41
	3.5.1 Resilience	42
	3.5.2 Persona and Skills of Resilient Managers and Leaders	45
	3.5.3 The Management of Change	46
	3.6 CONCLUSION	48
CHAPTER 4	**RESEARCH DESIGN AND METHODOLOGY**	**49**
	4.1 INTRODUCTION	49
	4.2 RESEARCH AIMS AND QUESTIONS	49
	4.2.1 Primary Research Aim	49
	4.2.2 Primary Research Question	50
	4.2.3 Secondary Research Aims	50
	4.3.4 Secondary Research Questions	50
	4.3 RESEARCH DESIGN	51
	4.3.1 Classification and Rationale for Research Design	51
	4.3.2 Strengths of the Research Design	52
	4.3.3 Limitations of the Research Design	53
	4.3.4 Trustworthiness of Qualitative Research	53
	4.4 RESEARCH METHODOLOGY	55
	4.4.1 Sampling	55
	4.5.1 Sampling Procedures	55
	4.5 DATA COLLECTION	57
	4.5.1 Rationale for Data Collection Instrument	57
	4.5.2 The Data Collection Instrument	59
	4.5.3 Pilot Study	59

CHAPTER 4	**RESEARCH DESIGN AND METHODOLOGY CONTINUED**	
	4.6 RESEARCH PROCESS AND PROCEDURES	61
	4.7 LIMITATIONS OF THE RESEARCH METHODOLOGY	61
	4.8 DATA ANALYSIS	62
	4.9 ETHICAL CONSIDERATIONS	64
	4.9.1 Voluntary Participation	64
	4.9.2 Confidentiality	64
	4.9.3 Information Sharing	64
	4.9.4 Protection from Harm	65
	4.9.5 Personal Bias	65
	4.9.6 Reporting	65
	4.10 CONCLUSION	65
CHAPTER 5	**PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS**	**67**
	5.1 INTRODUCTION	67
	5.2 THE SAMPLE	68
	5.2.1 Demographic Profile of the Participants	68
	5.2.2 Work Experience	69
	5.3 THEME 1 CONCEPTION OF LEADERSHIP AND MANAGEMENT	70
	5.3.1 Leader versus Manager	70
	5.3.2 Training and Development	72
	5.3.3 Roles and Functions	74
	5.4 THEME 2 NEEDS AND RESOURCES	86
	5.4.1 Organizational Support	87
	5.4.2 Roles and Responsibilities	89
	5.4.3 Communication	92
	5.4.4 The importance of addressing the needs of leaders and managers	94
	5.5 THEME 3 COPING AND RESILIENCE	95
	5.5.1 Define Coping	95
	5.5.2 Skills, Abilities, Behaviors and Qualities that demonstrate Coping	97
	5.5.3 Organizational Strategies that enhance Coping	99
	5.5.4 The Management of Change	101
	5.6 ENRICHMENT OF LEADERS AND MANAGERS	105
	5.6.1 Leaders' Recommendations	105
	5.6.2 Managers' Recommendations	105
	5.7 CONCLUSION	105
CHAPTER 6	**MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**	**107**
	6.1 INTRODUCTION	107
	6.2 SUMMMARY OF MAIN FINDINGS AND CONCLUSIONS	107
	6.2.1 Summary of Main Findings	107
	6.2.2 Conclusions	113
	6.3 RECOMMENDATIONS	113
	6.3.1 Recommendations for Practice	113
	6.3.2 Recommendations for NGOs	114
	6.3.3 Recommendations for Leaders and Managers	115
	6.3.4 Recommendations for Future Research	116
	6.4 CONCLUSION	116

LIST OF REFERENCES **117**

APPENDIXES **126**

Appendix A: Participant Information Sheet 126
Appendix B: Semi Structured Interview Schedule for Leaders 139
Appendix C: Semi Structured Interview Schedule for Managers 151
Appendix D: Consent Form for Leaders 154
Appendix E: Consent Form for Managers 156

LIST OF TABLES

TABLES	PAGE
Table 1: Natural and Artificial Management	23
Table 2: Differences between Management and Leadership	30
Table 3: Funding Shifts in NGOS	36
Table 4: Qualities and Skills for Social Work Managers and Leaders	42
Table 5: Carnall's Five Stages of Coping	46
Table 6: Rationale for Questions in the Interview Schedule	58
Table 7: Changes emanating from the Pilot Study	60
Table 8: Demographic Profile of Participants	68
Table 9: Definition of Managers and Leaders as stated by Participants	71
Table 10: Most and Least Valued Functions by Leaders	75
Table 11: Most and Least Valued Functions by Managers	76
Table 12: Management of Change within NGOS	81
Table 13: Organisational Support for Leaders and Managers	87
Table 14: Roles of Various Stakeholders	89
Table 15: Strengths of Leaders and Managers	96

LIST OF FIGURES

FIGURES	PAGE
Figure 1: Organisations as a System	17
Figure 2: Social Work Experiences of Entire Sample	69
Figure 3: Average Percentage Time Spent on Functions	85
Figure 4: Communication Channels for Leaders	93
Figure 5: Communication Channels for Managers	93
Figure 6: Organisational Strategies enhancing Coping	99
Figure 7: Changes affecting Leaders	101
Figure 8: Organisational Support for Leaders experiencing Change	102
Figure 9: Changes affecting Managers	103
Figure 10: Organisational Support for Managers experiencing Change	104

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 STUDY BACKGROUND

On the 27th of April 2008, South Africa celebrated 14 years of democracy and freedom. The people of South Africa acknowledged with pride the strides taken to build a nation which values the dignity and rights of all human beings and the achievement of equality and justice (The Constitution, No. 108 of 1996). Fourteen years earlier, the newly elected democratic South African government requested organisations and professions, like Social Work, to assist it to promote a culture of nation building which embraces the values of good human resource management and career development practices in order to maximise human potential (The Constitution, No. 108 of 1996). Leaders and managers in social service organizations such as social work organizations were identified as critical agents to promote the achievement of social goals (The White Paper for Social Welfare, 1997). This resulted in many changes being experienced in leadership, policies, legislation and structures such as the organizations within which the profession is practiced. For instance the shift from a traditional welfare perspective to a more developmental stance, the reintegration of departments at governmental level and the change of name from The Department of Welfare, Population and Development to that of The Department of Social Development (South Africa Yearbook, 2009).

Changes that took place in South Africa and in Social Work could be perceived as a threat or an opportunity. Differing perspectives become evident in the responses of leaders and managers. As stated in Lorange, Bain and Gerrity, 1997, p. 638) "if individuals respond with fear they are unlikely to prosper as managers. The future

belongs to those who see opportunity for innovation and who overcome the fears of failure of imagination to combat the turbulence."

1.2 RATIONALE FOR THE STUDY

Management and leadership are practiced within organizations and organizations do not exist in isolation but as part of a broader external environment of which they are a part. As stated in Amos and Ristow, (1999, p. 20) “organizations always exist in an environment with other organizations on which they depend for resources they need. A business organization does not only consist of other organizations and institutions (micro environment) but also of forces in the macro environment (global, political, economic, social and technological) that can affect the organization's performance".

In South Africa, the profession of social work renders its services through different types of organizations. In Non Governmental Organizations, social work is presently practiced within an environment of great uncertainty, shrinking government budgets, constant changes and rapid globalization (Anheier, 2000). One coping strategy that has been employed by such organizations has been to embrace “the language, the management practices, even the culture of the business world “as they seek long term sustainability” (Anheier, 2002, p. 2).

Typical career pathways lead many social workers out of direct practice and into the deep end of managing individuals and teams and leading organizations. The lack of appropriate preparation, training and ongoing support for these new roles, could have major consequences for organizations (Coulshed and Mullender with Jones and Thompson, 2006). Management and leadership are cumbersome tasks and responsibilities which require specific skills and knowledge for success.

Years of commitment and practice do not automatically mean that an individual qualifies in terms of skill and knowledge to be promoted to a management or leadership role. As Ketelhohn (in Lorange, Bain and Gerrity, 1997, p. 638) explains "creating a toolbox implies that management (and leadership) consists of a series of tricks that anyone can

perform after enough practice." Management and leadership is an even greater challenge in the field of social work. Management merely creates "the conditions in which people are able to accomplish their professional objectives effectively" (Lorange, Bain and Gerrity, 1997, p. 640). In social work, issues of poverty, apathy, anger, violence and disease come into play to help individuals, families and communities to achieve social wellbeing.

Management and leadership within the field social work must therefore be skilled, resourceful and well equipped to maintain high standards of service delivery. Leaders and managers must 'shape' social work to fit into the 'New South Africa'.

As manager and leader in a social service non-governmental organization for a number of years, the researcher grappled with many of the above challenges. Confronting these issues daily motivated the researcher to embark on a study that sought to address and attain greater insight into the area of social work management and leadership as well as capture and disseminate more widely the strategies senior social workers employ in meeting the challenges encountered in these roles.

1.3 PROBLEM STATEMENT

Hundreds of non-governmental organizations have been developed since the institutionalization of new policies in this country. The practice of social work in these organisations has presented a need for knowledge, skill and best practice models of management and leadership to survive the ever changing environment of social work in practice.

This research proposed to explore the perceptions of management and leadership by senior social workers employed within non governmental organizations in the Gauteng Province.

The research question that flowed from the literature review and contextual information was:

"What are the perceptions of senior social workers regarding the nature of social work management and leadership in non-governmental organizations in Gauteng?"

1.4 SIGNIFICANCE OF THE STUDY

Although the study was exploratory and contextual, it might contribute to identifying the challenges faced in the practice of social work management and leadership in non-governmental organizations. A major contribution of the study could result in identifying the specific needs and coping strategies implemented by senior social workers to steer organizations to achieve set goals.

1.5 AIMS OF THE STUDY

1.5.1 Primary Aim of the Study

The primary aim of this study was to explore the nature of social work management and leadership in non-governmental organizations in a democratic South Africa.

1.5.2 Secondary Aims of the Study

Secondary aims of the study were to identify from the perspectives of social workers who occupy senior positions in non- governmental organizations in Gauteng

- the various roles and functions of social work management and leadership;
- the differences between management and leadership in social work;
- the needs of managers and leaders in social work;
- the coping strategies, resilience and strengths employed by managers and leaders in social work.

1.5.3 Research Questions

This study attempts to answer the following questions:

1. What is the nature of social work management and leadership in non governmental organisations in a democratic South Africa?
2. What are the roles and functions of social work managers and leaders in NGOs?
3. What is the difference between leadership and management in social work?
4. What are the needs of managers and leaders in social work?
5. How do social work managers and leaders cope in non- governmental organizations?
6. What coping strategies, including resilience and strengths, do managers and leaders in social work apply in non governmental organizations?

1.6 RESEARCH DESIGN AND METHODOLOGY

De Vos (2002) and Creswell (1998) assert that the nature of the research question determines the type of methodology the researcher uses. This inquiry was interested in exploring and describing social work management and social work leadership in non-governmental organizations and therefore utilized a quantitative research design. The study proposed to answer "what" and "how" questions which is typical in qualitative research. Furthermore, qualitative research emphasizes the researcher's role as active listener rather than expert who passes judgement on participants (Creswell, 1998).

Therefore, the researcher constructed, piloted and administered a semi-structured schedule to all participants in one to one interviews, who were purposefully selected based on the sample selection criteria. Twenty seven participants were interviewed; that is, twenty social work managers and seven social work leaders. All interviews were held at the employment location of the participants, with the average time for each interview lasting an hour.

Data collection, analysis and interpretation of results for this study were two-fold. The researcher used a quantitative approach to attain a statistical overview for the demographic profiles of the participants. On the other hand, application of a qualitative

approach produced an identification and understanding of the divergent themes from the data.

1.7 ANTICIPATED VALUE OF FINDINGS

The anticipated value of the findings in this study was:

- to yield data which would increase an understanding of the current challenges faced by social work managers and leaders employed in non-governmental organizations in South Africa. This data could inform the development of mechanisms and strategies aimed at increasing the effectiveness and efficiency of non- governmental organizations involved in social work service delivery;
- to present recommendations that would assist non-governmental organizations implement support policies for managers and leaders in social work and promote the retention of such personnel; and
- to make recommendations that would inform the future development of social work managers and social work leaders in South Africa.

1.8 LIMITATIONS OF THE STUDY

The limitations of the study were as follows:

- **Location of the Study**

  The study focused on senior social workers employed in non-governmental organizations in one city. The researcher therefore ensured that the findings may not be generalized for all cities in South Africa since milieus differ.

- **Voluntary Participation**

  The results could be skewed because the study allowed voluntary participation. The researcher embarked on the research fully cognizant that persons who were open to the situation of social work management and social work leadership and thus affected by the changes in welfare were likely to participate in the study.

- **Sample Size**

  The descriptive nature of the study was limiting. This resulted in a small sample size and an understanding that the findings cannot be generalised to all Non-Governmental Organizations

1.9 GLOSSARY OF TERMS

The central terms and concepts used for the purposes of the study are as follows:

Organization: is "a person or group of people intentionally organized to accomplish an overall, common goal or set of goals". (www.managementhelp.org, 2010).
Leader: the ruler and director of an organization.
Leadership: is "the process of directing, controlling, motivating and inspiring staff towards the realisation of stated organizational goals" (Clegg, Kornberger and Pitsis, 2008, p.662).
Manager: the person in charge of a team, unit, department in an organisation. For purposes of this study, managers are individuals whose first line function includes supervision of social workers.
Management: is "the process of communicating, coordinating, and accomplishing action in the pursuit of organisational objectives while managing relationships with stakeholders, technologies and other artefacts, both within as well as between organizations" (Clegg, Kornberger and Pitsis, 2008, p.662).
Non Governmental Organization: According to the World Bank they "include many groups and institutions that are entirely or largely independent of government and that have primarily humanitarian or cooperative rather than commercial objectives. NGOs include charitable and religious associations that mobilize private funds for development, distribute food and family planning services and promote community organization. They also include independent cooperatives, community associations, water-user societies, women's groups and pastoral associations. Citizen Groups that raise awareness and influence policy are also known as NGOs" (www.dgrc.org. 2010).

Social Work: "is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favourable to this goal. Social Work practice consists of the professional application of Social Work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counselling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve processes. The practice of Social Work requires knowledge of human development and behaviour; of social, economic, and cultural institutions; and of the interactions of all these factors (www.wright.edu/cola/Dept/social_work/sw_definition.htm. 2010).

Social Worker: is a trained professional who provides social services to distressed, disadvantaged and/or vulnerable persons or groups of society. "The duly registered person authorised in terms of The Social Service Professions Act, Act No. 110 of 1978 to practice the profession of social work" (www.sacssp.org.za. 2010).

Social Work Leader: the head of a social work organization**.**

Social Work Manager: the team leader of social workers or head of a department within a social work agency or organisation**.**

Social Work Organisation: is the structure through which social work services are imparted.

1.10 OUTLINE AND PRESENTATION OF THE DISSERTATION

This dissertation is presented in six chapters. A brief overview of each chapter follows:

Chapter 1 Introduction to the Study

This chapter provides a rationale for the study; sets out the aims of the study and provides salient information regarding the background of the study.

Chapter 2 Organizations, Management and Leadership

A review of literature with specific reference to organizations is imparted in this chapter through the exploration of theories of management and leadership. The functions, roles

and tasks of managers and leaders are also presented whilst the differences between management and leadership conclude the chapter.

Chapter 3 Social Work within Organizations

The review of literature goes a step further by positioning social work within non profit organizations. A closer look at management and leadership of social work is portrayed within the socio-political context of South Africa. Finally, the coping strategies and resilience of managers and leaders are addressed within an ever changing milieu.

Chapter 4 Research Design and Methodology

The methodology of the study is described and the specific processes utilized to conduct the research are outlined. Included in this chapter is the conceptual rationale for adopting the research design as well as the research questions, data gathering procedures, data collection tools, sampling procedures, participants, methods of analysis and issues of the strengths and limitations of the study.

Chapter 5 Presentation and Discussion of Research Findings

This chapter offers a presentation of the themes which emerged from the analysis of the data collected. The themes presented are categorised into three broad themes relating to the research questions, these include: 1) Conceptualization of Leadership and Management, 2) Needs of Social Work Managers and Social Work Leaders and 3) Coping Strategies employed by Social Work Managers and Social Work Leaders.

Chapter 6 Conclusions and Recommendations

Discussion of dominant themes in relation to the research questions which began in chapter 4 is the final chapter of the dissertation. The researcher concludes with reflections on the limitations of the study and makes recommendations for intervention and future research.

CHAPTER 2

ORGANIZATIONS, MANAGEMENT AND LEADERSHIP

2.1 INTRODUCTION

The current chapter provides a review of literature within the areas of study deemed relevant to the current research project. Hence the chapter presents literature on organizations and contextualises the theories and approaches of management and leadership within work environments. The difference between management and leadership is also portrayed with a description of the roles and functions of each.

2.2 ORGANIZATIONS

2.2.1 Defining Organizations

Many of us seek to care for each other and those who are disadvantaged through work and organizations (Courtney, 2009). Through organization, mankind is able to live amicably, achieve objectives and satisfy human needs (Stoner and Freeman, 1989). Organizations are established when there are people who wish to accomplish a common purpose or vision, have a willingness to serve and contribute action (Lewis, Packard and Lewis, 2007)).

Numerous definitions have been proposed for organizations. Gibson, Ivancevich and Donnelly (2005, p.5) defines organizations as "entities that enable society to pursue accomplishments that can't be achieved by individuals acting alone". Amos and Ristow (1999:20) view an organization as the "systematic arrangement of people to accomplish some specific goal." Schein (in Gerber, Nel and Van Dyk 1997:15) provide the most conclusive definition for this study by classifying an organization as the "planned coordination of activities by a number of people for the achievement of some common, explicit purpose or goal, through division of labour and function, and through the hierarchy of authority and responsibility".

2.2.2 Characteristics of Organizations

Clegg, Kornberger and Pitsis (2008) explain that organizations will have the following characteristics:

- Purpose, objectives and goals;
- Organizational design which includes structure, culture, communication processes and human resource practices;
- Organizations are geared to future-oriented actions and vision;
- Actions present as roles and responsibilities of people who work in organizations;
- Actions, roles and responsibilities are formulated into programs, change management or organizational reform;
- Change is inevitable in organizations;
- Organizations are built on rules and standards.

It becomes evident that an organization is a system comprised of many interrelated and interdependent parts operating synergistically to achieve desired outcomes (Lewis, Packard and Lewis, 2007).

2.2.3 Functions of Organizations

There are various goals that define organizations, but there are generic functions that all aspire to achieve. Jones (1995) lists the following functions for organizations:

Support Function: Organizations "purchase" a resource or input like human resource personnel in order to accomplish an output which in this instance could be 'services'. An important task is to respond to the needs of external stakeholders.

Production Function: This involves the production of goods and services at the lowest cost, without compromising quality.

Maintenance Function: Organizations recruit skilled personnel thus ensuring that a culture of ongoing learning and skills development is developed. Keeping the

environment safe, healthy and friendly remains a crucial task and includes repairing any machinery that supports the efforts and work of personnel.

Adaptive Function: In order for an organization to survive, it needs to constantly learn from its environment, adapt to changing needs and increase in areas of expertise. Therefore, research and development, planning and evaluation sessions such as *'bosberaads / legotlas'* are necessary.

Managerial Function: The main function of a manager is to control and direct resources to improve organization ability so as to create value.

Organizations exist to increase the division of labour, enhance specialization and to manage the external environment to achieve goals. In this fast growing world, organizations use technology to gain a competitive advantage and to economize on costs. All this is achieved through the exertion of power and control (Jones, 1995).

2.3 THEORIES OF ORGANIZATIONS

A theory is "an account of how things work, which is, at its best, coherent in its terms and applicable to phenomena that it seeks to interpret, understand and explain"(Clegg, Kornberger and Pitsis, 2008, p. 2). Organizational theory uses concepts, principles and hypotheses to explain the components of organizations and how they behave (Hodge and Anthony, 1991). Organizations can be understood through various organizational theories, namely: classical, behavioral, systems and contingency.

2.3.1 The Classical School (1890 - 1930)

The 'father of organizational theory' was Max Weber, a German sociologist, who concentrated on bureaucracy as the ideal form of organization. He argued that organizations need structures and the qualities of role definitions, hierarchy of authority, rules and procedures and impartiality to exist. Another contributor to this school was Frederick Taylor, an American theorist, who proposed that there was one best way a job could be completed. Taylor initiated 'scientific management' but was criticised for

viewing the employee as a simple extension of machinery, a robot which could be manipulated by financial incentives.

Henri Fayol, a French theorist, focussed on the functions of management. He identified the five functions of management, namely: planning, organizing, commanding, coordinating and controlling. Fayol was criticised for basing his findings on his own personal experiences and observations and not on actual research. His work on the principles of management was also viewed as vague (Bowditch and Buono, 2005).

Henry Gantt, another classicist, 'humanized' management. He felt previous theorists presented rules as an end in themselves and proposed that knowledge of human activities, particularly mind and body balance, lead to effective management (Skidmore, 1995). Elton Mayo accepted Gantt's theory after he noticed how staff morale and productivity levels peaked when introducing rest periods for employees at a textile mill in Philadelphia. Employees should be viewed as part of a social group, with attitudes and behaviours that contribute to organizational effectiveness.

Classical theory was viewed as limiting because it placed the needs of employees before the goals of organizations (Coulshed and Mullender with Jones and Thompson 2006). However, the greatest significance classical management theories offer social work management is the idea that set objectives and activities of staff should relate to organizational goals. On the other hand, the contribution of this school is counteracted when applied to a helping profession like social work in that it insists on specialized and centralized hierarchies of authority. Managers and leaders are responsible for organizations, human resource personnel as well as service users. Routine work activities and bureaucracy offer minimal value for myriad service user needs (Lewis, Packard and Lewis, 2007).

2.3.2 The Behavioral School (1930 - 1960)

A strong reaction to the mechanistic approach of the classical school followed in the form of the behavioural theories also known as human relations theories (Coulshed and

Mullender with Jones and Thompson, 2006). This school focussed on the function of productivity by questioning the behaviour of people in organizational settings. The Behaviourists studied group behaviour to understand the role it plays in organizational performance. Major concepts of this school were motivation, communication, leadership, group dynamics and human relations (Hodge and Anthony, 1991).

Mary Parker Follett, a behaviourist, believed that participation, cooperation, communication, coordination and shared authority lead to group over individual precedence in organizations. She proposed that the vision of the organization flows from all its staff; not merely the leaders (Zander and Zander, 2000).

Elton Mayo drew attention to the links between productivity and motivation. Management styles that take interest in individual workers, maintain and build spontaneous cooperation and recognize workers' passion for work as far beyond fear and greed incentives gave birth to his renowned study of the 'Hawthorne effect' Coulshed and Mullender with Jones and Thompson, 2006).

Chris Argyris genre of management emphasized the worker as a whole person, stressing that their personal and social needs should also be met; thus bringing job enrichment to the fore. Managers use monitoring and evaluation to help workers achieve their tasks (Coulshed and Mullender with Jones and Thompson, 2006).

Chester Barnard emphasised cooperation as the means to achieve group and individual success (Hodge and Anthony, 1991). Douglas McGregor initiated Theory X and Theory Y set of assumptions. For McGregor, Theory X distinguishes the working condition in which leaders and managers act in authoritative, controlling and autocratic ways. The assumption was that workers dislike work and will only do work sufficient to avoid punishment. Theory Y proposed a differing view. Work is a natural aspect of a person's life. People are basically responsible beings who, if afforded stimulating work environments, are motivated to utilize their creativity to achieve their fullest potential.

Theory Z has been proposed recently, suggesting a middle ground between Theories X and Y (Skidmore, 1995).
Abraham Maslow's hierarchy of needs, amongst behaviourists, was also notable. Maslow proposed the five levels of needs for humans, namely physiological, safety, social, self esteem and finally self actualization. Human behaviour was determined by the level of need at a particular time (Hodge and Anthony, 1991). Herzberg's two factor theory of motivation followed, asserting that the fundamental role of management was to ensure that a sense of accomplishment and motivation by affording promotion, professional growth and recognition to staff.

Rensis Likert divided organizations into four major types; after examining how they dealt with organizational variables like leadership, motivation, communication, decision making, goal setting and control. Leaders from exploitative authoritative organizations make all decisions, communicate down to their staff and distrust workers. Benevolent authoritative organizations hold power at the top echelons with increased degrees of communication, but in a condescending manner. Employees are able to give more input and share communication in consultative organizations but decisions are made by the leaders. Naturally, the participative type of organization which places complete confidence in workers through a decentralised decision making processes and extensive interaction and responsibility by all received superior status (Lewis, Packard and Lewis, 2007).

The relevance of this school of thought for the research project has some merits in that it demonstrates the ‘humane aspects’ of work, the impact of social factors on work behaviour and the importance of intrinsic and extrinsic motivations for employee productivity. This approach is consistent with a helping profession like social work. However, critique of the behaviourist school still views emphasis on worker productivity serving the needs of organizations as concerning (Coulshed and Mullender with Jones and Thompson, 2006).

