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LEADERSHIP CHALLENGES IN THE LESOTHO TEACHING SERVICE DEPARTMENT

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A research report submitted in partial fulfillment of the requirements for the degree of Master of Management in the field of Public and Development Management within the faculty of Management, University of the Witwatersrand, Johannesburg.

August 2008

DECLARATION

I declare that this research report is my own unaided work. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in the field of Public and Development Management, to the University of the Witwatersrand, Johannesburg. It has not been submitted previously, in part or entirety, for any degree or examination to this or any other University.

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Emmanuel M. Noe

August 2008

DEDICATION

To my beloved wife Beatrice Noe, who offered unconditional support throughout my studies. I am truly grateful to her for her constantly unwavering support.

To my daughters Theresa, Jacinta and Mary who continue to give meaning to my life.

And to the memory of my Grandmother who gave so much to my life.

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To my friends and my colleagues who directly and indirectly contributed to making this research report possible.

LIST OF ABREVIATIONS

CEO	Chief Executive officer
MTC	Morija Training College
NEF	National Education Fund
NUL	National University of Lesotho
RCM	Roman Catholic Church
SGB	School Governing Bodies
SADC	Southern African Development Community
TSD	Teaching Service Department
TSC	Teaching Service Commission

ABSTRACT

Lesotho is one of the developing countries within the Southern African Development Community (SADC), and as such the provision of quality education within the country is regarded as one of the basic fundamental human rights. It is through the provision of education that this country is attempting to rescue its community from devastating poverty and high levels of unemployment. The Lesotho Teaching Service Department (TSD) was established in 1914 with the aim of administering the conditions of employment and payment of teachers. However, there are serious leadership challenges which this department is currently experiencing with regard to its employees. These challenges are in turn influencing the relationship between administrators within the department and the junior employees. This report presents the argument that the success and the failure of developmental institutions depends to a considerable extent on the relationship between the leader and the workforce because leadership is really about what one does for people

It is argued that the leadership can play an important role in initiating collaborative efforts between the junior employees and the TSD senior management. This collaboration may not bring stability but may bring commitment through equal participation. This study has established that commitment to cooperation can be brought about through the use of effective and proper communication, where both the leadership and the subordinates maintain regular interaction, and so allow for engagement among all the stakeholders. The leadership has to involve every stakeholder in the decision-making processes of the organisation. This active participation on the part of the stakeholders may then result in their commitment to ensure that their objectives and collective goals are fulfilled.

This study has concluded that lack of proper communication between the leadership and the employees, lack of involvement by employees in decision-making processes, as well as employees' disempowerment and resistance to change are the major leadership challenges which this department is experiencing. Therefore the recommendations are that the leadership needs to evaluate information channels to improve communication, to include employees in decision-making processes, to empower them and to eradicate obstacles to organisational change.

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CHAPTER ONE
INTRODUCTION

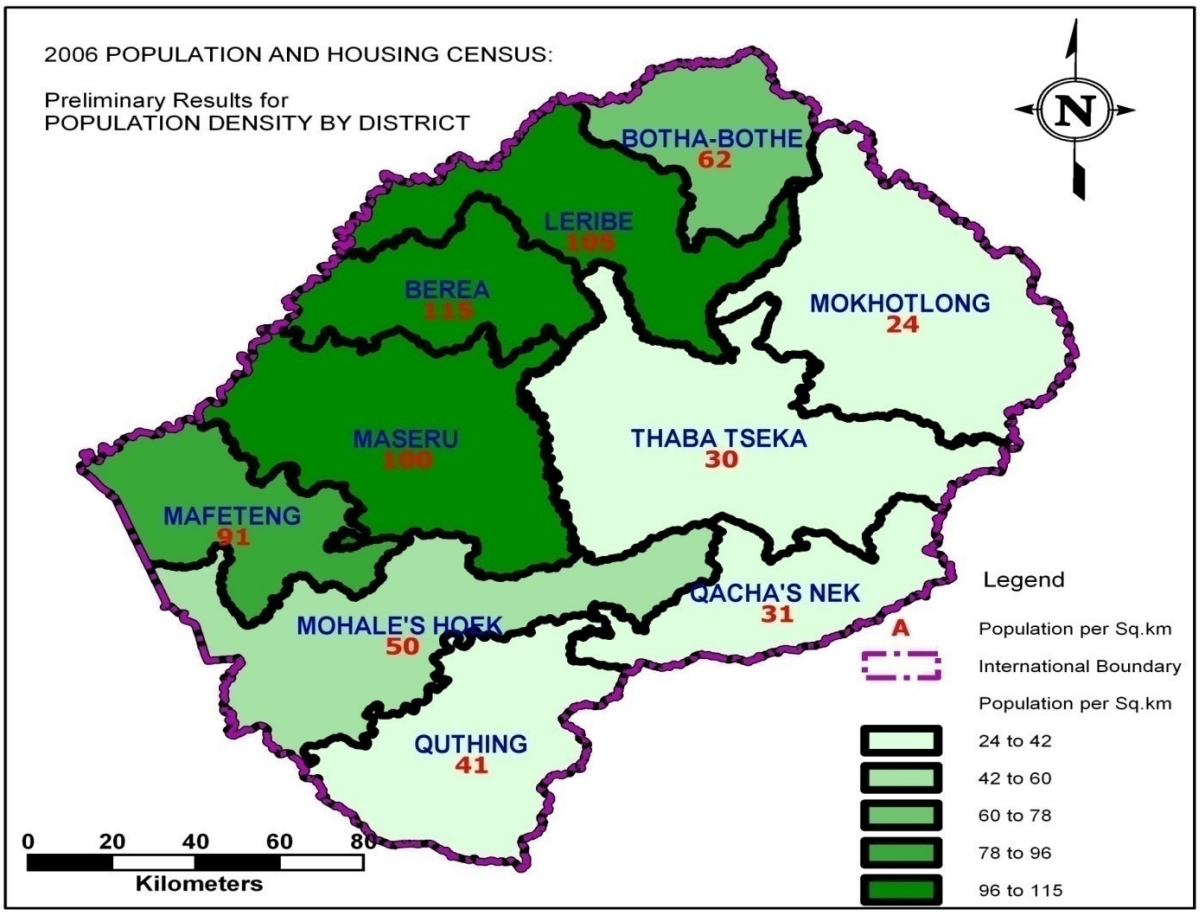
1.1 Introduction

Basic education is a fundamental human right and the lack of access to education opportunities places a major constraint on people's lives, from their developmental choices to their capacity to participate in the social, economic and political processes which affect them (Eade, 2000). This assumes that, in order for a society to develop positively, it has to be capacitated through education so that it can participate deliberately in considering decisions that will determine its future development. A capacity building approach to people's development involves provision of education so that men and women can identify constraints that they experience and find the appropriate means through which they can overcome the causes of their exclusion and suffering. It is through proper provision of education to society that people participate in developmental activities such as agriculture, for instance, and as a result gain access to land, employment, health care, legal aid and social services. In a broader sense education (both formal and non-formal) is a means for marginalised people to develop their critical and organisational capacities, and so contribute to positive transformation of their societies (Eade, 2000).

1.2 Focus of the Study

This study is focused on the Teaching Service Department (TSD) which is situated in Lesotho. In terms of geographical location, Lesotho is an independent sovereign state situated within South Africa, and it forms part of the Southern African Development Community (SADC). It is an enclave whose population is estimated at 1,880,661. Almost half of the population is

classified as poor, resulting from high levels of unemployment. The levels of unemployment have increased within the last ten to twelve years as a result of a decline in the numbers of Basotho people working as miners in South Africa (Lesotho Bureau of Statistics, 2007). Lesotho is currently one of the developing countries in Africa. The literacy level is notably high at 82%. However, the providers of education within the country have not been able to keep up with the demands. Educational standards and facilities have deteriorated, aggravated by the introduction of free education, which requires that leaders engage proactively with strategy formulation and critical perspective in order to tackle the challenges facing organisations like the TSD.



Source: Lesotho Bureau of statistics (2007)

1.3 Background

Indigenous education in which boys and girls attended initiation school, was a common ideology in many African countries. Education for boys and girls in the informal settings was geared to prepare them for the positions they would assume in their society. Lesotho has always had a well established indigenous education system, which exists to this day (Golthorpe, 1996).

On the other hand, the formal education system in Lesotho developed as a result of the association between Moshoeshoe 1, the founder of the Basotho nation, and the French (Nyabanyaba, 2002). The first French missionaries, from the Paris Evangelical Missionary Society, arrived in Lesotho in 1833. Some of the formal education structures which they established include Morija Training College (MTC), founded in 1868, and Leloaleng technical school. Anglican missionaries and Roman Catholic missionaries (RCM) followed, with the latter having been accredited with the establishment of the National University of Lesotho (NUL). This university was originally founded in 1945 as the then Pius X11 University College. Until 1970, the missionaries were solely responsible people for providing free education. Towards the end of 19th century a commission was set up to evaluate the formal education sector, and various points of weakness within the education system were reported (Sebili (1965) in Nyabanyaba, 2002). Some of the reasons given for these weaknesses included large classes and poor educational infrastructure. Two further commissions, were appointed respectively in 1905 and 1925 to reinvestigate this issue, both recommended that the Lesotho government should be more directly involved in education, and should not leave the control of education entirely to the missionaries. Furthermore, it was recommended that a Department of Education be established to administer teachers' grants, and that a central board of advisors be set up. This board should consist of a government secretary, a director of education, three representatives from the Paris Missionary Society, a representative from the

Roman Catholic Church and one from the Anglican Church. Following these recommendations, the central board was established in 1909, while the Department of Education was set up in 1914.

There has long been a continuous tension between the church and the government regarding who should control education in the country. One instance of this was the government's use of the then Native Education Fund (NEF) to check the expansion of the missionary schools and to build its own schools. Another source of tension related to teachers' salaries as those in government schools received better wages than those in church schools.

1.4 Establishment of the Teaching Service Department

Following the impact of the two commissions of 1905 and 1925, the Ministry of Education established the Teaching Service Department (TSD) within the education service in 1914. The purpose of the TSD is to administer teachers' salaries, entitlement of teachers like pensions and administer their leave (Teaching Service Regulations, 2002, and Education Act of 1995). It is important to indicate that the TSD registers teachers for both high schools and primary schools. While all applications for teaching service have to go through the Chief Education Officer (CEO), these applications have to be first approved by the Director of the Teaching Service Department (Teaching Service Regulations, 2002).

In addition to the TSD, the Teaching Service Commission (TSC) was established under section 144(2) of the Lesotho Constitution of 1993. In terms of these regulations, the Minister of Education appoints four members of the commission, two of whom are nominated by the heads of churches. The Minister designates one member as a chairman and one of the members nominated by the church is appointed as vice chair (Education Act of 1981). The roles which are performed by the TSD include the appointment of

teachers, promotions, disciplinary procedures, transfers and the dismissal of teachers from the service, specifically those whose salaries are paid by the TSD. However, it has become clear that the TSD is now facing certain challenges, particularly with regard to leadership roles. These need to be addressed as a matter of urgency so that its primary objectives can be achieved.

1.5 The Lesotho system of education

The education system in Lesotho is structured in three phases, from pre-school to high school level. The Lesotho Education Act of 1995 makes provision for the child to leave pre-school at the completion of five years of age in order to attend primary school. The primary education programme runs for seven years, from Standard 1 to Standard 7. After primary school, students prepare for the junior certificate over a three year period, after which they attend two years of high school. It is the role of the Director of the TSD to work closely with the school governing bodies (SGBs) in both primary schools and high schools in order to oversee the schools' appointments of teachers. These teachers are then paid by the TSD under the recommendation of the Lesotho Teaching Service Commission (TSC). The TSD faces a mammoth task in having to administer all schools, from pre-school to high school level. This requires stability as well as effective and efficient leadership if the institute's goals are to be achieved. However the fact that the employees and the leadership do not trust one another, serves as an obstruction to the effective achievement of these goals.

1.6 Statement of the problem

One of the functions of leadership is to build trust. However, many organisations fail in this vital area of relationship development. There is

currently an issue based on lack of trust within the Teaching Service Department. The leadership does not trust the other employees, and in reciprocal manner, the employees do not trust the leadership. This tends to impact negatively on the effectiveness and the efficiency of the organisation.

1.7 Purpose statement

The purpose of this study is to investigate the real challenges which have led to a lack of trust in the leadership within the Teaching Service Department. The relevant findings of this study will be presented and a comprehensive analysis of these findings conducted. The recommendations which derive from this study are intended to remedy the identified leadership challenges in the TSD, and will be presented both to the leadership and other employees within the TSD in an attempt to restore trust.

1.8 Research questions

This research seeks to investigate the challenges which are currently faced by the leadership in the TSD by employing the following questions:

a. What are the challenges that have lead to the lack of trust between the leadership and the other employees within the Teaching Service Department?
b. What are the appropriate leadership styles or modes which can assist in remedying lack of trust within the Teaching Service Department?
c. What are the lessons that can be learned from the identified leadership challenges prevailing in the Teaching Service Department?

1.9 Organisation of the report

This report is divided into six chapters:

Chapter one presents the background to this study, the research problem and the purpose of the study.

Chapter two presents the review of the literature that relates to the research questions as it serves as basis for the research hence it provides the theoretical insight of the study**.**

Chapter three presents the research methodology and indicates what techniques were used to collect the related data.

Chapter four presents a discussion of the data collected from the interviews.

Chapter five presents a critical interpretation and analysis of the research findings in relation to the research questions and the literature review.

Chapter six provides the conclusion as well as the recommendations based on the findings relating to this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the review of literature at this point in the research is to introduce and outline the debate continuing around the concept of leadership as well as to point out the one theory which guides this study. This is done through the use of both local and international literature on the issues of leadership. These issues include amongst others the styles and modes of leadership, organisational culture, team development and empowerment. This discussion will be preceded by an overview of the different theories on leadership.

2.2 Leadership theories

Different styles of leadership are used by different leaders. As such the choice of one mode of leadership over others determines directly the kind of relationships that a leader can influence in an organisation. Leaders with passion, vision and courage to guide their followers need to become facilitators and create environment that can favour accomplishment of intended goals.

2.2.1 Autocratic leadership

Some people, in their process of leadership, choose to employ a total top-down approach or autocratic style. This approach allows only the leader to make decisions on behalf of others working on the level of decision making. According to Daft (2002), an autocratic leader is one who tends to centralise authority, derives power from position, and who controls by means of rewards

and coercion. This approach to leadership often leads to the quick attainment of results because it limits debates and consultations by stakeholders. “This approach to leadership, unlike other styles, can be very quick to respond to emergent situations” (Useem, 2001: 63). However, the autocratic approach to leadership tends to be imposing as it often fails to recognise the concerns of others as the leadership becomes preoccupied with results. Everard and Morris (1996) assert that, the more a person is concerned with results, the less he or she is concerned with the employees’ relationships. Although other proponents of leadership such as Maxwell (1995) do not favour this approach, as it is the style of leadership which is still common in military organisations, within the prison system, and, to some degree, in educational institutions.

In terms of this autocratic style of leadership, the leader assumes that the opinions of one’s colleagues and other employees have no value, and so are not taken into consideration in making decisions which affect the entire organisation. Van der Westhuizen (2002) argues that this type of leader wants to have his/her way, with the result that he or she alone determines the policy and implementation of whatever decisions are made. As a result of the leader’s high decree and close control over employees, he or she issues orders and demands obedience while the focus is on his or her goals. According to Booyens (2002), lack of competence, lack of motivation and little experience are some of the drivers of a leader who uses this approach to leadership.

The use of an autocratic style of leadership harbours hostile feelings towards the leader by the subordinates. The employees then are demoralised and exhibit little interest in their work. They show no initiative and tend to feel unimportant (Booyens, 2002: 155). In other words, the team members feel no sense of responsibility as they derive little satisfaction from their work because the leader fails to give them recognition and does not appear to value their contributions.

2.2.2 Laissez-faire leadership

A second approach to leadership is called laissez-faire or free rein style. According to Van der Westhuizen (2002), the leader does not make his or her presence felt. Staff has the freedom to make individual or group decisions. The leader guides staff by appealing to personal integrity (De Witt, in Van der Westhuizen, 2002: 190). In other words, the situation created by this type of leadership is one in which individual feels completely trustworthy and able to decide for himself or herself. The leader provides no direction, which results in a passive approach to leadership (Booyens, 2002: 156). It is assumed that this type of leader makes minimal contact with and has minimal influence over the subordinates. This can mean that he or she allows employees the chance to set goals without aligning them towards a particular direction established by the organisation. This gives the employees maximum decision-making freedom which can in itself be detrimental to the organisation.

2.2.3 Democratic leadership

Another approach to leadership is termed a 'democratic style'. A democratic leader delegates authority to others, encourages participation, and relies on subordinates' knowledge for completion of tasks (Barker and Coy, 2003; and Daft, 2002). This style of leadership is transformational in nature and it allows stakeholders within the organisation to air their views and to take decisions freely in meetings. This assumes that there will not be any member in the decision-making forum who feels intimidated by the leadership as members work as a team (Northouse, 2004: 107). The participative leader consults with subordinates, obtains their ideas and opinions, and then integrates their suggestions into decisions regarding how the organisation will achieve its goals (Baker and Coy, 2003: 92). It is assumed that the leader considers and

recognises his or her colleagues as partners rather than as empty vessels without feelings.

According to Daft (2002: 451), a democratic leader is considerate and sensitive to subordinates' needs and respects their feelings, which results in the establishment of mutual trust. This means that the leader shows appreciation for what others do successfully and encourages voluntary efforts from team members which can lead to the attainment of organisational goals. Unlike the autocratic style of leadership, the democratic style is progressive in nature and encourages innovation from the team members. This can lead to an increase in their autonomy as a result of recognised initiatives emerging from within their organisation. "By spending time getting people's ideas and buy in, the democratic leader builds trust, respect and commitment" (Fatyi, 2006:18).

Furthermore, the leader who engages this style in his or her leadership supports participation in setting policies and goals for the organisation and so obtains buy in from staff on these policies. Because the leader supports participation from colleagues, this provides the freedom to choose actions and interactions that facilitate work as the leader is also strongly influenced by the colleagues he or she works with (Booyens, 2002:146). This assumes that the leader is approachable and willing to listen to suggestions and constructive criticism from team-members. Consequently this authentic relationship between the leader and the rest of the team members creates trust and strong support for one another, which makes it easy for the organisation to achieve the set objectives collectively.

2.2.4 Bureaucratic leadership

This style of leadership is a combination of democratic, autocratic and 'free rein' leadership which is otherwise referred to as laissez-faire mode of leadership. According to Van der Westhuizen (2002: 189), a bureaucratic leader occupies the position of a leader in a bureaucratic system.

