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**APPENDICES**

Appendix A	Letter to GDE
Appendix B	Letter to College Rectors from GDE
Appendix C	Letter to College Rectors
Appendix D	Summary of Critical Question and Methods
Appendix E	Summary of Research Method
Appendix F	Interview Schedule with Department of Education officials
Appendix G	Interview Schedule with Ex -Department of Education officials
Appendix H	Interview Schedule with Writers of the Green Paper
Appendix I	Interview Schedule with Union Officials
Appendix J	Interview Schedule with Provincial Coordinator
Appendix K	Interview Schedule with Provincial Officials
Appendix L	Interview Schedule with Rectors
Appendix M	Interview Schedule with Management Staff
Appendix N	Document Analysis Schedule
Appendix O	Questionnaire for College Staff

**APPENDIX A: LETTER TO THE GDE**

P O BOX 34933  
Glenstantia  
0010

Mr M Petje  
Superintendent-General: Education  
Gauteng Province  
P O Box 7710  
JOHANNESBURG  
2000

27 May 2002

Dear Mr Petje

**Request for permission to conduct research for PhD studies in the technical colleges in Pretoria region of the Gauteng Province**

I am enrolled as a PhD student at the University of Pretoria. I hereby request permission to conduct my research in the six technical colleges in the Pretoria region. My study comprises of an investigation into the organisational and cultural factors that influence policy implementation. I have based my research on a case at the three levels (national, provincial and institutional) of the implementation of the new Further Education and Training policy. The FET college sector in Gauteng Province will form the basis of my research.

In addition to the survey I will be conducting individual and focus group interviews with a sample of six FET Colleges in the province.

In conclusion may I add your assistance in this research will not only be sincerely appreciated but will, I hope, make a contribution of some value to improving policy implementation in our FET College sector.

Yours Sincerely

S Sooklal  
PhD Student

**APPENDIX B: LETTER TO COLLEGE RECTORS FROM GDE**



UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

5 August 2002

All FET Colleges in Gauteng

**RESEARCH IN FURTHER EDUCATION AND TRAINING – MS SANDRA  
SOOKLAL – PhD STUDENT**

This serves to confirm that the FET Directorate is aware of and gives permission to Ms Sandra Sooklal to conduct her research study in the FET Colleges in the Gauteng Province as a PhD student.

All institutions are therefore requested to give Ms Sooklal their necessary cooperation and support with regard to the above matter.

Thanking you for your assistance.

Kind regards

.....  
**MOKABA MOKGATLE**  
**SENIOR MANAGER: FET**

*Memo223*

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Office of the Senior Manager – Further Education and Training (FET)  
Room 1431, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000  
Tel: (011) 355-0892 Fax: (011) 355-00876 E-mail: mokabam@gpg.gov.za

**APPENDIX C: LETTER TO COLLEGE RECTORS**

P O BOX 34933  
Glenstantia  
0010

02 August 2002

Dear Colleague

I wish to place on record my sincere thanks and appreciation to you for volunteering your kind assistance with research being undertaken into the implementation of the new government policy on Further Education and Training. I also wish to guarantee that the information you supply will be treated with absolute confidentiality. This information will be used for research purposes only.

My study comprises of an investigation into the organisational and cultural factors that influence policy implementation. I have based my research on a case at the three levels (national, provincial and institutional) of the implementation of the new Further Education and Training policy. The FET college sector in Gauteng Province will form the basis of my research.

In addition to the survey I will be conducting individual and focus group interviews with a sample of FET Colleges within the province.

In conclusion may I add your assistance in this research will not only be sincerely appreciated but will, I hope, make a contribution of some value to improving policy implementation in our FET College sector.