2.3.3 The Systems School (1960 - present)

This school thought it was imperative to tie the many approaches proposed above into a unified whole. It viewed the organization as a system, and studied the various parts of the organization, their fit as well as their interactions with the environment both internally and externally (Hodge and Anthony, 1991). A system is defined as "a whole or unit, composed of people and their interactions, including their relationships" (Compton and Galaway, 1994, p.124). Slavin (1978) and Crainer (2000) state that systems theory as related to organizations embraces the following concepts:

1. Organizations are open systems which constantly interact with people, materials, information and energy and transform these into products and/ or services which are exported to the environment.
2. The organization as a system has multiple functions and interactions both internally and externally with the environment.
3. Organizations consist of many subsystems which constantly interact with each other.
4. Subsystems are mutually dependent so any change in any subsystem affects all.
5. The environment is in itself a system which has many subsystems which affect the organization in various ways.
6. The multiple links between an organization and the environment make it difficult to clearly demarcate boundaries for an organization.

Organisations are therefore constantly searching for equilibrium within the broader systems and processes. All these factors influence and affect organizational performance. It is necessary to understand all dynamics, functioning, processes and behaviours since they determine resistance to pressures and effective operations (Slavin, 1978).
Viewing organizations as a system is best portrayed by Luthans (1998) when he claims that systems consist of three elements; namely: inputs, processes and outputs. Inputs are all the energy, information and resources being fed into the system. Processes (also called throughput by Coulshed and Mullender with Jones and Thompson, 2006) refer to all the activities and functions that are performed to produce services and products. In other words, it specifies how the energy and resources put inside the system is used. Finally, outputs are outcome produced from all the functions and actions.

A process named the feedback loop is added by Coulshed and Mullender with Jones and Thompson (2006). Organizations constantly strive to improve their services and products. Therefore, any reviews, evaluations and changes that affect inputs and processes may result in outputs looping back on its self and forming new future plans. Figure 1 below presents a simplistic view of this theory.

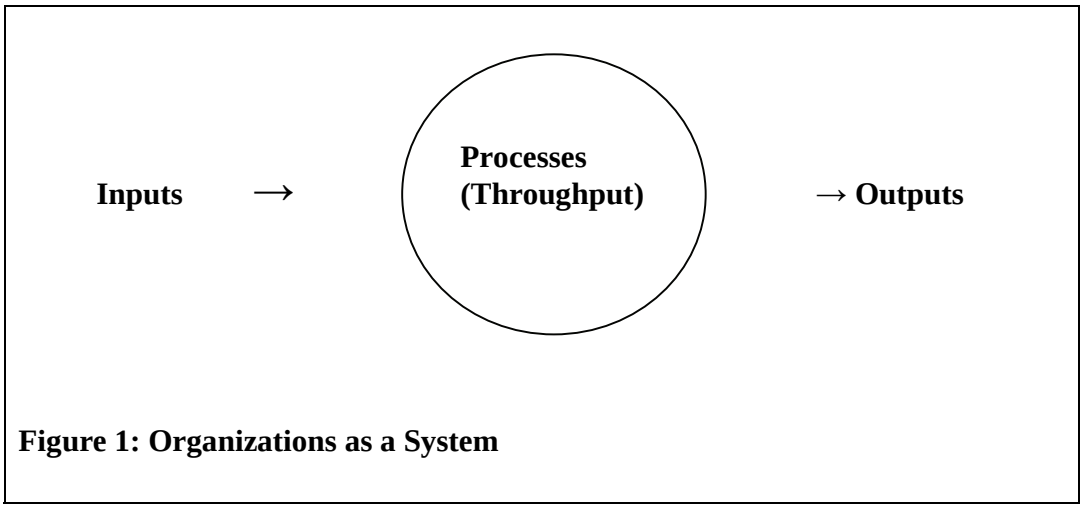


Figure 1: Organizations as a System

(Adapted from Coulshed and Mullender with Jones and Thompson, 2006, p. 46).

The systems model is criticised for not taking emotions and the interplay of power dynamics within the organization into account (Coulshed and Mullender with Jones and Thompson, 2006). However, a major strength of this discipline is that encourages managers to view themselves and the organization as a network that could be impacted by external forces (Lewis, Packard and Lewis, 2007). As highlighted in this research, the challenges of managing change remain a crucial task for sustaining organizations.

2.3.4 The Contingency School (1965 - present)

This school supports the view of an organization as an open system. In its analysis of organizations, 'interaction' and 'fit' with the environment is crucial. The task of management and leadership is one of flexible, adaptable decision making. Key concepts of this school are differentiation which refers to splitting up of work into units called tasks and integration which implies the coordination of these tasks (Hodge and Anthony, 1991). This school of thought further proposed that management must build dynamic

relationships between the integrated parts of the organization, if it wishes to achieve a balanced, dynamic organization.
The above theories suggest that organizational development and survival is attained when managers appreciate the functions of organizations, take quality decisions, understand individual as well as group behaviours and motivate staff to improve on performance.

2.4 MANAGEMENT

2.4.1 Defining Management

The practice of management can be traced back 4500 years ago when the pyramids were built in Egypt. According to Torrington and Weightman (1985), this arduous task must have used social organisation to achieve such excellent results. But it was only during the late 15th century that a Florentine civil servant named Niccolo Machiavelli presented his classic *II Principe*, a written analysis of 'the prince' or leader or manager, highlighting how this person fulfils his obligations, through the application of leadership, toughness, mass consent and cohesive organization (Torrington and Weightman, 1985).

The practice of management was initially confined to church, state and army institutions. But during the Industrial Revolution, large industries were built and concepts like the flow of work, wages and records began to surface (Torrington and Weightman, 1985). Mary Parker Follett defines management as "the art of getting things done through people" (Torrington and Weightman, 1985, p.5). These authors also report that the word management is derived from the Italian word *"maneggiare"* which meant 'to control or train'.

Drucker (1982) emphasises management as an organ of business and an organ can only be described and defined through its functions. Since managers cover a wide variety of jobs which are at times specialist, it is best defined by function or level. 'Function' indicates the activities managers specialise in and 'level', the position at which the manager operates. Managers cover a wide variety of jobs which are evidenced at four levels, namely: top, senior, middle and supervisory (Torrington and Weightman, 1985).

A manager is a person who exercises daily management functions of planning, organising, leading and controlling. The manager holds a formal position of authority in the organizational hierarchy and uses power, influence and decision making to ensure the execution of tasks (Gerber, Nel and Van Dyk, 1997). Planning refers to the choice of objectives and actions that will ultimately achieve desired goals. Organizing entails the integrated and coordinated management of resources, including human efforts, that ensures maximum efficiency. The application of the controlling function by management keeps the resources geared towards the common goals. Thus the establishment of performance standards is crucial. If standards are low, managers must devise corrective measures. The leadership role of the manager refers to guiding, directing and motivating personnel to achieve objectives (Stoner and Freeman, 1989).

Drucker (1982) identifies economic performance, organising, setting objectives, job measurement and developing people as the most important management functions. Achieving economic performance should always be foremost in the managers' mind since it informs the production of goods and services. Analysing objectives into manageable activities and jobs and making teams out of people communicates an organising ability. It is also necessary to constantly appraise and interpret results, but Drucker (1982) cautions regarding the misuse of power. The greatest asset and resource the manager has is people. The process of management includes communicating and coordinating actions in pursuit of organizational objectives. This is accomplished through a vast network of forging relationships with stakeholders, technologies, and other resources internal and external to the organization (Clegg, Kornberger, Pitsis, 2008).

2.4.2 Roles of a Manager

A manager's roles, according to Armstrong (2008, p.7) is primarily "to get things done by planning, maintaining momentum and makings things happen, finding out what is going on, reacting to new situations and problems and responding to demands and requests". Mintzberg in Coulshed and Mullender with Jones and Thompson (2006) describes the following roles for the work of managers.

- Interpersonal roles include figurehead, leader and liaison person with external world;
- Manager collects and disseminates information through the roles of monitor, disseminator and spokesperson;
- Decision making roles are called entrepreneur, disturbance handler (which encompasses managing change and conflicts), resource allocator and negotiator.

A combination of all these roles into an integrated whole will enhance the self worth of a manager and promote a sense of pride in being a valuable contributor to the organization.

2.4.3 The Skills of a Manager

Managers need several skills and tools to perform work and get others to do theirs. Communication skills, like listening, verbal and written language skills, oral and written presentation skills, time management skills and perceptive skills all help managers present themselves as confident and professional superiors (Drucker, 1982). Karsten and Illa (2005) actually encourage managers to become good conversationalists and story tellers as it enhances responsiveness and interactions between managers and employees.

Albrecht (1983) believes that management effectiveness is only achieved when managers possess self esteem and self worth, practical intelligence, that is, a logical mind, a fair degree of mental flexibility and the willingness to learn. A high degree of social skill which involves the ability to deal with peers and subordinates in a positive, constructive manner and management know how is also crucial. The latter designates an ability to grasp the principles of management and view its role as comprehensive and dynamic (Albrecht, 1983).

Interpersonal relations, communication, processing information and being skilled in decision making is listed as vital skills for managers (Armstrong, 2008). Needless to mention, managers also need formal qualification, education, development and training. Workshops on management subjects like strategic planning, leadership, performance management, amongst other, will build the capacity and skills of managers (Lewis,

Packard and Lewis, 2007). Application of these skills through the numerous styles of management will determine whether people are directed or misdirected, stifled or managed to reach their fullest potential, corrupted or strengthened with integrity and/or trained or deformed (Drucker, 1982).

2.5 MANAGEMENT IN SOUTH AFRICA

Management in South Africa cannot be divorced from the country's apartheid history. Before 1994, the Nationalist Government utilised education as an apartheid tool which resulted in a skewed picture of management and leadership. Through policies and legislation like job reservation and 'Bantu Education' blacks were prevented from holding skilled jobs in the country which resulted in over dependence on whites to fill management positions. This history gave birth to black employees being viewed as lacking entrepreneurial skills, ambition, initiative and reliability to succeed (Gerber, Nel and Van Dyk, 1987).

In 1994, when the first South African democratic government came into power, many organisations in South Africa were faced with low productivity and poor worker commitment. Since South Africa has such a unique historical background, it needed to embrace theories that will assist managers faced with South African realities and challenges. Lessem (2000) argues further that African values have been ignored in management practices and actually proposes the study of management from "four worlds," namely: western, northern, eastern and southern.

2.5.1 The Western World of Management also known as Western Empiricism, stresses that all knowledge is gained through experience. The individual manager therefore learns by observing and doing. South Africa initially followed this philosophy and thinking but it soon lost favour with the birth of other philosophies (Koopman, 1991).

2.5.2 The Northern World of Management, also named Northern Rationalism, has its roots in France and some parts of Europe. It emphasises management as functional activities based on planning, organizing, commanding and controlling (Lessem, 2000).
2.5.3 The Eastern World of Management emerged from Germany and Japan. It challenged Western Empiricism which emphasised individual achievement, preferring teamwork and quality circle integration (Lessem, 2000).

2.5.4 The Southern World of Management is based on African values which are basically summed up by Lessem (2000) as Southern Humanism or African Management. It is rooted in traditional African heritage which encourages communal networking. This manager presents a sharing, cooperative, non-racist style that regards peer input as integral in any decision making processes. The collective needs of the work community promote the spirit of the organization in this world, which is succinctly named 'ubuntu'.

Tsela (1995, p.14) describes ubuntu "as a value of compassion, care, acceptance and respect, respect for the rights of others and tolerance of differences, human dignity and co-creation, and morality as a basis of human existence and actions." The White Paper for Social Welfare based developmental social welfare policies and programmes on the principle of ubuntu, amongst other. "The principle of caring for each other's well-being is promoted, and a spirit of mutual support fostered. Each individual's humanity is ideally expressed through his or her relationship with others and theirs in turn through recognition of the individual's humanity. Ubuntu means that people are people through other people (The White Paper for Social Welfare, August 1997, p.10).

“The introduction of ubuntu as a management concept will not replace the transfer of knowledge, like management concepts from the Western world but can support the development of a hybrid management system operating in Africa” (Karsten and Illa, 2005, p. 5). African Management needs to be natural rather than artificial and individualistic as European and American management (Adedi, 1990 in Lessem 2000). Table 1 below presents Adedi's sentiments.

TABLE 1: NATURAL AND ARTIFICIAL MANAGEMENT	
NATURAL MANAGEMENT:	**ARTIFICIAL MANAGEMENT:**
Views humility as a strength and will not use control as a power tool.	Is hung up on control and positional status and does not want to relinquish it.
Feelings are primary since they energise and harmonise thoughts.	Thinking is of primary importance and should not be clouded by feelings.
Vision guides the processes and promotes freedom, creativity and productivity.	Centres all processes on a strategic plan.
Looks beyond the visible for answers that may lie in the invisible.	All management functions are clearly defined and analysed.
This manager must manage the whole system and Ac whole person, placing emphasis on community.	Processes and resources can be placed in respective boxes and should be managed as parts.
The world consists of the seen and the unseen, the tangible and intangible elements.	The world is a present reality that is tangible.
Not only are technical and commercial abilities vital, but also life skills. This manager believes exceptional performance follows holistic wellbeing.	It is through academic and business abilities that outstanding performance is achieved. Ongoing training will improve performance.
All people in the organization produce energy that moves the organization to its desired vision.	Structure, form and organizational content create the organization.
Cooperation is a key element. Competition is only with the self; the result being self development.	Competition and survival of the fittest is foremost.
Time cannot be controlled only timing of interventions.	Imposes time schedules on self and others as manager attempts to control time.

(Adapted from Adedi (1990) in Lessem (2000).

2.6 LEADERSHIP

2.6.1 Defining Leadership

"Leadership is the lifting of man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond it's normal limitations" (Drucker, 1982, p.195). Leadership, Drucker comments, is the spirit of the organization. Amos and Ristow (1999, p.132) define leadership as "the process of influencing people to achieve goals willingly." Schilbach, (1983, p.18 cited in Gerber, Nel and Van Dyk 1997, p.343) define leadership as "an interpersonal process through which the leader directs activities of individuals or groups towards the purposeful pursuance of given objectives within a particular situation, by means of communication." Northhouse (2001, p. 4) defines leadership as "a process by which an individual influences a group of individuals to achieve common goals".

Lorange, Bain and Gerrity (1997) propose that leadership and its research became a critical topic during World War II when US military were selecting officers. During the 1950s different aspects of leadership were identified from studies ranging from boy scout camps, universities and industries. It was from these studies that two functions of leaders emerged, namely: tasks and relationships. Amos and Ristow (1999) agree with these findings and further explain that a leader will fulfil a task function by initiating, seeking and giving opinions, clarifying, elaborating, summarising and testing for consensus. Maintenance or relationship functions involve setting standards, offering support and encouragement as well as ensuring the involvement of all members. Lorange, Bain and Gerrity (1997) believe that these functions present the masculine and feminine aspects of leadership. Males are more likely to lean towards tasks functions where elements like decisiveness and prestige are foremost in their leadership styles, whereas females concentrate on the relationship functions of leadership and present harmony and fairness as important aspects of leadership. Clearly balancing the two functions would ultimately benefit the organization and its members.

There are many different definitions of leadership and many more people have explored this concept. It has been regarded as critical because "although there are many factors which affect an organization's success, one of the keys to success in business is effective leadership" (Amos and Ristow, 1999, p.131). Drucker, one of the classical writers on management, explains that management creates the conditions in which leadership qualities become effective. These conditions include strict principles of conduct and responsibility, high standards of performance and respect for people and work. Management therefore lays the foundation for the right kind of leadership (Drucker, 1982).

There are three ways in which people can lead according to Amos and Ristow, (1999) namely:

1. Autocratic Leadership which basically allows the leader to make all decisions;
2. Democratic Leadership whereby the leader allows everyone a say in decisions taken; and

3. Laissez- faire Leadership in which the leader avoids decision making or does so extremely slowly (Amos and Ristow, 1999).

2.6.2 Functions of a Leader

During the 21st century, the work of Peter Senge positions leadership in an ever changing, challenging environment. He describes a learning organization which embraces a vision that continually creates and enhances its learning capabilities to shape the future. This is achieved when a leader fulfils the roles of teacher, designer and steward whilst focusing on the five disciplines of building a shared vision, personal mastery, the surfacing, testing and building of mental models, team learning and systems thinking.

A leader as teacher is a mentor and coach, beckoning subordinates to solve problems and make decisions on their own. This is achieved through communication and dialogue that will ultimately lead to creative thinking. Dual learning between leader and subordinate is central as emphasis is placed on establishing mutual support and synergy towards the future vision.

A leader as designer asserts that the leader must design the purpose of the organization, its values, policies, procedures and structure to meet the organizational goals. This designer role includes the creation of learning processes that assist subordinates meet daily work challenges and leads to informed decision making and dynamic development.

A leader as steward acts as 'custodian' of the vision (Senge, 1990).
Senge (1990) further proposes five disciplines for leadership, namely

1. Building a Shared Vision for the leader and everyone in the organization. It is the leader's task to communicate the vision to all in the organization.

2. Personal Mastery is as much about personal learning as it is about organizational learning. "It is the discipline of continually clarifying and deepening personal vision, of focusing one's energies on what is truly important, of developing

patience, and of continually learning how to see reality more clearly and objectively" (Senge cited in Baker, 1991, p. 280).

3. Mental Models refers to the ability to create one's own reality of the world. It could be a generalisation, an assumption, picture or image that influences how we understand the world and how we take action. It is this aspect within the leader and the team that must be 'changed', if any change and /or progress is to be achieved since mental models control what people perceive can or cannot be done.

4. Team Learning takes precedence over individual dominance. It involves the process of aligning the talking and thinking capacities of a team towards the desired outcomes.

5. Systems' thinking is the skill of understanding interrelationships and their implications in an organization. The organization is a system that cannot be divided into separate parts. Even if one part can perform on its own; this part is connected and dependent on all other parts. The whole is always greater than the parts. Understanding that the organization has different functional activities, which are interrelated as well as an external environment which in itself is another system, is crucial to organizational success.

In order to integrate the practice of leadership into organizations, it is necessary to understand the multifaceted paradigms of leadership. The following theories derived from literature distinguish one from the other.

2.7 THEORIES OF LEADERSHIP

Dym and Hutson (2005) describe several theories of leadership.

2.7.1 Trait Theories

For many years during the early and mid 1900s leadership theory was based on trait theories or on 'great man theories' that studied individuals who have demonstrated effective leadership like Jesus Christ, Churchill and others, and tried to develop key

personality traits that defined exceptional leadership (Lorange, Bain and Gerrity, 1997). Since these findings were not conclusive in distinguishing leaders from non leaders or effective leaders from ineffective leaders, it lost popularity (Stoner and Freeman, 1989).

2.7.2 Behavioural Theories

These theories which were initiated during the 1940s and 1960s in Ohio, America, identified two dimensions of leadership behaviour that required studying, namely; that of goal setting and direction giving, and interpersonal behaviour as evidenced in offering support. A successful leader would score high on both dimensions.

Two leadership styles were identified. The leader was either task oriented and authoritarian in style or employee centred thus democratic and participative in style. But it was also noted that the effectiveness of leadership style depended on the situation in which it was used.

The Management Grid of Blake and Mouton is another framework which arose at this time. The Grid viewed managers as having two central concerns, namely production and people. With regard to production, people are assigned tasks which must achieve the desired results. This is achieved when a manager meets the needs of people and builds their morale and constantly strives to get them to reach their fullest potential. The question that still needed to be addressed was what particular variable lead to one style being more effective than the other. Several variables were presented as possibly instrumental in promoting effectiveness. Amongst others, these included, "leader personality and past experiences, the expectations and behaviours of superiors, the characteristics, expectations and the behaviour of subordinates; task requirements; organizational culture and policies; and the expectations and behaviours of peers (Stoner and Freeman, 1989).

2.7.3 Contingency Theories

Subsequently, emphasis shifted to situational theories of leadership which suggested that effective leadership emerged in response to situational demands. Contingency Theories

were interested in the interaction between the person and the situation. An example was Fiedler's Contingency Model which identified situational factors like the degree of task structure, the quality of leader - follower relations and leader positional power as vital proponents of effective leadership. Fiedler stated that the leader's style should be matched with the level of control and influence the situation afforded the leader (Gerber, Nel and Van Dyk, 1997).

2.7.4 Transformation Theories

As a result of constant change and fast rate of globalisation, leaders sought to adopt a more holistic style of operation (Kotter cited in Amos and Ristow, 1999), the most popular being transformational leadership. This type of leadership is also known as charismatic, visionary, transformative or inspirational leadership (Baker, 1991). All previous theories emphasised transactional exchange between leaders and their followers, stipulating what needs to be done by helping followers become confident to achieve organizational goals. Transforming leaders rather motivate followers to do more than is expected by placing the good of the team, organization or society above the self. There are four central principles to Transformational Leadership; also known as the four Is; that is idealized influence, intellectual stimulation, individual consideration and inspirational motivation.

Idealized influence is the charisma or leader's ability to generate enthusiasm and draw people together around a vision through self confidence and emotional appeal (Bass & Avolio, 1997 cited in Gellis, 2001). It includes being a role model in a way that incites admiration in followers, such as taking responsibility for actions, being passionate about organization goals and being personally involved (Packard, 2000). A leader demonstrates intellectual stimulation through creative and innovative problem solving with team members.

Individual consideration is the ability to treat team members with respect and concern. It includes mentoring and coaching. Team leaders talk to team members about their goals, create new opportunities that match member's goals and monitor progress. It is also the

ability to know the type of leadership which will be most effective with team members (Packard, 2003).

Inspirational Motivation moves team members to action by building their self confidence and generating belief in a cause. By asking questions, transformational leaders promote motivation and encouragement (Packard, 2003).

“The study of transformational leadership has been limited in social work literature” (Gellis, 2001 in Fisher, 2005, p. 41) and neither has “leadership, in general, not been studied and published enough in the social work literature” (Rank & Hutchison, 2000 cited in Fisher, 2005, p. 41). Despite this lack of empirical evidence, the tenets of transformational leadership are conceptually congruent with many social work principles. Packard (2003) points out those transformational leadership principles are compatible with social work’s principles of valuing individuals and empowerment. Social work’s emphasis on understanding systems is evident in transformational leadership. This leadership recognizes organizations as systems and understands that leaders cannot be studied or considered alone. Team members and followers must be part of the process of studying and understanding leadership styles (Arches, 1997 in Fisher, 2005).

Particularly striking in transformational leadership theory as well is the concept of vision. Vision refers to a goal that needs to be achieved in the future. The leader is instrumental in aligning the energies of subordinates towards this common goal. "Vision is everything for a leader. It is utterly indispensable since vision leads the leader. It paints the target. It sparks and fuels the fire within and draws the leader forward. It is also the fire lighter for others who follow that leader" (Maxwell, 2002, p.53).

Avery (2007) adds another paradigm to leadership, namely visionary leadership; in that these leaders inspire followers to greater achievements by appealing to their needs and motivations.

Organic leadership results from the relationships between persons in organizations. A key facet of this organization is extensive communication in order to understand the ever changing environment. All members of the organizations are important, no longer the leader leading to what is termed 'leaderful and leaderless organizations' (Avery, 2007, p.34).

As in management, no one approach offers the perfect leadership answer. Rather "convergence between the kind of leadership used and the often unverbalised beliefs of the organization's diverse members" is required (Avery, 2007, p.153).

2.8 DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP

There are many differences between management and leadership. Bellman (1992, p.14) presents the following differences.

TABLE 2: DIFFERENCE BETWEEN MANAGEMENT AND LEADERSHIP

Managing is...	***Leading is...***
• working within boundaries; • controlling resources; • planning to reach goals; • contracting how and when work will be done; • emphasising reason and logic supported by intuition; • deciding present actions based on past and present; • waiting for all relevant data before deciding; • measuring performance against plans.	• expanding boundaries; • influencing others; • creating a vision for the possible future; • committing to get the work done no matter what; • emphasising intuition and feeling supported by reason; • deciding present actions based on the envisioned future; • pursuing enough data to decide now; • assessing accomplishments against vision.

Roberts-DeGennaro & Packard (2002) cited in Lewis, Packard and Lewis (2007, p. 293) illustrate the differences by contrasting the management and leadership as follows:

MANAGEMENT	**LEADERSHIP**
• program design	* visioning
• financial management	* change management
• information systems	* strategy development
• human resource management	* organization design
• program evaluation	* culture management
• project management	* community collaboration

Irrespective of these differences, both sets of skills are essential given the turbulent environment and the complexity of challenges facing organizations of the twenty-first century. Neither management nor leadership thinking is more superior. The combination of both will translate into excellence (Lewis, Packard and Lewis, 2007).

2.9 CONCLUSION

This literature reviewed showed the development of various schools of thought of management and leadership. The following chapter positions social work in the complexity of the South African environment and expounds on resiliency of social work managers and leaders within an ever changing milieu.