The leader's ability to integrate, blend, balance and adapt components of his own leadership in harmony with the situation, the group and his own humanity, will largely determine his success as a leader of an organisation. This type of leader adheres strictly to the letter of the law, rules and regulations, and tries in this way to maintain his position, although sometimes does as he chooses (Van der Westhuizen, 2002). On a similar note, Booyens (2002: 159) indicates that the bureaucratic leader places emphasis on adhering to fixed and rigid rules and procedures. It is assumed that the leader can force the subordinates to be obedient even under deploring conditions which dictate breaking the rules. This style of leadership can therefore be harmful to the entire organisation, especially under the leadership of a "hard to convince" leader.

2.2.5 The concept of leadership

Smith (1996:282) states that "leadership is more than a single act of greatness carried out by a visionary CEO. It is now understood by many to imply collective action, orchestrated in such a way as to bring about significant change while raising the competencies and motivation of all those involved – that is, where more than one individual influences the process." This assumes that, within the organisation, the role of leadership may not be expected to be played by a single figure head who is seen as occupying the highest position, but by any one who exhibits leadership behaviour.

Kouzes and Posner (1995) in Mahanjana (1999:23) note that “leadership is a performing art – a collection of practices and behaviours – not a position. Constituents don’t follow positions; they follow people engaged in a process.” In this way it can be understood that they define leadership as the art of motivating others to work collaboratively for a common aspiration. On a similar note, Van Maurik (1997) defines leadership as something one does rather than something one is. His notion of leadership maintains that being a leader can be a choice through the process of action and of self-discovery. This definition may be understood to be based on the assumption that, for one to be a leader, he/she should be in possession of certain attributes and competencies which can assist the organisation to achieve its intended objectives. It highlights the necessity to determine the set of leadership competencies and to assess whether or not they provide a valid ground for people in leadership.

According to Cole (2004: 4), leadership refers to an individual’s ability to organise and commit a group of people to achieve a common group goal. This assumes that the leader needs to be someone who is able to inspire the staff members to work together with commitment so as to achieve the organisational goal collectively. “Leadership refers to an interpersonal process which involves the leader’s influencing group activities and acting as a role model to motivate other people to achieve both personal and group goals” (Booyens, 2002: 146). This means that the leader needs to be a person who has the ability to present convincing arguments that motivate others. Leadership is an aspect that is found in any group or organisation and, of course, the most important element of leadership within an organisation is this ability to influence the members of the group to work as a team so as to attain the goal together.

Nicholls (1996) indicates that leadership means widely different things to different people. The common thread that binds the various views with regard to the different aspects of leadership is that a leader causes things to happen that otherwise would not happen (Mahanjana, 1999:23). It is a leader's job to help people do what they need or have to do to make the organisation prosper. So a symbolic leadership is effective in helping people do the right thing (Daft, 2002:454). Each system of action involves deciding what needs to be done, creating networks of people and relationships that can accomplish an agenda, and then trying to ensure that those people actually do the job (Kotter, 2001:4).

Depree (1987:136-137) asserts strongly that leadership is "much more an art, a belief, a condition of the heart, than a set of things to do". This assumes that leadership is about understanding and appreciating other people's diverse gifts and talents, and the art of leadership lies with polishing, liberating and enabling those gifts (Depree, 1987:8). Leadership is about recognising and appreciating the leadership potential in other people, assisting them to unleash their potential while also grooming them into effective leadership. This can be achieved through capacity building initiatives (in both formal and informal training), delegating some leadership responsibilities as well as through decentralisation of decision-making powers and responsibilities.

Furthermore, one of the responsibilities of a leader is to deal with any obstacles that hinder progress so that the organisational vision can be successful in the future, and to create an enabling environment for the members to act. Kotter (2001:4) asserts that "for leadership, achieving a vision requires motivating and inspiring – keeping people moving in the right direction, despite major obstacles to change, by appealing to basic human needs, values and emotions". It is very important for the leaders to show that they understand the needs of their subordinate colleagues, who in return can then appreciate their leadership and support the leadership in its endeavours

to provide direction within the organisation. This usually results in members being able to perform their work effectively, and so leads to the organisation achieving its primary objectives. It is therefore vitally important for the leadership to remove as many barriers as possible so that those who want to make the vision of organisation a reality can successfully do so (Kotter, 2006:131).

Bhindi and Duignan (1996: 134) suggest that a visionary leadership is based on the leader's authenticity, cultural sensitivity, and commitment to significant values in a search for spirituality that promotes personal integrity and commitment to service. They argue that, whether in education, the public service or business organisations, the authentic leaders encourage and support ways of thinking and acting that are ethical and people-centred. This assumes that contemporary leaders need to be more sensitive and caring in their attitudes and relationship to their employees for the subordinate to feel autonomous within the organisation.

Cheng and Yuen (1996) in Mahanjana (1999:26-27) suggest five leadership orientations for an educational organisation: human leadership, structural leadership, political leadership, symbolic leadership and educational leadership.

- Human leadership refers to the extent to which the educational leader can be supportive. This fosters participation, enhances staff commitment and satisfaction, and encourages positive interpersonal relationships among staff members.

- Structural leadership refers to the extent to which the educational leader thinks clearly and logically. This provides technical support in the planning, organising, coordinating, facilitating and implementing of education policies.

- Political leadership refers to the extent to which the educational leader is persuasive and effective in building alliances. This resolves conflicts in educational constituencies.

- Symbolic leadership refers to the extent to which the educational leader is inspirational and charismatic. This builds an organisational culture which transforms the mission, values and norms of individuals or groups of staff.

- Educational leadership refers to the extent to which the educational leader encourages professional development as well as teaching and learning improvement, diagnoses educational problems, and gives professional opinions and guidance to staff.

The stronger these aspects of leadership, the more effective the organisation is perceived to be. For instance, the organisation will be more effective where:

- the management or staff relationship is satisfactory;
- the organisation's mission and values are shared;
- the organisation's authority is less hierarchical; and
- there is a culture of staff participation in decision making.

2.2.6 The evolution of leadership

An organisation can either exist in stable or unstable environment, and the concept of leadership is directly related to the leader's way of thinking about self, followers, organisations and the environment (Daft, 2002: 544).

According to Daft (2002:545), the evolution of leadership thought and action has unfolded over the course of four eras, which he identifies as:

a. Era 1 – that of great man leadership
b. Era 2 – that of rational management
c. Era 3 – that of team leadership
d. Era 4 – that of learning leadership.

The *era of great man leadership* may be regarded as the period around pre-industrial and pre-bureaucratic. Many organisations were small and were led by a single individual who could hire workers because they were friends or relatives, without paying attention to their skills or qualifications. “The size and the simplicity of organisation, and the stable nature of the environment made it easy for a single person to understand the big picture, coordinate and control all activities, and keep things on track” (Daft, 2002:544-545). This is macro leadership in a stable environment in which the leader is conceptualised as a single hero who sees the big picture and understands how everything fits into the whole.

2.2.7 Micro leadership in a stable environment

The *era of rational management* relates to the emergence of vertical hierarchy and bureaucracy in organisations. Although the environment is stable, owing to the growing size of the organisations, there is a need for application of rules and standard procedures in order to ensure efficiency and effectiveness in organisational activities. Daft (2002) asserts that the hierarchy of authority is maintained so to provide a mechanism for supervision and control of workers, and decisions once based on rule of thumb or tradition are replaced with precise procedure. Employees are not expected to think for themselves; they are expected to do as they are told, follow rules and procedures, and accomplish specific tasks (Daft, 2002:546-

547). Even though many leaders are still applying this approach, the rational management is no longer sufficient for leadership in today's chaotic environment as it tends to direct and demand impersonal control of people.

2.2.8 Micro leadership in a chaotic environment

The *era of team leadership* represents the time when the environment was no longer stable, and the standard and procedures of rational management were no longer successful. Daft (2002:547) postulates that it all began with the OPC oil embargo of 1972-73, and continued with the severe global competition of the 1980s, which ran until the early 1990s. During this period, many managers and leaders saw environmental conditions had become chaotic for organisations. With their successful introduction of the concepts 'team leadership' and 'superb quality', the Japanese dominated the world of commerce. This assumes that many leaders who were still comfortable with rational management, which emphasises the application of rigid direction and control, became confused as they saw their power under threat. In a move to improve their performance, to motivate their employees and get more commitment from them, they began to introduce various leadership techniques such as team-based approaches, downsizing, reengineering, quality programs, and empowerment of staff members.

The team leadership approach is more effective and successful in organisations owing to its improvement of horizontal structures that allow team leaders to share their leadership skills and experiences while providing opportunities for leaders to be effective and meaningful in their organisations. Moreover, team leadership permits different departments within one organisation and different organisations to meet for expertise sharing as well as cutting costs through bulk purchases. In this era of team leadership, many leaders have become comfortable with ideas of team leadership, empowerment, diversity and open communication. However, some are still

trapped in old ways of thinking, trying to use rational management for a stable world when their organisations and the environment have already moved on (Daft, 2002:547).

2.2.9 Macro leadership in a chaotic environment

The *era of learning leadership* is the result of an environment that seems to be changing, and changing fast. On account of instability in the environment, the learning leader is compelled to give up control in the traditional sense. Daft (2002:547) indicates that "leaders influence others through vision, values, and relationships rather than power and control." This assumes that, when the relationship between leaders and employees in an organisation is harmonious, their collective endeavours will be better focused on the mission of the organisation. Workers can then easily achieve the organisational goals if they feel recognised and empowered by their leaders because they do not just participate on compliance, but feel that they are contributing to something worthwhile.

In other words, leaders are not only constantly experimenting, learning, and changing, both in their personal and in their professional lives, but they further encourage the development and growth of others. In this instance, leadership focus is on the importance of individual learning which strives to create learning organisations. In an organisation of this nature, each staff member is intimately involved in identifying and solving problems so that the organisation continues to grow and changes in response to new challenges.

It is high time that leaders look at their organisations in a more holistic way, going beyond rational management and focusing on the scope of all that is entailed by the leadership process. This means that leaders should learn to stop managing details, and should focus instead on creating a vision as well as shaping the culture and values that can help achieve it. It is essential that

the leaders develop a strong and lasting culture of harmonious relationships with their colleague employees as a community of purpose rather than relying on hierarchical control with rigid rules (Daft, 2002:548).

2.3 The difference between leadership and management

According to Kotter (2001:2), leadership is different from management, and the first thing that prospective leaders have to do is to appreciate how the leadership skills differ from the management skills. Management is about coping with complexity which is achieved by planning and budgeting. It involves the setting of targets or goals for the future. This assumes that management involves creating a pattern of activities to be followed in order to ensure a precisely intended transition from one set of activities to another. This view on management somehow still maintains the former mechanical perception which claimed that people were harnessed from thinking freely about problem-solving, and were required only to work as specified by their manager. Companies manage complexity by setting targets or goals for the future, establishing detailed steps for achieving these targets, and allocating resources to accomplish these plans (Kotter, 2001:4). The most problematic aspect of these detailed steps for the achievement of targets is not only monotonous routine tasks for employees, but also a lack of innovation which is not favourable for the organisations' survival in a competitive and volatile environment.

By contrast, leadership is about producing change which is achieved through setting the direction of the desired change. This implies that, within an organisation like the TSD, the task of a leader has to do with communicating his or her vision through the establishment of good working relationships with his or her colleagues. The harmonious working relationships then become the basis for lobbying for support from the leader's subordinates since the leader is definitely open to criticism which can be mostly constructive. Kotter

(2001:9) posits that leadership is responsible for developing a vision of the future and for identifying the overarching strategies that will ensure that the organisation realises that vision.

A vision of the future is not immediately embraced when first articulated. Unless it is continuously and repeatedly communicated to all employees, enabling them to develop a full understanding and appreciation of the vision, it fades away. Furthermore, the vision must be incorporated into the culture of the organisation and be reinforced by leadership regularly involving people in decisions on how to achieve it. Leadership is essential to trigger or sponsor strategic change, but without the ability to create and to sustain an inspiring vision, change will in fact simply fail (Caldwell, 2003:2). In a similar vein, Kotter (1996:35) indicates that “leadership defines what the future should look like, aligns people with the vision, and inspires them to make it happen”. Communication is very important in this instance for it creates respect and enables employees to do their work effectively. It therefore further improves supportive relationships between the leader and the followers while building an environment of trust.

Management develops the capacity to achieve its plans by organising and staffing. This means that managers have to look for the right people who fit the job description within the set systems and structure so as to ensure that plans are implemented precisely and effectively. On the other hand, the corresponding leadership activity is to align people with the vision. This means communicating the new direction to those who can create coalitions that understand the vision and are committed to achieving it (Kotter, 2001:4). It involves getting a large number of people within the organisation to first believe in an alternative future which is pointed out by the leader, and then to take initiative based on the shared vision.

Management also ensures that plans are accomplished through controlling as well as by solving problems. It means that employees' performance is monitored in relation to the set plans and expected results. "According to the logic of management, control mechanisms compare system behaviour with the plan and take action when deviation is detected. For some of the same reasons that control is so central to management, highly motivated or inspired behaviour is irrelevant." (Kotter, 2001:9.) This view implies that the performance of the employees is likely to be negatively affected as a result of lack of freedom for newly innovative endeavours, and that can lead to daunting failure to achieve organisational objectives. However, researchers indicate that some leaders who exercise control in the groups led by them have been found to be more likely to achieve higher performance (Adeyemi-Bello, 2003: 2). In a similar vein, Spector (1988) in Adeyemi-Bello (2003: 2) concludes that conservative leaders are more likely to take steps to reduce conflict and anxiety within their organisations as that will elicit higher levels of performance from organisational members.

According to Kotter (2001: 9), leadership achieves a vision through motivating and inspiring people. Motivating and inspiring energise people, not by pushing them in the right direction as control mechanisms do, but by satisfying the basic human needs for achievement. This gives a sense of belonging, recognition, self-esteem, autonomy, and the ability to live up to personal ideals. Leaders also regularly involve people in deciding how to achieve the organisation's vision which gives employees a sense of control and ownership of decisions assumed by the organisation (Kotter, 2001:9).

When clear distinctions are made between leadership and management, it becomes obvious that both remain fundamental anchor for the successful running of an organisation. Viewed from this perspective it is clear that, despite their differences, they are complimentary processes. Caldwell (2003:4) postulates that "the overlapping nature of some of the attributes

strongly suggests that the roles of leading and managing change are complimentary".

However, from observations made in relation to distinctions between leadership and management, other proponents of leadership argue that, in practical terms, the two roles are inseparable, especially with regard to bringing about change. There is an obvious indication that the attributes required to lead and manage change are simply inseparable aspects of managerial work within any organisation (Caldwell, 2003:7). The major problem hindering the proper and effective running of many organisations emanates from the imbalance between leadership roles and managerial roles and as a result many organisations are over managed and under led. While improving their ability to lead, companies should remember that strong leadership with weak management is no better, but should strive for the balance (Kotter, 2001:4).

Table 2.1 A summary of the differences between leadership and management

LEADERSHIP	MANAGEMENT
1. Setting of direction	**1. Planning and budgeting**
2. Aligning people	**2. Organising and staffing**
3. Motivating and inspiring	**3. Controlling and problem-solving**

SOURCE: Adapted from Kotter (2001:4) '*What leaders really do'*

2.3.1 Learning organisation

During the time when the environment was stable, it seemed relevant for the leadership to employ rational management so as to maintain control and stability within the organisation. Leaders directed as well as controlled organisational resources aimed at following plans and achieving particular objectives which in most cases resulted from purely unilateral leadership decisions. However, in this ever-changing environment, many leaders are now designing their companies towards what is called a 'learning organisation'. An organisation is regarded as having a learning context if every staff member is considered to be importantly contributing to the life of the organisation in a meaningful way. Mahoney (2000:1) argues that there is no excuse for directors and senior managers not creating an environment where everyone in the organisation can participate in the learning process to the appropriate degree required of them.

In the learning organisation, the most important emphasis should be on valuing the staff members for their skills and contributions to the organisational life as this says something about the effective performance of the organisation. This is why, in terms of recruitment, organisations increasingly have to compete for high quality workers because individual expectations of what workers should provide are continuously increasing. Potter (2001:4) purports that "what we need in our organisations is ways of unlocking human potential and engaging peoples' brains rather than stifling their attempts at being creative in how they go about their work". This assumes that the leadership needs to consider the involvement of their employees in decision making and innovative attempts at problem solving as

vital means by which to take their organisations to an effective and competitive standard.

According to Mahoney (2000: 4), it is now widely recognised by many organisations that employees are the most important resources without which any organisation cannot hope to achieve its primary objectives, and so cannot be successful. This assumes that the leadership in organisations has to focus more attention on giving their employees better recognition and encouragement for their endeavours to attain important results for the survival of their organisation. “Directors and senior managers who find reasons for not valuing their staff and colleagues and for not creating a learning environment are in my view going the way of the dinosaur, to extinction.” (Mahoney, 2000:1.) These concerns clearly indicate the respect and delicacy with which employees have to be handled by those in leadership positions, both for their input and for their meaningful contributions.

Although many leaders have brought in new ideas which seem to protect and appreciate the efforts of their employees, aspects of the former leadership style, which regards input from workers as having little value, still appear to exist. Unfortunately, it also appears that the ill intentions of this style of leadership continue to exert control, thereby negatively influencing the development of collegiality in organisations. In this regard, leadership fails to perceive staff members as valuable assets within their companies, and see them instead as liabilities. Potter (2001:4) notes that “many value statements say things like ‘our people are our most important asset’, yet when cash flow falters, the market subsides and business slows down, the first response of many companies is to cut the headcount.” Similarly, Mahoney (2000:3) tells the following story:

> I was present at a staff conference recently where the chief executive of the company said in his presentation, “Staff are the most valuable asset of this

> organisation." It was however stated through gritted teeth, and as if he believed that his staff did not detect that he was deluding himself. It is in my view foolish still to treat staff as in a master-serf relationship; it is also plain lousy business as well. Unfortunately it is still happening," (Mahoney, 2000: 3).

Organisations still abound with people who say one thing but do another, which definitely proves that some leaders are not ready to respect the feelings of their workers. It is clear that in these organisations people are seen as a cost and an expense rather than an investment and a source of added value. As a result employees often cease to engage their brains and only do what they are told to do at a level to ensure survival, not to achieve excellence. What happens in practice is that people become dispirited because their suggestions for improvement are either ignored or ridiculed (Potter, 2001: 4). Therefore, it is crucial to realise that staff is the most important asset in any organisation, and that employees hold the intellectual capital which can place an organisation at the forefront of the market, is extremely important for the changing environment (Denton and Vloeberghs, 2003:88).