CHAPTER 3

SOCIAL WORK WITHIN ORGANIZATIONS

3.1 INTRODUCTION

In order to achieve the highest standards of service, it is necessary to understand the practice of management and leadership in social work. Coupled with this understanding, it becomes pertinent to position social work within the non-governmental organizations of South Africa. This chapter offers a review of literature on social work within a South African transformational context post 1994. It shares the essential principles of change management and concludes with a brief summation of resilience; as an effective coping strategy for social work managers and leaders.

3.2 SOCIAL WORK IN SOUTH AFRICA

Social work was initially practiced by churches during the medieval times. After the Reformation, charitable institutions sought lay persons to care for communities. During the 1500s 'almshouses and houses of correction' were built and financed in Germany, France, the Netherlands and America (Potgieter, 1998, p. 19). During the twentieth century, social work was defined as a profession in terms of a 'body of theory' and its methods of practice. Social work spread from individuals to families, groups, communities and organizations. Through organizations, social work sought to address the needs of the people and promote social justice and social change (Earle, 2008).

In South Africa, the discovery of diamonds in the then Orange Free State and gold on the Witwatersrand during the late 19th century resulted in widespread socio-economic problems. During the early 20th century, charitable organizations constituted by white women began to develop. However, these focused solely on the needs of the white population (Noyoo, 2000). In 1948, the white electorate accepted the apartheid laws and policies as instituted by the Nationalist Government. This system of separate

development and racial discrimination led to the creation of 18 social service government departments. Most of these departments were urban based, rendered therapeutic services, were expensive to maintain and a huge task to coordinate (McKendrick cited in Potgieter, 1998, p. 22).

After the elections of the first democratic government in South Africa in 1994, apartheid legislation, structures and policies were reviewed. One national welfare ministry named The Department of Welfare (now renamed The Department of Social Development) with nine provincial departments was formed in July 1994. Faced with "inequitable service provision, fragmentation of services and services which failed to meet the needs of all people", transformation and change had to take place (Department of Social Development, 2003, p. 1). Transformation refers to a much more "profound and fundamental change of form which requires the breaking of the old in order to adopt a new form in response to a radical change in function" (Taylor 1998, p. 2). South Africa's welfare system was transformed into a social development framework.

3.3 NON-PROFIT ORGANIZATIONS

Non-profit organizations are classified as Voluntary Associations, Trusts or Non-Profit Companies, in terms of The Companies Act of 1973. Under the South African Company Law, non-profit organizations are guided by policy that is structured under a Constitution. The Constitution reflects the role of the organization, the vision and mission, objectives to be achieved as well as categories of membership. The control of the non-profit organization is by members elected annually which is conducted by voting procedures at Annual General Meetings. This includes managing all resources of the organization in an efficient manner. Most non-profit organizations receive revenue from government; therefore strict adherence to corporate governance applies. The Non - Profit Organizations Act No 71 of 1997 outlines several objectives to encourage and support non-profit organizations in meeting the needs of communities in South Africa. Amongst other, maintaining the principles of "adequate standards of governance, transparency and accountability" has been promulgated in the Act (Rippon, 2002, p. 209).

When the African National Congress (ANC) led government came into power in 1994, there were two non government welfare sectors in South Africa; the formal voluntary or private welfare sector and the informal welfare sector. These two sectors merged to form the non-government welfare division or NGO sector (Gray and Lombard, 2008).

The NGO sector inherited two entities that had different histories. The formal voluntary welfare sector received large subsidies for social work salaries from the apartheid government. In return, these social workers would deliver casework and statutory services to the population (The White Paper for Social Welfare, 1997). This welfare body was represented by the National Coalition of Social Services (NACOSS), in government forums as it advocated for changes at legislative and policy levels. The informal welfare sector consisted of mainly black, community based organizations which were funded by foreign donors. These organizations formed the South African National Non Governmental Organizations' Coalition (SANGOCO) in order to coordinate the sector's input into policies; thus ensuring that the needs of civil society are met (Gray and Lombard, 2008).

Therefore, NGOs refer to "all non governmental, non-profit organizations which are concerned with the betterment of society or the individual. NGOs are private, self governing, voluntary organizations that operate in the public interest, for the promotion of social welfare and development, religion, charity, education and research" (The White Paper of Social Welfare, August 1997, p. 82). NGOs represent community groups with a cause and are often regarded as 'the voice of the people'. In South Africa, a specific focus is given to these organizations since the services they provide benefit society (Rippon, 2002).

According to Taylor (1998) the change of policy resulted in three core challenges facing NGOs:

a. **NGO – Government Relationship**

   During apartheid years, NGOs viewed government as 'the enemy'. They protested their apartheid policies and aspired to oust the regime. The new framework

challenged government and NGOs to establish a partnership based on collaboration, respect and equity.

The profession of Social Work responded by making a submission to the Truth and Reconciliation Commission on the 20th of February 1998 wherein it apologised for providing social service practices that did not support the rights, dignity and social justice values of all races (Lombard, 2000 and Patel, 2005).

As government adopted new economic strategies like Reconstruction and Development Programme (RDP), most international donors pursued bilateral relations with government discontinuing their funding support to NGOs. The "loss of staff to government and industry, continued bureaucratic and cumbersome restrictions on their activities, and the shortfalls of organizational and management capacity" marginalized the NGO sector from government (Kraak, 1995, p. 18).

b. **Financial Resources**

From 1994 to 1999, it is estimated that South Africa received R18 billion from international donors. Of this, 50% was channeled to government, 25% to parastatals, 15% to NGOs and 10% to other institutions (Govender, 2001).

The impact of funding to NGOs is demonstrated in Table 3 below, as adapted from Harley and Rule, 2009, p. 3.

TABLE 3: FUNDING SHIFTS IN NGOs IN SA			
Period	**SA political economy**	**"Civil Society" in SA**	**Funding shifts in SA**
Pre-1990	Anti-apartheid movement/Mass Democratic Movement (MDM). Gross inequalities, largely based on race/class.	Many welfare organisations attempting to deliver to those not serviced by apartheid state. Many civil society organisations (CSOs) are part of the MDM.	Foreign funding used for apartheid purposes. Generally agreed large amounts of money transferred to CSOs; very few controls.
1990s	Political negotiations post-release of Mandela and unbanning of political organisations. ANC launches its Reconstruction and Development Programme (RDP) as an 'election manifesto' as democratic elections held in 1994. Government of National Unity formed. In 1996, RDP Office closed. Growth, Employment and Redistribution strategy (GEAR) becomes government economic policy. New constitution, in terms of which local government ultimately carries the burden of delivering services. First local government elections take place. 1999 marks second democratic election. Throughout this period, although some roll-out of services, this is accompanied by cost-recovery - disconnections and/or installation of prepaid meters. Privatization of major utilities. Growing unemployment through lack of job creation and job shedding as a result of trade liberalization.	Identity of CSOs questioned. Growing use of the term "NGO" for funded organisations. Growing criticism of NGOs (not civil society) as inefficient and unnecessary. Stress on NGOs in development. Exodus of many staff to state. NGOs help government implement the RDP. With this comes drive to organise and formalise - RDP Office helps establish SANGOCO. Increasing legislation of the sector through NPO Act. In 1997 Mandela attacks NGOs and foreign donors for having their own agenda. SANGOCO hold Poverty Hearings. First major new social movements emerge.	In 1990 National Party government sets up IDT to fund delivery of development to areas neglected through apartheid. Foreign funding of CSOs continues until 1994 - then drops dramatically. Funding now directed to government. Funding crisis - many NGOs close down. New government urged to intervene. With emphasis on role of NGOs as delivering RDP, foreign funders urge/require NGOs to be in partnership with government. Minister responsible for RDP, Jay Naidoo, proposes centralised funding conduit (NDA). SANGOCO participates in setting this up - TNDT established October 1995. Foreign funding to government for policy creation increases, peaking in 1997. In 1999 foreign aid to NGOs again drops.
2000s	Local government elections were held in 2000. Mbeki assist to draft NEPAD. HIV/Aids, poverty and unemployed increase. Viability and advisability of welfare system. Also ongoing questioning of role of NGOs (especially by Mbeki), and the extent to which they are furthering the national project, or undermining it.	SANGOCO joins forces with COSATU and SANCO. Government not invited to attend national summit in 2000. In 2001 NGOs urged to partner with government to deliver services, as part of nation building. Increasing poverty drives move for basic income grant (BIG).	National Lottery set up in 2000. Foreign funding continues, together with NDA and Lottery, but within a set framework.

c. Supply and Demand

As social services were expanded to all race groups in South Africa, the demand for services increased dramatically. This resulted in organizations reviewing their core purposes. Some organizations ceased to exist whilst other downsized; others forged closer ties with the state, as a means of survival by adopting advocacy and lobbying roles (Taylor, 1998).

The impact of these changes reverberated throughout organizations; including non governmental organizations. Earle (2008) in Vermeulen (2008, p.35) affirm that the effect of the reduction of funding from government and donors lead to high work load, increased work stress and anxiety, burnout and compassion fatigue in the NGO field.

Taylor (1998, p.7) suggested that NGOs needed to develop independence by building the capacity of communities so that "they are able to interface with institutions of power from a position of strength". Authors like Lombard and Du Preez (2004) Lombard and Van Rensburg (2001) and Noyoo (2000) suggest the formation of an equal partnership between government and NGOs as the only panacea to an effective relationship. This partnership needed clearly defined roles for each partner and had to be based on mutual respect, integrity, commitment, trust and accountability (Earle, 2008). "The relationship between the government and social work practice must be one of sound partnership and not one of master and servant, as in the old days of apartheid" (Noyoo, 2000, p. 462).

3.4 MANAGEMENT AND LEADERSHIP OF SOCIAL WORK IN NGOS

The above paragraphs illustrate how the political, social and economic landscape of South Africa changed and shaped social work, which lead to the ripple effect and immense pressures being placed on social work organizations. Social work managers and leaders employed in non-governmental organizations were required to drive the transformation, manage the myriad social problems of all race groups and liaise with major stakeholders like government whilst effectively managing staff performance. It

became evident that NGOs needed to transform on three levels, namely service level, personnel level and management level (Earle, 2008, p. 26).

Social work delivers services through these human service organizations. Human service organizations need to develop organizational structure in order to function effectively. This organization and 'social unit' is established to achieve social wellbeing. Before a definition of the human service organization is presented, it is necessary to explore the concept of 'service'. Peter and Donnelly (2000, p. 197) postulate that service "is a process". Services are intangible but are experienced. They are delivered by human beings which results in variations occurring during their delivery. Services are perishable. Once delivered, they are gone and cannot be stockpiled.

Human service organizations are "the vast array of formal organizations that have as their stated purpose enhancement of social, emotional, physical and/or intellectual wellbeing of some component of the population" (Brager and Holloway cited in Netting, Kettner and McMurtry, 1993, p. 49). Lewis, Packard and Lewis (2007) support the latter definition by stating that a human service organization is an organization comprised of a group of human service professionals that work together to achieve the common goals, always focusing on improving the lives of people they serve. Thus, managers and leaders in social work enhance human development through the efficient management of programs at these agencies and organizations (Lewis, Packard and Lewis, 2007).

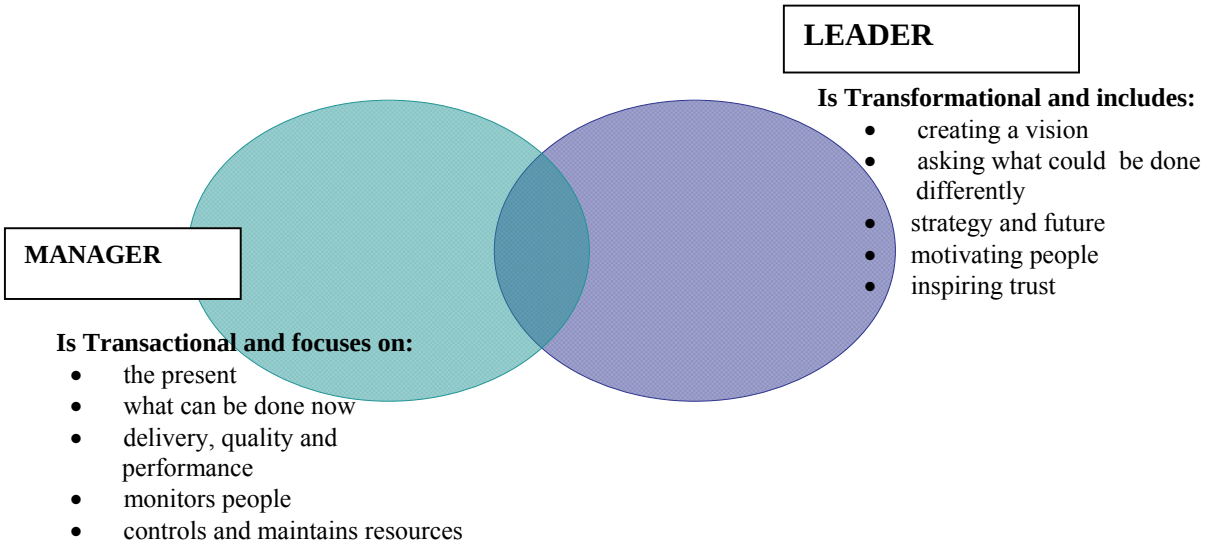
Even though social work has been practiced through various forms of organization since its inception and leadership emerged as 'one of the big ideas of human enterprise over the past 20 years', social work has actually 'recoiled from the idea of leadership; harboring an historical view that leadership (and management) is somehow contradictory to social work practice and its underlying philosophy' (McDonald and Chenoweth, 2009, p. 3). But it soon became evident that 'management knowledge and practices are essential ingredients in social work' (White and Harris, 2007 in Lymbery and Postle, 2007, p. 241).

Management in social work first developed in the in the 19th century as Administration. Administration is based on the principles of acceptance, democratic involvement and open communication (Skidmore, 1995). As relations developed and policies were implemented, status and division of labour defined different levels of management. In an organization that renders social work services, "supervisors occupying administrative-managerial positions at middle level of the organizational structure" were employed (McKendrick, 1987, p. 209).

In social work, the overall objective of the supervisor is to provide effective and efficient social work services. Short term objectives include administrative, educational and supportive objectives. Administratively, the supervisor provides the supervisee (worker) with the work context conducive to job effectiveness. Educationally, the supervisor expands and refines the supervisee's knowledge and skills in order to work more effectively. By assisting the supervisee manage work stress, the supervisor provides support, hones in on self awareness and encourages self introspection (McKendrick, 1987).

Social Work Administration and Management in South Africa also draws on universal theories and applies it to local contexts. The terms of 'Administration', ‘Leadership’ and 'Management' are often used interchangeably, depending on the specific task to be completed (Coulshed and Mullender with Jones, & Thompson, 2006). McKendrick (1987) defines administration as the basic processes of planning, organising, leading and controlling. For him, effectiveness will depend on approach and context within which Administration and Management is utilized (McKendrick, 1987). Other authors, Skidmore (1995) and Coulshed and Mullender with Jones and Thompson (2006), view it as a process of directing, managing and supervising staff. Depending on the size of the organization, all three functions will either be completed by a single manager or leader or by various managers and one leader. The role of directing is normally carried out by the leader or director of an organization whilst managing and supervising staff is left to the manager.

The differences between managers and leaders are best described in a diagram. Republic (2009) lists the following differences between management and leadership in social work.



Coulshed and Mullender with Jones and Thompson (2006) suggested that levels of hierarchy would best define the concepts of management and leadership. The directing function of a leader involves long term planning and objectives. The management functions is the next level and sustains the organization as an ongoing concern by controlling, conflict resolution, delegation, management of information, effective meetings, and other. Finally, team leaders provide supervision that monitors the effective use of resources and ethical implementation of policies. These authors use the terms of leader, manager and administrator interchangeably; adding to the confusion.

Other authors suggest that the skills of each would best describe their differences (Bennis, 1991, Lewis, Packard and Lewis, 2007).

3.5 SKILLS FOR EFFECTIVE MANAGEMENT AND LEADERSHIP

To be effective, social work managers and leaders had to adapt to the developments in their environments and embrace the practices of leadership and management (McDonald and Chenoweth, 2009). Fligstein (1997) in McDonald and Chenoweth (2009, p. 6) suggest that social work leaders and managers view themselves as 'institutional entrepreneurs' and/or 'strategic leaders' because it would equip them with an understanding about the ambiguities and uncertainties of the welfare system, the action that needs to be taken and the skills needed to change challenges into opportunities. The latter is accurate since strategic leaders

- Constantly seek to attain more than is given;
- Keep their strategic preferences to themselves;
- Have several plans and actions to resolve challenges;
- Act as a means of communication and network as well as
- Never cease to reflect and ruminate on the environment, the profession and practice of leadership and management.

Booz-Allen and Hamilton (2000) highlight the following abilities for leaders, as proposed by Bennis (1991)

1. Management of attention which is the vision.
2. Management of meaning involves communicating the vision into action.
3. Management of trust which is the ability to trust staff even when it is risky to do so.
4. Management of self includes the ability to take risks, commitment and challenge, self knowledge and learning. Leaders have emotional wisdom in that they have a positive sense of self regard. Leaders treat everyone equally and fairly.

Managers are skilled in setting objectives, organizing, motivating and communicating, measuring and developing people (Drucker, 1973 in Booz-Allen and Hamilton, 2000).

Skidmore (1995, p. 151) proposes the following skills and qualities for social work managers and leaders (refer to Table 4 below).

TABLE 4: QUALITIES AND SKILLS FOR SOCIAL WORK LEADERS AND MANAGERS	
QUALITIES/ SKILLS	**REASONS**
Trust	Social work leaders accept, trust and believe in abilities of their staff to accomplish tasks.
Build morale	Social work managers and leaders constantly inspire their personnel.
Support	Through a team approach to tasks, leaders and managers sustain human resource.
Consistency	They practice what they preach and do not give mixed messages.
Care	Facilitate warm, professional relationships with staff.
Persistence	Planning thoroughly, acting on decisions and perseverance is their hallmark skill.
Time Management	Social work leaders and managers strive to achieve excellence by using their time wisely.
Compromise	They are good listeners who recognize that they do not have all the answers. They speak, affirm and are not afraid to ask and apologize!
Soft Touch	They are gentle but firm in approach and establish rapport with individuals.
Creativity	They spend time contemplating new ways to improve services.

Another essential skill that will assist managers and leaders to cope with their work is resilience.

3.5.1 Resilience

"Organizations are about people. They are the gardens in which collective hopes, aspirations and beliefs of the people within are planted, grown and harvested. It is people who breathe life into organizations through their commitment and positive energy. Given the right environment, people will self-organize to create a dynamic, thriving, successful

organization, and will do so in good times and in bad" (Youngblood, 1998, p. 1). One of the qualities that help leaders and managers excel in the work place is resilience.
The concept of resiliency has deep roots in Social Work, though inconsistent. Social work theories and models like Germain and Gitterman's life model, Shulman's interactional model, Middleman and Goldberg's structural model and Pincus and Minahan's systems model provide a holistic explanation to human functioning as well as the fit between person and environment (DuPlessis Van Breda, 2001).

The word resilience is derived from the Latin words *resiliens* and *resilire* meaning "to rebound" (www.continuitycentral.com, 2008). The verb *resile* means that 'if a thing is bent, stretched or compressed, it will spring back or resume its former size and shape" (Kellerman and Associates, 2001, p. 13). Thus a resilient person is a 'psychological activist' with recuperative power. "Resilience is a motive (or need) to be strong in the face of inordinate demands, the goal directed behaviour of coping and rebounding, and of accompanying thoughts and feelings" (Kellerman and Associates, 2001, p. 13).

As confirmed by Hiebert (2006, p.1) "resiliency is a person's ability to bounce back and recover a sense of well-being after encountering an unexpected, and most often unpleasant, event". It 'is the act of rebounding or springing back after being stretched or pressed, or recovering strength, spirit, and good humour" (Webster's New Twentieth Century Dictionary of the English Language in www.socialworkers.org, 2008). "The concept encompasses not merely surviving; but both thriving and having benefitted from the stressor experience" (www.socialworkers.org, 2008, p. 2). Resilience includes a set of behaviours and competencies. Its' main quality is an attitude of optimism and self-efficacy (www.smithfieldperformance.com, 2008).

Kellerman and Associates (2001) propose the following framework for resilience:

a. **Appraisal**

   The first step in this process is assessing the situation and believing the situation, be it a threat, adversity or challenge, can be overcome, changed or resolved.

b. **Resilience Motive**

   This simply implies a need and motive to act.

c. **Resilient Goal Setting**

   It entails setting a clear and specific purpose which will transform the stressful situation into something desirable.

d. **Action**

   Acting on the goal through application of the best chosen strategy and skill is pertinent.

e. **Personal Orientations**

   There is awareness that the resilient person brings a personal belief and understanding of the situation, the resources within one's control and the resources under the control of others. Situations and demands are viewed as challenges which will one to find meaning in human existence in an optimistic manner.

f. **Social Support**

   Asking for support, whether tangible like money, emotional such as seeking someone to listen, informational for example advice or appraisal like evaluation of performance, is a strength of the resilient person since this person is good at forming and utilizing relationships for endurance.

g. **Outcomes**

   The last step in this model embraces the new ways of coping and problem solving skills.

"A leader has to be resilient to survive the storms of inordinate demands of whatever field he/she works in, but also to lead his/her followers through these demanding situations. Managers should themselves model resilient behaviour, and they should use every opportunity to coach and mentor their subordinates in such behaviour" (Kellerman and Associates, 2001, p. 17).

3.5.2 Persona and Skills of Resilient Managers and Leaders

Several psychological characteristics contribute to resiliency, namely: a supportive environment, the development of personal autonomy and self esteem, emotional maturity which includes a deep sense of self awareness, self management, social awareness and the ability to manage relationships especially in times of stress. Another characteristic of resiliency is creative thinking. This thinking helps people imagine new ideas and possibilities during chaotic times and challenges. A sense of hope, another characteristic of resiliency, promotes meaning to experiences and daily work trials. Through belief and reliance on others, managers and leaders progress towards the future (Flach, 1988 in Wilson and Ferch, 2005).

To assist organizations and staff achieve higher levels of resiliency and coping skills, some human resource consultants and companies coach and train leaders, managers and teams in resilience building techniques. Techniques include adopting resilient thinking methods which proposes an optimistic approach to daily challenges. It includes the expectation that work and life requires planning, assertive behaviours and strategies to proactively cope. The greatest tool is creating a work-life balance that enables the management of time, health and wellbeing (www.smithfieldperformance.com, 2008).

Other authors propose that it is not so much the problem but the response of the leader and manager to the problem that results in success. Effective managers and leaders embrace and learn from errors, observe opportunities when instituting coping actions and foster attributes of hardiness and control over situations (www.mnasa.org, 2009). Resilience can thus be thought of analogous to the body's immune system in that this quality provides immunity to inordinate demands. Resilience describes specific adaptive responses when applied, namely:

- A capacity for positive functioning and coping in times of adversity and stress;
- A capacity to self repair and recover from periods of poor functioning;
- An ability to strengthen, grow and transform the self beyond present functioning and demands and

- An ability to realise that demands are inevitable (Kellerman and Associates, 2001, p. 15).

3.5.3 The Management of Change

Managing change is viewed as one of the major challenges for management and leadership across social work services. To effectively manage change, the first and foremost requirement is ownership of change. Thereafter, attaining skills in change management, identifying positive, supportive behaviours and attitudes must be created which develops a climate conducive for creative solutions to embrace change. This process also includes addressing barriers to successful change management (Leadership and Management Review, 2005). Since social work managers and leaders constantly cope in volatile environments, coping and managing change becomes an added skill. Aldwin (1994, p. 107) defines coping as 'the use of strategies to deal with actual or anticipated problems and their attendant negative emotions'. The key element is one's response to any change and event. Carnall (1990) who developed the Coping Cycle identified five stages through which people progress through change, as illustrated in the following table.

TABLE 5: CARNALL'S FIVE STAGES OF COPING

STAGES	BRIEF DESCRIPTION	MANAGEMENT RESPONSE
Denial	There is no need for change. Employees may feel overwhelmed or simply refuse to reason and plan for change.	Minimise the impact of change by allowing staff to come to terms with the new reality.
Defence	Reality of change sets in. Defensive behaviour is displayed as new policies, employees, legislation is implemented.	Management can promote an atmosphere of open communication and allow people speak about the past.
Discarding	Change is inevitable and necessary. People begin to identify with the changes.	Allow staff to ask questions, take initiative and solve problems resulting from change.
Adaptation	Employees begin to 'test the waters' and work with new changes.	Leaders and managers must provide training and support as well as 'time' to make change work.
Internalisation	This is a cognitive stage through which people make sense of what has taken place.	Organization should acknowledge and celebrate the new relationships forged and new processes created.

In most instances the change process occurs at the expense of short-term losses for some and long-term benefits for others. According to Gibson, Ivancevich, Donnelly and Konopaske (2005) when faced with managing change, there are different approaches that can be applied. The approaches range from the application of power to bringing about change to the application of reason. Midway between these two extremes is the approach that relies upon re-education.

1. Managing change through power

The application of power to bring about change implies the use of coercion. In organizations, managers can bring to bear considerable influence in an organization. The application of power is a manifestation of autocratic leadership, and is generally not held in high esteem in contemporary organizations.

2. Managing change through reason

The application of reason to bring about change is based on the dissemination of information prior to the intended change. The underlying assumption is that reason alone will prevail and that the participants and parties to the change will all make the rational choice. The reason-based approach appeals to the sensibilities of those who take a Utopian view of organizational worlds. But the reality of organizations requires that the existence of individual motives and needs and the fact that organizations exist as social as well as work units.

3. Managing change through re-education

The middle ground approach relies upon re-education to improve the functioning of the organization. Re-education implies a particular set of activities that recognizes that neither power nor reason can bring about desirable change. This set of activities has been the subject of much research and application and is generally understood to be the essence of organizational development.

An understanding of how employees, including mangers and leaders, perceive and manage change will enhance organizational effectiveness. As elaborated by Veldsman

(2004) leaders as an integral part of the system brings a new future in being and proactively influences people in a process of energy towards positive change.

3.6 CONCLUSION

It is through agents like social work managers and leaders that an organization can dare to be great and achieve organizational excellence. The challenges of South Africa's political and socio-economic context after democracy emphasized the cumbersome roles that managers and leaders in social work non governmental organizations face. Developing skills like resilience and other effective coping strategies will aid the constant management of change and promote the attainment of organizational objectives.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

"Social work research is a scientific inquiry about a social problem that provides an answer contributing to an increase in the body of generalisable knowledge about social work concerns" (De Vos, 2002, p. 45). The functions of research for caring professions are to help build knowledge for practice, provide a framework for practice activities and serve the practical function of providing situation-specific data to inform action (De Vos, 2002).

The following chapter describes the research design and methodology selected and utilised to achieve the aims and objectives of the study. This chapter will also examine the strengths and limitations of the research design and comment on the trustworthiness of the research. Sampling, data collection processes and analysis are typical of the methodology applied. The chapter concludes with an overview of ethical considerations.

4.2 RESEARCH AIMS AND QUESTIONS

Through the formulation of very specific aims and questions, the researcher was able to focus the research and attain the aspects and variables of the unit of analysis deemed valuable for the study.

4.2.1 Primary Research Aim

The primary aim of this study was to explore the nature of social work management and leadership in non-governmental organizations in a democratic South Africa.

4.2.2 Primary Research Question

The researcher used an exploratory approach and devised the following primary research question for this study; namely:

What is the nature of social work management and leadership in non governmental organizations in a democratic South Africa?

4.2.3 Secondary Research Aims

Within this exploration, the researcher set the following secondary aims for the study.

1. To identify the roles social work managers and social work leaders play in non governmental organizations in a democratic South Africa;
2. To present the functions social work managers and social work leaders perform in non governmental organizations in a democratic South Africa;
3. To express the needs of social work mangers and social work leaders as articulated when interviewed whilst in the employ of non governmental organizations in a democratic South Africa;
4. To demonstrate the coping strategies, resilience and strengths employed by managers and leaders in social work and
5. To formulate recommendations for the role-players in social work agencies.

4.2.4 Secondary Research Questions

This study attempted to answer the following questions:

1. What are the roles and functions of social work managers and leaders in NGOs?
2. What is the difference between leadership and management in social work?
3. What are the needs of managers and leaders in social work?
4. How do social work managers and leaders cope in non- governmental organizations?
5. What coping strategies, including resilience and strengths, do social work managers and leaders apply in non-governmental organizations?

4.3 RESEARCH DESIGN

A research design is a logical strategy or plan for gathering evidence about desired knowledge (Babbie, 2004). According to Punch (2007, p.63) 'research design situates the researcher in the empirical world and connects the research questions to the data'.

4.3.1 Classification and Rationale for Research Design

Social research involves the study of people and serves three common purposes, namely exploration, description and explanation (Neuman, 2000). This study was exploratory and descriptive in nature, in that it did not seek to make causal or relational inferences but rather sought to gain an understanding of social work management and leadership. Exploration also supported the fact that the topic of management and leadership in Social Work in South Africa after democracy is relatively new and has not been well researched. An added value is that the purpose of exploring and gathering information gained more insight and provided deeper understanding and knowledge on the subject matter.

The strategy employed by the researcher in the current study involved the utilization of a combination of qualitative and quantitative processes. The rationale for the combination of both qualitative and quantitative data was

- to better understand the research question by converging both numeric trends from the quantitative design and the detail of qualitative design;
- to obtain some statistical, quantitative results from a sample to explore participant views with the intent of using these views to develop and test an instrument with a sample from a population (Cresswell, 2003, p.100).
- Furthermore, the qualitative aspects of the research design, which is rooted in the interpretative paradigm of research, allowed the researcher an understanding of the participants' experience of reality as determined by their context (Neuman, 2000).

Sellltiz, et al, (cited in Babbie and Mouton 2001) identify three methods by which exploratory research may be conducted: "by review of related social science and other pertinent literature, as a survey of people who have had practical experience of the

problem to be studied and/or as an analysis of insight-stimulating examples." The present study reviewed management and leadership literature from related social sciences, explored management and leadership in social work and described the practical experiences of social workers in senior positions.

4.3.2 Strengths of the Research Design

Punch (2007) identifies eleven approaches and strengths when combining both quantitative and qualitative approaches in a study. The strengths for this study were:

- ***Logic of triangulation~*** enhanced the validity of the findings since one type of study can be checked against the other.
- ***Qualitative research facilitates quantitative research~*** in that it provided information on subjects and the context, with a stronger focus on process.
- ***Quantitative research facilitates qualitative research~*** as it helped choose the subjects for this study and portrayed their demographic profile in graphs and tables, thus focusing more on structural features of social life.
- ***Quantitative and qualitative research was combined to provide a general picture~*** because the researcher cannot be everywhere all the time**.**
- ***Researchers' and subjects' perspectives~*** are brought together into this one study in that qualitative research departs from the subject's viewpoint whilst quantitative research is concerned with the researcher's perspective.
- ***Problem of generality~*** is overcome by the use of quantitative data as qualitative research uses smaller sample sizes**.**
- ***Relationship between macro and micro levels~*** is bridged when combining quantitative and qualitative research since it allows an exploration of the problem on both levels (Punch, 2007).

Besides advantages of using a combined approach, there are also strengths specific to employing qualitative research design that added value to this study, namely:

- It allows the researcher to be natural and open.
- This design keeps a larger, holistic picture in view therefore promoting a more in-depth picture of the participants' experiences.

- It contextualizes the study and its findings.

Simultaneously, application of quantitative research design to a small part of the interview presented the following strengths:

- It is highly structured.
- All participants received the same questions in a standardized format.
- The researcher role is objective in that rational as apposed to emotional responses are emphasized.
- Measurements are scientific which minimize variation of findings.

4.3.3 Limitations of the Research Design

The limitations to a qualitative research design were:

- The study covers a small sample size which limits generalisability of the findings.
- The data produced is not an objective report of experiences as the personal and demographic characteristics of the researcher enter the research process and interview.
- Interpretation of data could be biased by the subjectivity of the researcher.
- Qualitative research is intense and largely time consuming.

The limitations to using solely quantitative research design were as follows:

- It is too reductionist in its approach to study human behaviour, emotions and feelings.
- Quantitative research design removes the contexts from data by stressing measurement.
- The structure of this design is fixed and limiting (Mouton, 2006).

4.3.4 Trustworthiness of this Qualitative Research

Examination of trustworthiness is crucial in order to ensure the validity of qualitative research. Trustworthiness in qualitative research encompasses issues such as credibility, dependability, transferability and confirmability (Trochim, 2006).

In any given study, at least two of the above criteria must be implemented (Creswell, 1998). **Credibility** establishes how believable the results of qualitative research are; in other words, can the results describe the questions the research asks. The researcher ensured credibility by:

- Making notes throughout the interview.
- Taking careful, detailed and verbatim recording of the information.
- Presenting explicit parameters for the study before each interview.

Transferability refers to the degree to which results can be generalized to other environments. The researcher achieved transferability by:

- Providing intense descriptions of the research methodology.
- Detailing descriptive aspects of the contexts and participants.

Dependability emphasizes the responsibility of describing the changes that occur in the setting and the impact of these changes on the way the researcher approached the study. To determine the truth-value of dependability, the researcher:

- Focussed the interview only on questions set in the schedule.
- Reported her experience of employment in similar settings in the final report.

Confirmability is the degree to which the results could be proved by others (Trochim, 2006). Confirmability was promoted by:

- Keeping an audit of all data collected, including copies of interview transcripts.

Furthermore, several threats to trustworthiness can present in qualitative inquiry. To manage these threats, numerous authors describe strategies that researchers must engage, in order to enhance trustworthiness, namely prolonged engagement, triangulation, peer debriefing, member checking, negative case analysis, audit trail and reflexivity (Creswell, 2003; Horsburgh, 2003; Johnson and Waterfield, 2004; Padgett, 1998).

The researcher used the following strategies to minimize these threats:

Triangulation, that is, the application of more than one type of research tool to help produce a more comprehensive set of findings;

Member checking as the researcher showed all or part of the data interview to participants to determine if it is congruent with their experiences;

An audit trail by keeping all parts of the data collection which included the interview schedules, raw data, researchers' analysis notes, and any other materials used to follow the research process and finally

Reflexivity refers to the influence the researcher could cause in the research process. Through a deeper sense of awareness and careful reflection the researcher pondered the ways in which she could assist and hinder the process of co-constructing meanings during the interview process (Guillemin and Gillam, 2004; Reich, 2003). The researcher needed to manage reactivity and bias as she held vast experience of work in similar environments and positions.

4.4 RESEARCH METHODOLOGY

4.4.1 Sampling

The present research studied a population of senior social workers employed in non-governmental social service organizations which are located in Johannesburg, Gauteng Province, South Africa. For the purposes of this study, the researcher defined leaders as senior social workers who are known as assistant directors and directors, whose primary tasks involved strategic leadership, financial management and fundraising for the organisation. Managers were defined as senior social workers, who draw up business plans, manage the daily operations of staff, supervise junior social workers and who at times may render services to clients.

4.4.2 Sampling Procedures

Sampling is defined as 'the means of taking any portion or selection of units of a population as representative of the entire population' (Kerlinger, 1986 in De Vos, 2006,

p.193). The sampling procedure that was used in this study was purposive sampling, a form of non - probability sampling as the sample was composed of elements that contain the most characteristic, representative or typical attributes of the population criteria listed below (De Vos, 2006).

A list the researcher obtained from the provincial Department of Social Services and Population Development in 2005 registered 172 non governmental social service organizations in Johannesburg. From the list, only seven organizations suited the following inclusion criteria of the study:

- Employment of senior social workers from Non Governmental Social Service Organizations must have been in existence prior to 1994;
- Senior social workers selected must possess an undergraduate degree in social work, and be registered with the South African Council for Social Service Professions;
- Senior social workers selected must have occupied a managerial or leadership position for a minimum of two years so that they have adequate experience to answer the research questions;
- Non Governmental Social Service Organizations selected must employ a minimum of 50 staff members, of whom 10 should be registered social workers. This criterion was important to apply to this study, since the researcher could 'not study everyone' and the researcher felt that these organizations would provide the best data in the form of descriptions and explanations for the research questions (Punch, 2007).

Due to high staff turnover, many managers and leaders did not meet the minimum two year occupation criteria. However, all managers and leaders have occupied management and leadership positions in other non governmental organizations. Six organizations were purposefully selected from the seven organizations identified. The researcher was employed at the seventh organization prior to conducting the research. In order to comply with ethical considerations, the seventh organization was utilized for the pilot

study. A total of 27 individuals were selected to participate in the study. This group consisted of different strata, namely leaders and managers. The population size for the leadership level was six. The population size at the management level was 20.

4.5 DATA COLLECTION

Grinnell (1997, p. 458) describes data collection as 'the heartbeat of research'. Data can be primary in that it is found closest to the problem being researched or secondary in which case it is indirectly connected to the problem being studied (Babbie and Mouton, 2001). In order to access social workers perceptions and constructions of their management and leadership roles and experiences in non-governmental organizations, the researcher conducted face to face interviews with each.

4.5.1 Rationale for the Data Collection Instrument

The present study utilized a semi-structured interview schedule as a research tool for data gathering purposes. Semi – structured interviews are conversations with a purpose that allow for an understanding of the experiences of people and the meanings they attach to their experiences (Greeff, 2002). Coupled with the latter motivation, is the fact that social work training includes interviewing skills training which prepared the researcher for this arduous task. The researcher utilized the semi – structured interview as a data collection instrument as it allowed the researcher to be perceptive to the richest responses of participants, as participants do most of the talking. Table 6 gives a broad overview of the questions asked in the interview schedule and the motivations for studying these themes.

TABLE 6: RATIONALE FOR QUESTIONS IN THE INTERVIEW SCHEDULE	
QUESTION	**RATIONALE**
Section One **Demographic Information** ➢ Position, age, gender, qualifications of participants identified. ➢ Work experience as social worker and as manager/leader. ➢ Training and Development	**Quantitative data provided a 'statistical framework' of the study (Punch, 2007). In other words, a profile of the participants is revealed.** **Creating a 'learning organization' (Senge, 1990, p. 3). One in which social workers are proactive in addressing their competency needs, remain relevant and dynamic in ever changing work environments (Peach and Horner, 2007 cited in Lymbery and Postle, 2007). It was important to enquire how much work experience each had as well as the level of qualifications so that inferences could be made about the future development of social work managers and leaders.**
Section Two **Roles and Functions** ➢ Distinction between management and leadership addressed. ➢ Functions of social work managers/leaders ➢ Workload management.	**There are contrasting difference between management and leadership. Managers' roles include human resource management, program design and evaluation. Leaders concentrate on vision and strategy. "Today's managerial leaders in the human services need not only technical knowledge and skills related to managerial efficiency but also sociopolitical talents associated with effective leadership" (Lewis, Packard and Lewis, 2007, p. 293). Therefore, the researcher found it imperative to document the distinct differences between social work managers and leaders.**
Section Three **Identification of Needs** ➢ Listing needs and resources ➢ Attaining needs and resources	**The greatest resource of any organization is its staff. Achievement, recognition, responsibility, influence and personal growth are viewed as the key needs of work (Armstrong, 2008). Ascertaining resources and acknowledging that participants have needs is important for any organization.**
Section Four **Coping, Resilience and Strengths** ➢ Qualities and abilities of effective manager/leader ➢ Skills of effective manager/leader ➢ Personal definition and assessment of coping ➢ Coping strategies for workload management ➢ Strengths and Resilience ➢ Management of change ➢ Recommendations for future development of managers/ leaders	**There are many critical ingredients for management and leadership success. Armstrong, 2008 states that technical ability and a high intelligence quotient is not enough. Managers and leaders also need a high degree of emotional intelligence, amongst other. The researcher was particularly interested to understand whether social work managers and leaders require intense qualities, abilities and skills.** **Langan, 2000 describes social work as a resilient profession. The researcher was interested to ascertain how high workloads and minimal resources determine social work managers and leaders ability to thrive in non-governmental organizations.** **"Social workers will need to accept, and adjust to, periods of intense change in the organization and management of their work" (Lymbery and Postle, 2007, p. 3). Of paramount interest to this study, was the impact of transformation within social services since 1994.** **The study of management and organizational theory "can be about how to work together, learn together and survive together in a world where every assumption has been turned upside down, where the only certainty is uncertainty, and where the most valued skill may be the ability to think on the broadest canvas, with the most variables in play, and the greatest respect for all the people whose well-being is at risk. This is where principles and skills come together, in a way that confirms good social work as lying at the heart of good management" (Coulshed and Mullender,2006, p. 223). The researcher felt that social work managers and leaders needed to share their insights, learning, experiences and suggestions with other non-governmental organizations.**

4.5.2 The Data Collection Instrument

The researcher constructed two separate interview schedules; one for leaders and one for managers (refer to Appendixes A and B). The same questions were covered in both schedules in order to be able to draw a comparison. This tool allowed the researcher to both ask closed ended as well as open ended questions. The closed ended questions were quantitative in nature and focused on specific questions like the demographic profile of the respondents. Open ended questions were qualitative and thus allowed respondents considerable latitude to answer questions and describe their experiences (Babbie and Mouton, 2001). These interview questions were based on the research questions posed for the study, as mentioned section 4.3. Therefore, questions centered on the roles, functions, needs and the coping strategies employed by respondents. The interviews were conducted in English at the respective offices and workplaces of the leaders and managers, at a time convenient for participants. Interviews were on average, completed within one hour.

4.5.3 Pilot Study

Prior to the semi structured interview schedule being administered to the full sample, it was piloted with staff of a non governmental organization which was not included in the sample but met the same inclusion criteria as mentioned under 3.3 above. The pilot study assisted the researcher to determine the appropriateness of the research tool and rectify ambiguous or vague questions (De Vos, 1998).

In this pilot, two leaders and two managers were interviewed. This resulted in the questions that appeared ambiguous and vague being reviewed.

Table 7 illustrates the changes that were made to the semi- structured interview schedule (sections changed are highlighted and placed in italics):

TABLE 7: CHANGES EMANATING FROM THE PILOT STUDY	
QUESTION	**CHANGES**
Section B: Roles and Functions **Question 9**: Given the key functions you have identified above, how many ***hours*** do you spend on each a month? **Question 16.1** What are the designated working hours for this organization?	**Section B: Roles and Functions** **Question 9:** Given the key functions you have identified above, how ***much percentage (%)*** do you spend on each a month? **Question 16.1** What are the designated working hours for this organization ***per month***?'
Section D: Coping, Resilience and Strengths **Question 10.1** One respondent requested that the researcher defines what she means by a mentor when she asked the following question. Do you have ***a mentor*** and/or coach who guides, advises, coaches and counsels you as a leader? **Question 13** Another respondent wanted a more explicit definition of what the researcher meant by the word 'retreat' in asking "Would you consider taking a ***personal retreat*** or call a halt to your normal routine when faced with critical decisions in management?"	**Section D: Coping, Resilience and Strengths** **Question 10.1** Do you have ***a mentor*** and/or coach who guides, advises, coaches and counsels you as a leader? '***A mentor is a guardian, teacher, cousellor, coach and educator who assists and enables you to discuss a topic, invites self assessment, invites a full range of options and suggestions and encourages you to walk the talk and to commit to act on decisions taken'***. **Question 13** Would you consider taking a ***personal retreat*** or call a halt to your normal routine when faced with critical decisions in management?" The retreat can be defined as ***'a journey from the heart to the head or vice versa. A pit stop or get away from daily chores and responsibilities in order to refresh, rethink strategies and operations'***.

When the above questions were asked as part of all other questions on the interview schedule, no further clarity and explanation was sought from participants of the sample.

4.6 RESEARCH PROCESS AND PROCEDURES

The following sequence was applied in this study**:**

- Permission to conduct the study was obtained from the Boards of Directors/Directors of the Non Governmental Organizations sampled (see Appendix C).
- Once permission was granted, the researcher met the management and leadership of these organizations in an open forum to explain the study and to clarify concerns such as confidentiality and the voluntary nature of the study. At the end of this meeting, the researcher presented her contact details to the senior social workers. Senior social workers wishing to participate in the study were invited to make telephonic contact with the researcher.
- When no contact was made, the researcher sent a letter reminding all managers and leaders of the invitation to participate in the study. Positive telephonic responses to participate in the study were received from all participants.
- Interviews dates were scheduled and honored by all participants.
- Interviews were analyzed. Quantitative data was transcribed in graphs and tables and qualitative data was categorized into themes.
- Finally, the study was written up and submitted as a bound research report.

4.7 LIMITATIONS OF THE RESEARCH METHODOLOGY

- The study focused on senior social workers employed in non governmental organizations in one city. The findings may not be generalized for all cities in South Africa since milieus differ.

- The results could be skewed because the study allowed voluntary participation. Persons who are open to the situation of social work and affected by the changes in welfare were likely to participate in the study. Participants could also have been selective in experiences they wished to share and verbalize.

- The descriptive nature of the study was limiting. The purposive sampling method created a small sample size. The findings could not be generalized to all Non Governmental Organizations.

4.8 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (De Vos, 2006). Once all interview schedules were administered, qualitative data was written up through a description of the themes and categories whilst the quantitative data was analysed using descriptive statistics and presented in a format using tables, figures and averages.

This study explored the themes that emerged from social work managers and leaders discourses around what they identified as their roles and functions, as well as their perceived needs and strategies for coping. In eliciting and exploring these themes, the study employed thematic content analysis as a method of data analysis. This method allowed for interview data to be organized and interpreted in terms of categories relevant to the research questions of the study (Breakwell, Hammond & Fife-Schaw, 1995).

The method of thematic content analysis utilised in the current study was therefore qualitative in nature. Qualitative thematic content analysis, as asserted by Braun & Clarke (2006) provides a much more rich, detailed and complex account of data. It is essentially about searching across a set of data to find repeated patterns of meaning, represented as themes. A theme represents some level of patterned response or meaning within a data set (Braun & Clarke, 2006). In other words, qualitative content analysis is concerned with providing a rich account of the form and meaning of a set of data (Braun & Clarke, 2006). Qualitative thematic content analysis also often extends to identifying or examining the underlying ideas, assumptions, and conceptualizations and ideologies that are theorized as shaping or informing the semantic content of the data (Braun & Clarke, 2006).

Whereas with quantitative thematic content analysis the number of times one or more pieces of content occurs is essential for the purposes of drawing research conclusions (Krippendorff, 2004), with qualitative thematic content analysis the importance of a theme is not necessarily dependent on quantifiable measures of how frequently the theme

occurs but rather on whether it captures something important in relation to the overall research question.

Based on the description of qualitative thematic content analysis above, the researcher analyzed the data using the following steps:

Step 1: The researcher read the whole data and divided the interview schedule into broad themes and categories as related to the research questions. The data was arranged with a right hand margin on the side of the page.

Step 2: Thereafter, data in each of these broad categories was scrutinized sentence by sentence and allocated to the appropriate coding category and theme.

Step 3: In order to identify recurring themes or ideas within the data, the researcher reexamined all the data and sorted recurring themes into an index of main themes and sub-themes, a process called inducing themes (Terre Blanche, Durrheim & Kelly, 2006).

Step 4: The researcher studied all sentences within respective categories for underlying meaning/s and marked these with respective codes. Babbie (2004) code this data as latent content given the overall meaning of that piece of data being coded not merely the concrete terms or words contained in an interview.

Step 5: The researcher ensured that no hidden themes were evident in the sentences. If, after further analysis, there was an added theme, a new code was formed. This was written in the right hand margin and added to the list of codes.

Step 6: Finally, each coded cluster was summarized, using a technique called thematic charting (Ritchie, Spencer & O'Connor, 2003). During this process key points of each piece of data was summarised, retaining as much as possible of the context and language in which it was expressed. These summaries were then placed in a thematic matrix or chart under a particular theme and sub-theme (Ritchie et al., 2003). The thematic charts were examined and interpreted. During this crucial stage each theme and sub-theme was closely investigated, this included looking within each theme and sub-theme, across all data in the study and noting similarities, differences and recurrences in views, experiences and perceptions and drawing conclusions relevant to the research questions and also literature discussed above (Ritchie et al., 2003).

4.9 ETHICAL CONSIDERATIONS

Babbie and Mouton (2001) reiterate the importance of conducting ethical scientific studies by ensuring proper conduct. The Human Research Ethics Committee (Non Medical) of the University of the Witwatersrand gave ethical approval for this study (Clearance/ Protocol Number: H050106). The researcher considered the following when conducting this study:

4.9.1 Voluntary Participation

Participation in this study was voluntary. Senior social workers decided whether or not they wished to participate in the study. They signed written consent forms to demonstrate their agreement and involvement. A detailed written explanation on the study was presented to each participant prior to signing consent forms (see Appendixes D and E). Participants were informed of their right to withdraw from the study at any point and not to answer specific questions if they do not wish to do so. The researcher also assured them that there would be no negative consequences if they withdrew from the study or did not answer specific questions.

4.9.2 Confidentiality

All participants were assured of confidentiality. All information and documents pertaining to the study were kept in a locked cabinet. Participants were further informed that in the handling of data, each participant would be represented by a number, so that anonymity is ensured and no identifiable information will be published in the research report. All identifiable data would be destroyed six years after submission of the final document to the University.

4.9.3 Information Sharing

Participants were requested not to share information on the interview with colleagues. The researcher could not, however, guarantee that sharing and discussions did not take place between interviews which could bias the study.

4.9.4 Protection from Harm

Participants had the freedom not to answer questions they felt uncomfortable answering. Should any participant suffer any psychological distress during the interview process, debriefing or counselling was arranged by the researcher. However as a precaution, participants were debriefed by the researcher on their experience of the interview process to assess for any distress resulting from participation in the study. None of the participants reported suffering any psychological distress as a result of participation in the study. Nevertheless, contact details for relevant and free counselling services, including practitioners in private practice as well as the researcher's contact details were supplied, in the event of psychological distress at a later stage.