2.3.2 Organisational culture

According to Human (1996:5), culture is a collective programming of the mind which distinguishes one group of people from another. The distinction suggests that one group of people has the opportunity to perform better than another group as a result of certain constraints its counterpart may be experiencing in its environment. Human (1996:5) argues that such perceptions which people hold on to influence their ability to create either positive or negative self-fulfilling prophecies which impact on both the organisation's performance and its development. This assumes that, if colleagues work in an environment where there is no support for one another but instead distrust and gossiping, that culture may persist for longer and lead to the destruction of the organisation unless a new culture is cultivated.

However, the development of a new culture does not happen by chance, but needs to be lead.

Bibikova and Kotelnikov (2008:1) propose that “culture in general is concerned with beliefs and values on the basis of which people interpret experiences and behave, individually and in groups”. This assumes that culture refers to a group or community with which one shares common experiences that shape the way one understands the world. In a similar vein, Daft (2002:511) points out that “culture is understood to include the set of key values, assumptions, understandings and norms that are shared by members of an organisation and taught to new members as correct”. He (ibid.) adds that as organisational members cope with internal and external problems, they develop the shared assumptions and norms of behaviour that are taught to new members as the correct way to think, feel, and act in relation to their problems.

Human (1996:3) advises that organisational culture should look into the importance that is attached to the development of people and the norms, values and beliefs that reinforce or discourage people’s development in general and the advancement of the historically disadvantaged in particular. Human (1996:3) further suggests that an organisational culture that supports the development of people should be characterised by the following:

a. positive expectations of individuals and their competence;
b. open, honest and constructive feedback on performance;
c. evaluation of performance based on results achieved in terms of short and long term objectives;
d. no discrimination based on race, gender or disability; and
e. on-the-job coaching as it is an effective and primary means of people development.

As the development of people is a key result area for managers, performance in this area should be measured and rewarded or sanctioned in a meaningful way.

Organisations are putting an increased emphasis on developing strong cultures that encourage teamwork, collaboration, and mutual trust. In an environment where trust prevails, people feel more free to share ideas, and to be creative and generous with their knowledge and talent which benefits their work greatly. Culture as part of the learning organisation emphasises the importance of understanding organisational change, opening up information channels, empowering employees and encouraging collaboration across departments and with other organisations (Daft, 2001:550).

2.3.3 Organisational change

The concept of change is one of paramount importance within the leadership and the organisation, whether the change is internally or externally initiated. According to April (1999:231), change is an organisational phenomenon necessarily occurring within the context of human social interaction, which constitutes and is constituted by communication. This assumes that any type of change which affects an organisation needs to be communicated between the leadership and the employees in order that everyone understands what role he or she needs to play. In practical terms, particularly in working organisations, change must be led in order to produce desirable results, which means that change needs to be an intentional product. The intentional change occurs when a change agent deliberately and consciously sets out to establish conditions and circumstances that will be different from the current set of conditions and circumstances, and then accomplishes this through some set or series of actions and interventions in collaboration with other people (April, 1999:231).

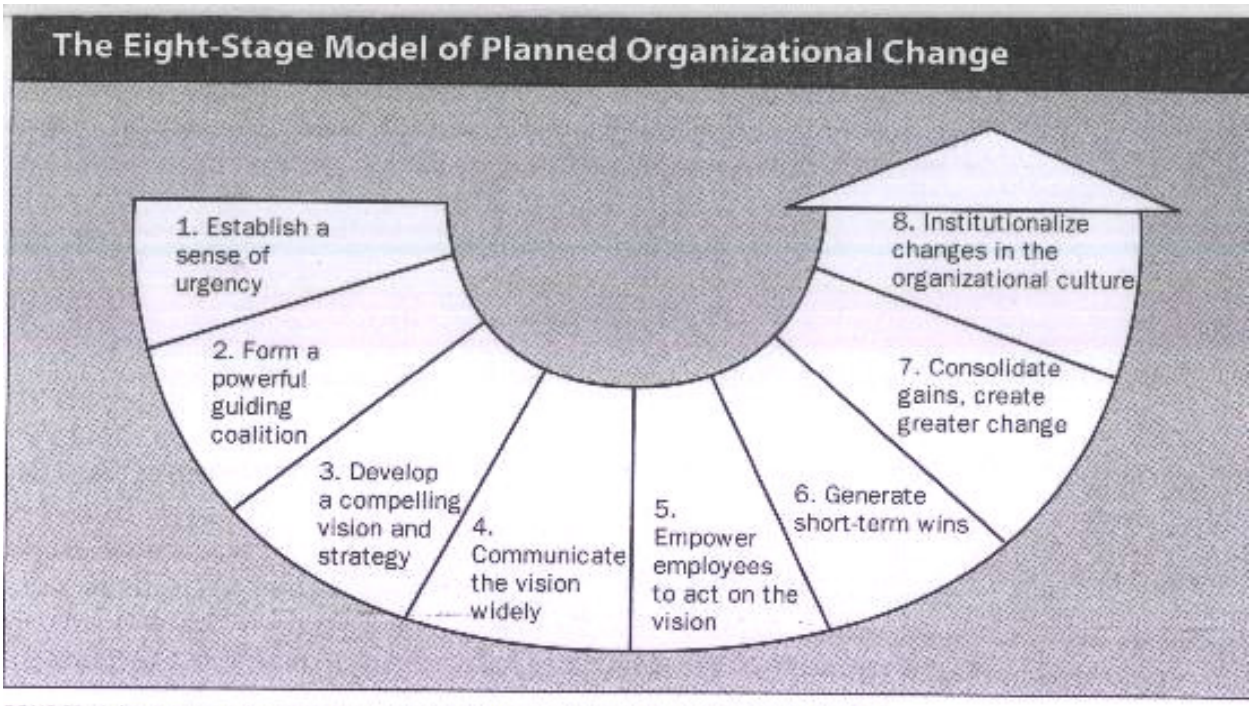
According to Denton and Vloeberghs (2003:85), the world is by no means static but presents a continually changing environment. As a result adaptability to change remains the key to organisational success. For Potter (2001:57), change is an inevitable process of organisational life, hence no one can avoid it. Therefore it is the task of a leader to communicate the intended change to the employees and properly find the means of ensuring their understanding of all the consequences of such a change. Many employees have been branded incompetent and uncooperative people owing to their failure to implement decisions that they were never involved in, hence their failure to understand the purpose for the change. Thus leaders should create a platform whereby employees are involved in any form of change that the organisation plans to implement so that they can feel committed towards achieving the intended objectives or exclude them and face disaster.

According to Daft (2002:479), there is a necessity to realise that change can be frightening for most people, hence the increased need for a clear sense of direction that helps people face difficulties and uncertainties involved in the process of change. What is required is a process whereby everyone is informed about the reason for the change so that understanding is created throughout all levels of the organisation, from the cleaners to the board members (April, 1999:232). However, many leaders continue to exercise a top down approach in their communication for implementation of their decisions with a full expectation that workers should comply. This approach will have to cease if these organisations hope to perform better.

The other form of resistance to change emanates from the hierarchical structures which fail to support the change process. In almost all government departments the bureaucratic basis overemphasises the rigid procedures, with lines of communication that are hard to bypass. The mechanical structures tend to be characterised by rigid hierarchies, more centralised decision making, and standardised rule of thumb and procedures. Organic

structures, on the contrary, are flat, permeable, decentralised and rely on mutual adjustment between people with the aim of getting the job done (Jones, 2007:275). Although people in organisations are expected to learn from one another through structures that foster innovation in response to emerging challenges, the mechanical structures forbid learning since there are no innovative ideas that are born out of rigidly laid procedures one has to abide by. Thus people do not develop the necessary capacity to develop and adapt to the changing environment.

According to Kotter (2006), the best way to lead a successful organisation is through understanding that resisting and ignoring compelling reasons for change can lead the organisation to a disastrous future. However, for the intended change to be a success, both leadership and the rest of the employees should be inspired to commit their efforts to making change a collective and collaborative process. The following eight-stage model of a planned organisational change is to be considered in the designed sequence, as indicated (Kotter, 1995:21):



SOURCE: John P. Kotter, *Leading Change* (Boston: Harvard Business School Press, 1996), 21.

Skipping a stage and committing grave mistakes in any of the change stages can have a negative impact on the whole change process (Kotter, 1995).

2.3.4 Personal change

It is important to understand that, for any organisation to be leading change, there must first be individual change. Individual change refers to the change in the individual person from the way he or she thinks and acts currently to the new way of thinking and acting which will lead to the desired future. Kotter (1995:64) urges that nothing undermines change efforts more than behaviour by important individuals that is inconsistent with their words. Therefore people's words should be seen to match their actions so that they can achieve the aspired future.

Furthermore, it is very important to consider that change is almost always both frightening and exciting for many people. Therefore it places a great

need on the leadership to find the appropriate approach through which to introduce new ideas within the organisation. This may sometimes mean introducing one thing after another. According to Potter (2001:57), it is usually possible to phase changes to take place over a period of time as this allows for adaptation to take place and for people to adjust to new ways of doing things. This assumes that if every aspect of the change is implemented at the same time, it may create resistance on the side of employees at times due to a lack of self confidence or the effects of stress. Leadership needs to develop the ability to sense change in their environment, adapt their strategic and operational approaches to those changes and then engage the hearts and the minds of the workforce to grasp the challenges presented (Potter: 2001:55).

The other element that ought to be remembered is that resistance may not only emanate from the employees but also from the leaders themselves, who misuse their positional powers. Kotter (1995:4) points out that the worst possible scenario within a process of change are the bosses who refuse to change and who make demands that are in contradiction with the overall change efforts. It has been argued by many scholars that human beings often settle into comfort zones in terms of their working practices and if those practices are challenged then resistance may result (Potter, 2001:57). According to Kotter (2006:10), leaders should realise the need for change following from the instability in our organisations as a result of the ever changing organisational environment. Leaders should therefore support the necessary changes otherwise that leadership which fails to support the change efforts may end up losing the very existence of their organisations due to competition over scarce resources.

Leaders should learn to lead by example as employees copy the behaviour exhibited by those who lead them, hence they require the influence of inspiring leaders (Kotter, 2001:4). We have to walk the talk and support our rhetoric with behaviour that demonstrates our beliefs and even exceeds the

expectations we have of our employees (Potter, 2001:57). It is clear that when the leadership wants respect, commitment and punctuality, there must be a similar demonstration shown to the employees so that everyone can become part of the organisational culture. The workers trust the leader who demonstrates a sense of consistency between what he or she says and practice. April (1999:232) argues that the language used in organisations can trap us into a particular way of thinking whereas, in fact, there is a distortion between what some leaders say and what they are capable of doing.

The concept of change can be quite enticing to many organisations in this current unstable organisational environment. In fact, many public and private organisations are fascinated by the prevailing winds of change and this significantly increases the tasks required of the leadership in developing strategies and synergies to keep the organisation intact. It is not every element of change in the organisation that will keep it surviving, particularly if change is mismanaged. According to Daft (2002:591), even when change appears to be good for individual employees as well as for the organisation, it can lead to decreased morale, lower commitment and diminished trust in the organisation if not handled carefully. Therefore it is the task of the leadership in the organisation to lead the process of change and to understand the forces behind that change to ensure that it is not in any way deceptive.

2.3.5 Communication in the workplace

The ability to communicate basic information to all stakeholders in the organisation is a highly critical and sensitive aspect of the life of an organisation. According to Daft (2002:590), communication informs employees about the need for change and the consequences of a proposed change, preventing false rumours and misunderstandings. In almost every organisation the employees complain about poor communication and yet there is often a lot of information provided on the notice boards.

People within the organisation need to communicate and this involves face-to-face contact sessions, dialogue and the opportunity for people to meet and discuss key issues (Potter 2001:56). Top leaders often concentrate on communicating with the public and shareholders while they fail to communicate with the employees who are directly affected by changes within their organisation. The worst form of such lack of communication occurs when people in the organisation read about the change in their local newspapers, which usually do not provide accurate background information or give the reasons for the change. Leaders should therefore pay attention to the information channel by which organisational messages are conveyed (April, 1999:233).

The fact that many leaders fail to meet with their employees, especially those who are regarded as 'lower level employees', makes them feel that their contributions are not regarded as important to their leaders. They therefore sometimes resort to resistance and develop negative attitudes towards their leaders. Wheatley (2006) states that leaders have developed quite a robust mythology that humans are machines who can be bossed around, told what to do, given a minor part to play in a large enterprise and enticed with external rewards. Actually, people need to be treated like human beings, to learn and contribute in a way that clarifies they are in relationship with others in the organisation. As long as communication occurs in a shared context so that attitudes of mistrust are eliminated, then the opportunities for personal growth and development within the organisation abound (Wheatley, 1999: 97).

In quite a number of organisations employees report to their immediate supervisors and this often creates a wide gap between the leaders and their employees. It is therefore difficult to build a significant relationship with someone you never meet in the work environment. One result of this is a lack of trust in the leadership. April (1999:233) argues that, today, within

organisations, families and communities, people operate separately, often creating barriers between each other by fragmented thoughts which are no longer relevant in our changing world. It is the responsibility of the leadership to create a strategic platform that encourages healthy communication between employees, enabling them to share their work challenges, pain and emerging skills in support of one another for a better organisational performance.

2.3.6 Trust in the organisation

Goethals and Gorenson (2006: 52) define trust as a combination of faith and security that people develop among themselves. This assumes that people feel secure and protected when working with one another, which occurs when both the leadership and the employees are responsible for what each other does for the organisation. Thus security and faith encourage the followers to become critical thinkers and active participants within their organisation. It can be assumed that, as a result of the trust they have developed in their leadership, effective followers behave in the same way toward everyone, irrespective of their positions in the organisation.

Guided by trust, mindfulness and willingness to act, effective followers are essential for an organisation's developmental process. Daft (2004:244) indicates that employees who trust their leader are capable of self management as they discern strengths and weaknesses in themselves and in the organisation. They are committed to something bigger than themselves. They work toward competency, solutions and positive impact (Daft, 2004; 244).

2.3.7 Loss of trust

Goethals and Gorenson (2006) indicate usefully that when people do not trust their leaders, they feel insecure because they cannot tell whether their leader will keep his or her promises or tell the truth. Backer and Coy (2003) state further that the greatest fallout from a lack of integrity is the loss of trust in institutions, industries, management and individuals. They further point out that when trust is lost, suspicion and paranoia thrive within the organisations. The loss of trust in one's leader is a daunting situation in any organisation because the leadership is the core component which provides the followers with a sense of direction and inspiration so to collectively strive for a common goal. Therefore trust is a highly precious commodity and is always the first casualty when relationships in the workplace are damaged (Backer and Coy, 2003).

It is assumed that the greatest challenge to the leadership in any organisation such as the TSD is the development of trust as this is vital to organisational effectiveness. If trust within the organisation is broken, the employees become passive which prevents them from doing anything that is not required. Furthermore they avoid any added responsibility, thereby rendering their organisation inefficient. One of the reasons that employees avoid responsibility in the workplace is the fear of punishment by their leaders. Passive followers are often the result of leaders who are over controlling of followers and who punish their mistakes (Daft, 2004:244).

The level of trust in organisations seriously affects the process of service delivery by either increasing or decreasing the speed and the effectiveness of the organisation's response to the challenges faced by colleagues. The greater the level of trust between the employees and the leadership as well as amongst the employees, then the more collaborative and complementary people's efforts become, resulting in timely accomplishment of their collective

results. Government bureaucrats and government departments have to collaborate and coordinate on a daily basis with a large number of other bureaucrats and NGOs. However, divisions still exist in government departments which create substantial barriers between people and significantly slow down service delivery as certain employees still choose to work as individuals (Wheatley, 2005). Communities with high levels of trust and strong networks are seen as being better off than those without. If people cannot trust one another and work together, then improving the material conditions of life becomes an uphill struggle (Evens, 1996:1034).

2.3.8 Restoring trust

Once trust is lost it is hard to maintain integrity in the workplace. Goethols and Gorenson (2006) indicate that leaders who do not have the trust of their followers have less power, which then raises the need for more power to lead. On the other hand, leaders who trust and have trust in their followers have more power and need less power to lead. This assumes that the leaders' power is realised in their ability to delegate responsibility to the subordinates who can then confidently achieve the set objectives of the organisation. The leader who delegates responsibilities to his or her subordinates empowers them, which shows that he or she trusts and recognises their efforts, hence the leader avoids micro-managing them.

Backer and Coy (2003) assert that if one is to restore an acceptable level of trust and confidence in a company, then there is a need for the leader to demonstrate the core virtues of honesty, openness and integrity. This assumes that there is a need for the leadership to involve the employees in any decisions which the organisation makes so that they realise that they are regarded as important members of the team, and as such can take their organisation to a successful future. Getting employees involved in meaningful participation and in decision making processes which affect the entire

organisation can change the suspicious attitude of employees toward their leadership. When subordinates are respected for their participation, this motivates them to support their leadership. This in turn promotes the development of a strong team within the organisation, thereby contributing significantly to its endeavour to achieve its core business. Fairholm (1994:98) summarises the importance of trust in leaders by stating that there is no organisation that can function effectively without interpersonal trust, and no leader can ignore the powerful element of trust.

2.3.9 Team development

Frimpong (2003:203) defines a 'team' as a "collection of people who must rely on collaboration if each member is to experience the optimum of success and goal achievement". Team members have diverse and different backgrounds and this assumes that no team member knows everything; hence they need the support of one another. It is the responsibility of the team leader to harness their expertise so that they can achieve their organisational goals together. Therefore team development and teamwork depend largely on the commitment of both the leader and team members.

Two vitally important responsibilities of any leader are dealing effectively with obstacles that hinder the growth of strong team members and creating an enabling environment for the leadership development that often results from team members performing their job successfully. It is quite often the case that workers' optimum performance is crippled by a serious lack of the necessary facilities relating to their work specialisation. It is necessary to eradicate such hurdles for the organisation to better achieve its objectives. Therefore, it is the responsibility of the leader to give people an opportunity to develop themselves into a supportive team in order to face and overcome their challenges (Kotter, 2006:54).

Team development has the power to create the opportunity for people to come together to share their concerns, ideas, experiences and to begin to work together to solve their problems and achieve common goals (Frimpong, 2003). The results of this enabling environment are harmonious working relationships, quality performance, better channels of communication, the development of trust, motivation, commitment and increased energies. However, the greatest challenge in strong teamwork emanates from teams that strive to outperform others. This competition can defeat the whole purpose of collective achievement of goals, and result in a weakened organisation. Therefore the success of the teams requires high levels of cooperation and collaboration between team members, and leaders are believed to play the primary role in establishing and developing trust in teams (Gillespie and Mann, 2004:588).