4.9.5 Personal Bias

As the researcher worked in a similar environment (not in any that formed part of the sample), she was constantly aware of identifying with the respondents. The researcher maintained a clear focus on the interview schedule in order to avoid influencing her personal bias into the study when interviewing respondents.

4.9.6 Reporting

Social researchers "have many ethical obligations to the subjects of study" (Babbie and Mouton, 2001, p. 526). The final research report will be shared with all non governmental organizations. No identifiable information will be shared with employers. The research report will be presented in numerical and thematic format. The researcher will contact the Johannesburg branch of SANGOCO (South African NGO Coalition) and propose to present the report and its findings at a quarterly meeting or Annual General Meeting.

4.10 CONCLUSION

This chapter outlined the research design and methodology utilized in this study. Respondents who consented to be interviewed, work in Gauteng and could hold views

specific of this environmental context. This should be noted when reading the findings presented in the following chapter of this study.

CHAPTER 5

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

5.1 INTRODUCTION

According to Mouton (2006, p. 108) "the aim of analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated, to establish themes in the data". This chapter will present the findings of the analysis which was carried out on the data gathered during this research undertaking.

A multi-method measurement procedure, that is, an open-ended and close-ended questionnaire in the form of a semi structured interview schedule was used. Data gathered through each of these methods were analyzed separately; thereafter a general integrated analysis was performed. For analysis of the descriptive statistics, SAS, a statistical package for analysing data was used. Initial descriptive statistics were conducted to describe the sample which is presented in the statistical format of tables, figures and averages. Interviews were conducted with social work managers and leaders in order to elicit and explore salient themes through the application of thematic content analysis.

Themes related to each of these overarching categories are discussed below, with quotes included to support and illustrate conclusions reached. The dominant themes have been categorised into the following broad content areas:

1) Conceptualization of Leadership and Management,
2) Needs of Social Work Managers and Social Work Leaders and
3) Coping Strategies employed by Social Work Managers and Leaders.

These findings are also discussed in relation to relevant literature as well as the research questions which guided the study.

5.2. THE SAMPLE

Seven of the participants were leaders and the remaining 20 occupied management positions in one of six non governmental organizations included in the study.

5.2.1 Demographic Profile

Table 8: Demographic Profile of Participants (N=27)

Variables		*Leaders (n=7)*	*Managers (n=20)*	*Subtotal*	*Total*
Gender	**Male**	2	2	4	
	Female	5	18	23	**27**
Age	**31 – 40**	3	6	9	
	41 – 50	3	7	10	
	51 – 60	0	7	7	
	61 – 80	1	0	1	
					27
Education	**Undergraduate**	3	13	16	
	Postgraduate	4	7	11	**27**

As illustrated in Table 8 above, the sample comprised of leaders and managers. The age of the participants (N=27) ranged from 35 to 71 years old, with a mean-age for leaders being 47.5 years and 46 years for managers. There were more female leaders and managers (85 %) interviewed than male leaders and managers (15 %). This is in keeping with Cavanagh and Cree's (1996) assertion that social work has traditionally been a woman's profession. Human service organizations, like social work organizations, are numerically dominated by women. Pease and Camilleri (2001) further postulate that social work is focussed on 'caring'. 'Caring' is regarded by many as a non - masculine activity coupled within the context of patriarchal structures of society (Pease and Camilleri, 2001).

5.2.2 Work Experience

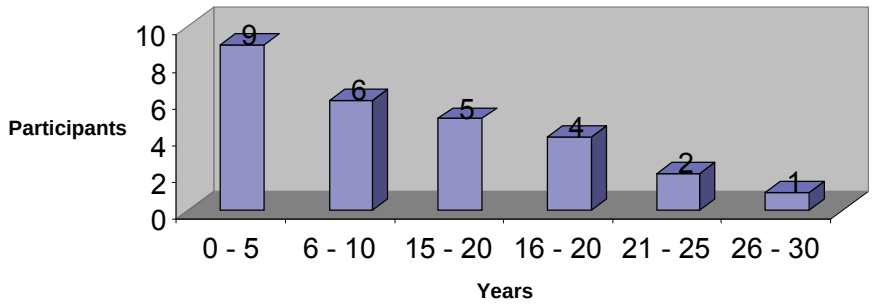


Figure 2: Social Work Experience of Entire Sample (N=27)

With regard to Social Work experience, eighteen participants of the full sample (66 %) have over five years social work experience, as evidenced in Figure 2 above. The participants reported experience in all direct methods of social work: that is, casework, group work, community work and development. They have worked in the fields of Family Therapy (10 participants), Institutional /Residential Care (6 participants), Medical Social Work (3 participants), Statutory Work (7 participants) and one participant in HIV/Aids. Furthermore, most participants of the entire sample (66 % or 18 participants) have remained in their present employ for more than five years.

Twelve managers head departments, divisions and units within the organization whilst eight manage regional decentralised offices. Four of the seven leaders interviewed hold the most senior positions in the organizations; that of Director. However, one leader was employed in an Acting Director capacity. It is also significant that two organizations have Assistant Directors. These posts allowed the Directors to focus on strategic positioning of the organization whilst the Assistant Directors manage daily operations and human resources. As exemplified by a leader

'*I must have a global view of organization, be able to see the bigger picture, be proactive, take initiative, see problems arise and put structures in place to address problems, pull things together, lead the way and give guidance' (Leader 2).*

When questioned about previous management and leadership experiences prior to attaining their present positions, only one leader indicated no leadership experience. Another leader listed the less formalized student leadership as a stepping stone for leadership employ whilst most leaders (n=5) cited more formalized positions such as Assistant Directorship or Training Management positions as a means to their present senior position. On the other hand, eight managers (40%) alluded that they occupied management positions in previous employment. Three managers (15%) referred to supervision of social work staff as experience and nine managers (45%) reported no prior experience.

Presently, 19 participants of the whole sample (70 %) worked for less than five years as a manager or leader in the present organization. As stated by an article written by Lane and Durkin, 2008 "social work, like other professions, does not exist in a vacuum. It exists in a fast changing environment. Social work, as a profession, suffers from high staff turnover and this is not surprising given the nature of the work" (www.childrenwebmag.com, 2008).

5.3 THEME 1 CONCEPTION OF LEADERSHIP AND MANAGEMENT

Many people associate management or administration with leadership (Scott, 2008). The literature review chapters of this study presented the contrasts between management and leadership.

5.3.1 Leader versus Manager

Participants demonstrated basic awareness of the difference between leadership and management. Like some pioneers involved in the study of leadership do, most summarized their view of these differences through a list of contrasting qualities, functions and roles (Bennis, 1991 in Scott, 2008).

TABLE 9: DEFINITION OF MANAGERS AND LEADERS AS STATED BY PARTICIPANTS (N=27)			
PARTICIPANT	**FUNCTIONS**	**TOTAL NO OF PARTICIPANTS**	**QUOTE**
Leaders	▪ Leads	10	*"I lead,, take organization and people forward"*
	▪ Plans strategically	7	*"Someone who takes a global view of organization""…a visionary who sees years ahead"*
	▪ Motivates	2	*"gives advice regarding damage control" " walks with people…inspire and motivates staff"*
	▪ Delegates	1	*"Leaders delegate to managers, give instructions…"*
	▪ Supervises	1	*"I supervise and develop staff into leaders" "I supervise managers"*
Managers	▪ Programme Development	4	*"Managers focus on programmes and operations "*
	▪ Manage by Objectives	2	*"Managers ensure goals are met…"*
	▪ H.R. Management	4	"*nitty gritty management of section and people*"
	▪ Organises	4	"*Managers engage in line functions; organize…"*
	▪ Leads	3	*"As manager, I lead, direct, instruct and take decisions"*
	▪ Controls	1	"*control, put structures in place like leave,,,"*
	▪ Supervises	2	*"strong administrative function,,,"*

The researcher observed that many participants took time to answer this question; with several participants (7 managers) presenting non verbal communication cues like heavy breathing and sighs. The latter non verbal behavior could be construed as signs of anxiety, fatigue and stress. It is also significant to note the minimal distinct differences between the functions of managers and leaders in non governmental organizations. Seven managers did not provide a concrete answer to this question. The following responses attest the lack of leader definition:

"natural skills" (Manager 4)

"a bottom up person, working with team of people" (Manager 8)

Managers were defined as

"task orientated, doing specific tasks at specific times" (Manager 2)

"have specific roles that come with the territory"(Manager 7).

Managers and leaders should be able to define their functions. As stated by Skidmore (1995) knowledge and best practice models of management and leadership must be embraced for effective service delivery in social work.

5.3.2 Training and Development

Significantly, no leader reported any formal leadership qualification. Skidmore (1995, p.33) illustrates this point when stating 'Most social workers who become social work administrators have been practitioners; relatively few are especially trained for leadership positions'. However, some schools of social work provide administration training so that graduate social workers acquire basic principles and skills of management and leadership. The latter need is supported further by Coulshed and Mullender with Jones and Thompson (2006) who claim that social workers increasingly seek formal management qualifications in order to understand their agencies at organizational level.

When questioned on informal training, six leaders stated that they have received leadership training in various areas in more recent years, with one leader responding that

this question was not applicable. Informal training was provided by organizations internally. One leader reported to attend strategy training as compared to three leaders who participated in cultural sensitivity and tolerance workshops due to the transformation context of their fields. Another leader engaged in project management training and another in labour relations management as staff member most responsible for recruitment and disciplinary procedures in her employ. Three leaders attended supervision and management refresher courses.

Furthermore, most of the leaders (71%) reported that the trainings received were due to company policy. One leader (14%) identified the need for leadership training whilst another leader (14%) reported that this was not applicable. Five of the leaders (71%) felt that leadership training prepared and assisted them with their leadership role in the following ways, namely: gave different insights on leadership, extended the work done as a leader, provided insights into the various management principles and helped with leadership in non governmental organizations. One leader (14%) did not view this question as relevant. Another leader (14%) stated that

"*Training did not assist the leadership role" (Leader 6).*

Coulshed and Mullender with Jones and Thompson (2006) urge organizations not to skimp on staff development and support as it is one of the most direct effective influences of performance and staff retention. Managers reported attending short courses and trainings on supervision (3 managers), financial management (two managers) and leadership (two managers). Several managers attended short courses on human resource management (1), labour legislation (1), business management (1), report writing (1), conflict resolution (1), computer literacy (1) and coaching (1). The remaining six managers did not attend any training and development.

All participants also highlighted the importance of embracing ongoing learning and development. Gaining new skills and perspectives is inescapable in today's fast-paced world. Social workers are required to obtain CPD (Continued Professional Development)

points if they wish to stay registered with the South African Council for Social Service Professions (www.sacssp.org.za., 2010). The exploration to discover various new methods and techniques contributes towards increased levels of skills and expertise required in order to remain competent and empowered (www.sangonet.org.za, 2008).

This is illustrated in the following quote from a manager

'*One with qualities to lead has skills relevant to the field of work and has finance, marketing and administrative skills' (Manager 8).*

On the other hand, one leader stated that

'*a manager has skills to structure workload, intake roster, daily operations, and has administrative, monitoring and analytical skills as well as financial management skills, have specific roles' (Leader 1).*

5.3.3 Roles and Functions

Managers and leaders fulfill certain functions in an organization. It is through the management of strategy, human resources, projects and self, amongst other, that managers and leaders implement the objectives of organizations. The functions of leaders are creating a vision, motivating people, developing talent, ensuring customer satisfaction and maintaining a competitive advantage (Goldsmith, 2007). Managers achieve organizational goals through the functions of coordinating, controlling, leading and organizing (Drucker, 2005).

According to an NGO Training Guide, there are systems and functions common to most NGOs; namely programs, governance, management, human resources, financial resources and external relations (www.peacecorps.gov/multimedia/pdf/library, 2008). Four participants of the whole sample (15%) stated that all functions are important. The following functions were rated as most and /or least valuable by leaders and managers(refer to Tables 10 and 11 below).

TABLE 10: MOST AND LEAST VALUED FUNCTIONS BY LEADERS (N=7)		
LEADERS	**MOST VALUED FUNCTION/S**	**REASON/S PRESENTED**
Leaders 1, 2, 6, 7	Strategic Planning	*"Able to make decisions that influence organization, staffing, communities and clients with long term positive effect".*
Leader 3	Programme Development	*"My strength is therapeutic services".*
Leader 4	Networking and Liaison	*"I am a verbal person and keep abreast with trends".*
Leader 5	Direct Services to Clients	No reason presented.
Leaders 4, 5 and 7	H.R. Management (including Supervision)	*"It is linked to my social work background" and* *"recruitment of right people."* *"Rendering service excellence a priority!"*
Leader 6	All Functions	*"All carry equal weight or else I will not do them".*
Leader 2	Financial Management	*"Keep organization sustainable".*
Leader 1	Marketing	No reason given.
LEADERS	**LEAST VALUED FUNCTION/S**	**REASON/S PRESENTED**
Leader 1	Marketing	"*Need specialized training".*
Leader 2	Change Management	*"Taxing for me".*
Leader 3	Administration	*"takes up too much time".*
Leader 4	Labour Relations	*"emotionally involved with staff therefore difficult to implement; becomes personal. LRA is biased towards the employee so very difficult to implement".*
Leader 5	Fundraising	*"not a good beggar!"*
Leader 6	Direct Services to Clients	*"not my expertise nor my role".*
Leader 6	Supervision	*"not my expertise nor my role".*
Leader 7	H.R. Management	*"especially job design and job analysis"*

TABLE 11: MOST AND LEAST VALUED FUNCTIONS BY MANAGERS (N=20)		
MANAGERS	**MOST VALUED FUNCTION/S**	**REASON/S PRESENTED**
Manager 1	Programme Development	*"…coz' I enjoy it"*
Managers 2, 6, 7, 17 and 19	Direct Services to Clients	*"…privileged to be part of success"*
Managers 2, 3, 4 , 6, 7, 10, 11 and 12	Supervision	*"… I learn much from the people I supervise"*
Managers 1 and 3	Training and Development	*"a comfort area for me because I see people grow and move from reliance to taking initiative"*
Managers 5, 7, 8, 11, 15 and 16	Administration	*"one of my strong points"* *"it gives me safety and structure"*
Manager 9	Marketing	*"do not like being stuck in the office…I am a people's person"*
Managers 13 and 14	Strategic Planning	*"I like to think and change and be part of the development process"*
Manager 18	H.R. Management	*"…the passion of social work is dying; appears money focused; recruitment and selection functions are vital…"*
Managers 13 and 20	All Functions	*"have no hassles with what is expected of me…part of my job"*

TABLE 11: MOST AND LEAST VALUED FUNCTIONS BY MANAGERS CONTINUED (N=20)		
MANAGERS	**LEAST VALUED FUNCTION/S**	**REASON/S PRESENTED**
Manager 1 and 10	Administration	*" stats …can be draining"*
Manager 1, 9, and 16	Supervision	*"dislike confronting staff who are not ethical"*
		"we do not work in the same manner; my supervisors and I…they want me to tell them what to do yet they are older than me and quite experienced; they should learn what to do…"
Manager 2	Training	*"it is a struggle to juggle all roles"*
Manager 2 and 3	Labour Relations	*"it is uncomfortable to discipline staff…"*
Manager 4, 5, and 6	Marketing	*" not my area of expertise"*
Manager 7 and 14	H.R. Management	*"quality of graduates make it difficult"*
Manager 8, 15, 16 and 18	Financial Management	*"do not have the confidence to execute this task"*
Manager 11	Fundraising	*"because one competes with other NGOs and reduced to begging"*
Manager 17	Direct Services to Clients	*"not trained in trauma debriefing…"*
Manager 13 and 20	None	*"have no hassles with what is expected of me…part of my job"*

The researcher deduces the following from the functions and the reasons presented by leaders and managers why they considered them most necessary. Leaders 3, 4, 5 and 7 all present their social work training as the reason for continuing to render direct services to clients. It appears that knowledge and training equips them with skills and confidence to feel comfortable with this function. Leaders 1, 2, 6 and 7 enjoy having the power to make decisions that impact positively on the lives of people. Leader 2 also finds managing finances a dynamic way to keep the organization sustainable. Managers 2, 6, 7, 17 and 19 find comfort in being part of the solution of client's problems. Other managers (1, 3 13 and 14) wish to develop and grow from their work experiences. Manager 9 also enjoys the personal growth the function affords her, but actually includes her extrovert personality as a reason to find marketing enjoyable. Manager 18 is most concerned about the sustainability of the social work profession.

When reviewing the functions leaders and managers found least comfortable, it emerges that the lack of training and development has a great impact. For example, 3 leaders (1, 6 and 7) and 13 managers (1, 9, 16, 4, 5, 6, 7, 14, 8, 15, 16, 18 and 17) all cite the lack of expertise, knowledge and skills as reasons for rating certain functions so low. Time management and work load management which results in strain for some leaders (2, 3) and managers (1, 10, and 2) are also mentioned. Interestingly, leader 4 and managers 2 and 3 present an internal conflict of interest in their least valued functions. Disciplinary procedures within organizational labour relations policies impacts on their perceived relationships with staff. Manager 11 feels that the financial competitiveness of the NGO environment makes her value the function of fundraising less.

The following paragraphs will discuss these functions further and presents them as subthemes which were coded from the research data.

Strategic Management

Strategic management is the art of determining the vision, mission, values, goals and objectives of an organization. It is the leader and manager who plans and together with staff, implement strategies through constant communication (Drucker, 2005). Only 10

participants (37%) of the full sample identified leaders as strategic thinkers. This is substantiated by the following quote

"A leader is visionary, proactive, leading and directing the organization towards a goal" (Manager 7)

"I lead and guide, direct the organization, make decisions, delegate to managers and show the way" (Leader 3).

Nevertheless, it is significant that five leaders (71%) could not verbalize the organization's mission statement, without reference to organizational policies yet four leaders (57%) recited the key objectives of the organizations. Though all managers (n=20) indicated strategic planning as a key function of management, only 3 managers (15%) narrated the mission statements of the organizations. Five managers (25%) felt the question was not applicable to them, two managers (10%) chose not answer and ten managers (50%) referred the researcher to company policies and Directorate. Six managers (30%) related the key objectives of the organization, whilst 14 managers (70%) could not answer referring the researcher to attain the objectives from policies or top leadership. Several authors (Bennis and Nanus, 1985, Eadie, 1997, Kouzes & Posner, 2002, Senge, 1990 cited in Lewis, Packard and Lewis, 2007) report the importance of a vision and mission statement for organizations. It is the core reason for an organization's existence. As strategists, leaders and managers inspire and motivate staff to work towards a desired goal (Lewis, Packard and Lewis, 2007).

Managers and leaders (74%) accentuated the importance of strategic planning.

"*Strategic planning is a key area because it provides direction for the future of the organization. Plan so that there is a vision for the future. Without a strategy, the organization becomes static. Organizations must remain responsive to the needs of the community*" *(Leader 6).*

"*Planning for future years ensures objectives are met, specific target are attained because management is accountable to funders. It is also necessary to evaluate strengths and limitations in order to develop best practice models and initiate new programmes*" *(Manager 9).*

Change Management

Leadership advances every aspect of transformation, builds momentum for change, for making change happen and for sustaining change. In South Africa, NGO governance had to lead and manage the social work services through colonial and apartheid contexts prior to 1994. These socio-political contexts reflected a welfare system with policies which were undemocratic. Basic services by the state for the black population were minimal (Patel, 2005).

Post 1994, a developmental approach to social welfare was advocated in South Africa. Together with government, NGOs, the informal and commercial sectors, were viewed as key partners to meet "basic needs, social welfare rights, review policy and legislation" (Patel, 2005, p. 87), whilst government created a single national social welfare and development department with provincial departments (Patel, 2005). Therefore, change was a mammoth challenge NGOs faced as stipulated in the following excerpt

"There is a lot of change in welfare so there is always a need to adjust and adapt so that staff can in turn cope with change, with caseloads and adapt to needs of clients" (Manager 13).

Participants listed several main changes that have affected them most over those past decades. Table 12 exemplifies the areas of concern and lists strategies employed to manage the changes.

TABLE 12: MANAGEMENT OF CHANGE WITHIN NGOS (N=27)					
LEADERS			**MANAGERS**		
Changes	**How changes would be managed**	**Number of Leaders**	**Changes**	**How changes would Be managed**	**Number of Managers**
Transformation of Social Welfare policies	**Communication, coaching and mentoring**	**3 (43%)**	Transformation of Social Welfare Policies	**Strategic planning an change management leadership**	**10 (50%)**
Subsidy cuts and strained fundraising climate coupled with Corporate Social Investment	**Aggressive fundraising, charged for services and registration of NGO as business entity**	**5 (71%)**	Subsidy cuts and lack of financial resources	**Dialogue and working agreements establishe with government and stakeholders, charged for services.**	**4 (20%)**
Racial profile of leaders and clients	**Recruitment of all race groups onto staff and leadership**	**2 (29%)**	Diversity and Racial profile of clients and staff	**Embraced spirit of reconciliation and lea to work with diverse cultures.**	**16 (80%)**
Scarcity of skilled social workers	**Head hunt staff**	**2 (29%)**	High social work staff turnover	**Recruited consultants and staff in private practice (as part time staff)**	**1 (5%)**
Low salaries	**Source lottery funding**	**4 (51%)**	Social worker values change to materialism	**Invested in regular supervision for social workers**	**1(5%)**
Crime	**Ongoing Education**	**1 (14%)**			
			Lack of African language proficiency	**No answer**	**1(5%)**
			Influx of new NGOs	**No answer**	**1(5%)**
			Organizational restructuring	**Initiate innovative approaches to service delivery.**	**1 (5%)**

Albeit the fact that leaders and managers have implemented some change management strategies, as stipulated in Table 12, over half of the entire sample (14 participants) reported that their organisations do not have a well considered strategic plan to manage transformation and its challenges as apposed to less than half of the 13 participants (48%) affirming awareness and knowledge of their organization strategies. Interestingly, all participants accepted that organisations prepare leaders and managers for change through regular consultation, meetings, mentoring, training and evaluation sessions.

Human Resource Management

Managers and leaders are responsible for professional and non- professional staff

employed at social work organizations. The sample showed high differences in the number of staff participants managed and lead; characteristic of organizational existence, history and focus of service delivery. Three leaders (43%) had less than 25 staff to manage, another three leaders (43%) between 50 to 100 staff to manage and one leader (14%) more than 100 staff.

The duties of the non- professional staff included 'administrative support', 'lay counseling and rehabilitative work', 'coordinating protective workshop activities', 'domestic work', 'driving' and 'volunteering'. The following quote from a leader highlights the important role volunteers play in the organization

"Volunteers sustain daily operations and promote overall service excellence" (Leader 6).

Professional staff was comprised of social workers, auxiliary social workers, psychologists and human resource managers. All managers and leaders reported to have supervised staff such as junior social workers. Varying numbers of staff supervision was evident. At close examination of the whole sample, it is apparent that twelve participants (44%) reported supervising less than 10 social workers; five participants (19%) have supervised between 11 and 20 social workers at a time and ten participants (37%) over 21 social workers.

Through idealized influence leaders are characterized as exemplary role models who can be trusted to make good decisions for the organization (Northouse, 2001). Northouse (2001) also emphasized the importance of leaders acting as staff coach and mentor whilst offering inspirational motivation. This behavior and action will encourage employees to commit to the organization's vision and achieve goals. Ten managers (50%) reiterated this leadership skill and competency, as stated by one manager

"*Leaders are motivators who walk and work with the team; are people oriented and people centered" (Manager 11).*

The competencies of managers were also presented by several participants (33%) of the total sample:

"*Managers are people whose functions are well carried out. They capacitate, guide and motivate staff; not just instruct" (Leader 6).*

"*Managers are mentors who work with staff. They support staff and hold them by the hand*' *(Manager 9).*

Other human resource functions acknowledged by the sample included supervision and performance management. All leaders (100%) supervised managers and stressed the importance of offering continuous support for managers in the volatile NGO environment. Three leaders (43%) felt that

"Regular supervision helps managers attain goals and render a service of excellence" (Leaders 1, 4 and 6).

Some managers (30%) accentuated the supportive role of supervision (Kadushin, 1992). This role is emphasized by Salaman (1992, p. 63) who argues that "managers must have a concern for both performance and learning. Essentially managerial aspects of managers' work are their responsibility for monitoring and improving the work of others; their managerial effectiveness is determined by their capacity to improve the work of others. If managers are not able to make this contribution, then what value are they adding? The only ultimate justification of managers' existence is the improvement of the work of their subordinates. If managers fail in this way, they fail as managers."

High social work staff turnover resulted in the educative function of supervision for other managers (40%) being applied.

"Managers have many new social workers. This high staff turnover; requires constant skills development" (Manager 3).

Performance management assists managers instill a culture of ongoing learning and development creating 'a learning organization' (Senge, 1990).

"*Performance management encompasses a constant focus on the quality of service delivery, equipping social workers with tools to cope; monitoring ethics and standards; identifying skills gaps and providing avenues for counseling and training. We manage people*" (Manager 5).

All leaders (100%) and 11 managers (55%) noted that the performance appraisal systems provided a means for evaluation and assessment of staff. One manager (5%) assessed staff performance during supervision. However, two leaders (29%) and six managers (30%) reported that the performance appraisal systems were not well structured in their organizations which resulted in distrust and antagonism amongst staff. Two managers (10%) had no idea how staff performance was assessed and evaluated.

Programme Management

"Programs are the strongest signal of the success and value of an NGO. The organization may have excellent governance, effective administrative procedures and a highly skilled staff, but it must use these resources to deliver quality services to its constituents and community" (www.peacecorps.gov/multimedia/pdf/library, 2008). One leader (7%) and six managers (30%) recognized the importance of programme management.

"*A manager has more responsibility regarding the coordination of work. They manage a program, project or department. Managers were appointed for specific objectives. They make sure functions are upheld and maintained. They oversee the implementation of goals, policies, procedures, staffing, financial / budgeting of programmes" (Leader 2).*

This understanding is reinforced by a manager who said

"*I am involved in day to day operations. I am task orientated – doing specific tasks and processes at specific times. I need to be hands on" (Manager 16).*

The subsequent figure (Figure 3) tracks the average time managers and leaders spent on respective functions per month.

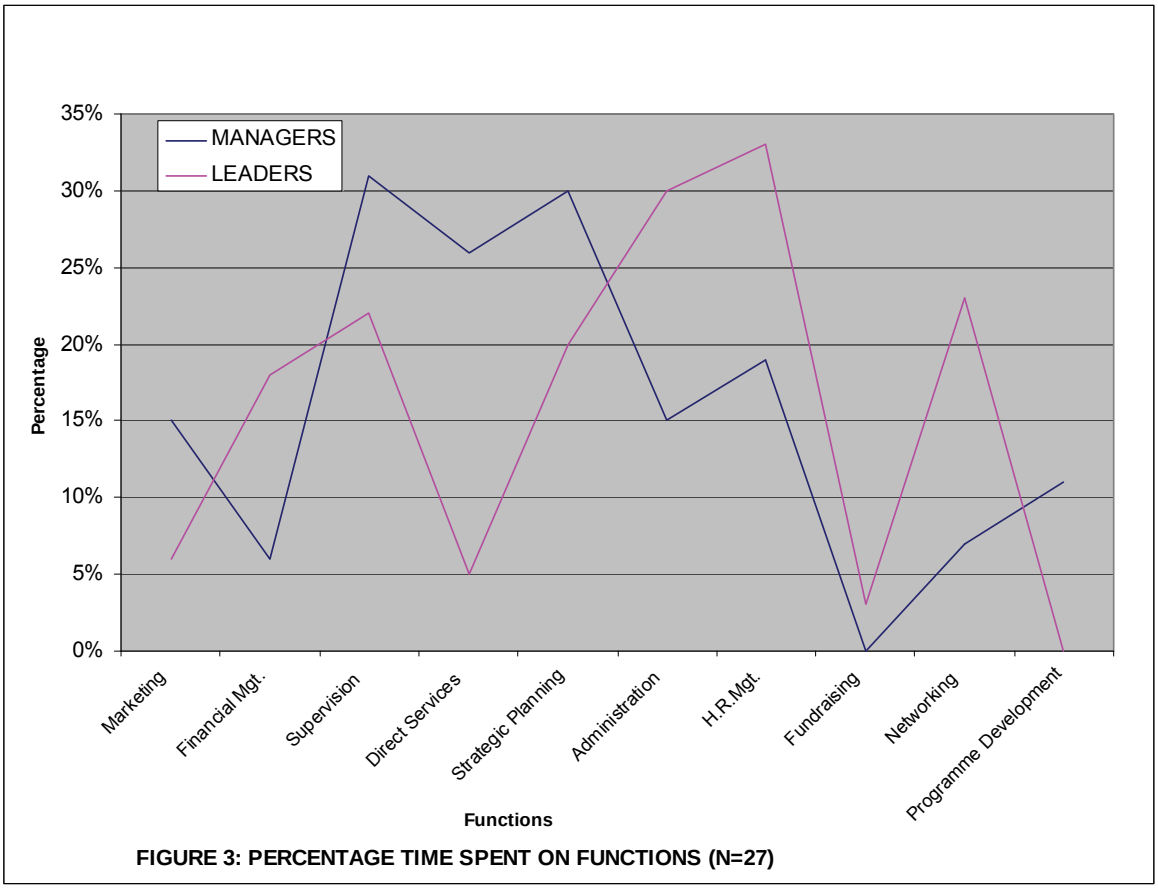


FIGURE 3: PERCENTAGE TIME SPENT ON FUNCTIONS (N=27)

Managers and leaders of social work organizations have many responsibilities. Payne (2000) cited in Coulshed and Mullender (2008) stresses that a good leader and manager is one who balances their role, style, task and relationship with the team and the situation being faced. From the above figure, it becomes evident that leaders are most engrossed in their roles of human resource management (33%) and networking (23%). They spend less than 5% raising funds and no time on programme development. Managers use their time mainly for the functions of supervision (32%) and strategic planning (30%). Financial management (6%) and fundraising (0%) are their least engaged functions.

Figure 3 also illustrates that both managers and leaders work an average of 60% overtime every month, with 26 (96%) of the 27 participants of the whole sample reporting this to be the trend and 'culture' in non governmental organizations. Yet, 21 (91%) participants of the full sample claim that they are coping with their work.

"It is startling how many social workers and their managers are unable to ration themselves across a working day or week or to delegate effectively. While the theme of the 1990s was to assume that managers should be available at all times and respect was reserved for the workaholics, the managers of the future should be noted for their capacity to reflect on what they are doing and to draw boundaries around the energies available for their career and those available for personal and family commitments. Lunch is back in fashion, as is building exercise and quality time into the day. Self management of this nature is one way of preventing stress related illness" (Coulshed and Mullender with Jones and Thompson, 2008, p. 15).

5.4 THEME 2 NEEDS AND RESOURCES

Organizations allocate resources to staff in order to meet the basic needs of communities. Maslow's hierarchy of needs proposes that the needs of human beings can be identified by a hierarchy. From lowest to highest, the hierarchy of needs includes 1) physiological needs; 2) needs for safety and security; 3) needs for belonging, love and social interaction; 4) esteem and status needs and finally 5) the need to attain self actualization. Once the lower needs have been met, humans strive to achieve the higher needs (Lewis, Packard and Lewis, 2007).

According to Courtney (2009) Maslow's hierarchy of needs has assisted therapists and managers as a theory of motivation. Lewis, Packard and Lewis (2007) support this view stating that one of the key roles of leadership is to identify the needs that cause the positive basis for employee performance. Several years ago, most organizations motivated employees with higher salary packages. These authors assert that once the lower need is satisfied, employees seek higher needs of creativity, autonomy and growth in the organization. Lewis, Packard and Lewis (2007) actually pinpoint a significant inference when stating that organizations experiencing funding cuts will revert to lower level needs and motivations. Chapter 3 of this study detailed the impact of government funding cuts on non governmental organizations. It is evident that the motivation levels of leadership and staff in these organizations were severely affected.

This study identified the needs of social work managers and leaders in non governmental organizations.

5.4.1 Organizational Support

Participants reported that organizations should provide the following resources and support to their leaders and managers**.**

TABLE 13: ORGANIZATIONAL SUPPORT FOR LEADERS AND MANAGERS (N=27)

RESOURCE NEEDS FOR LEADERS	RESOURCE NEEDS FOR MANAGERS
1. **Training and Development** Four (57%)leaders specified Financial Management, proposal and business plan writing, formal management training needs.	**1. Training and Development** Six (30%) managers wanted further education in Management, Financial Management, Strategic Management, Project Management and Computer Literacy.
2. **Supervision** This could be offered internally or externally as shared by two leaders (29%).	2. **Supervision** One manager (5%) stated that a supportive environment created through regular supervision must be availed.
3. **Peer Consultation** These two leaders felt that they could learn more from other leaders (29%).	3. **Peer Consultation** Managers (10%) stressed time to read and discuss topical issues and challenges with regular seminars between peers as necessary. A dream of another manager was a world tour of all institutions for best practice models.
4. **Debriefing and emotional support** Providing emotional support was highlighted as pertinent for one leader (14%).	4. **Debriefing and emotional support** No comments were received from managers.
5. **Benefits** Organizations need to enhance holistic staff wellness. Two leaders (29%) mentioned that extra leave in recognition for long service and higher salary packages would be welcomed.	5**. Benefits** More human resource benefits in order to stay motivated in this difficult field was stressed by two managers (10%).

TABLE 13: ORGANIZATIONAL SUPPORT FOR LEADERS AND MANAGERS CONTINUED (N=27)	
RESOURCES NEEDS FOR LEADERS	**RESOURCE NEEDS FOR MANAGERS**
6. **Marketing expertise** Leaders cannot be skilled in all aspects of the organization. Employ marketing personnel.	6. **Marketing expertise** No comments were received from managers.
7. **Finances** Two leaders proposed that Management Boards must fundraise as well so that there is money to get the work done (29%).	7. **Finances** No comments were received from managers.
8. **Retain skilled staff** One leader (14%) felt that the organization needed to ensure that skilled staff stay commited to an organization by working for it for a number of years..	8. **Retain skilled staff** All (100%) managers viewed staff as the greatest resource to all their organizations. Organizations needed to inform Universities that graduate social workers were unskilled for work. Training had to be revised. Organizations needed to invest in orientating social workers to various fields of social work. Managers and leaders need to manage human resources and instil a culture of ongoing learning and development.

All participants (100%), that is, managers and leaders, felt that a three tier approach to meeting the needs of managers and leaders was necessary. In other words, government, boards of organizations as well staff needed to partner to resolve this matter. Twenty three (85%) participants of the entire sample stated that they understood that strong motivation and pressure had to be directed at governance structures like the Boards of Directors and Management in order to attain these resources. Their frustration was visible as evidenced in the following quotes:

"The sustainability of the NGO is at risk if the needs of leaders are not addressed. People need to feel they are card for" (Leader 4)

"If the needs of leaders are not met, we will not deliver an effective service; leads to burnout" (Manager 1)

"I hate to fight for resources, more space, staff, and finances. I simply do my own thing. Part of the problem is the lack of experience by Director, does not understand time, process and dynamics involved, expects short cuts to be taken' (Manager 2)

"NGO sector is the step child of government, funding of posts not programmes creates burnout of managers. NGOs do bulk service delivery yet do not get perks, huge staff turnover, constant recruitment and training which affects service delivery" (Manager 14).

5.4.2 Roles and Responsibilities

When identifying the resource needs of managers and leaders, the researcher also sought to understand the role and responsibility the following person's played in meeting these needs:

- Boards of Management
- Directors / Assistant Directors
- Management Teams
- Staff
- The Individual Leader and Manager.

Table 14 below gives a brief overview of the managers' and leaders' sentiments.

TABLE 14: ROLES OF VARIOUS STAKEHOLDERS (N=27)	
STAKEHOLDERS	**ROLES AND RESPONSIBILITIES**
Board of Management Team	**Leaders** Only one leader shared positive accolades for the Board of their organization. This Board always responded to requests and was actively involved in the affairs of the organization. *"Board very involved in fundraising and looking at ways to increase social work salaries and retain staff" (Leader 3).* The remaining six leaders stated that their Boards were inactive and unresponsive, as apparent in the following quote *"board does not pull its weight" (Leader 4*) **Managers** This question was not posed to managers as most Boards do not have direct contact with managers.

TABLE 14: ROLES OF VARIOUS STAKEHOLDERS IN MEETING NEEDS CONTINUED (N=27)	
STAKEHOLDERS	**ROLES AND RESPONSIBILITIES**
Directors and Assistant Directors	**Leaders** Four leaders found their Directors generally supportive. *"…meets needs very well, understands challenges, available at all times…open to training needs and course attendance, good support base" (Leader 2).* However, three leaders chose not to answer this question. It is deduced that these could be experiencing 'strained relations' with their Assistant Directors or Directors of Boards. **Managers** One manager stated that the Director had no role to play in meeting his/her needs. Another manager stated that this question was not applicable. Interestingly, two managers openly disclosed that trust was most necessary *"Not experiencing any support at present; but would like a Director that relies on me as manager…giving me more freedom would give me a sense of confidence in my ability" (Manager 9).* The remaining 17 managers presented various areas they felt Directors assisted them meet their needs. Six managers highlighted support as a way of assisting managers. Four managers stressed availability of the Director to consult especially when decisions needed to be taken. Regular meetings were voiced as the third manner in which Directors could play a role for five managers. One manager shared that the Director was a mentor.
Management Teams	**Leaders** All leaders applauded the support of the management teams. *"super management team" (Leader 3)* *"…understands company well, including challenges…meet my needs with regard to recruitment of staff…when staff turnover high" (Leader 2).* *"They are my legs and arms and keep operations functioning; cannot function without them" (Leader 6).* **Managers** The researcher did not ask the managers this question.

TABLE 14: ROLES OF VARIOUS STAKEHOLDERS IN MEETING NEEDS CONTINUED (N=27)	
STAKEHOLDERS	**ROLES AND RESPONSIBILITIES**
Staff	**Leaders** This question was not presented to the leaders. **Managers** Two managers felt that there was a dual role for staff and manager to play *"I need to delegate more to my staff then they will support me" (Manager 10).* Four managers reported that staff appreciated their roles as managers *"They allow me to impart my skills and knowledge. After sharing with them, they go out and implement, they are team players" (Manager 4).* Other (3) managers felt that staff needed to give them time. *"They do not give me time and space to fulfil my needs" (Manager 3).* *"Staff need to think more strategically and if they can do things correctly, I will have more time" (Manager 16).* Nine managers stressed that staff needed to fulfil their roles and work with passion and cooperation *"yes…they need to be passionate and professional" (Manager 12)* One manager supported commitment to the organization as away of assisting management to meet needs *"They must stay in the organization and not leave after three days….require more committed staff since the staff turnover is very frustrating" (Manager 8).* One manager felt that this question was not applicable.
Individual Leader / Manager	**Leaders** All leaders felt that they have a role to play in meeting their needs. They cited registering for post graduate studies (3 leaders), motivating for attendance at training seminars (1 leader), self care and self management (2 leaders) and sourcing funding (1 leader) as the means to own their personal responsibilities. *"I am responsible for myself, for my development. Share my experiences and frustrations and emotions…" (Leader 6).* *"an active role because I need to take responsibility to further my studies and grow as a professional. I sought a business consultant to assist me with the change management of this organization" (Leader 1).*

TABLE 14: ROLES OF VARIOUS STAKEHOLDERS IN MEETING NEEDS CONTINUED (N=27)	
STAKEHOLDERS	**ROLES AND RESPONSIBILITIES**
	Managers Five managers indicated that they would meet their needs if they communicated their needs verbally, in an assertive manner. Two managers acknowledged that they needed to take care of themselves. *"I need to know when to take time out. I need to take care of myself" (Manager 15).* One manager that having open discussions with the Director would assist in the attainment of needs. Another manager needed to delegate to staff. An openness to learning was highlighted by two other managers whilst having a positive attitude was listed by three managers. *"It starts with me…I need to identify what I need to learn…or else I do not get it" (Manager 14).* Two managers suggested the need to gain Financial Management and I.T. skills. One manager commented that self education was the key to meetings managers' needs. Finally, problem solving skills would assist one manager.

It is clear that both managers and leaders understand that all stakeholders share the responsibility to meet the needs of their positions. Unless stakeholders become proactive and functional, they will not respond effectively to client needs nor provide a high quality of working life for staff (Lewis, Packard and Lewis, 2007). These authors propose that organizational charts do not communicate or explain the functions of respective staff. Written job descriptions provide concise information on what each post entails (Coulshed and Mullender with Jones and Thompson, 2008). It would be interesting for future research to measure the role of Boards of Management; given their lack of active participation in non governmental organizations detailed.

5.4.3 Communication

Figures 4 and 5 below indicate the channels leaders and managers use to communicate their expectations to staff and in turn the channels availed to staff to communicate with managers and leaders.

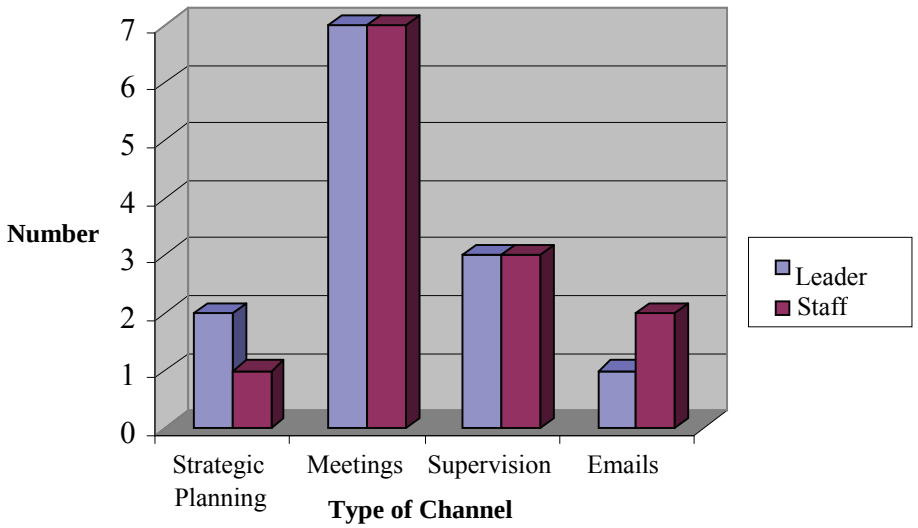


Figure 4: Communication Channels (N=7)

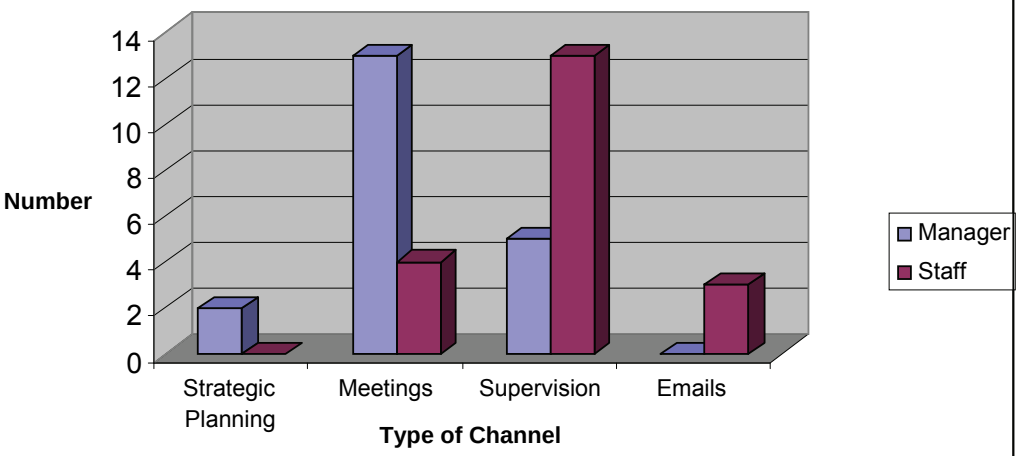


Figure 5: Communication Channels

Several authors (Lishman, 1994; Kadushin and Kadushin, 1997; Koprowska, 2003, 2005; Trevithick, 2005 found in Lymbery and Postle, 2007, p.124) espouse the view that communication "lies in the heart of social work". It is through the tool of communication that the needs of clients are met. "Developing your own and the

communication skills of your workforce to diminish fears, encourage discussion, stimulate idea sharing, and achieve results" are basic leadership qualities (Khumalo, B in The Star Workplace, 2006, p.1).

Koprowska (2007) in Lymbery and Postle (2007) warns that employers' focus on complying with demands of targets, performance and deadlines could be detrimental for attaining authentic communication in social work. Managers and leaders must guard against social care becoming secondary to pressures to complete work on time. It is noteworthy that the main channel of communication for leaders and managers are meetings; followed closely by supervision. Both managers (0%) and leaders (1) make minimal use of electronic means of communication. The latter remains a highly debated ethical issue in the journals of social work (Journal of Social Work Ethics and Values, 2009).

5.4.4 The importance of addressing the needs of leaders and managers

Earle (2008) affirms how minimal or the lack of resources in most non governmental organizations results in high caseloads, workplace stress, emotional burnout and incidents of misconduct in social work. The following quotes support Eagle (2008) as all (27 participants) managers and leaders agreed that it was important to address their needs

"…because leaders burn out…" (Leader 1)

"…so that there is awareness of the humanity of managers (Manager 5)

"When needs and issues are not addressed; a lot brews under the carpet that can result in an explosion. Need to pick up concerns before they explode" (Manager 18).

The importance of addressing the needs of managers and leaders and its impact on services was also presented by some managers (8) and leaders (4)

"Unless the needs of leaders are addressed, the sustainability of the NGO is at risk" (Leader 4)

"If manager's needs are not met, they will not deliver an effective service" (Manager 1)

"Managers provide…motivation to human resource…so domino effect is vital" (Manager 8)

"…it will help to improve management of social services in the whole country. Staff skills will be improved, services to community will be much more effective" (Manager 4).

5.5 THEME 3 COPING AND RESILIENCE

The participants interviewed were asked to rate their levels of resiliency as managers and leaders in the workplace. As previously mentioned, 23 participants (81% that is, 17 managers and 5 leaders) of the full sample stated that they were coping with their work. Two participants (7%, that is, one manager and one leader) of the full sample reported that they were not coping due to work overload and burnout. Furthermore, two managers and one leader answers were indecisive and stated that there are times when they cope better than other times.

5.5.1 Define Coping

All leaders and managers were able to provide explicit definitions for coping.

"Being able to acknowledge constraints that exist and turn these into positive challenges... I must just not see limitations but challenge the self to think laterally, balancing act between the business and NGO side of service world. It is the ability to create a happy medium between strengths and limitations" (Leader 2)

"Maintaining high levels of personal motivation and energy in spite of challenges of industry such as under funding" (Leader 7)

"Feeling equipped to do one's job on a work and emotional level" (Manager 4)

"Trying to do what is expected of me…not be overwhelmed. Find ways to manage my stress and cope…a professional and personal balance" (Manager 14).

Those leaders (2 participants) and managers (3 participants) who felt that they were not coping all the time or some times accepted that it would impact negatively on their work

"I do not have the energy to get to all my tasks, I feel unorganised and pressured" (Leader 7)

"It makes me feel stressed, very stressed and overwhelmed…I have been experiencing heart spasms" (Manager 3).

"It makes me negative from time to time" (Manager 15).

Alternatively, the managers (17) and leaders (5) who felt they coped well presented more positive experiences of work.

"It makes me jump out of bed in the morning and say aren't I lucky" (Leader 4)

"Makes me feel enormously competent" (Manager 11)

"My work is efficient, I feel in control of the situation and in touch with what is happening in my unit" (Manager 17)

"I feel good that the organization will benefit from my efforts and that I will be a successful manager" (Manager 19).

Leaders and managers felt they possessed several strengths.

TABLE 15: STRENGTHS OF LEADERS AND MANAGERS (N=27)

Leaders	**Managers**
❖ Compassion for staff (1)	❖ Structured individual (1)
❖ Ability to multitask (1)	❖ Good listener (1)
❖ Ability to manage pressure (1)	❖ Administrative abilities (4)
❖ Vast work experience (1)	❖ Supportive (1)
❖ Passion and energy (1)	❖ Willingness to learn (1)
❖ Ability to accept criticism (1)	❖ Effective listening skills (1)
❖ Good relationship with staff (1)	❖ Ability to embrace diversity (1)
❖ Ability to inspire others	❖ Team player (1)
❖ Assertiveness (2)	❖ Good relationship with staff (5)
❖ Good role model (1)	❖ Assertiveness (4)
	❖ Ability to inspire others (1)
	❖ Good role model (1)

NB: Please note that the number in parenthesis and brackets indicates the number of participants.

The researcher deduces that these strengths assist managers and leaders to cope with work in non governmental organizations.

5.5.2 Skills, Abilities, Behaviours and Qualities that demonstrate Coping

Myriad skills, abilities, qualities and behaviours were listed when participants were requested to describe how resilience enhances effective management and leadership in non governmental organizations. The researcher has grouped these into the following areas:

Emotional Intelligence

Emotional Intelligence entails a positive sense of self and includes the ability to manage emotions and establish healthy relationships. "Emotional Intelligence competencies include self awareness, self management, social awareness and relationship management" (Goleman quoted by Sorrell in Business Day, 2005, p. 4). "The issue of emotional intelligence has come to dominate the issue of executive leadership. Executives are hired for their skills, but fired for their behaviours and habits. Emotional Intelligence has become a vital factor in empowering employees and helping them to grow and flourish" (Khumalo, B in The Star Workplace, 2006, p.1). Half of the sample, that is 50% (14) of the participants, highlighted the importance of being emotionally intelligent.