2.3.10 Empowerment

Empowerment of employees remains critical in any organisation that requires wants workers to contribute significantly towards the realisation of collective goal achievement. According to Bartram and Casimir (2007:6), the concept of empowerment is embraced under the guise of the movement away from “control” towards a proactive and strategic “commitment” style of management. These views are consistent with the perspective of the shared or distributed type of leadership. Many leaders are still embracing the former mechanical control in their respective organisations, and this is often evidenced by the fact that many organisations experience over management rather than leadership (Kotter, 2001:4). We cannot hope to make sense using our old maps because even if we dust them off or reprint them in bold colours, it is time to surrender the old approach to leadership and introduce change (Wheatley, 2006:xi).

There are many scholars who argue for the growing interest in the function of leaders to foster employees to take initiative, embrace risk, stimulate innovation and cope with uncertainties (Laschinger, Finegan and Shamian, 2001). There is no point in announcing the placement of workers on senior portfolios when they are being denied the opportunity to initiate the necessary changes and to take decisions that are worth considering. The empowerment of workers needs to be accompanied by the ability to make informed decisions as well as by the willingness to perform one's responsibilities well so as to alleviate the prevalence for control shown by many leaders. Nonetheless there are those who argue that empowerment is a bogus concept in the sense that many employees do not seek empowerment owing to the responsibilities that accompany it. As a result many leaders continue to rely on the command and control with which they are familiar.

For Bartram and Casimir (2007), the empowerment of workers is a multifaceted process and it is defined as increased intrinsic task motivation that manifests itself in a set of four cognitions: competence, impact, meaning and self-determination.

a. Competence refers to self-efficacy or personal mastery in relation to one's work.
b. Impact refers to the belief that one can influence organisational outcomes.
c. Meaning refers to the importance placed on a given job based on one's values.
d. Self-determination refers to autonomy in making decisions about one's work.

Empowerment of employees takes into account the importance of training the organisational staff members to enhance their performance and thereby satisfy their customers' needs. In terms of competence, self-efficacy has a

powerful influence on individual performance, which is why organisations currently compete for quality workers. According to Locke (1991), low self-efficacy can lead to avoidance of all but routine tasks, resulting in low levels of performance. Therefore, for the creation and facilitation of an environment based on trust between the transformational leader and followers, it is necessary for leadership-driven learning to occur (Taylor, 2000).

Despite strong arguments in support of the need to involve employees in decision-making processes that affect the entire organisation, many leaders remain unwilling to give up the top-down approach to decision making. This perpetuates a leadership style which denies the integration of both top-down and bottom-up approaches, resulting in demoralisation of their followers. Consequently there is typically a high staff turnover due to the fact that everybody on the staff (including the cleaners) needs to be taken seriously. Bartram and Casimir (2007) assert that transformational leaders need to appeal to some fundamental human needs such as the need to be important, to make a difference, to be useful and to be part of the successfully worthwhile enterprise.

2.4 Leadership and the new science

According to Wheatley (2007), people everywhere remain the most indispensable assets in our organisations, which is why human relationships are of paramount importance within any institution. Communities of diverse species live together in ways that support both the individual and the entire system. As people spin the systems into existence, new capabilities and talents emerge from the process of being together, and these can benefit the organisation. The individual person is therefore related to others and needs others for their support, hence people as individuals remain absolutely aware of their neighbours and of the local environmental conditions. Following from the realisation of belonging together, other problematic behaviours also disappear because the community knows its heart and the purpose for its

being together (Wheatley, 2007). This means that many communities and the institutions that serve organisations become lost as soon as the reasons why they are together are not clear. People then start pursuing their own individualistic wants, which breeds anger, distrust and pettiness.

It remains one of the major tasks of organisational leadership to align and deliberately create an enabling environment in which the members of the organisation can perform effectively and reach the organisational goal collectively. Wheatley (2007) asserts usefully that the only way to create a more effective workplace within the community is to turn to one another and depend on each other for more harmonious relationships. The fact that we are daily overwhelmed by problems that we cannot solve alone suggests that we need other people's help and contributions and feel hopeful. Therefore, as leaders, as neighbours and as colleagues we need to turn to one another, to engage in the intentional or purposeful search for human goodness. It is these contentions based on the new science perspective on leadership which need to be considered by contemporary leaders if they are to be successful in this rapidly changing environment.

2.5 Conclusion

The chapter has presented and considered various theories of leadership which offer some insight into approaches that different leaders employ in the process of leading their organisations. The purpose of this exercise was to broaden the view of the study and gain insight into both past and current trends in the debates on leadership. This literature review also provided an insight into the current views on leadership and the new science. This perspective on leadership could bring about better results with regard to the contemporary leadership challenges, and so could assist in resolving many of the issues surrounding leadership in this unstable environment. The central theme of the study is the leadership challenges facing organisations within the ever changing times. This constant change suggests that organisations

are not stable, and that leaders need to continually respond to change as an on going process.

A review of the literature clearly illustrates that organisations such as the Lesotho Teaching Service Department (TSD) require strong leadership to demonstrate that management is useful for the survival of the organisation. However, as it has been argued by Kotter (2001:9), organisations should not be over managed while at the same time being under led. Instead, the organisation must aim to achieve a proper balance between management and leadership. One result of over management is to take the organisation back to a time when stability was a common phenomenon as a result of fewer environmental challenges such as advancement in technology, stiff competition and the demand for quality workers.

The inherent resistance to change in organisations which may be shown both by employees as well as by the leadership is a matter of great concern. From this literature review, it is clear that the resistance to change can be caused by a number of issues, including organisational structures which fail to foster change and inappropriate approaches to change. It is imperative that the leadership in any organisation considers any necessary change strategies in the light of a thorough understanding of how best to introduce changes without imposing decisions on employees which often devastate relationships, increasing distrust and result in the disengagement of employees (Wheatley, 2006).

The concept of trust is absolutely critical in binding the leader to his or her followers and so providing a basis for a mutual and supportive relationship. Linked to this is the manner in which information is communicated to staff members as efficient and open communication is essential to the enhancement of trust between colleagues in organisations like the TSD. Another vital aspect of leadership is consistency as demonstrated through

what leaders say and how they behave. Team members are likely to follow the examples laid down by their leadership (Potter, 2001).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the research methodology that was employed in this research is presented and discussed. This discussion includes the design and scope of the research, the data collection and data analysis strategies, the methods used to establish validity and reliability, as well as the assumptions which underlie this study.

According to Yin (1994, as cited in Merriam, 2001:27), case study methodology can be applied to at least four situations, namely:

a. To explain complex casual links in real-life interventions.
b. To describe a real-life context in which the intervention has occurred.
c. To describe the intervention itself.
d. To explore those situations in which the intervention being evaluated has no clear set of outcomes.

Yin (1994) indicates that designing a research is a logical process that links data collection and conclusions to the initial questions of the study. When designing a case study, it is crucial for the researcher to align himself or herself with the case study protocol, which highlights the importance of the ability to determine the required skills to develop and review the protocol (Tillis, 1997). The researcher must ask good questions, be a good listener, be in a position to interpret responses, be flexible and adaptive so that he or she can react to various situations, have a firm grasp of the issues surrounding the study and be unbiased by preconceived notions (Yin, 1994, as cited in Tillis, 1997).

In this instance, the researcher, as an employee of the Lesotho Teaching Service Department (TSD), has a good understanding of the department. His experience in this department has been gathered from years of service in the education sector. This enabled the researcher to interact with many of the employees in the TSD and from these interactions he managed to develop an understanding of the issues under investigation.

3.2 The approach of the study

This research aimed to explore complex real-life interventions within the Teaching Service Department (TSD). It employed a combination of *who*, *how* and *why* interview questions. The reason for using these questions was to assist the interviewer to elicit relevant responses that could reveal the patterns of behaviour and interactions that may be creating a lack of trust between the leadership and the employees in the TSD. For Silverman (2001:4), our methodology defines how we actually go about studying our phenomenon. Therefore it is the purpose of this exercise to establish and explain the links between human activities so as to find the cause of the problem.

This study employed a qualitative research method in order to collect primary data on the leadership challenges which relate to lack of trust between the leadership and the employees in the TSD. According to Leedy and Ormrod (2001), the qualitative research method allows a researcher to gather a large amount of information and get more details on the case being examined.

Recent research by Marneweck (2004) indicates that qualitative interviews characteristically result in a collection of data that is rich in details about people, places and conversations, and which cannot be handled by statistical procedures. Therefore this research is aligned with the above view relating to richness in data in conjunction with the qualitative research method as the

researcher seeks to gain insight and clarity on issues causing mistrust within the TSD. This government institution falls under the Ministry of Education, and is linked to the Teaching Service Commission (TSC), which is responsible for hiring teachers that are paid by the government through TSD.

Moreover, in a qualitative study the researcher seeks to discover and understand a phenomenon, a process, the perspectives and worldviews of people or a combination of these (Merriam, 2002:6). The qualitative technique was chosen because it offers a deep understanding of the phenomenon and allows the researcher to provide a rich description of the problems faced by the TSD leadership in an effort to get the TSD functioning as intended. The qualitative method was further appropriate to this research because it is field focused. In this case it focused on examining the leadership challenges which significantly contribute to problems of mistrust between the employees and the leadership as well as on finding a solution to the stated problem.

Given the amount of work and responsibilities which some of the interviewees have such as attending meetings and solving teachers concerns, the researcher understood that the use of a qualitative design was important as it can be adapted to suit changing needs. The qualitative design is flexible because it permits the researcher to modify the research plan at any time and adapt the methodology, time frame and other aspects of the study to suit the object of the research (Babbie and Mouton, 2001:309). Circumstances can sometimes change in the middle of an interview and this requires the researcher to adjust to the demands in order to suit the study.

Neuman (2003) is of the opinion that qualitative research provides a means through which the researcher can make a judgment based on the situation, policies, practices and information gathered from an interview. He explains that the researcher using qualitative methods develops explanations or generalisations that are closer to concrete data and contexts. The qualitative

style is useful because the researcher is involved with the participants and thus he or she has the opportunity to deal with any misunderstandings that participants might encounter (Neuman, 1997:30-31). It was realised that the qualitative method still has some limitations associated with it, including issues of time for interviews, the interviewees' cooperation, and resources in terms of financial affordability. However, the researcher found that the appropriateness of this method for this study outweighed its shortcomings.

3.3 Data collection

Data collection strategies differ from one case to another. This research collected data using both primary and secondary sources.

3.3.1 Primary data

In a qualitative research approach, the interview is the most frequently employed method for the collection of data. This is the method of data gathering which involves oral questioning of the interviewees either individually or in divided groups. The interviews establish a direct interaction between the interviewer and the interviewee, and can thus contribute in establishing a relationship of trust between the interviewer and the interviewee (Leedy and Ormrod, 2005).

The primary data was collected from ten respondents within the TSD, including the Chief Education Officer (CEO), the acting director, the suspended director, the Human Resource Manager, two HODs and other employees, all of whom were interviewed. The reason for their inclusion was that they are primarily involved in the leadership of the TSD and interact with the rest of the staff members. Their experiences were therefore directly relevant to the issues under investigation in this study.

According to Cohen and Manion (1996:271), the research interview is a two-person conversation initiated by the interviewer with the aim of obtaining information relevant to the research. The focus of the interview is on content specified by research objectives of systematic description. In this case the researcher visited the relevant interviewees in the privacy of their offices so that they would feel secure enough to provide the required information.

Although a number of scholars, including Silverman (2001:12-13), condemn the use of observations in qualitative research, each respondent was both interviewed and while I observed any issue they emphasised. The reason for including observations is that there is a need to establish correspondence between what the interviewee says and the stressed expressions with repeated emphasis. This process of in-depth interviewing was done with the purpose of obtaining information and clarification which could have not been acquired through the use of a questionnaire since the researcher had the opportunity to probe and elicit detailed responses from the respondents.

The appointments were made prior to the interviews in order to allow the interviewees to exercise their choice on whether they would prefer being interviewed at their homes or in their offices. All of the respondents indicated that they would be comfortable in either place and the researcher therefore opted to conduct all of the interviews in the workplace to save time and to reduce travel costs.

Probing and eliciting responses can encourage even secret or buried information to be revealed. By means of the qualitative method the researcher can find out what other people feel and think about their worlds, can understand experiences and can construct events and problems in which he or she did not even participate (Marneweck, 2004:54).

3.3.2 In-depth interviews

Through the use of the qualitative approach, in-depth interviews and observations of individual TSD employees were conducted in order to investigate some of the underlying issues pertinent to leadership challenges. This data formed a source of primary information since it was derived from direct personal interaction with stakeholders or direct observation of a particular phenomenon. The use of such qualitative research methods enabled the researcher to reach an understanding of relationships within the organisation and to interpret the perceptions and experiences of both the employees and the leadership within the TSD. According to Leedy and Ormrod (2001), collecting the relevant and accurate information relating to the phenomenon being investigated is essential given that the research is descriptive.

The use of open-ended questions constituted an integral part of the in-depth interviews since these permitted the researcher to probe and elicit more detailed responses and to seek clarity with regard to any possible misunderstandings. The researcher developed the interview guiding tool using questions which were divided into two categories – one set for the TSD leadership and the other for the employees. Bobbie and Mouton (2001) indicate that the *why* question provides a way for the researcher to understand how the other person's construction of meaning is composed. Therefore, eliciting further responses from the interviewees offered a chance for them to elaborate more on their previous responses and so provided a deeper understanding of the phenomenon.

The interviewees' opinions were sought on a number of issues and many shared their views with the researcher which was important in revealing some of their concerns within the TSD matters, making the in-depth interviewing

more informative. Burns (1999:131) argues for the importance of open-ended questions where the purpose is to explore the participants' perceptions, beliefs or opinions and to provide opportunities to reveal possibly unforeseen responses or to allow for responses that are richer and more detailed, which could not be obtained by closed-ended questions. The researcher also employed the in-depth interview strategy in order to create an atmosphere that encouraged the respondents to discuss opinions and experiences in an unrestricted manner,

The use of interviews assisted the researcher to understand how the leadership and other employees interact with one another in the working environment, and how these interactions could be linked to the lack of trust which currently prevails in the TSD following a number of negative experiences. Following the researcher's assurance that the information given by respondents in the interviews would be regarded as confidential and would not be used to their detriment in any way, the respondents were relaxed and clearly felt able to provide information relating to their perceptions on the issue of mistrust. The researcher believes that the respondents were prepared to provide information in the interviews that would not necessarily have been revealed through the use of questionnaires.

In the interview process, the researcher was introduced to each interviewee and explained the purpose of the interview. Each participant was assured of anonymity even though some participants indicated that they would not mind being identified. Notes were taken during the interview sessions but none of the participants would give his or her permission to use a tape recorder. The notes were then used to identify the relevant issues which had arisen during the interview. During these interview sessions, probing and eliciting were used to obtain clarity on the participants' responses. The information gathered during interviews was later analysed for the research report.

3.3.3 Secondary data

According to Merriam (2002), the secondary data refers to the information on the phenomenon experienced by those who have not directly experienced the phenomenon. Different types of documents can assist the researcher to uncover important meanings, develop comprehension and discover insightful explanations relevant to the research problems. Documents are advantageous as sources because they broaden the researcher's horizons and so enable the researcher to comprehend the subject under investigation and realise how other people experience the world and compose their thinking of the world.

Documents were sought as an additional form of data collection to compliment the interviews because documentary analysis can highlight human interactions, assist in understanding their substantive content or illuminate deeper meanings which may be revealed by their style and coverage (Ritchie and Lewis, 2003:35). Documents always exist in organisations, and the documentation within the TSD provided information which otherwise would not have been made available, either because the people who had access to that information are no longer employed by the organisation or because current employees cannot recollect the events accurately but tend to let their personal motivations and interpretations cloud the issue.

Secondary sources such as departmental minutes of previous meetings could reveal something of the interactions between the leadership and the employees. For this reason the minutes of previous meetings, such as those minutes of a meeting between TSD, Odit and the Unti-corruption Unit were examined for evidence of issues that might have lead to the current lack of trust. It was also thought that the minutes might provide some insight into the

best way to improve the relationship between the employees and the leadership. Internet journals and books on leadership were used as additional sources. The researcher would however be cautious about document's reliability because sometime matters addressed in texts may be the perceptions of their writers (Silverman, 2001: 12).

3.3.4 Data presentation strategy

Neuman (2006:457) noted that qualitative data can be presented in the form of written words, phrases, texts or symbols representing or describing people as well as events in social life. Quotations in verbatim from interview questions and responses, including the relevant dates and texts extracted from the secondary data are incorporated to present the research findings relating to the leadership challenges which contribute to the problem of mistrust. This is done to align the study with the view of Miles and Huberman (1994:11) who propose that data display is an organised, compressed assembly of information which permits the drawing of conclusions and subsequent action.

3.3.5 Data analysis strategy

De Vos, Strydom, Fouche, and Delport (2005:333) argue that data analysis transforms data into findings, especially in qualitative research. It involves reducing raw information, shifting significance from trivia, identifying fundamental patterns and constructing a framework for communicating the essence of what the data reveals. In this regard the researcher considered only data that was identified as relevant and thus useful for this study. Part of this analysis process was done concurrently with data gathering in order to focus on identifying the relevant issues which were established during the interviews and to shape the findings.

According to Merriam (2001:41-42), case studies have no fixed reporting format because every case is treated uniquely according to the sensitivity and integrity of the investigator. This assumes that it does not matter how many case studies one has researched or has been involved in; there will always be some differences from one case to the other. However, Leedy and Ormrod (2005:136) assert that a case study researcher often begins to analyse data during the data collection process so as to avoid being overwhelmed by data and because preliminary conclusions are likely to influence the type of data the researcher looks for and collects in the latter part of the research.

The researcher employed the strategy described by Leedy and Ormrod (2005:136) which incorporates continuous data analysis during the process of data collection in order to identify patterns and underlying issues. It was aimed that the researcher would avoid carrying an overwhelming data during collection process. After reviewing the relevant literature, the data was collected according to the patterns which had been identified in the course of the interviews and observations. This strategy was done to ensure that all relevant aspects of research questions would be covered at the end of the data collection process.

This study is a descriptive report. For this reason a case description strategy for data analysis was employed, while the researcher simultaneously followed the pattern-matching approach (Yin, 2003:115). This means that data collected from the TSD was organised into categories and was analysed so as to identify the recurring pattern of interactions and linkages. The analysis of the findings was then directed to focus only on the information relevant to the research questions for the purpose of reflecting on the respondents' perceptions. The researcher examined the empirical evidence relating to the questions asked, the literature reviewed as well as the responses to the interviews. Based on the integration of these three aspects, the following

themes were identified: communication challenges, decision-making processes, empowerment challenges and change as a challenge. The data is then presented and discussed in terms of these themes.

3.3.6 Validity and reliability

Validity and reliability are important measures to consider in conducting a research study. Validity refers to the accuracy of measurement. Many case study critics are critical of a lack of validity in studies, particularly where the small number of cases used cannot provide solid grounds for the establishment of generalisation and reliability of the findings (Tellis, 1997). In the same vein Merriam (2001:43) observes that "case study has basically been faulted for its lack of representativeness and its lack of rigor in the collection of data".

However, for Yin (1994) case study does not represent a sample. Thus the objective of the researcher is not a scientific generalisation, but rather to expand knowledge and generalise theories (Yin, 1994:10). He argues that the validity of case study is confirmed by using multiple sources of evidence.

Therefore, in order to ensure validity and establishment of credibility for this research, the information from respondents in different interviews was compared and contrasted in order to identify the emergence of related patterns. These patterns were then examined for evidence of any mistrust which would undermine the leadership in the TSD. Leedy and Ormrod (2001) state that the reason for pattern recognition is to minimise the amount of bias and to support the validity of the findings. In other words, the comparison which is made between the both sets of responses increases objectivity and reliability (Cohen, Manion and Morrison, 2003).

3.4 Significance of the study

As education remains the key to any social development, it is clearly important for the leadership in an education department to work harmoniously with all of the employees within the Ministry of Education, especially when demands for quality education keep on increasing as a result of the provision of an 'Education for All' (EFA) policy.

This research focuses only on the Teaching Service Department with the aim of contributing towards the current leadership debates, with particular emphasis on the emerging leadership challenges. This study also aims to contribute towards the knowledge base on transformational leadership which understands the benefits of building relationships in order for any organisation to improve its performance. The TSD is the only education department in Lesotho which serves the largest population at both primary and high school levels of education. Therefore the development of good working relationships between the leadership and the rest of the TSD employees is considered fundamental to improving the organisational members' performance.

Even though the study focuses on the TSD, a number of different organisations are currently experiencing more or less similar leadership challenges as those facing the TSD. The aim is to share the experiences of staff within the Teaching Service Department with stakeholders, and the expectation is that they will reflect and learn from this research. The results of this study will be made available to help TSD employees to deal with the crisis of mistrust.

3.5 Limitations

This study is confined to researching the leadership challenges which have arisen as a result of experiences which have led to the development of a lack of trust between senior management employees, middle management and junior employees in the Lesotho Teaching Service Department. In other words, the report focuses only on the TSD as one department within the Ministry of Education, and not all departments found in this ministry. The findings therefore will not be representative of the whole ministry. This will obviously exclude the experiences and perceptions of other related stakeholders whose views might be important in shaping the successful future of the teaching service in Lesotho.

The report is intended to focus only on the Teaching Service Department as an organisation and not on the institutions it renders its services to, such as the schools, both primary and high schools or school governing bodies (SGBs). The population of individuals that were interviewed might have different views from those of other stakeholders the researcher failed to interview, and this limited coverage will influence the findings and conclusions of this report. Nevertheless, the assumption underlying this study is that the TSD plays a crucial role within the country, and therefore this department urgently requires stability as well as efficient and effective leadership so that it can achieve its intended objectives.

3.6 Ethical considerations

In order to convince the respondents who were being interviewed, such as the senior education officers, as well as the middle and junior employees, to participate, I introduced myself to them and informed them of the purpose for my visit. I then produced the letter from my supervisor, Dr Matshabaphala, which provided proof of my research project. The objective of the letter was to

persuade all the employees invited to participate that their contribution would make a significant difference to the outcome of the research, and so could possibly influence their working environment for the better.

3.3.7 Conclusion

In this chapter, the research methodology that was employed in this report was discussed and how it relates to the subject matter. I outlined that the study is qualitative and descriptive in nature. I also indicated the overall strategy applied which included the design and scope of research, the collection of data and strategies for analysis as it was thought to be compatible with this paradigm. This chapter also includes an indication of how the findings were interpreted from the analysis of data, which in turn led to the conclusion and the recommendations.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1. Introduction

This chapter presents the data collected in the course of interviews conducted within the Teaching Service Department regarding the leadership challenges. Brief descriptions and general summaries of the responses from participants are given below[1]. The collection of data was also classified into themes, as indicated previously (§ 3.3.5). The presentation of data and the subsequent discussion are therefore set out according to the following themes:

a. Communication challenges
b. Decision-making processes
c. Empowerment challenges
d. Change as a challenge

These themes are related to the following research questions which form the basis of this report:

a. What are the challenges that have lead to the lack of trust between the leadership and the other employees within the Teaching Service Department?
b. What are the appropriate leadership styles or modes which can assist in remedying lack of trust within the Teaching Service Department?

[1] The original details of the responses given in the individual interviews can be made available on request.

What are the lessons that can be learned from the identified leadership challenges prevailing in the Teaching Service Department?

4.2 Presentation of questions and responses

The researcher conducted ten in-depth interviews with employees from different levels such as the Senior Management Officers, Heads of Departments and junior staff members within the TSD. The reason for this coverage was to ensure as far as possible that each level was represented and to integrate different views into the findings. However, for the purpose of retaining the anonymity of all participants, they were referred to generally as 'respondents', (from Respondent 1 to Respondent 10). The interview questions together with the responses, as given by the respondents, are presented below.

- **In your opinion, does the TSD have enough skilled staff to serve the needs of the whole department?**

There were mixed responses from the participants in answer to this question concerning human resource capacity. Four participants indicated that they thought there was enough staff with skills and experience because most employees are able to carry out their functions and duties, and the other employees simply need to be more committed to their work. However, there was a conflicting response from two HODs and three junior employees who find their work increasingly overwhelming, to the degree that they feel they cannot cope with it. They emphasised that those who are there have the capacity to do their work, but that unanswered requests for more staff has led to an unacceptable situation. Consequently, others find their efforts to accomplish good results at work being jeopardised by staff shortages. (Interviews: 27 March 2008).

- **Is the staff managing to cope with the amount of work? Give reasons for your answer.**

Respondents indicated that they had different perspectives on this issue. A member of senior management participants expressed that "the Teaching Service Department is too big and employees fail to do their work because the new leadership there is too loose" (interview: 28 March 2008). In contrast to this opinion, many respondents indicated that they do not manage their work as they are faced with mounting demands from the ever increasing number of teachers and schools due to Free Education. Seven respondents elaborated that there are delays in teacher payments, while others act on positions for unnecessarily long time without being made permanent workers and these challenges require additional manpower to address. In order to support their claims of staff shortages, some respondents pointed out two temporary staff members who had been appointed to assist staff with data capturing as the old filing system was being computerised. In this regard, one of the respondents made the following remark: "You see that woman, she is one of these temporary workers here who will be leaving with the little experience they have so far gathered, and I will be by myself soon" (interview: 27 March 2008).

- **Do you think that the TSD has improved its service delivery since you joined it? Give reasons for your answer.**

"Yes," said one respondent. "The TSD is improving by moving away from the old filing system which permitted teachers' documents to disappear from their files." The other two respondents indicated that a lot of improvement had been brought about by the former director who hosted a program on Radio Lesotho which informed teachers about their service contracts. As a result of this many teachers had stopped the practice of leaving the classroom in order to enquire about various regulations. Four of the respondents had seen no improvement at all, and were of the opinion that the organisation was in need of proper leadership. One HR respondent expressed concern about the

number of challenges facing them, including endless enquiries with regard to teachers' payments, while many of the teachers continue to receive multiple payments. This leads to considerable problems for teachers at a later date as they then have significant amounts deducted from their salaries, which occasionally leaves them with nothing.

- **What is the nature of the relationship between the employees and the leadership in this department? Give reasons for your answer.**

In response to this question, one HOD respondent mentioned reluctantly that the TSD, like any other organisation, has its internal challenges. However, he would not discuss these problems with me as he argued that it was his responsibility as a manager to protect the TSD from anyone coming from outside the organisation. Eight participants felt strongly that the relationships between the leadership and staff are not healthy although they differed with regard to the specific nature of these leadership problems. Two employees placed emphasis on the lack of recognition by their leadership. This was illustrated in the lack of response to suggestions made by them in meetings with their immediate supervisors (HODs). They felt that the leadership consistently imposed unilateral decisions. One employee indicated that they had never had a meeting with the leadership, which he believed reflected serious problems within the TSD with regard to channels of communication.

One HOD made the following comment: "The problem with the leadership here is that the senior management takes us for granted to the extent that it is like it knows everything, which makes it hard to consider our suggestions." Similarly, another HOD respondent emphatically stressed that the failure of senior management to listen to staff presented the major challenge within the TSD. The respondent further indicated that, in one meeting with HODs, one of the senior managers asked as who was to be recognised as a leader if they could not obey the senior. "Order and command work here and yet the very

senior management fails to observe the lines of hierarchy." lamented the respondent. (Interview: 27 March 2008.)

- **What measures does organisation's leadership take in order to achieve effective delivery of services?**

"We just do our work because sometimes – especially during the last stay-away – the senior management delivered certain threats through our HODs that if we did not come to work, there would be serious measures taken against us," stated on junior employee in response to this question. According to three other respondents, senior management have emphasised the need to implement time management record keeping. This will record the time at which any employee reports to work as well as recording the time they leave. The implementation of this system was a unilateral decision by management. Furthermore, one of the senior management staff was convinced that holding both the directorate and CEO positions simultaneously could resolve the challenges currently facing the organisation. One of the senior managers gave the following response to this question: "I am going to suggest that the acting director be taken back to his former position so that I act in both positions while I look for a permanent director." (Interview: 28 March 2008).

- **Do you think it is currently possible to entrust your employees with the responsibility of making decisions regarding their work?**

"There is nothing one can do, but, given the current situation, I think that a great deal needs to be done to resolve issues like punctuality and the cliques of friendship which bring about a laissez-faire culture in the TSD," stated one of the senior manager respondents. "It is not easy to work with people who have an attitude towards you, but there is absolutely nothing you can do about it," added the respondent."

- **Does the leadership hold meetings with all the employees in this organisation?**

All the respondents were quick to point out that they had never had any meetings with their leadership. “In actual fact, information flow is a problem here because, for example, teachers report their problems but those responsible never have any chance to discuss anything with the leadership. Maybe it is a question of power and superiority,” reported one respondent. In the same vein, one of the senior management respondents said that “teams have their heads of departments with whom I hold several meetings”. It is then their responsibility to report back to their subordinates on the issues discussed and the decisions considered.

- **In your view, do HODs have clarity regarding their different responsibilities? Answer ‘yes’ or ‘no’.**

Various perceptions were expressed with regard to the role of HODs in this organisation. The senior management respondent and one head of department argued that HODs do have the necessary skills and understand their responsibilities within their departments. In contrast, many employees expressed the view that HODs are not meeting their responsibilities, but are drowning in confusion due to a lack of understanding.

- **Please state the reasons why you consider the HODs either to have or to lack clarity on their responsibilities within their departments.**

One of the senior management respondents expressed the belief that the HODs have clarity because they continue administering teachers’ conditions of service and payments in their respective departments. The senior respondent admitted, however, that there are still several challenges relating to teachers who continue to receive a salary despite the fact that they have either retired or died. In contrast to this show of confidence in HODs, many respondents from both middle and junior staff indicated that most HODs, and particularly those at district level, do not know what role they are expected to play in the administration. One HOD respondent expressed his concern over

this confusion regarding the role of the HOD as it frequently results in teachers skirting the HOD in their district in order to seek assistance from the leadership at headquarters. Along the same lines, some HODs at district level indicated that they did not understand the purpose of their transfer to district level since their job description was not clear to them.

- **In your view, are there any issues that the leadership cannot discuss with the employees?**

There was no clear answer provided by the leadership on this question except to indicate that, as a matter of principle, one has to think about what should be discussed. It was also agreed that the HODs can meet with their subordinates to inform them about what has been discussed in meetings. In line with leadership's response to this question, eight employee respondents firmly stated that they never hold meetings with their leadership in the TSD, and that even the concerns which they forward to their leadership through their HODs are not attended to.

- **How do you communicate with your staff members – is it through face-to-face interaction or through their immediate supervisors?**

According to one of the senior management participants, the meetings which are held with the supervisors serve to disseminate information to their subordinates. The leadership therefore cannot see the need for everyone to meet. One of the respondents from the leadership argued that the HODs represent their departments and there is thus no need to stop the whole TSD simply to hold a meeting. One HOD respondent believed that there is improper communication between the senior staff members, which delays any problem solving. Three junior employee respondents also complained about the lack of information decentralisation, including any information from the Ministry of Education. One of the reasons given for this is that staff at this level cannot represent themselves, but are represented by more senior staff, such as the HODs. As one junior employee respondent mentioned,

“information goes up through the hierarchical structure but there is nothing coming down to us because we are being represented”.

- **Do you regard the structures and established communication channel effective between employees and the leadership?**

One HOD indicated in relation to this question that structures are place for a purpose in organisations and as such TSD has to operate the way it does and so everyone has to follow the established channels. According to one participant the established line of communication would not have any problem if it was effective to deal with the challenges that they experience such as shortage of staff, delays on teachers terminal benefits and payments. The other two junior employees expressed the improper communication between the senior management staff and juniors which is assisted by the very line of communication in this organization. I would be satisfied if I represent my own views especially in the meetings, added one junior staff respondent.

- **Do you consider staff input when making decisions that will be implemented in your organisation?**

The leadership indicated that HODs are expected to represent their respective departments and, as such, input from their staff should be incorporated into decisions that they implement through the proper channels.

- **Are there any decisions that employees may make without first consulting you as a leader within the in TSD?**

According to the TSD leadership, there is no need for the employees to make decisions on their own as this promotes a laissez-faire culture which results in a loose organisation. One of the senior management staff was of the firm opinion that when he first joined the TSD in 1994, the leadership managed to establish a culture in which everyone would adhere to the rules, and that this culture has been dismantled by the subsequent director who led the TSD

away from its 'tight' structure into its current state as a 'loose' organisation (interview: 28 March 2008).

- **Do you feel empowered by the meetings you hold in your organisation? Please give a reason for your answer.**

Many respondents expressed their dissatisfaction regarding the meetings with their heads of department which fail to bring about any change in the organisation. "The meetings we have with our HODs are useless because I think their number is too small to convince the leadership on the issues we need to look at," protested one participant. Another participant was frustrated by a sense of disempowerment as suggestions which they put forward to the leadership through their supervisors are never considered, and yet the leadership continues to implement its own decisions without consulting TSD employees. Two HODs felt discouraged as they complained that their leadership never listens to anyone, and that they never have the opportunity to present their arguments. One of the respondents reported that the leadership was even threatening expulsion if the participant did not comply with the demands made by the leadership.

- **Are there sufficient resources to enable you to carry on with your daily tasks?**

There were mixed responses relating to this question on resources which were offered by the individual respondent. According to one of the HODs, lack of material resources has not been a major issue for many departments in the TSD since they have always relied on a filing system which was easily available. However, five respondents emphasised that lack of resources has been a serious challenge for staff members in their organisation. "Our department works on daily basis with the finance department in the Ministry of Finance, and that we need transport that runs between the TSD and the Finance Department but we do not have a permanent vehicle for our needs since the one we use here covers every department, which delays our work

badly," reported the junior employee respondents. Another employee was not impresses with the use of the filing system as it was blamed, not only for delays and making information difficult to retrieve, but also for perpetuating theft through multiple payments by accountants. The respondent suggested that the use of a computer system could assist with this problem if every office could access at least one computer

- **In your opinion, is the use of resources by all TSD staff members transparent? Give reasons for your answer.**

Only one respondent who is a HOD stated hesitantly that there may be or may not be any problems with the resource while further elaborated that I should remember that resources are never enough. One of the senior staff respondents was concerned about the many challenges that the TSD is faced with pertaining to the usage of resources, with special focus on teachers' payments. "Recently I have been working on the case of one employee who has been receiving her late husband's salary for a long time without reporting this matter to those responsible and I want to assist in making sure that she returns all that money," confirmed the senior staff member in response to this question (interview: 28 March 2008). The other two respondents (an HR manager and an HOD) complained about corrupt accountants and teachers within the TSD who connive for double payments. This is made possible by the failure of the accountants to produce bank reconciliation statements which could assist in revealing the source of payment problems.

In addition, three junior staff respondents, an HR manager and an HOD were critical of the way in which the leadership is misusing the resources for personal business. They reported that there is a need for a car that makes regular runs between the TSD and the Finance Department but it is not available as the leadership use the car to load animal fodder and firewood. One respondent emphasised that corruption was evident at the level of top management, citing as example a former employee who is still receiving a

monthly salary, but attempts to stop this have been met by threats from one of the senior members of staff.

4.3 Summary

There was a mixture of opinions relating to the human capacity in the Teaching Service Department. The majority of respondents reported that their human capacity is good based on their skills and experience which enable them to carry out their work well. A concern was raised that some of the employees need to be more committed to their duties and, in agreement with this, a group of respondents expressed the escalating need for an increase in manpower as a result of a lot of tasks that they felt they were not coping with.

The leadership emphasised the immensity of the department and, with this, the importance of their being strict so that the staff would manage its tasks. In contrast to this, many respondents argued that the workload had simply become too great to manage following the introduction of policy of Free Education which has increased the number of schools and educators that the department has to serve. They also claimed that the challenges have led to staff working overtime as well as delays in teachers' payments. Furthermore they mentioned that there are temporary employees organised to assist staff to work on backlogs, who then leave with the little experience they have gathered.

An interesting point was made when some participants indicated that their department is moving away from using the filing system as this system has for years created opportunities for teachers' documents to be 'lost' Other participants reported that the former director in the TSD hosted a program on the radio which provided teachers with information on policies relating to their terms of service, and so addressed the problem of teachers leaving their classrooms to obtain clarity on these policies. Others indicated the need for a

strong leadership in their department as they are not aware of any developments.

The respondents mentioned that the relationships between the employees are not good, with some placing an emphasis on the lack of staff recognition by the leadership. Others expressed their concern over the leadership's imposition of unilateral decisions as they do not consult with staff members before implementing decisions that affect the whole department. Many of the respondents complained about the failure of the leadership to communicate departmental information. This is said to be a major problem within the TSD which some participants link to the leadership's failure to hold meetings with them. They complained that their leadership is too autocratic and cannot bend which they perceived to be worsened by the huge gap that exists between the leadership and the junior employees.

One of the senior staff respondents indicated that a time management record book had been implemented although staff was never consulted on its implementation. The respondent further stated that there would be recommendations to change the subordinate in leadership as it is currently less effective than it should be. However, some junior respondents pointed out that their senior leadership sometimes uses threats to make them do their work and the employees likewise said they just do their work.

On the question of entrusting employees with the responsibility of making independent decisions, the leadership indicated that the employees were not in a position to make their own decisions, and emphasised the need for punctuality and the importance of breaking up the cliques of friendship which reside in the department. It was mentioned that workers have an undesirable attitude to the leadership in the department.