"I need to have interpersonal skills, respect difference, treat people fairly and justly, listen, be self aware" (Manager 8).

Passion

Passion for the field of social work matched with enormous energy and drive promotes a philosophy of life and belief in the strengths of human beings (Du Plessis and Van Breda, 2001). Three leaders and eight managers reported that qualities like endurance, optimism, positive attitude and enormous amounts of energy all support resilience.

"I am positive, have enormous energy and resilience, passionate about what I do. It is a vocation not a job. I live out what I stand for. It is a philosophy of life and belief in humans that makes a difference; even if small" (Leader 4)

"Lots of tenacity, confidence…motivated, self driven manager" (Manager 6)

Conduct

Behaviour and general professional demeanour featured prominently with all 27 participants (100%). The ability to confront issues and offer constructive criticism demonstrates care and support for staff. Honesty, trustworthiness, congruence and integrity would ultimately build sound relationships (3 leaders). Managers stressed demeanours like respect (2), flexibility (5), sensitivity (6), empathy (8), patience (4), giving recognition and praise (1), tolerance (2), calmness (3) and affection (1) as important qualities of conduct.

Skills

Interpersonal skills (2 leaders), communication and assertiveness (4 leaders), planning skills and financial skills (1 leader) were named to be vitally necessary. Managers found skills like human resource management skills (12), communication skills (15), time management (5), facilitation (1), stress management (9), marketing (2) and financial management (6) to assist them to excel. Seven (35%) managers also viewed social work skills and administrative skills as stepping stones to cope with work in a resilient manner.

"Records and administration of a manager must have a presence" (Manager 5).

Self Care

Six of the seven leaders remarked that they would take 'a personal retreat' by calling a halt to their normal leadership routine, when faced with critical decisions. Twelve managers affirmed that a retreat could aid them to cope with work.

"It is good to step back, take time to make informed decisions so as to take a few steps forward later" (Leader 5)

"Yes I do that a lot…called time out for me" (Manager 7)

"I call it duvet leave…I have to take it or else I burn out" (Manager17).

One manager did not find this question applicable. Seven managers did not feel they needed to take a retreat.

"No because I do not have the time for it. I would feel like I am jumping ship. I am a manager. I have to face these decisions" (Manager 3).

5.5.3 Organizational Strategies that enhance Coping

Strategies employed by organizations also assisted managers and leaders to cope with their work in a more positive manner (as evident in Figure 6 below).

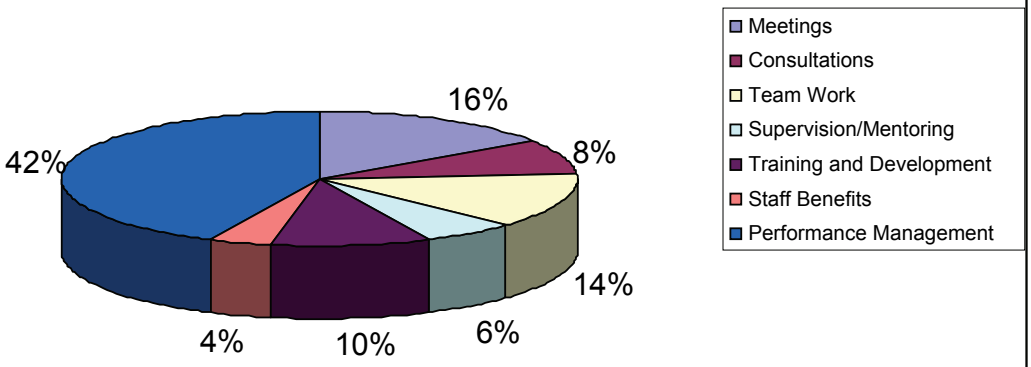


Figure 6: Organizational Strategies enhancing Coping (N=27)

Performance Management

In this study, performance management is viewed as the greatest tool (42% of the whole sample) that enhances coping in both managers and leaders. The organizations of 4 leaders and 12 managers reported that their organizations use a structured performance management system which requires quarterly review and appraisals of staff performance. Four managers said the leadership team (Director and managers) used supervision to evaluate performance. The remaining three leaders and four managers stated that their organizations did not assess performance. Armstrong (2008, p. 166) verify that "managers get things done through people." Through the planning, monitoring and reviewing of performance managers ensure that things are done well and objectives are achieved (Armstrong, 2008).

Team work

Team oriented sessions like team meetings (16%), team building (14%) and ongoing internal training and development plans (10%) accounted as additional organizational strategies that assisted managers and leaders cope with daily workplace demands. "Teams can achieve a synergy in which output exceeds the sum total of each member's

capabilities, and a high-functioning team in which members are playing to their strengths will provide them with 'added value' in terms of increased job satisfaction and reduced stress" (Eadie, 2002 in Lymbery and Postle, 2007, p. 206).

Regular Consultation and Supervision

One on one consultation (8% of the participants) with Boards of Management and/or fellow management as well as external supervision with mentors (6% of the full sample) was disclosed. Leaders and managers have mentors, as evidenced by the elders in traditional society. "Modern leaders will find elders (mentors) to guide them on their way. They are not too proud to accept that they have much to learn from others" (Van Vuuren in the Business Day, 2005, p. 3). Thirteen (65%) managers reported to have a mentor. Two (29%) leaders consult with a mentor. Matuszek, Self and Schraeder (2008, p. 18) define mentors as "leaders who, by example, socialize individuals to organizational culture and organizational mores, as well as organizational expectations through direct demonstration and observation. Mentors essentially become interpreters of everything from organizational policy and procedures to politics for the novice employee. Individuals serving as mentors help develop competence and skills that might otherwise remain underdeveloped, operating in a capacity similar to an apprentice. In effect, mentors help the protégé to become more confident in their workplace."

Staff Benefits

Leave policies (4% of the entire sample) which promoted flexible working hours and acknowledged the importance of leave in lieu of overtime, was listed as other building blocks for resilience. Five leaders (71%) and 19 managers (95%) worked overtime citing this mode of operation as a daily occurrence. As previously mentioned, five (71%) leaders and 13 (65%) managers considered taking a personal retreat or calling a halt to normal routine and working hours. "The discipline of carving chunks of time for personal renewal is a highly valued and important leadership practice. Sort of like drinking from the fountain" (Hamel, in The Star Workplace, 2008, p. 56).

Van Vuuren (2005) views a retreat and time away as one of the core leadership lessons to be learnt. He asserts "clarity of thought results from reflection and space and leaders create time for that. Leadership is not shown in working consistent 12 hour days, weekends and never taking a holiday. Play golf, lie on the beach, go watch a movie, go sit on a mountain somewhere and think about who you are in the bigger scheme of things. Whatever it takes to unload and relax" (Van Vuuren in Business Day, 2005, p. 3).

5.5.4 The Management of Change

The last questions of the interview schedule focussed on change management. Figure 7 below illustrates the changes that affected leaders since South Africa's transformation in 1994.

By Leaders

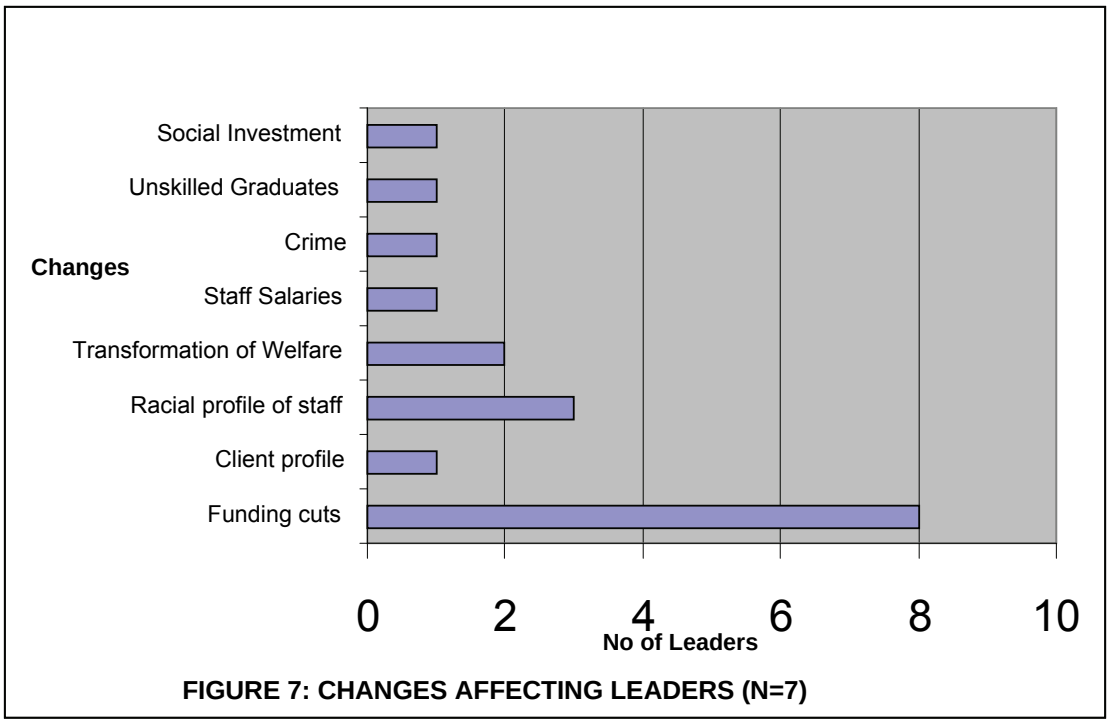


FIGURE 7: CHANGES AFFECTING LEADERS (N=7)

These were some of the responses received from leaders.

CHANGES	COPING WITH CHANGE
Funding cuts	*"applied for lottery" (Leader 7)*
	"aggressive fundraising drive" (Leader 1)
Client Profile	*"adapt or die…learnt to accept" (Leader 4)*

Racial Profile of Staff	*"recruited all races" (Leader 2)*
Transformation of Welfare	*"embraced changes" (Leader 7)*
Staff Salaries	*"motivated…motivated…motivated" (Leader 1)*
Crime	*"constant awareness and education" (Leader 5)*
Unskilled graduates	*"recruited from reputable Universities only" (Leader 5)*
Corporate Social Investment	*"run organization as a business" (Leader 6).*

Two leaders felt that their organizations did not prepare them effectively for change. Five leaders felt supported by their organizations when facing or dealing with change; especially with regard to the cut in funding to non governmental organizations. The following Figure 8 demonstrates that leaders feel most supported by organizations through meetings, strategic planning sessions and consultative processes.

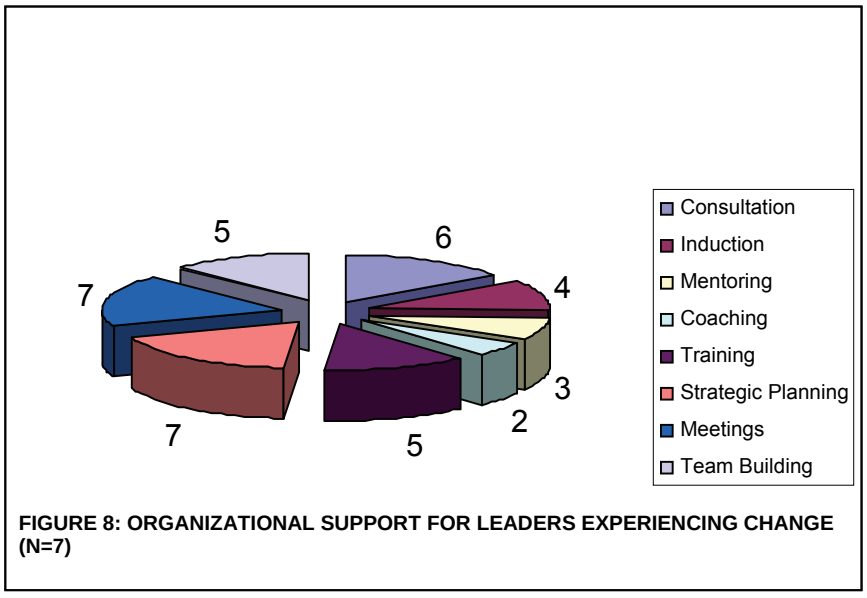


FIGURE 8: ORGANIZATIONAL SUPPORT FOR LEADERS EXPERIENCING CHANGE (N=7)

By Managers

Nine managers felt supported by organizations on change efforts. Eight managers stated that there were not supported by organizations. One leader did not know whether she/he was supported by the organization whilst two managers stated that this question was not applicable. It appears that the transformation of the welfare system affected most

managers (19). Even though only two managers indicated that funding cuts affected them, the change in the welfare system automatically resulted in huge funding implications. Managers highlighted the following changes that affected them. It is also significant that one manager reported the impact of America's September 11th attacks, another that social workers' focus on monetary gains requires special mention and three managers stressing the need for diversity as glaring changes. None of the latter changes were mentioned by any leaders.

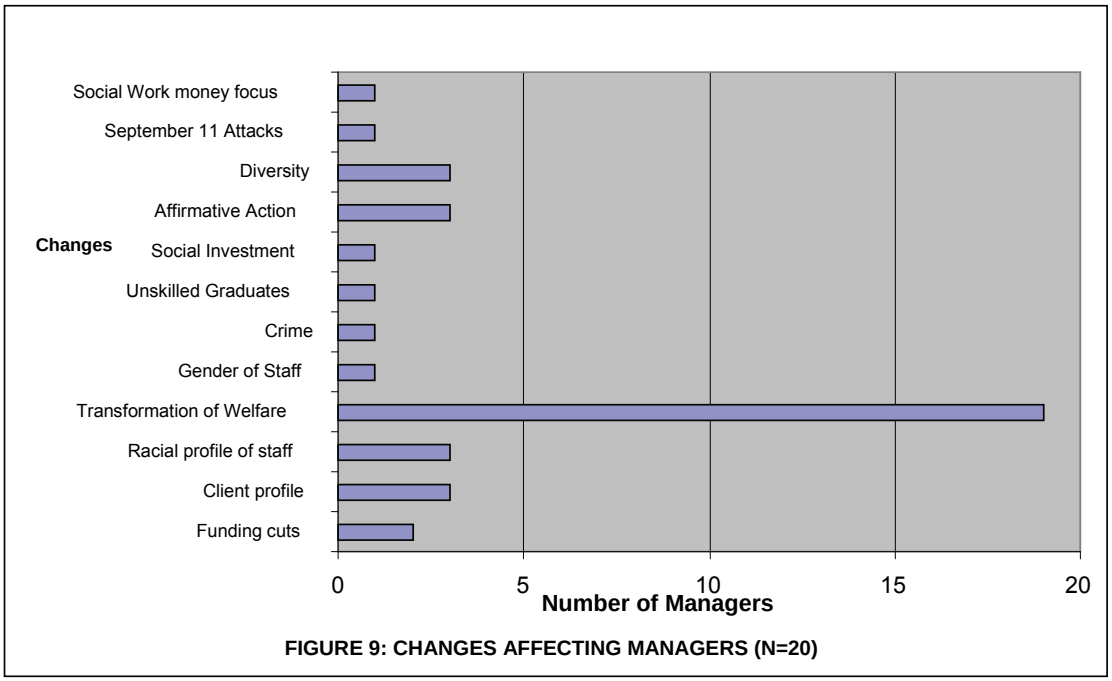


FIGURE 9: CHANGES AFFECTING MANAGERS (N=20)

Simultaneously, managers reflected that organizations supported their experience of change by regular meetings (20 managers) and consultation (19 managers) as well as strategic planning sessions (17 managers). Compared to leaders, many managers (14) report to utilize mentoring support. One organization arranged a change management consultant for managers (1 participant). Refer to the pie chart (Figure 10) below for a statistical presentation of this support.

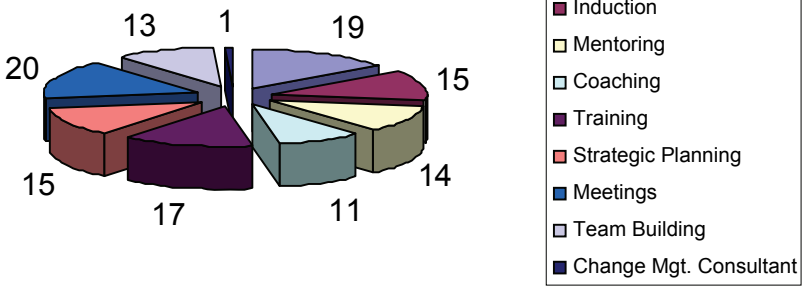


FIGURE 10: ORGANIZATIONAL SUPPORT FOR MANAGERS EXPERIENCING CHANGE (N=20)

Here are some responses from managers regarding how they managed change.

CHANGES	**COPING WITH CHANGES**
Funding cuts	*"needed to rebuild relationship with funders and enter new negotiations" (Manager 1)*
Client Profile	*"reach out to the poorest of the poor" (Manager3)*
Racial Profile of Staff	*"this is an opportunity now" (Manager 4)*
Transformation of Welfare	*"freed me as an individual by making me feel" confident as a professional" (Manager1)*
Crime	*"prepared my self and staff" (Manager 2)*
Unskilled graduates	*"support them…do work myself; so simply get the job done" (Manager 5)*
Social Workers money focus	*"share this concern with other NGOs" (Manager 19)*
September 11th Attacks	*"we are part of a global society…need to identify non violent means to build each other" (Manager 5)*
Diversity	*"changed my mindset" (Manager 20).*

5.6 ENRICHMENT OF LEADERS AND MANAGERS

Two leaders reported that ongoing training and development and five leaders commented support empowered them to do their work. Twelve managers stated that support assisted them. One manager approved of the funding provided by the organization for postgraduate studies. Three managers enjoyed the space that was provided to simply talk and debrief concerns. Three managers indicated that training afforded them coping skills. Five managers do not feel enriched by their organizations.

5.6.1 Leaders Recommendations

Leaders recommended the following:

- Formalized Training for all managers and leaders on Financial Management (2), Writing Skills (1) and Information Technology (1).
- The formation of a forum for all NGO leaders (1).
- One policy for all NGOs (1).
- The affiliation of all NGOs to one National Body (1).

5.6.2 Managers Recommendations

Managers recommended the following:

- Training on a formal University qualification for all social work managers which focuses on Management Theories (14), Labour Relations (2), Diversity (2), Performance Management (5) and Human Resource Management (5).
- Mentoring for managers (1)
- Standardized management competencies (1)
- Adequate resources(2).

5.8 CONCLUSION

Qualitative thematic content analysis provided a rich, detailed and complex account of the data collected for this study (Braun & Clarke, 2006). This method of allowing for analysis of both qualitative and quantitative data increased the validity of findings (Cresswell, 1998). The three broad emerging themes, that is, the conception of

leadership and management, needs and coping strategies of social work managers and leaders were discussed. Participants have shared some valuable insights regarding the management and leadership of non governmental organizations practicing social work. Discussion regarding these factors will be concluded in the following chapter.

CHAPTER 6

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

Today's organizations operate in ever changing contexts. Professions like social work experience unprecedented institutional instability when faced with constant change. Services of non governmental organizations were greatly affected by the transformation of South Africa. The practice of management and leadership in these organizations should be explored in order to determine the impact and effects of change. Understanding management and leadership approaches could further enhance the effectiveness of non governmental organizations. Equipping managers and leaders with coping strategies could ultimately improve the delivery of social work services.

6.2 SUMMARY OF MAIN FINDINGS AND CONCLUSIONS

The overall aim of this study was to identify the roles, functions, needs, coping strategies and strengths of social work managers and leaders in Gauteng. This research also sought to explore the differences between management and leadership in social work. An in-depth discussion on each of these objectives is presented with reference to the main findings collected. The researcher also reflects on the conclusions reached and makes recommendations for future research.

6.2.1 Summary of Main Findings

Objective 1: To identify the various roles and functions of social work managers and leaders based in non governmental organizations

All leaders and managers were able to identify their specific roles and functions. With regard to the most valued functions, only four of the seven leaders interviewed identified strategic planning as a significant task. This is a crucial finding as the core function of leaders includes constructing a vision for the organization (Avery, 2007).

The inability of some managers (10) and leaders (5) to articulate a concise understanding of the vision, mission statement and key objectives of their organizations is the second major finding of this study. This could be problematic as there is no common goal to work towards resulting in varied objectives being set for staff. Staff morale and motivation would drop which could have a negative impact on service delivery.

Managers appear to place greater value on functions for which they have received formal training and development; namely supervision (8 managers) and the delivery of services to clients (5 managers). When called to execute tasks for which they have minimal or no knowledge, an increased level of frustration is observed. The high rate of staff turnover experienced by non governmental organizations, adds to their feelings of dissatisfaction.

Concerted efforts have been made to deal with the transformation of the welfare system. Some managers and leaders have managed the change in policies fairly well by organizing themselves and being sensitive and supportive to their staff. It is unfortunate that not all leaders and managers managed the opportunities and risks associated with these changes. One leader stated that "*change management is taxing for me*". The latter comment is concerning as leaders drive the change processes of their organizations and motivate their staff to cope with change (Clegg, Kornberger and Pitsis, 2008). Since change is the only certainty in an ever changing environment, it is concluded that training on change management should be a prerequisite for entry into a management and leadership position.

Leaders and managers have many roles to perform. It was found that they continue to render social work services to clients. It is concluded that this finding could result from the high staff turnover rates evident in these organizations. Another major finding was

the great amount of monthly overtime managers and leaders spent on fulfilling these functions. All participants understood that continuous overtime could eventually lead to stress and burnout.

All managers and leaders acknowledged that they needed to take care of themselves and strive to attain a healthy work and life balance. The effective use of their time and the ability to 'work smarter instead of harder' may be necessary. The following quote affirms this need "…human service work is inherently stressful, managers should try to prevent burnout with proactive strategies" (Lewis, Packard and Lewis, 2007, p. 133). The findings of the coping strategies are discussed and concluded in objective 5 below.

Objective 2: To identify the differences and similarities of social work managers and leaders employed at non governmental organizations

It appears that both managers and leaders have a principal understanding of what constitutes management and leadership in non governmental organizations, though rudimentary. This research found that there are distinct differences between a leader and a manager in non governmental organizations. Leaders manage the finances of the organization, formulate its vision and encourage staff to achieve it. Leaders supervise and manage the management team and often fulfill a networking and liaison role. Managers supervise staff and manage the finances and budgets of their departments. Some managers (5) are involved in training and development functions and other managers (6) develop programmes for their organizations.

The study also discovered that the differences between the two positions are better understood in the application of their respective functions. As stated above, both managers and leaders offer supervision. However, leaders supervise managers for the purpose of directing their efforts towards a strategic vision; therefore a future goal. Managers, on the other hand, supervise junior social workers. Their supervision focuses on practice of social work and therefore maintaining standards. Managers are interested in the present time. Leaders are future oriented and managers' task oriented.

Another finding of this research was that leaders and managers are also engaged in similar functions. They both lead. However, leaders guide the entire organization to its desired mission; whilst managers direct and lead their teams and departments to effective service delivery. It can be concluded that both functions of leadership and management are needed to assist non governmental organizations meet the vast needs of communities.

No manager and leader reported to have a formal qualification in management or leadership. Whittington (2007) in Lymbery and Postle (2007) discusses the notion of '*interprofessionalism*' and advocates that its primary purpose is to promote quality services for users and carers. Coulshed and Mullender with Jones and Thompson (2008) support this learning by suggesting that the study of management and leadership is about thinking on the broadest level thus learning and surviving constant change. These authors view leadership and management as the core of social work since both these practices are about people; not merely statistics and suits. Formal training in management, leadership and organizational theories could promote a deeper understanding for the practice of management and leadership in NGOs.

One leader feels that investing in training is a waste of time. The latter could infer that he or she has sufficient knowledge and skills and therefore does not need further development. If this is true, professional bodies like the SACSSP (South African Council for Social Service Professions) and SAQA (South African Quality Assurance) are redundant. This leader, as senior social worker, is required to obtain a specified number of professional development points by attending or participating in activities of a professional nature in order to stay registered with their latter Council (www.sacssp,org,za., 2010). Leaders should maintain the ethical standards of the social work profession.

The quantitative method of this study found that the profiles of managers and leaders have no distinct differences in terms of age and qualification. However, it is a finding that there are a greater percentage of females than males in this sample; 18 are female managers and 5 female leaders. It could be concluded that this profession is still

associated with female characteristics and qualities. The image of the senior social worker is changing with more males entering the profession (White and Harris, 2007 in Lymbery and Postle, 2007). The gender and age of the manager and leader does not necessarily infer the depth and essence of their management and leadership expertise.

Objective 3: To identify the needs of social work managers and leaders in non governmental organizations

According to Maslow (Lewis, Packard and Lewis, 2007) financial security is one of the basic needs of human beings. The change in South Africa's welfare system in 1994 enormously affected the sustainability of NGOs. Leaders and managers become the first 'port of call' when resources are needed. It is their responsibility to provide the resource needs of staff. But they too have needs.