Some of the participants expressed their convictions that the HODs are in possession of the necessary skills for their role in their departments. However, there was also an opposing view to the effect that HODs, especially those at district level, do not understand their responsibilities and they are clearly confused. Teachers are known to circumvent them and seek assistance from the leadership at headquarters.

According to the senior leadership, the HODs are the ones who discuss issues with them, and who should then in turn communicate with their juniors. However, several members of staff expressed the view that they would like to hold meetings directly with their leadership so that they would have a chance to represent themselves. They also regard the communication structure between the seniors and the juniors as highly improper. As far as the leadership is concerned, it integrates the concerns of the rest of staff in all decisions that are implemented, but this perception is not generally shared as other respondents indicated that, in their experience, they are excluded by a leadership that is ignorant of their needs. Further responses served to substantiate the concern that employees feel disempowered because they are never part of the decision-making processes.

There was an issue over transparent usage of the organisation's resources. The leadership is concerned about multiple payments made to some teachers by accountants, although these are now under investigation. Similarly, some of the respondents complained about a lack of transparency in the manner in which their senior leadership advocates for the payments that are made to retired employees. Concern was expressed by the junior employees over the leadership's use of the organisation's vehicles for personal purposes while those who need them for organisational purposes cannot gain access to them. As a further example of poor management of resources, some respondents expressed their concern over cases of teachers' payments that are being issued to long dead employees.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS: ISSUES AND DISCUSSIONS

5.1 Introduction

The aim of this chapter is to analyse the data and discuss the issues that emerge from the findings presented in the previous chapter. Data analysis in qualitative research focuses on reducing the volume of raw data, shifting significance from trivia, identifying fundamental patterns and constructing a framework for communicating the essence of what the data reveals (De Vos *et al.* 2005:333). This chapter presents an analysis of the information collected during individual interviews, as well as of relevant documents, concepts and theoretical underpinnings from the review of literature. The analysis aims at establishing an understanding of the leadership challenges in the TSD in order to arrive at findings that will shed light on the research questions.

5.2 Profile of the study's respondents

It is worthwhile indicating once more that the results in this study were gathered mainly through the use of interviews and as such the researcher regarded it critical to highlight the context within which the actions or interactions took place. "Considering context is essential because it reveals the circumstances in which events and actions take place" (Matalasi, 2000:21). The context in which the TSD employees work is unique because it has a particular significant influence on the way in which the members behave and act. The names of the interviewees referred to here as the

respondents have been withheld for the purposes of anonymity. However, the context and the findings are presented without any reservation.

It is also important to note that a lack of commitment by those who implement decisions within the organisation can raise doubts as to whether the fulfilment of the organisational mission will be effectively achieved or not. The assumption is that a lack of involvement in decision-making processes by the main implementers obscures channels of communication, and causes employees to feel disempowered. This leads to the build up of tension between the leadership and the employees, making change difficult within the TSD.

As a governmental body, the TSD has to combat poverty together with high levels of unemployment. However, some of the employees are not adequately qualified for the work they perform within the organisation. The first respondent interviewed in this study is a human resource manager (HRM) although s/he[2] only holds a high school certificate (Form 5) which is equivalent to the Cambridge Overseas Syndicate Certificate (COSC). The second respondent interviewed holds a Diploma in Business Studies and is responsible for keeping details and documents for teachers. The third respondent is a head of department (HOD), but only has an old Standard Six Certificate. This was referred to as 'Std 6', and was the last class attended by primary school students who were leaving. This school-leaving policy ended in 1970.

The fourth respondent that was interviewed also holds the high school certificate equivalent to the Cambridge Overseas Syndicate Certificate (COSC). This respondent is one of those responsible for keeping the files of teachers' contract documents. The other respondent has a Diploma in Human

[2] The pronoun form s/he is used to avoid identifying the gender of the respondent, and so indicates both masculine and feminine.

Resource Management, while another one, who is a head of department, has a first degree in accounting. The researcher also interviewed a respondent who has the Cambridge Overseas Syndicate Certificate (COSC) and is responsible for issues relating to teachers' study leave. Another interviewee was one of the qualified security guards at the department's gate as they keep the record book for employees to sign in and out for time management. The other respondent interviewed holds a Masters degree in education (Med) and the respondent was responsible for senior management responsibilities and lastly there was an interview of the respondent who also holds a Masters degree in education (Med) with additional leadership courses who is responsible for the senior management issues and leadership.

5.3 Communication challenges

The majority of the respondents interviewed have serious concerns which they forward to the leadership through their immediate supervisors. However, these are not taken seriously by the leadership. It was established that a lot of information is conveyed up to the leadership, but little or nothing gets communicated back down to the junior employees. This makes them feel neglected and as a result they feel powerless as well as unrecognised by their leadership. According to Potter (2001:56), what is required is for people to communicate, and that involves face-to-face contact sessions, dialogue and the opportunity for people to meet and discuss key issues. This assumes that people may be represented in the forums as well as in meetings but if that representation fails to serve the intended purpose, other means need to be utilised, such as opening doors for the regular interaction of all members. This contention is in line with (April, 1999:233) who asserts that leaders should pay attention to the information channels through which organisational messages are conveyed.

The researcher has noted that the heads of departments represent their junior staff, as described in the interviews. However, the junior staff all asserted that they have never met with their leadership. Wheatley (2006:ix) argues that leaders have developed quite a robust mythology that humans are machines who can be bossed around, told what to do, given a minor part to play in a large enterprise and enticed with external rewards. In essence the researcher argues that giving the workers insignificant parts to play in their organisation, while at the same time placing obstacles in their path that prevent their meaningful participation, creates a huge burrier between employees and the leadership. People want recognition and they need to identify with their leaders so that they can trust them. This is a challenge which needs the urgent attention of the TSD leadership. Individual consideration which relates to attending to followers' individual needs results in followers believing that the leader cares about them as people rather than as a means to an end, and this belief is pivotal to trust (Bartram and Casimir, 2007). Therefore it is essential for any healthy organisation that the leadership creates a platform from which every employee can air his concerns.

The researcher has also identified a similar complaint from the heads of departments regarding the leadership's lack of response to their concerns. As one respondent emphasized, "the leadership's failure to listen to our suggestions is a major problem here," (interview: 27 March 2008). It is the purpose of leadership to listen to the needs of staff members and offer support that can build their confidence and self esteem. The failure to listen to subordinates can have very negative implications such as resistance and lack of cooperation by employees, which in turn directly impacts on future organisational development. What managers need to understand and do is to work constantly on building self-esteem, awarding praise where it is deserved and encourage suggestions on improvement throughout the business. In so many instances, it is the lower level employees who know the real problems

of the organisation and it is usually those people who hold the key to the solution (Potter, 2001:57).

According to Kotter (2006:131), leadership is responsible for creating a compelling vision as well as for finding strategies needed to realise that vision. As far as clarifying the vision is concerned, surely the importance of continuous communication cannot be undermined if the vision is to be understood and the buying in facilitated. The TSD's goal is to administer teacher conditions of service and payments, a task that is known to the employees in this department. One can argue that, although the goal of the TSD is known, the leadership fails to constantly communicate it with the rest of the employees so that together they can move in the same direction. This inability poses a challenge to the leadership of the organisation.

According to Maxwell (2005:65), people do not buy into a vision that they do not understand. Thus communication as a tool for building the vision is a two way process which needs to result in a desired and shared understanding between the leadership and the employees. Even in practical situations people lose heart if they communicate with someone who cannot meet their needs or take them seriously, let alone trusting such a person. Kotter (2001:9) advises that "the communication channels and the trust among the individuals connected by those channels allow for an ongoing process of accommodation of vision and adaptation".

5.4 Decision-making challenges

In an interview with the TSD respondents, the leadership explained that the input from employees, who are represented by their Heads of Departments, is integrated into the overall decisions that the leadership implement within the organisation. This style of representation is relevant where the represented individuals exhibit some shortcoming based on their experiences and inability

to express their own views in the language of discussion, such as in the courts of law.

The researcher has further noted that many respondents are not impressed by the way their leadership handles the decision making process because it fails to recognise suggestions from their representatives. This means that the representation is just a facade and mere rhetoric within the department. This notion became evident in interviews with two employees who placed emphasis on the lack of recognition by their leadership. Both had had experiences in which suggestions of theirs which had been put forward in meetings with their immediate supervisors (HODs), had received no response from the leadership. The only reaction had been the imposition of unilateral decisions from the leadership.

It is obvious that the decision-making process in the TSD follows a top-down approach which cannot reflect authentic involvement of stakeholders who are directly affected by the nature of such decisions. It is the researcher's contention that employees feel demoralised and unmotivated when their leaders do not value their contributions, and even more so when they are not at liberty to add to the organisation's success and development. Mahoney (2000:1) asserts that there is no excuse for directors and senior managers who cannot create an environment where everyone can participate in the learning organisation's processes to the appropriate degree required of them. The employees' concerns regarding the autocratic nature of the TSD's leadership is likely to continue to cripple the trust of the subordinates who are neither regarded nor recognised, as so cannot express their views.

According to Kotter (2001:2), one of the skills which the leadership must be in possession of is the ability to provide direction towards a clarified goal. The notion of clear vision implies that interactive decision making and problem solving in the TSD should be based on principles of involvement and

participation of all employees who are affected by the decisions. It is the researcher's argument that both the leadership and the employees can be bound together by trust, with each party equally committed to achieving a shared goal, provided they decide on the goal collectively. In the learning organisation, the strongest emphasis should be on valuing staff members for their skills and contributions to the organisational life as this says something about its effective performance (Daft, 2002).

Different styles and modes of leadership fit different people for a variety of reasons. These include an inability to lead or personal resistance to change, even where the circumstances necessitate change. However, the fact of the matter is that leadership remains the art of leading and winning the support of one's followers, and this must not be accompanied by the imposition of the leader's preferences. In order for a leader to gain influence and credibility with people, it is fundamental not to take short cuts or cheat the process, but rather to learn to understand others' points of view and to complement one another (Maxwell, 2005:161). In this way the decision-making process between the leader and his or her followers results in a mutual trust which must remain if the TDS leadership is to defeat the element of distrust currently prevailing in the organisation.

5.5 Empowerment challenges

The interviews have indicated that both the middle managers and the junior staff members are experiencing serious problems with regard to the ever mounting work in the TSD resulting from shortages of staff. Even though some respondents acknowledged that they are capable of delivering in the service required by the TSD, many have indicated that staff shortages remain one of the paramount challenges. This is evidenced by statements from respondents such as "those who are here have the skills and experience necessary to meet the demands of their work, but our unanswered requests

for more employees has led to a deplorable situation" (interview: 27 March 2008).

One of the purposes of leadership is to empower the followers so that they can execute their tasks effectively and efficiently. According to Bartram and Casimir (2007:5), empowerment of workers is a multi-faceted process and it involves an intrinsic task motivation that manifests itself in many different ways. In order for the employees to accomplish their collective goal, they must have the necessary resources to assist them do it and provision of such resources is the task of the leadership. Whitener, Brodt, Korsgaard, and Werner (1998) confirm that the perceived ability to provide is essential to trust within the organisational leader-follower relationship because the followers are unlikely to develop trust unless they believe that their leader is capable of fulfilling the leadership role. In this way the followers identify their leaders as having a powerfully direct impact on their individual performance and when this ability to provide the required staff is seen as missing within the TSD, the level of trust in the leadership is then seriously affected.

This research has revealed that staff shortages impact negatively on the quality of work that is supposed to be delivered by the employees. Removing all obstacles, both internal and external to the organisation, are some of the functions of the leadership. Failure to do that has a negative effect on the employees' performance. According to Wikipedia (2007:2), the primary goal of leadership is to assist the employees so that they can increase their performance by boosting their motivation as this leads to high production. The implication of this for the TSD is that, if the leadership fails to address the understaffing issues as a matter of urgency, the organisation might experience further challenges relating to staff turnover as a result of the overloading of workers with different tasks. It is the researcher's assertion that the leadership's inability or resistance to respond to pleas for additional

manpower makes employees lose faith that the leadership will ever attend to their needs, which leads to diminishing trust in the leadership.

In the course of interviewing employees, one of the senior staff members emphasised the immensity of the TSD, and argued that this realisation may be the reason for their failure to perform their duties as expected. However, the respondent countered this argument at a later point by stating that:

> The teaching service department is too big and employees fail to do their work because the new leadership there is too loose.
>
> Interview: 28 March 2008.

The researcher has noted that, in opposition to the leadership's claims, the employment of additional temporary staff members was resorted to in order to assist TSD employees with transfers of the old filing system onto computer. One of the main reasons for hiring temporary staff was that many of the TSD staff members did not have the data-capturing skills required for the job. Although many employees claim that they have the skills necessary to perform their duties, it is obvious that a shortage of skills to perform other related tasks is a significant obstacle in the quest for effective service delivery, and that this further entrenches the level of disempowerment.

Bartram and Casimir (2007:6) indicate that empowerment as an enabling process affects both the initiation and the persistence of the followers' task-oriented behaviours. Thus low self-efficacy leads to avoidance but routine tasks, resulting in low levels of employees' performance. The researcher poses an argument that this theoretical implication is confirming the need for the TSD leadership to empower the employees with the computer literacy skills which they require for their jobs because it clear that they are not receiving adequate training to carry out their tasks effectively. Sundra (1997) also suggests that one of the tools to achieve human resource development

is capacity building – enabling and empowering people though training activities.

In addition, the findings have indicated that the HODs, and especially those at district level, fail to perform their duties owing to the fact that they are not clear as to what their responsibilities are. An indirect means of disempowering workers is to assign duties to them without clarifying what is involved. The workers will then never be sure what they have control of. This is in concurrence with Wilcox's (1994) perception that many attempts to involve workers fail because the organisations promoting involvement do not clarify the nature of the participation required by the employees. This suggests that, underlying promotion of the HODs, may have been the intention of the leadership not to empower them but to divide their powers so that more control can be exerted from the headquarters. The findings certainly suggest that promotion has led to unsatisfactory performance rather than empowerment of the employees, which tends to make the subordinates lose their trust in the leadership. It is therefore essential that the leadership communicates a clear message to the affected employees and clears up any confusion so that they can join together in working to achieve the organisation's goals.

5.6 Change as a challenge

In the interviews, one of the senior management respondents suggested that holding the position of directorate in conjunction with the other senior position could resolve many of the challenges currently facing the organisation. The senior manager's proposal is quoted as follows:

> I am going to suggest that the acting director be taken back to his former position so that I act in both positions while I look for a permanent director.
>
> Interview: 28 March 2008.

In the course of the interview the researcher established that the respondent had formerly held both positions. This presents a serious challenge to the principles of sharing leadership responsibilities and creating an environment conducive for sharing participation with others. This is an obstacle in itself because it results in the kind of leadership which cannot promote more leaders to work at all levels within the organisation. Leaders must lead by example so that the followers can follow in their footsteps. Leaders can never allow themselves to settle within their comfort zones as this makes it hard for them to adapt to the changing demands of time (Potter, 2001). It is the researcher's contention that the purpose of leadership is to identify other potential leaders, and where a weakness in this follower is identified, should be to support such a potential leader in the making. The failure to do this can lead to a loss of trust. Kotter (2001:11) argues strongly that, just as we need more people to provide leadership in the complex organisations that dominate our world today, we also need more people to develop the cultures that will create leadership.

This study established that the leadership in the TSD should be working to meet the challenge of developing a better leadership strategy that can help to address challenges relating to the trust of the employees. However, the leadership is battling to come up with an appropriate method of assisting all who are affected. This is evidenced by the following response from one of the members of senior management:

> There is nothing one can do with the current situation, but I think that so much needs to be done in order to deal with things like punctuality and destroying the cliques of friendship which bring about a laissez-faire culture in TSD," stated one of the senior management respondents. It is not easy to work with people who have an attitude towards you but there is absolutely nothing you can do about it.," added the respondent.
>
> Interview: 28 March 2008.

The research indicated that employees in the department may well have an attitude problem, as suggested by the senior leadership. This will of course hinder cooperation between the leadership and employees in working together to achieve the collective goals of the organisation. However, working to make the conditions conducive for one side is only a temporary solution to the related challenges which require both the employees and the leadership's collaborative participation. This type of change can only be directed by the leadership. Achieving grand visions requires a burst of energy through motivating and inspiring people, not by pushing them in the right direction but by satisfying their basic human needs (Kotter, 2001:9).

According to Wheatley (2006:x), leaders who believe that organisations can function better, especially in times of chaos, by applying command and control leadership and hierarchical structures cannot win followers. The best way to create order in the TSD is through the realisation that both the leadership and the rest of the employees need each other because solutions reside in different minds. These minds share different perspectives, and only together do they have enough information to make informed decisions (Wheatley, 2005). However, the leader needs to change from control leadership to participative style which identifies and utilises the necessary tool skills such as influencing, motivation and aligning the followers, and all these require a change in oneself because it is hard to change others without a change in the leader.

Personal change is one of the fundamental aspects of true leaders whose ability to change the minds of followers results in the successful achievement of shared organisational goals. Individual change refers to the change in the individual person from the way he or she thinks and acts currently to a new way of thinking and acting which will lead to a desired future. This leadership ability allows a leader to influence and inspire other people to follow in the footsteps of the leader since the effective leader leads by example. This

suggests that failure to 'walk the talk' results in followers losing hope and trust in their leader, and so developing a negative attitude. It is the researcher's contention that this ability to lead through influencing the followers is missing in the TSD because the leadership cannot engage the minds of the followers so that collectively they participate in finding a solution, and this undermines attempts to do so. This is in keeping with Kotter's (1995:64) assertion that nothing undermines change efforts more than behaviour by important individuals that is inconsistent with their words. Therefore a leader's words should be perceived to correspond and match his or her actions so that he or she can successfully influence subordinates.

Another aspect of organisations that fosters resistance relates to the structures that reside in government entities which fail to support change. This research has shown that, within the TSD, only the heads of departments represent their subordinates in meetings with the leadership. Such bureaucratic structures overemphasise the rigid procedures and lines of communication that are hard to bypass. This is particularly problematic when a gap opens up between the leader and the subordinate, and trust in the leadership is then at risk. The mechanical structures tend to be characterised by rigid hierarchies, more centralised decision making, and standardised rule of thumb procedures. As has been alluded to earlier, the leadership in the TSD needs to dismantle and create an environment in which every employee can participate fully in organisational activities so that they all have some degree of autonomy in making decisions about their work. This would tie in with Jones' (2007:275) contention that organic structures that are flat, permeable, and decentralised rely on mutual adjustments between people with the aim of creating collaboration among workers to get the job done.

5.7 Issues for consideration

This research has indicated that communication challenge, decision-making challenge, empowerment challenge and change as a challenge remain serious obstacles requiring collaborative efforts of both the leadership and the rest of the employees in TSD to defeat so that the organisation can effectively achieve its goals. However, other issues such as transparency and accountability and motivation of the subordinates should equally receive the much need attention of the organisation's leadership in order to strengthen its efficiency.

5.7.1 Transparency

Lack of transparency and accountability are two of the major challenges within the teaching service department which require the urgent attention of the leadership. This research has revealed that one of the senior management respondents makes use of the department's vehicle for the accomplishment of personal errands such as transporting animal fodder and firewood while subordinates in the department struggle to obtain the use of a car for official business. In fact the leadership should be the one whose responsibility it is to act as custodian of the goverrntment's property. It is essential that the leaders promote moral behaviour by all staff members within the organisation, and such behaviour includes not using communal property for one's individualistic gains. When the leader fails to recognise and respect this binding principle, then the result is a lack of trust in the leader as the subordinates are disempowered and their self-esteem is undermined. This in turn demotivates the employees.

5.7.2 Accountability

Lack of proper accountability is regarded as a potentially serious problem which must be tackled head on by the leadership and the subordinates. One of the respondents from the leadership mentioned that some teachers still appear to be earning a monthly income several months after their deaths. This is one of the cases which the leadership has promised to investigate. On similar lines, many HODs and junior staff respondents referred to other cases of fraud, in which some teachers conspire with the TSD accountants to produce double payments. In addition to this, there are instances of the leadership occasionally supporting the issuing of payments to retired employees. It is the responsibility of the leader to maintain a balance between proper management of the organisational resources and the ability to lead. This balance is crucial as weakness in one of these skills may result in a total failure to achieve the primary purpose of the organisation which is to administer the teachers' conditions of service and payments. This claim is in line with Kotter's (2001:4) argument that while improving their ability to lead, companies should remember that strong leadership with weak management is no better, and should always strive for a balance.

Furthermore leaders need to maintain a high level of consistence between what they say and what they do. This ability can help them to live as role models for their followers, particularly for those who aspire to be future leaders. In concurrence with this assertion, Potter (2001:57) indicates that people emulate the behaviour they see in their managers. This dictates that leaders should 'walk the talk' and support their rhetoric with behaviour that demonstrates their beliefs. In fact it is extremely difficult for the leadership to prevent the misuse of the organisation's resources by staff members and to emphasise the importance of accountability if it cannot demonstrate its rhetoric with clear examples. It is therefore the responsibility of the leadership to protect decisions made by the organisational members to the point of

turning them into policies where necessary, and that requires collective commitment and transparency from all members, including the TSD leadership.

5.7.3 Motivation

The major aspect of leadership through which the leader influences the followers is by way of motivating them. Motivation can be both intrinsic and extrinsic, where intrinsic motivation emanates from the inner-side of a person and extrinsic motivation is derived mostly from the outer-side material gifts that satisfy a person. According to Swanepoel and De Beer (2006:103), motivation is an inner strength that inspires people by satisfying basic human needs for achievement, a sense of belonging, recognition, self-esteem and the ability to live up to personal ideals. It is the leadership's responsibility to always find the best means through which to motivate the followers so that they can remain focused towards the realisation or achievement of their collective vision.

The most important type of motivation is intrinsic. This is due to the inner satisfaction that springs from the inner-self and inspires people to work towards the achievement of their goals. It is obvious that with the prevalence of top-down decision making in the TSD which fails to respond to employees' needs, many people are exceptionally demotivated as they have lost the trust and hope that their needs for recognition will ever be realised by the leadership. This touches on their personal involvement and also on their commitment to deliver tasks as effectively as possible. The importance of taking each employee seriously, and of respecting and recognising each employee, irrespective of the position they hold, cannot be underestimated. It is essential that the leadership in the TSD prioritise these issues in order to start motivating staff intrinsically.

It is important to decentralise decision-making processes so to involve the participation of all directly affected staff members as this will increase the degree of motivation in the TSD. Involvement of all the employees should be directly linked to improvements in communication since this issue has been reported as one of the major aspects hindering cooperation between management and junior staff members. No one can undermine the importance of communication since "motivation is a result of good communication" (Swanepoel and De Beer, 2006:105). Since the leadership's task is to maximise the performance of the workforce, it is crucial that the leadership increase the level of staff commitment through motivation so that people can aspire to improve their performance.

5.8 Conclusion

This chapter has presented an analysis with various interpretations of the findings relating to data collected in this study. Points of discussion were drawn on from the relevant literature on leadership to highlight the leadership challenges that cause a lack of trust between employees and leadership, such as is currently in evidence in the Teaching Service Department. The findings of this study have shown that communication between management and junior employees in the TSD presents a major challenge. Junior staff members forward their concerns to the leadership through their immediate supervisors but these are not attended to. Communication therefore only flows in one direction which results in misunderstandings between the two parties.

The findings also revealed that the management never meets with the lower-level employees, which has created a huge gap between the more junior staff and the leadership. This has left the junior staff members feeling neglected and unrecognised as their needs are not attended to. This in turn diminishes their level of trust in the leadership. One of arguments presented in this study

is that the leader has to care for each employee as an individual, and not simply as a means to an end.

It has been noted in the course of this study that the HODs, who represent their subordinates, also complain that senior management do not pay any attention to their suggestions. This raises concerns as any representations they might make on behalf of their staff are ignored. This means that meetings become a mere facade as an autocratic leadership style is practised. Communication as a tool for understanding the vision needs to be realised as a two-way process so that it results in shared and mutual understanding between the leader and followers. This suggests that the leadership in the TSD needs to realise that the creation of an appropriate platform for effective communication has to be there for all to participate meaningfully.

The research also indicated that the decision-making process currently presents a serious challenge. The leadership reported that the input and concerns expressed by subordinates are integrated into decisions that are implemented. However, the results of the interviews show that many respondents are dissatisfied with the way in which the leadership fails to recognise the representatives' concerns. Many respondents agreed that the leadership imposes unilateral decisions which reveal a top-down approach to management and reflect the lack of appropriate involvement from employees as stakeholders and people who are directly affected by such individualistic decisions.

The findings suggest that the effect of this top-down approach by the leadership is that subordinates are demoralised and demotivated. This is the result of their realisation that their leadership do not value their contributions – a realisation that affects their trust in the leadership. It has been argued that the leadership needs to be able to provide an environment where everyone

can contribute meaningfully to decision-making processes that affect the entire organisation in order to promote employees' commitment and autonomy.

There has been a request from the employees to the leadership to bring in additional manpower to assist them so that they can manage their workload. This research has shown that the shortage of staff remains a big challenge in the TSD. This has disempowered many of the employees as they feel that they cannot cope with their workload anymore. The leadership has tried to address this challenge by hiring temporary workers. However, the argument presented in this report is that, in the long run, the effectiveness, efficiency and quality of services are negatively affected as the temporary workers are only available for a short period. The results of this study suggest that the situation dictates the hiring of additional permanent employees.

The findings show that the work of transferring the manual filing system that has been in use for years onto a computer system is done by temporary workers. This suggests that, even though many respondents indicated that they have the skills and experience required for their work, the leadership in the TSD needs to consider the empowerment of employees through organised training as a challenge which requires urgent attention. This is important because the shift in information and modern technology dictates the need for the learning of new skills lest employees start avoiding tasks that challenge their competencies.

It is reported that the placement of the HODs, and particularly those who work at district level, has left them confused as they now do not clearly understand what their responsibilities are. The findings show that teachers still visit the headquarters for any assistance they require. This makes the HODs' positions meaningless and suggests that they feel less empowered and mistrustful of the leadership. This situation calls for the leadership to clarify

the employees' roles and the level of their participation in the decision-making process so that they can feel empowered. This is pivotal to re-establishing trust in the leadership.

The findings also ascertained that the senior leader previously held two positions simultaneously within the department. This study indicates that one of the senior managers has expressed concern over what is termed "a laissez-faire culture" that is promoted by the looseness of the leadership that exists in the department. In order to restore the former strictness the respondent suggested removing the existing leadership. The counter argument presented in this study is that removal of the existing leadership will enable the same senior manager to once again serve in both positions simultaneously. This indicates the lack of readiness to change the approach to leadership, and is top-heavy. Merging two of the most senior positions in the department also suggests that the senior leader is aiming for total power and control over all decisions in the department. This of course perpetuates the autocratic leadership style that demoralises employees and negatively affects their trust in the leadership.

The researcher suggests that the leadership needs to support prospective leaders through identifying and correcting any weakness, and leading others by example. This will result in the development of trust so that the subordinates will become motivated and will look up to the leader as a mentor. The researcher also suggested that the leader needs to change from control leadership to a participative style which identifies and utilises the necessary tool skills such as influencing, motivation and aligning the followers. All these require a change in oneself because it is hard to change others without a clear indication that the leader has also committed to change.

The hierarchical structure that most government organisations subscribe to has been shown to nurture resistance in leadership and thwart efforts to change. This research has found that, within the TSD, only the heads of departments represent their subordinates in meetings with the leadership. As a result of this, most of the subordinates do not have a direct platform on which to interact with their leadership. This established line of communication has widened the gap between the subordinates and the leadership, which suggests that the leadership needs to establish another means of communication such as a general meeting of all staff members where every employee can voice his or her concerns and receive the personal attention of the leadership.

CHAPTER SIX
CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

Lesotho, as one of the developing countries within the Southern African Development Community (SADC) member states, has a mammoth task to provide basic, quality education to all the citizens. This proviso is attached to the World Bank policy (2000) that is aimed at providing Free Education to All (FEA). Despite promises and efforts taken to provide this basic commodity, there are major obstacles hindering accessibility to aspired education. These include a shortage of qualified teachers as well as a lack of proper classrooms in some parts of the country. This challenge of providing education places significant demands on the Teaching Service Department and its leadership because of its direct link to people and schools operating within the communities.

The purpose of this study was to investigate the real challenges causing the present lack of trust in leadership within the Teaching Service Department. With regard to identifying and providing solutions to these challenges, this chapter presents the conclusion and recommendations as informed by the research findings. The research methodology has been explained and the findings presented, discussed and interpreted. These serve as the context in terms of which the conclusion and recommendations are set out.

6.2 Conclusions regarding challenges

It is obvious that the review of the relevant literature which was integrated with report findings was significant in shaping discussion of the leadership challenges facing the TSD. This research has indicated that communication challenges, decision-making challenges, empowerment challenges and

challenges relating to change are issues which the TSD leadership needs to take seriously and deal with as a matter of urgency in order to restore trust within the department. The following recommendations are made so that the leaders and employees in different organisations can avoid related pitfalls whenever they face similar challenges to the ones indicated in this research.

6.2.1 Communication challenges

This study showed that communication remains a major challenge in the Teaching Service Department since it has been reported that it is only the heads of departments (HODs) who meet with the leadership. The report showed that information goes up to the senior management but there is no information that goes back down to the subordinates. This situation makes junior employees feel neglected and unrecognised which negatively affects their commitment to their work. It is also suggested that the HODs do not adequately represent them because they bring about any impact towards changing to the betterment of the prevailing situation in TSD. As a result their work-related frustrations which emerge from unattended concerns remain unresolved.

In addition to this, the junior staff members confirmed that they have never met members of the leadership. This suggests that a wide gap exists between the leadership and the subordinates. This condition concurs with Wheatley's (2006) argument that leaders have developed quite a robust mythology that humans are machines that can be bossed around, told what to do and be given a minor part to play within organisations or be enticed with external rewards. The employees in the TSD need to be treated like human beings – to be respected, to get the attention of their leader and gain recognition for work well done so that they know that there is someone who is there for them. This serves to build their mutual trust in their leadership.

The findings have also shown that the HODs are profoundly dissatisfied with the leadership on the grounds that their leadership does not listen to their suggestions and never implement any proposals which are put forward. It is obvious that unilateral decisions are imposed by the leadership which is clearly anti-democratic. There is also a lack of understanding as to the direction in which employees can move to because of one-way communication system which undermines efforts to accomplish the organisational vision since the two parties that need one another seem to interpret their world of work differently.

6.2.2 Decision-making Challenges

The study indicated that the department is facing a serious challenge when it comes to the manner in which decision-making processes are carried out. In the course of the interviews, the leadership claimed that suggestions and input from the employees are integrated into the overall decisions that are implemented in the organisation. However, the majority of respondents contradicted this statement as they expressed strong views regarding their dissatisfaction with the way in which decision-making processes are handled by the leadership. This report revealed that the TSD leadership fails to recognise the suggestions for change which are made through their representatives (the HODs) in meetings. This makes the representation meaningless since they receive no response from their leadership other than the imposition of unilateral decisions.

It is important to note that the TSD senior management follows a top-down approach to leadership which cannot reflect authentic involvement by the employees in decisions that affect them. The argument presented in this study is that the effect of the prevailing situation is demoralisation coupled with demotivation of the employees. Following from this, because their self-esteem and commitment are negatively influenced by the situation, their trust

in their leadership is continuously crippled. This then affects their cooperation with the leadership as they develop a negative attitude towards senior management.

The leadership in this instance needs to re-evaluate and change the way it deals with decision-making processes. This calls for real involvement by the employees where they are given the opportunity to participate meaningfully in decisions that affect the entire organisation. The researcher contends that both the TSD leadership and the employees can improve relations to the extent that they support and trust each other provided the leadership realises that the leadership process is a matter of influencing and motivating followers without exercising control. As mentioned earlier in this study, the researcher aligns himself with Maxwell's (2005:161) assertion that in order for a leader to gain influence and credibility with people, it is fundamental not to take short cuts or cheat in the process, but rather to learn to understand others' points of view and to complement one another. The leader needs to understand that for one to gain credibility, the skills of leadership such as influencing, aligning followers with the organisation's vision and motivating them to participate in organisational activities is what wins them over.

6.2.3 Empowerment challenges

The findings have revealed that the empowerment of employees is a particularly serious challenge facing the Teaching Service Department. The leadership confirmed that the immensity of this department makes this difficult. From the leadership's point of view, the challenge emanates from the looseness of the immediate leadership which, according to senior management, has created the laissez-faire culture in the department. Contrary to that leader's perceptions, the research found that middle managers and junior staff employees experience considerable difficulty coping with their workloads due to the current shortage of staff. The

subordinates' observations regarding the shortage of staff are supported by the fact that temporary workers are employed to deal with the backlog. The researcher also noted that workers have been pleading with management to increase manpower in the TSD, but that this request has received no response from the leadership to date.

It is important to note that the shortage of staff greatly disempowers the employees because the amount of work they face makes them feel that they cannot achieve success. In order for employees feel motivated at work and deliver quality service, they require resources that assist them to accomplish their work and it is the responsibility of a leader to provide these resources. It is this ability to provide for and support followers which is essential for the building of trust between leaders and followers in organisations. The followers are unlikely to develop trust unless they believe their leader is capable of fulfilling the leadership role (Whitener *et al*, 1998). The argument presented in this report is that the leadership has to perform this obligation by supporting staff with additional employees so they can have control of their work.

Research findings have also indicated that the understaffing within the TSD does not only negatively affect the quality of work but also seriously increases fatigue, which in turn affects the employees' motivation and aspiration to want to work. Therefore the leadership in the TSD urgently needs to address the challenge of resources in order to increase staff and so reduce overloading; otherwise this problem may lead to high staff turnover which would aggravate the situation.

Findings show that the TSD has employees who have skills and experience to perform their duties. However, upgrading of employees' skills remains an aspect of their empowerment so that they can perform all their duties with ease. This research has revealed that, in order to move from the old filing

system to the new computer system, temporary workers were employed to assist with this process.

This suggests that some employees who work in the TSD do not have the capacity for this activity, which is another reason why the temporary data capturers were outsourced. The researcher would argue that there is nothing as disempowering as a shortage of skills to perform work-related tasks because this has significant negative implications on the organisation's quest for effectiveness and efficiency in service delivery. Low self-efficacy leads to avoidance of all but routine tasks. As this cannot lead to an improvement in the way the organisation performs overall, this results in reduced levels of performance by employees affected by subsequent failure to meet targets. It is therefore argued that the TSD leadership needs to address empowerment of employees and upgrade their skills in order to boost their self-esteem.

This research also revealed that HODs, and particularly those who work at district level, cannot effectively perform their responsibilities due to a lack of clarity regarding the roles they are expected to perform. The placement of the HODs at districts without clarification of their roles has disempowered them. They cannot participate meaningfully in influencing the organisation's decisions since teachers still seek assistance from headquarters. The findings suggest that this type of promotion demands support and guidance from the leader. The absence of mentorship creates confusion which then affects the follower's trust in the person who decided on his or her placement. This situation calls for the leadership to clarify the responsibilities of the HODs so that they can feel empowered to perform their roles as decision makers.

6.2.4 Change as a challenge

Resistance to conditions which necessitate change remains one of the serious challenges to the leadership in the Teaching Service Department. This research revealed that one of the senior management respondents firmly

believed that holding two senior leadership positions simultaneously would be an appropriate way to address the organisation's problems, such as late coming of the employees and the prevalent laissez-faire culture. This suggests that the respondent objects to sharing power and responsibilities with others. The result is a centralisation of the control of the organisation's activities by one individual, which is obviously an autocratic approach to leadership.

The autocratic style of leadership is major obstacle to encouraging sharing of ideas and active participation by all employees in organisations where the leader is the only one who controls the implementation of decisions that affect the whole organisation. This style of leadership further suggests that the leader is still of the opinion that leadership is one-man business which operates in a stable environment. It is clear, however that this view is outdated. It is the researcher's contention that the TSD senior management needs to engage others in the process of leadership so that learning can take place and should promote leadership skills at all levels of the organisation in order to improve effectiveness. As was referred to previously, Kotter (2001:11) strongly argues that, just as we need more people to provide leadership in the complex organisations that dominate our world today, we also need more people to develop the cultures that will create leadership.

This research noted that the leadership in the TSD has serious concerns regarding having to work with subordinates who have a negative attitude towards their leader. The implication of these findings for the leadership practitioner is clearly that the effectiveness of the organisation is at stake as collaboration and relations are not harmonious. The leader needs to facilitate the perception of trustworthiness through, among others, the fair treatment of followers while being genuinely concerned about the best interests of the employees. The argument presented here is that the manner in which employees are treated has to change. The leadership has to recognise and

acknowledge the efforts made by employees in order to prove that the staff are important and respected for who they are. This helps to build cooperation and establish trust. The followers learn to initiate ideas and volunteer themselves if the leader consults with them in deciding the future of their organisation. It is suggested that they need to be treated with the respect that the leader also expects to receive in return. This approach is essential to the development of a good relationship between the working parties.