The study found that training and development was the leaders' (4) greatest need. For managers (20) their greatest need was the retention of skilled staff, followed by training and development. None of the needs that the leaders and managers identified are unrealistic and extravagant. For example, they need ongoing training to develop their skills and stay relevant. The source to attain their needs appears to be their cause for distress. This study thus deduces that dependence on government and international donors for funding, as reiterated in chapter 3, could be their major source of concern. This chapter also demonstrates that the establishment of an equal partnership between NGOs and government will benefit NGOs.

The critical role of the Board of Management was highlighted in this research. They should become more active and supportive if they wish to assist NGOs. Directors were found to support their managers (85%) and all leaders praised the input of their managers. Three managers raised the concern that their leaders did not trust their ability to do the work assigned to them. "Many organizations seek to develop self-managing and self-leading staff" (Avery, 2007, p. 120). Trust between two professionals could enhance motivation and provide an environment conducive for learning. It can be concluded that

leaders who allow managers' autonomy boost their levels of worth and confidence (Lewis, Packard and Lewis, 2007).

The study also found that staff can make the work of managers and leaders interesting and rewarding if they perform at optimum levels and express an enthusiasm for learning. Secondly, high staff turnover appears to cost NGOs more recruitment money with managers mainly carrying the emotional strain of this task. Retention strategies could assist managers and leaders cope with these challenges.

Both managers and leaders report that there is adequate use of communication between leaders, managers and staff in NGOs. However, the study did show that both managers and leaders can explore the use of electronic means of communicating and supporting their staff. Rafferty and Steyaert (2007) in Lymbery and Postle (2007) assert that social work is part of a digital society and world. Finally, all 27 participants feel that it is important to address the needs of managers and leaders in NGOs.

Objective 4: To identify the strengths of these managers and leaders

The sheer ability to work in such the NGO environment is a major strength for these managers and leaders. The report also infers that skills of communication, social awareness and diversity enhance the roles of managers and leaders. Another finding is that prior training in social work matched with vast work experiences could prove advantageous as social work training afforded them skills that benefitted the world of management and leadership, like interpersonal skills.

Objective 5: To explore the coping strategies developed by social work managers and leaders of non governmental organizations

All managers and leaders present a holistic understanding of coping. They include aspects of physical, social, psychological and emotional wellness in their coping strategies. Consistent with literature which suggests that emotional maturity is associated with managerial effectiveness, participants report that self awareness and an understanding of one's strengths and limitations is unavoidable.

The research finds social work managers and leaders have found interesting ways to cope in an NGO environment, with minimal resources. Managers and leaders presented with some aspects of resilience which was evidenced through several coping strategies and continuous organizational support.

The research concludes that managers and leaders of non governmental organizations present with some the tenets of *ubuntu,* an African value that connotes compassion, care and connectedness. They serve the poorest of the poor with passion, a spirit of selflessness and humility.

6.2.2 Conclusions

Managers and leaders have different and similar roles to perform in NGOs. Leaders are concerned with the future, managers with the present. Constant review of the vision, mission statement and key objectives is required to ensure managers and leaders move towards the same goal. One of the core responsibilities of leadership and management in NGOs is the management of change. NGOs have provided some support to their managers and leaders. In order to cope with change that is inevitable for NGOS, managers and leaders could invest in change management and resilience training. Further support could be provided by designing and implementing self care and staff development policies for managers and leaders that addresses time management and balance, staff retention and stress management. Formal qualification in management and leadership could assist NGOs to deliver effective services and benefit senior workers.

6.3 RECOMMENDATIONS

6.3.1 RECOMMENDATIONS FOR PRACTICE

The study wishes to present the following recommendations to Universities:

- **Inclusion of organizational theory in undergraduate social work training**
  Social workers need to have a basic understanding of organizations and the challenges that they encounter. Integration of Western management and

leadership theories with African value of *ubuntu*-based practices would provide skills and competencies to address the social problems of South Africa.

- **Management and leadership training for social workers**
  Gaining knowledge and skills in these practices will assist senior social workers who aspire to move into management and leadership positions. Organizations like NGOs need to ensure that their sustainability is dependent on the skills and abilities of leaders and managers.
- **Review of student social work training**
  It is imperative to maintain high standards of performance in social work. Universities need to constantly review the training of social workers.
- **Code of Practice for social work managers and leaders**
  A code of practice with clear standards and ethics could be drafted between all NGOs and the South African Council of Social Service Professions.

6.3.2 RECOMMENDATIONS FOR NGOs

NGOs have an important role to play in the retention of social work leaders and managers. NGOs need to

- **Provide support**.
  There are several ways that NGOs could offer ongoing support to managers and leaders. Intense induction programmes could assist managers and leaders orient themselves to their positions, include job shadowing and learning whilst in probation. Monthly peer consultation and in-service training would afford managers and leaders time to debrief and feel coached in their roles.

- **Establish private-public partnerships**
  Networking with businesses through the establishment of private–public partnerships promotes self-reliance, security and sustainability for NGOs.
- **Review policies, systems and strategies**.
  It is imperative that NGOs revise their human resource policies and include retention strategies in them. Offering competitive staff benefits and competitive

salaries would decrease the rates of staff turnover of the NGO workforce, including mangers and leaders.

- **Manage change**

  NGOs need to implement leadership and management strategies that redress past injustices. Organizations should concentrate on the human aspects of change interventions as the perceptions and experiences of employees are a critical factor in change management programmes.

- **Address role of Boards of Management**

  NGOs must use of the ability and skills of Boards. The function of the Board can be reviewed annually during strategic planning sessions. The duties of the Board could be presented as job descriptions to each Board member.

- **Best practice models**

  Social work NGOs can share their best practice models with other organizations**.** This sharing will provide an opportunity for NGOs to celebrate their achievements.

6.3.3 RECOMMENDATIONS FOR LEADERS AND MANAGERS

Like other staff, leaders and managers are the greatest resource for any organization. They are responsible for developing their own resilience to cope with daily challenges. To this end, leaders and managers require

- **Formal qualification and education on management and leadership**

  Knowledge is power. Attaining a formal qualification in management and leadership will increase their competency and skills base as well as the services of the organization.

- **NGO Management and Leadership Forum**

  Connecting with colleagues in a safe, supportive environment will motivate managers and leaders to deeper sense of hardiness and decry the loneliness and aloneness of their experiences.

- **Self Management Strategies**

  Through greater awareness of their abilities and limitations, leaders and managers enhance their professionalism and worth. If social work managers and leaders

cope with the numerous problems of practice, they will improve the image of the social work profession.

- **Self Care**

  There are many ways managers and leaders can promote their own wellbeing. As role models, they need to balance the personal and professional lives. Regular leave, supervision and mastery of stress management techniques will provide stepping stones for self care.

6.3.4 RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the literature and the findings of this report, opportunities for further research include:

- Application of African management and leadership values and practices in organizations rendering social work services would be another interesting topic to research.
- Research on the role and effectiveness of Boards of Management in NGOs and their impact on management and leadership efficiency could to be explored.
- An in-depth study on the impact of funding cuts and the relationship of NGOs and democratic government needs to be examined.
- Retention of managers and leaders in the fields of social work and its impact on the image of the profession can also be studied.

6.5 CONCLUSION

Despite its limitations, this study provides valuable information on social work management and leadership in NGOs. The roles and functions, needs and coping strategies of senior social workers shared in this report offer rich insights into their experiences. The insights and information gained has a number of implications for the social work profession and organizations.

"Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall".

--Stephen Covey

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APPENDIXES

APPENDIX A

SEMI STRUCTURED INTERVIEW SCHEDULE FOR LEADERS

SECTION A: DEMOGRAPHIC INFORMATION

PROFILE OF LEADER

1. **Position you presently occupy in the organization?**

2. **Gender:**

Male	
Female	

3. **How old are you?**

4. **What are your qualifications and in which year did you obtain the qualifications?**

5. **How long have you worked for this organization?**

6. **Let's talk about your experience as a social worker prior to becoming a leader. How long did you practice as a social worker, at which organizations and in which capacity?**

LEADERSHIP EXPERIENCE

7. How long have you been a leader in this organization?

8.1 How many staff are you responsible for as leader of this organization?

8.2 How many of these staff are categorised as non professional staff and what is the nature of their work?

8.3 How many of these staff are categorised as professional staff and what is the nature of their professions?

9.1 Do you have previous leadership experience?

Yes	1
No	2

9.2 If yes, please explain.

10.1 Since working for this organization have you received any training as a leader?

Yes	1
No	2

10.2 If yes, please explain the following:

- **who identified the need for you to receive this training?**
- **when was this training received?**
- **what was the focus of the training?**

10.3 Did this leadership training prepare you for your role as a leader in a non governmental organization? (Explain how/ how not?)

Yes	1
No	2

How?

SECTION B: ROLES AND FUNCTIONS

1. How do you differentiate between a leader and a manager?

2. In your opinion, what are the functions of a manager?

3. In your opinion, what are the functions of a leader?

4. What is the Mission Statement of this organization? (Attain a copy)

5. What are the key objectives of this organization? (Attain a copy).

6.1 Does this organization have a leadership plan or strategy?

Yes	1
No	2

6.2 If yes, kindly explain the strategy? (Attain a copy).

7. Do you have a job description? (Ask for a copy of the job description).

Yes	1
No	2

8. Which of the following identify the key functions of your job? (Mark all that apply).

Marketing	1
Financial Management	2
Supervision	3
Direct Services to Clients	4
Strategic Planning	5
Administration	6
Human Resource Management • Human Resource Planning • Job Analysis • Job Design • Recruitment and Selection • Orientation and Induction • Training and Development • Performance Management • Change Management • Labour Relations • Team Management • Leadership • Motivation • Compensation	7
Other (Specify)	8

9. Given the key functions you have identified above; what percentage do you spend on each a month?

KEY FUNCTIONS	**TIME**
Marketing	
Financial Management	
Supervision	
Direct Services to Clients	
Strategic Planning	
Administration	
Human Resource Management • Human Resource Planning • Job Analysis • Job Design • Recruitment and Selection • Orientation and Induction • Training and Development • Performance Management • Change Management • Labour Relations • Team Management • Leadership • Motivation	

• Compensation	
Other (specify)	

10. Quantify why you spend so much time on respective functions?

KEY FUNCTIONS	**REASON FOR TIME SPENT**
Marketing	
Financial Management	
Supervision	
Direct Services to Clients	
Strategic Planning	
Human Resource Management • Human Resource Planning • Job Analysis • Job Design • Recruitment and Selection • Orientation and Induction • Training and Development	

• Performance Management • Change Management • Labour Relations • Team Management • Leadership • Motivation • Compensation	
Other (specify)	

11. In your opinion, which are the most important functions?

12. Which of the above functions do you feel most comfortable with? Why?

13. Which of the above functions do you feel least comfortable with? Why?

14. How do you communicate your leadership expectations and objectives to your managers and staff?

15. What channels are available for your managers and staff to communicate with you?

16.1 What is the designated monthly working hours for this organization?

16.2 Do you find that you work outside 'normal working hours'?

Yes	
No	

16.3 If yes, how frequently do you work outside 'normal working hours' per month? (Please explain)

SECTION C: IDENTIFICATION OF NEEDS

1.1 Let's talk about your needs. Identify the needs that you have as a leader?

.

1.2 What role do the following person's play in meeting your needs?
Board of Management's Role:

Assistant Director's Role (if a Director) or Director's Role (if an Assistant Director):

Management Team's Role:

2. Do you feel you have a role to play in meeting your needs? (Please explain).

Yes	1
No	2

3.1 What resources will help you excel in your job as a leader?

3.2 What role do the following person's play in attaining the resources you need as a leader?

Board of Management's Role:

Assistant Director's Role (if a Director) or Director's Role (if an Assistant Director):

Management Team's Role:

4. What role do you play in attaining the resources you need to excel in your leadership position?

5. How does this organization enrich your perspective on leadership matters that you have to address?

6. Is it important to address the needs of leaders in non governmental organizations? (If yes, explain why?)

Yes	1
No	2

SECTION D: COPING, RESILIENCE AND STRENGTHS

1. Describe the personal qualities, abilities and skills of an effective leader in a non governmental organization?

- **Personal Qualities**
- **Abilities and Skills**

2. What is your understanding of 'coping' as a leader within a non governmental organization?

3. Do you feel you are 'coping' as a leader? (Please explain).

Yes	1
No	2

4. How does your response to question three, impact on your work as a leader?

5. What behaviours do you think demonstrate that a leader is coping in a non governmental organization?

6. How does this organization help leaders cope with work?

7. How does this organization assess and evaluate its leaders?

8. What would you say are your strengths as a leader?

9. What areas do you need to develop as a leader?

10.1 Do you have a mentor and/or coach who guides, advises, coaches and counsels you as a leader?

Yes	**1**
No	**2**

10.2 If yes, explain how this mentor/coach enhances your capacity to implement the leadership strategy of this organization?

11.1 There have been many changes in South Africa over the past decade. Mention three main changes that have affected you most as a leader of a social work organization?

11.2 How have you dealt with these changes as a leader?

12.1 Has this organization prepared leaders for the above mentioned changes? (Please explain).

Yes	1
No	2

12.2 Below is a list of some possible ways an organization can prepare leaders for changes. Which of the following are applicable to this organization?

Consultation	1
Orientation and Induction	2

Mentoring	3
Coaching	4
Ongoing Training and Development	5
Strategic Planning Sessions/Imbizos	6
Regular Management Meetings	7
Team Building Sessions	8
Other (Specify) Formal Training	9

13. Would you consider taking a personal 'retreat' or call a halt to your normal routine when faced with critical decisions in leadership? Explain.

14. If you had to make recommendations regarding the future development of leaders in a non governmental organization, what would you recommend?

Closing Comments:

We have reached the end of the interview. I wish to thank you for your cooperation and participation. Do you have any questions or queries you'd like answered. I have several interviews to conduct. Once these are completed, I will be collating the data and writing the research report. All Non – Governmental Social Service Organizations in the study will receive a copy of the findings. Once again, your input is much appreciated. Thank you.

APPENDIX B

SEMI STRUCTURED INTERVIEW SCHEDULE FOR MANAGERS

SECTION A: DEMOGRAPHIC INFORMATION

PROFILE OF MANAGER

1. **Position you presently occupy in the organization?**

2. **Gender:**

Male	
Female	

3. **How old are you?**

4. **What are your qualifications and in which year did you obtain the qualifications?**

5. **How long have you worked for this organization?**

6. **Let's talk about your experience as a social worker prior to becoming a manager. How long did you practice as a social worker, at which organizations and in which capacity?**

MANAGERSHIP EXPERIENCE

7. How long have you been a manager in this organization?

8.1 How many staff are you responsible for as manager of this organization?

8.2 How many of these staff are categorised as non professional staff and what is the nature of their work?

8.3 How many of these staff are categorised as professional staff and what is the nature of their professions?

9.1 Do you have previous management experience?

Yes	1
No	2

9.2 If yes, please explain.

10.1 Since working for this organization have you received any training as a manager?

Yes	1
No	2

10.2 If yes, please explain the following:

- **who identified the need for you to receive this training?**

- **when was this training received?**

- **what was the focus of the training?**

10.3 Did this management training prepare you for your role as a manager in a non governmental organization? (Explain how/ how not?)

Yes	1
No	2

How?

<u>SECTION B: ROLES AND FUNCTIONS</u>

1. How do you differentiate between a leader and a manager?

2. In your opinion, what are the functions of a manager?

3. In your opinion, what are the functions of a leader?

4. What is the Mission Statement of this organization? (Attain a copy)

5. What are the key objectives of this organization? (Attain a copy).

6.1 Does this organization have a management plan or strategy?

Yes	1
No	2

6.2 If yes, kindly explain the strategy? (Attain a copy).

7. Do you have a job description? (Ask for a copy of the job description).

Yes	1
No	2

8. Which of the following identify the key functions of your job? (Mark all that apply).

Marketing	1
Financial Management	2
Supervision	3
Direct Services to Clients	4
Strategic Planning	5
Administration	6
Human Resource Management • Human Resource Planning • Job Analysis • Job Design • Recruitment and Selection • Orientation and Induction • Training and Development • Performance Management • Change Management • Labour Relations • Team Management • Leadership • Motivation • Compensation	7

Other (Specify	8

9. Given the key functions you have identified above; what percentage do you spend on each a month?

KEY FUNCTIONS	**TIME**
Marketing	
Financial Management	
Supervision	
Direct Services to Clients	
Strategic Planning	
Administration	
Human Resource Management • Human Resource Planning • Job Analysis • Job Design • Recruitment and Selection • Orientation and Induction • Training and Development • Performance Management • Change Management • Labour Relations • Team Management	

• Leadership • Motivation • Compensation	
Other (specify)	

10. Quantify why you spend so much time on respective functions?

KEY FUNCTIONS	**REASON FOR TIME SPENT**
Marketing	
Financial Management	
Supervision	
Direct Services to Clients	
Strategic Planning	
Human Resource Management • Human Resource Planning • Job Analysis • Job Design • Recruitment and Selection • Orientation and Induction • Training and Development	

• Performance Management • Change Management • Labour Relations • Team Management • Leadership • Motivation • Compensation	
Other (specify)	

11. In your opinion, which are the most important functions?

12. Which of the above functions do you feel most comfortable with? Why?

13. Which of the above functions do you feel least comfortable with? Why?

14. How do you communicate your management expectations and objectives to your managers and staff?

15. What channels are available for your staff to communicate with you?

16.1 What is the designated monthly working hours for this organization?

16.2 Do you find that you work outside 'normal working hours'?

Yes	
No	

16.3 If yes, how frequently do you work outside 'normal working hours' per month? (Please explain)

SECTION C: IDENTIFICATION OF NEEDS

1.1 Let's talk about your needs. Identify the needs that you have as a manager?

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1.2 What role do the following person's play in meeting your needs?
Assistant Director's Role (if a Director) or Director's Role (if an Assistant Director):

Management Team's Role:

Staff's Role:

2. Do you feel you have a role to play in meeting your needs? (Please explain).

Yes	1
No	2

3.1 What resources will help you excel in your job as a manager?

3.2 What role do the following person's play in attaining the resources you need as a manager?
Assistant Director's Role (if a Director) or Director's Role (if an Assistant Director):

Management Team's Role:

Staff's Role:

4. What role do you play in attaining the resources you need to excel in your management position?

5. How does this organization enrich your perspective on management matters that you have to address?

6. Is it important to address the needs of managers in non governmental organizations? (If yes, explain why?)

Yes	1
No	2

SECTION D: COPING, RESILIENCE AND STRENGTHS

1. Describe the personal qualities, abilities and skills of an effective manager in a non governmental organization?

- **Personal Qualities**
- **Abilities and Skills**

2. What is your understanding of 'coping' as a manager within a non governmental organization?

3. Do you feel you are 'coping' as a manager? (Please explain).

Yes	1
No	2

4. How does your response to question three, impact on your work as a manager?

5. What behaviours do you think demonstrate that a manager is coping in a non governmental organization?

6. How does this organization help managers cope with work?

7. How does this organization assess and evaluate its managers?

8. What would you say are your strengths as a manager?
9. What areas do you need to develop as a manager?

10.1 Do you have a mentor and/or coach who guides, advises, coaches and counsels you as a manager?

Yes	**1**
No	**2**

10.2 If yes, explain how this mentor/coach enhances your capacity to implement the management strategy of this organization?

11.1 There have been many changes in South Africa over the past decade. Mention three main changes that have affected you most as a manager of a social work organization?

11.2 How have you dealt with these changes as a manager?

12.1 Has this organization prepared managers for the above mentioned changes? (Please explain).

Yes	1
No	2

12.2 Below is a list of some possible ways an organization can prepare managers for changes. Which of the following are applicable to this organization?

Consultation	1
Orientation and Induction	2
Mentoring	3
Coaching	4
Ongoing Training and Development	5

Strategic Planning Sessions/Imbizos	6
Regular Management Meetings	7
Team Building Sessions	8
Other (Specify) Formal Training	9

13. Would you consider taking a personal 'retreat' or call a halt to your normal routine when faced with critical decisions in management? Explain.

14. If you had to make recommendations regarding the future development of managers in a non governmental organization, what would you recommend?

Closing Comments:

We have reached the end of the interview. I wish to thank you for your cooperation and participation. Do you have any questions or queries you'd like answered. I have several interviews to conduct. Once these are completed, I will be collating the data and writing the research report. All Non – Governmental Social Service Organizations in the study will receive a copy of the findings. Once again, your input is much appreciated. Thank you.

APPENDIX C:

Researcher's Address

Organisation's Address

For Attention: The Director

Date

Dear _____

RE: MASTER OF ARTS IN SOCIAL WORK

I am currently undertaking a research study for the Degree of Master of ARTS (Social Work) by Dissertation. The title of the study is *"Social Work Management and Leadership in a Democratic South Africa: Perceptions of senior social workers employed in a Democratic South Africa"*. The research is particularly relevant at the present time. South Africa is facing constant change and Non Governmental Organisations are experiencing the impact of these changes and those who hold management and leadership positions are under pressure to respond to these changes while ensuring the continued delivery of excellent social work services.

The study aims to explore the experiences of managers and leaders in Non Governmental Organisations, with specific reference to Social Service Organisations. Your organisation and six other organisations have been selected from a list of Non Governmental Organisations to participate in this study because it has been in existence prior to 1994 and presents as an 'ideal site' for researching the impact of changes over the past decade.

I would like to invite the management and leadership of the organisation to participate in the study. For the purposes of this study leaders are defined as senior social workers who are known as Assistant Directors or Directors and whose primary tasks involve strategic leadership, financial management and fundraising for the organisation. Managers are defined as senior social workers who draw up business plans, manage the daily operations of staff, and supervise junior social workers and who at times may render services to clients.

Please note that participation in the study is voluntary. Individual identities will not be disclosed and information collected will be confidential. It will take approximately two hours for an individual to participate in the interview. Transcripts will be kept in a locked cabinet which will only be accessed by the researcher. No identifiable information will appear in the report or be reported to employers. The research report will be presented in numeric and thematic format. You have the right to refuse to participate in the interview and not to answer any questions you feel uncomfortable to answer. You may withdraw from the interview at any time without any negative consequences to yourself. There will be no direct benefit to you or the organisation you represent from this study. However, information you provide may help improve social work management and leadership in Non Governmental Organisations. The research report and findings will be made known to organisations participating in the study, welfare departments and other relevant bodies.

I will make telephonic contact with you next week to hear your thoughts on the study and clarify concerns.

Your participation in the research will be greatly appreciated. If the organisation agrees to participate in the study, it would be enormously helpful if copies of the following documents could be made available, namely:

- Annual General Meeting Reports;
- Organogram of the Organisation;
- Job Descriptions of Managers and Leaders;
- Statistical Records;
- Policies on Staff Training Programmes.

Thanking you in anticipation.

Yours faithfully

Eileen Maleka
Researcher's Contact Details
Student Number: 0300372R

APPENDIX D:

CONSENT FORM FOR LEADERS

I, _____ (print full name), hereby agree to voluntarily participate in the research study on *"Social Work Management and Leadership in a democratic South Africa: Perceptions of senior social workers employed in a Democratic South Africa"*. The study is being conducted by Eileen Maleka (Student Number 0300372R), a student currently registered with the University of the Witwatersrand for a Degree of Master of Arts (Social Work) by Dissertation with the Department of Social Work in the School of Human and Community Development.

I understand the aim of the research.

I understand that the research will take the form of a semi-structured interview and could take approximately one hour of my time.

I understand that I will receive no financial benefit or any other reward or compensation for my participation in the research.

I agree that all the information I provide can be used for the purpose of the study.

I understand that my identity will be kept confidential and that the typed transcripts will contain no identifying details and information that can be linked to me.

I agree to avoid disclosing any information on the interview and its contents to my colleagues.

Moreover, I understand that I have the right to refuse to participate and answer questions if I so choose and that I have the right to withdraw from the interview and study at any time, without negative consequences to myself.

My signature below shows my permission and willingness to participate.

Signed: _____

Date: _____

Place: _____

APPENDIX E:

CONSENT FORM FOR MANAGERS

I, _____ (print full name), hereby agree to voluntarily participate in the research study on *"Social Work Management and Leadership in a democratic South Africa: Perceptions of senior social workers employed in a Democratic South Africa"*. The study is being conducted by Eileen Maleka (Student Number 0300372R), a student currently registered with the University of the Witwatersrand for a Degree of Master of Arts (Social Work) by Dissertation with the Department of Social Work in the School of Human and Community Development.

I understand the aim of the research.

I understand that the research will take the form of a semi-structured interview and could take approximately one hour of my time.

I understand that I will receive no financial benefit or any other reward or compensation for my participation in the research.

I agree that all the information I provide can be used for the purpose of the study.

I understand that my identity will be kept confidential and that the typed transcripts will contain no identifying details and information that can be linked to me.

I agree to avoid disclosing any information on the interview and its contents to my colleagues.

Moreover, I understand that I have the right to refuse to participate and answer questions if I so choose and that I have the right to withdraw from the interview and study at any time, without negative consequences to myself.

My signature below shows my permission and willingness to participate.

Signed: _____

Date: _____

Place: _____