6.3 Recommendations regarding challenges

Based on discussions in the literature review, the research findings and the conclusions, the following research recommendations are proposed for this study report.

6.5.2. Communication Challenge

This research has indicated that the manner in which communication happens causes a great dissatisfaction in TSD and this calls for respecting the communication channel that is established for both the subordinates and the leadership. It means that when concerns are forwarded to the senior management there needs to be frequent responses to the juniors Although communication may not be an easy process, effective communication remains the heart of every organisation where stakeholders like employees and the leadership have to participate in decision-making processes and in implementing such decisions. It is therefore recommended that the leadership in this department realises the importance of respecting and responding continuously to the concerns that are forwarded to the seniors so that every one in the TSD can be focused on accomplishing the collective vision of the organisation.

In addition to this, the leadership in the Teaching Service Department needs to always bear in mind that it has the core responsibility of inspiring and continuously reminding the other employees about the vision and mission of their organisation. There also is a need for both the subordinates and the leadership to explore what could be causing the hurdles so as to find a means of breaking down these hurdles in order to effect proper communication. This is important for the development of quick feedback, transparency, accountability of members and the encouragement of honesty, all of which can lead to the establishment of a trusting relationship between the leaders and the employees. There is a need for the leader and the followers to focus more on building and improving interpersonal relationships as these are vital for trust in this department and can assist in the creation of strong team members by various stakeholders. As long as effective communication prevails in the TSD, then the development of trust will follow.

With regard to the serious dissatisfaction expressed by both the heads of departments and their subordinates that their leadership never listens to anyone, this research recommends that the leadership needs to change its manner of approach and understand that the leadership process should not be regarded as a management process. A leader listens with the purpose of responding to the followers' needs. The followers then learn to trust that the leader is concerned about them as human beings rather than simply as the means to an end. Such behaviour will impact positively on the relationships within the organisation.

6.3.2 Decision-making challenges

This research established that the majority of the respondents are not impressed by the way in which the decision-making process is handled in the TSD and this report recommends that the leadership is required to encourage collaborative participation by employees as this encourages members of the

organisation to become accountable. The leadership in the Teaching Service Department needs an effective team building process from committed employees, and this requires the leadership to encourage their commitment through active involvement in decision-making processes. Decentralisation of power to the lower levels of staff can lead to highly motivated staff members because they can feel autonomous in any decisions that are implemented in the organisation. This in turn reduces unnecessary stubbornness and increases their accountability as stakeholders.

The TSD leadership needs to exchange views with the employees to establish a clearer understanding on matters that require urgent attention. This approach to decision-making processes assists in eliminating any doubt from the subordinates and improves transparency because every one can witness and participate in influencing decisions that are to be implemented in the organisation. This is important because, in many cases, it is the junior employees who hold the key to solving the organisation's challenges, but the barriers that prevent participation in decision-making discussions can make it hard to identify the solutions. Moreover, this perspective can assist the TSD to authentically integrate the suggestions from all members of the organisation. It allows the integration of top-down and bottom-up decisions as a result of harmonious and collaborative efforts encouraged from participation by the entire membership. This kind of integration is important for the development of trust in relationships.

It is also recommended that the TSD leadership should be prepared to negotiate a greater degree of participation from the employees. Currently a few of the heads of departments, some of whom are disempowered by relatively low levels of education, may not be sufficiently assertive to convince the leadership of the need for change. Effective participation by both the leadership and the subordinates also requires the operation of both formal and informal channels of communication to ensure that decisions and the

organisation's vision reach all the employees. This will assist in restoring confidence and in developing trust.

There TSD leadership needs to ensure that the HODs are completely involved in strategic planning and decision-making processes to show that their representation of the junior employees is meaningful. It is important to build the self-esteem of the subordinates and to show that they are supported by the leadership as this develops trust in one's leader. This support can help the TSD leadership to gain influence and credibility from the employees since it will illustrate the role of the leadership to the employees.

6.3.3 Empowerment challenges

Since there has been request by the TSD employees to hire additional full-time staff to assist with the workload, this report recommends that the leadership should attend to this challenge as a matter of urgency. The effectiveness and efficiency of any organisation results from the empowerment of the employees which is directly linked to the resources they have to achieve their individual goals. This means the absence or scarcity of resources makes the accomplishment of the vision of the organisation questionable.

In order for the employees to feel motivated to do their work with efficiency and to deliver the expected services, they require adequate staff. The leadership needs to understand that it is its responsibility to provide resources as the leadership has the ability and resources to provide support for the followers in times of need. This is essential to the establishment of trust in the relationship between leader and followers. It is suggested that this matter be addressed, otherwise the followers are unlikely to develop trust in their leader, but will perceive that leader as incompetent to fulfil the leadership role (Whitener *et al*, 1998:103). It is obvious that the understaffing in the TSD

does not only influence the effectiveness with which the employees do their work, but also the quality of work since work fatigue can promote stress, illness, depression, and unnecessary sick leave. All of this frequently leads to high staff turnover.

It is crucial for the leadership in the Teaching Service department to understand the need for delegating authority and allocating responsibilities throughout this department so as to develop and promote leadership skills. There is no need for a single figure to shoulder all the responsibilities alone because this approach can be a serious barrier to the development of leadership experience that should exist at all levels of the organisation. It is recommended that the leadership abandon its decision to occupy more than one position, but should continue to offer support to those who need it in their respective roles of leadership.

The TSD needs to trust team leaders' capabilities and improve their active involvement in different areas that are not complex so that their learning can be facilitated through practical cases. It cannot be denied that trust involves taking risks and learning from personal mistakes as this can caution one's future as a leader. When the leadership shows trust in the followers, the former intrinsically motivate the followers to develop trust in leadership. This element of trust is essential for building positive collegial relationships amongst the team members. The subordinates need to be empowered through the provision of both authority and ability to make independent decisions where it may be deemed necessary. Therefore it is recommended that the leadership should see the need to decentralise and delegate responsibilities throughout the organisation in order to increase involvement of the employees and their commitment.

This study has also established that there is a need to upgrade the employees' skills in the TSD, as evidenced by employment of temporary

workers who assisted with the transfer of the old filing system to the new computer system that is currently being installed in the TSD. This research recommends that the leadership should design a capacity building program to address the skills deficiency. The intended program should focus on ascertaining the strengths and weaknesses of the present staff capacity with the purpose of identifying areas of their tasks which require training and development.

Empowering employees with relevant training courses will provide them with competencies in different areas. This improves their self-efficacy to do the work with confidence and so boosts their self-esteem. However, the creation of an environment based on trust between the transformational leader and followers is necessary for leadership learning to occur (Taylor, 2000: 138). The TSD leadership needs to understand that low-self efficacy can lead to avoidance of demands for change in the workplace, resulting in employees resorting to only the routine tasks. In this way production may be negatively affected due to their low performance.

Given that training is critical to the successful implementation of change, it should be relevant and appropriate so that it can address both the personal and organisation needs, and focus on holistic development of people rather than just equipping them with skills for short term purposes (Maxwell, 2005:228-229). It is necessary to have a human resource manager who adequately understands current issues as well as the organisation's future plans so that the provision of training can be linked with the vision of the organisation. The leadership also should develop a strategy through which the newly acquired skills can be utilised by giving the trained employees opportunities to practise these skills so as to allow for transfer and innovation of skills for continuous empowerment amongst the employees.

The heads of department who work at district level have indicated that they are confused about their duties following a lack of clarity from the leadership on their responsibilities. This research report recommends that the leadership should clarify the purpose of the placement of HODs at district level so that they will be empowered to perform their responsibilities. It is essential that the leadership realises that the current confusion may potentially breed a profound relationship of distrust if it is not attended to as a matter of urgency as the feelings of inadequacy experienced by HODs can negatively influence their attitude to the leadership.

6.3.4 Change as a challenge

The leadership should also pay attention to the way change within the organisation is dealt with by the TSD leadership since this seems to present a considerable challenge at the moment. Change can be introduced at both the organisational and individual levels. It may be initiated from within the organisation or imposed from without (Evarard and Morris, 1996:5). From the personal level, it is essential for the leadership to realise the importance of sharing authority and responsibilities with team leaders in order to increase their degree of participation and involvement. The fact that the leadership currently views centralisation of power as a solution to the challenges should be discouraged. This view may well exacerbate the negative aspects of the relationship between the leadership and the subordinates which will add to the present problems. It is essential to stress the importance of devolving power and authority to the lower levels so as to develop accountable and responsible leadership at all levels of the organisation.

It is necessary for the Teaching Service Department leadership to realise that the ever changing organisational environment requires sharing responsibilities with others. This suggests that the leaders should view the process of leadership from the perspective of the development of a culture of

leadership for the recruitment of future leaders for organisation. The TSD leadership needs to share power with their subordinates in order to acquire more power and ultimately achieve the organisation's intended goals. It is important to change the current leadership approach and begin to show real respect for the feelings of the subordinates. This involves consulting with the subordinates regarding any decisions to do with change within the organisation. This view will enable the leadership to increase the employees' participation in initiating new developments as the employees start to realise that their views are respected. It is important to motivate followers for them to develop a real sense of trust and respect in their leadership.

On the other hand, particularly at the organisational level, there seems to be a huge gap between the organisational leadership and the subordinates which urgently needs to be addressed by the TSD leadership. As mentioned previously, another form of resistance to change emanates from the hierarchical structures which fail to support the change process. As with other government departments, the TSD overemphasises the rigid procedures and strict lines of communication that are hard to bypass. This problem became evident when the junior employees raised concerns that they had never met with the senior management staff to discuss their problems as a result of the line of reporting that had been established. It is the leadership's responsibility to establish an environment that is conducive to fostering participation by all the stakeholders so that even the junior staff feel that they are regarded as important members of the organisation.

There is a need for the leadership to realise that breaking all the barriers which are currently barring effective communication is essential if they are to integrate the views of both the leadership and the rest of the employees. The current TSD hierarchical structure needs to be "horizontalised" or flattened, so that both informal and formal communication is possible. This will create a platform for more creative problem solving in order to align the organisation

with the current unstable environment. In contrast with the current hierarchical structures within the TSD, organic structures are by contrast flat, permeable and decentralised as they rely on mutual adjustments between people who share the aim of getting the job done (Jones, 2007:275).

This horizontal structure needs to be developed if learning is to occur in the TSD, particularly between employees and from one department to another. People in organisations are expected to be innovative and to continue learning, and these can only happen in structures that foster innovation so as to respond to emerging challenges like changes in technology. Innovative ideas are only born out of flexible structures. There is therefore a need for the leadership to change and create an environment that allows the TSD to be a learning organisation since the present mechanical structure prevents such learning from easily taking place. Within a less hierarchical structure, employees would develop the capacity to grow and adapt to the changing environment.

6.4 Conclusion

This study has shown that leadership can face serious challenges, particularly if it approaches the process of leadership from the perspective of the out-dated autocratic leader. This approach to leadership cannot be effective as a result of the instability of the organisational environment today. As a matter of fact, the success of the leadership in any organisation such as the TSD depends entirely on the active involvement of the subordinates who are in this case the employees. The importance of the leadership's role cannot be underestimated. The leadership is responsible for motivating the followers, directing them towards their collective goals and harnessing their endeavours by aligning their individual goals with the organisation's vision.

There are serious challenges which the leadership in the TSD is currently experiencing with its employees and these challenges have been influential in contributing to the breakdown of trust between these parties. This report presents the argument that the leadership can play an important role in initiating collaborative efforts between themselves and the employees. This may not bring stability but will certainly result in commitment through equal participation. This study has established that collaboration and trust are established through effective and proper communication, where information is openly dispensed to all employees throughout the TSD. The leadership must involve every stakeholder in the decision-making processes so that their active participation can result in commitment. This in turn will ensure that their objectives and goals are fulfilled as a team. This approach can assist in the integration of important objectives in planning without having to consider who raised a particular suggestion. As a result all employees benefit from both top-down and bottom-up approaches, or from a combination of these leadership styles.

This research has indicated that empowerment of the employees remains central to the success of any organisation, and so is crucial to the organisation's development. It is through the empowerment of the employees that transparency and genuine accountability can be attained. In addition, empowerment also serves to build trust between the leadership and the subordinates. This empowerment should involve continuous capacity building of the employees through relevantly selected training courses so as to ensure that the intended results are accomplished and to harness the shortage of skills and understaffing currently evident within the TSD. This can help to motivate the stakeholders to participate in decision-making forums with the intention of influencing decisions within their organisation.

It has been realised that resistance to change is one of the greatest challenges in the department. It is the leadership's responsibility to initiate

change within an organisation, and so is essential that the leadership do not resist change in an attempt to maintain the status quo. This can be achieved through the establishment of strategies that support active participation by the staff in decision making. It is also important for the leadership to develop a culture that encourages the development of the organisation's future leaders who can take over from the current leaders when they retire. This would ensure that the organisation can continue to run smoothly and effectively. The Lesotho Teaching Service Department (TSD) leadership should consider these challenges with the aim of improving the quality of services in order to manage the administration of teachers' conditions of service and their payments as efficiently as possible.

6.5. Recommendations for further research

This research focused on investigating the leadership challenges within the Lesotho Teaching Service Department which is currently battling with the results of a breakdown in trust between the leadership and the employees. One aspect that this study did not consider is the role of the Lesotho Teaching Service Commission (TSC) which is also directly responsible for the hiring of teachers. In order to understand the relationship between the TSC and the TSD, it would be necessary to investigate the Commission's responsibilities as these seem to be duplicated by the TSD leadership to some degree. The questions that should be addressed are: "What is the relationship between the Teaching Service Commission and the leadership in the Teaching Service Department?" and "To what extent does the TSD leadership perform the role allocated to the TSC?".

Further research is required to investigate the purpose of the TSC and the impact of the TSD leadership on the placement of teachers. As has been mentioned previously in this research, the purpose of the TSD is to administer the conditions of teacher's employment and payments, while the TSC was

formed with the aim of hiring teachers for the Ministry of Education. It is therefore worthwhile to investigate the reasons why the TSD leadership are currently performing duties initially allocated to the TSC when it has a clearly independent mandate.

Power relations between the Teaching Service Commission and the Teaching Service Department are assumed to be a major challenge which should be attended to as a matter of urgency so that there cannot be duplication of responsibilities under one ministry. It is important to realise that power relations between these two government institutions can affect the proper running of the education system in the country. Prompt attention to the relationship between the TSD and the TSC may facilitate the Ministry's vision of providing the country with the skilled manpower it requires.

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APPENDIX A

The following are the combined sets of questions which the researcher used to assist in finding the relevant information relating to issues that can contribute to mistrust between the Teaching Service Department leadership and employees:

Research questions for the leadership and employees

Leadership. Do NOT write your name. **Gender Male [ ] Female [ ]**	**Employees. Do NOT write your name.** **Gender Male [ ] Female [ ]**
1. In what capacity do you serve the TSD?	1. In what capacity do you serve the TSD?
2. In your opinion, does the staff within the TSD have the required skills to adequately serve the teaching department? [Yes] or [No]	2. In your opinion, does the TSD have enough skilled staff to serve the whole department? [Yes] or [No]
3. Do the current staff adequately manage their work? Give a reason for your answer.	3. Do the current staff adequately manage their work? Give a reason for your answer.
4. Do you think the TSD has improved its service delivery since you joined it? Give a reason for your answer.	4. Do you think the TSD is currently improving its service delivery to teachers and to schools?
5. What is the nature of the relationship between the employees and the leadership in this department? Give reasons for your answer.	5. What is the nature of the relationship between the employees and the leadership in this Teaching Service Department? Give reasons for your answer.
6. What measures should organisational leadership take in order to achieve effective delivery of services?	6. In your opinion, are there challenging issues that hinder the TSD from being

	more effective?
7. In your opinion, are there any other challenging issues that hinder organisational effectiveness?	7. If yes, what are the first three challenges you would like to see solutions for?
8. Do you think it is currently possible to entrust your employees with the responsibility of making decisions regarding their work?	8. In your view, how should these issues or challenges be addressed?
9. Does leadership hold meetings with all the employees in which the employees are invited to contribute to the decision-making process?	9. Do you hold meetings with your leadership in which every TSD employee is invited to contribute to the decision-making process? [Yes] or [No]
	10. If no, how then are decisions made in your organisation?
10. Do you think HODs are clear with regard to their different responsibilities? [Yes] or [No] Give reasons for your answer.	11. Do you feel empowered by the meetings which you hold in your organisation? Give a reason for your answer.
11. In your view are there any issues that the leadership cannot discuss with the employees?	12. Do you think that your contribution to meetings matters to the leadership in the TSD? Give a reason for your answer.
12. How do you communicate with your staff members – through face-to-face interaction or through their immediate supervisors?	13. How do you communicate with your leadership – through face-to-face interaction or through your immediate supervisors?
13. Do you incorporate contributions and ideas from staff when making decisions that are to be implemented in your organisation?	14. Are you satisfied with this channel of communication within the organisation? Give a reason for your answer.

14. Are there any decisions that employees may make without first consulting you as a leader in the TSD? 15. In your view, is there any transparency and accountability in the way that resources are utilized by the staff members? [Yes] or [No] Give reasons for your answer.	15. Are there sufficient resources to enable you to carry on with your daily tasks? 16. In your opinion, is there any transparency in the way resources are used by TSD staff members? [Yes] or [No] Give a reason for your answer.

APPENDIX B

The research guiding questions appeared in this research in the following order:

- In your opinion, do you think that the Teaching Service Department has enough skilled staff to serve the needs of the whole department?
- Is the staff managing to cope with the amount of work? Give reasons for your answer.
- Do you think that the TSD has improved its service delivery since you joined it? Give reasons for your answer.
- What is the nature of the relationship between the employees and the leadership in this department? Give reasons for your answer.
- What measures do the organisational leadership take in order to achieve effective delivery of services?
- Do you think it is currently possible to entrust your employees with the responsibility of making decisions regarding their work?
- Does the leadership hold meetings with all the employees in this organisation?
- In your view, do you think HODs have clarity regarding their different responsibilities? Answer 'yes' or 'no', and give reasons for your answer.
- In your view, are there any issues that the leadership cannot discuss with the employees? If yes, provide an example, and give a reason for your answer.
- How do you communicate with your staff members – is it through face-to-face interaction or through their immediate supervisors?
- Do you regard the structures and established communication channel effective between employees and the leadership?
- Do you consider staff input when making decisions that will be implemented in your organisation?
- Are there any decisions that employees may make without first consulting you as a leader in your organisation?

- Do you feel empowered by the meetings you hold in your organisation? Please provide a reason for your answer.
- Are there sufficient resources to enable you to carry on with your daily tasks other than the lack of resources?
- In your opinion, is the use of resources by all TSD staff members transparent? Give reasons for your answer.

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