Yours Sincerely

S Sooklal  
PhD Student

**APPENDIX D: SUMMARY OF CRITICAL QUESTIONS AND METHODS**

CRITICAL QUESTIONS	METHODS
<p><b>Critical question 1: What are the organizational influences and constraints on policy implementation?</b></p>	<ul style="list-style-type: none"> <li>• Semi-structured individual interview with an official from the National Department of Education</li> <li>• Semi-structured individual interviews with 3 Ex-National Department of Education officials</li> <li>• Semi-structured individual interviews with 2 writers of the Green Paper on FET</li> <li>• Semi-structured individual interviews with 3 officials each representing a different teacher union</li> <li>• Semi-structured individual interviews with 1 representative from a student union</li> <li>• Semi-structured individual interview with provincial co-ordinator/ Head of the FET Unit</li> <li>• Semi-structured focus group interview with members of the provincial FET Directorate</li> <li>• Semi-structured individual interview with principal/deputy principal of the college</li> <li>• Semi-structured focus group interview with college management staff</li> <li>• Questionnaire containing both open and closed ended questions to elicit staff and College Council's understandings of the FET policy</li> <li>• In-depth document analysis of: Agendas and minutes of meetings Written reports from workshops Internal documents and other communications Newspaper clippings and other articles in the mass media</li> <li>• In order to understand the processes involved, time spent, information provided on the implementation of the FET policy</li> </ul>
<p><b>Critical question 2: What are the cultural influences and constraints on policy implementation?</b></p>	<ul style="list-style-type: none"> <li>• Semi-structured individual interview with an official from the National Department of Education</li> <li>• Semi-structured individual interviews with 3 Ex-National Department of Education officials</li> <li>• Semi-structured individual</li> </ul>

	<p>interviews with 2 writers of the Green Paper on FET Semi-structured individual interviews with 3 officials each representing a different teacher union Semi-structured individual interviews with 1 representative from a student union Semi-structured individual interview with provincial co-ordinator/ Head of the FET Unit Semi-structured focus group interview with members of the provincial FET Directorate Semi-structured individual interview with principal/deputy principal of the college</p> <ul style="list-style-type: none"><li>• Semi-structured focus group interview with college management staff</li><li>• Questionnaire containing both open and closed ended questions to elicit staff and College Council's understandings of the FET policy</li><li>• In-depth document analysis of: Agendas and minutes of meetings Written reports from workshops Internal documents and other communications Newspaper clippings and other articles in the mass media</li><li>• In order to understand the processes involved, time spent, information provided on the implementation of the FET</li><li>• Observations during visits</li></ul>
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**APPENDIX E: SUMMARY OF RESEARCH METHODS**

<b>CRITICAL QUESTION</b>	<b>METHOD</b>	<b>VALUE</b>
<b>Critical question 1: What are the organizational influences and constraints on policy implementation?</b>	Interview schedule (policy-makers and implementers)	This will provide me with in-depth information into policy-makers and implementers understanding of the FET policy and to identify the organizational factors that influence and constrain policy implementation
	Document Analysis schedule	This will allow me to gain a deeper understanding of the process involved, information disseminated, and time allocated to plan for the implementation of the FET policy. This information will provide the basis for development of follow-up interview questions.
	Questionnaire	This questionnaire will enable me to elicit the staff's and College Council's understandings of the FET policy. The questionnaire contains both open and closed-ended questions enabling respondents to provide answers from a list of alternatives as well as to express their views freely.
<b>Critical question 2: What are the cultural influences and constraints on policy implementation?</b>	Interview schedule (policy-makers and implementers)	I will be able to obtain detailed information on the cultural factors that influence and constrain policy implementation in the FET sector.
	Document Analysis schedule	This will allow me to gain a deeper understanding of the process involved, information disseminated, and time allocated to plan for the implementation of the FET policy. This information will provide the basis for development of follow-up interview questions.
	Observations	Observations during visits will provide me with essential information the management and administration systems, social relationships, committees, practices and informal structures that shape the culture of the organization.
	Questionnaire	This questionnaire will enable me to elicit the staff's and College Council's understandings of the FET policy. The questionnaire contains both open and closed-ended questions enabling respondents to provide answers from a list of alternatives as well as to express their views freely.

## APPENDIX F: INTERVIEW SCHEDULE WITH Department of Education OFFICIALS

*The purpose of this schedule is to extract from officials in the National Department of Education their understanding of the Further Education and Training (FET) policy and to establish how organizational and cultural aspects influence and constrain implementation of the FET policy.*

### **1. What do you believe have been the major *organizational barriers and facilitators* to the merging of technical colleges?**

- the nature and degree of stakeholder participation?
- the role and function of technical college leadership?
- the role and influence of powerful interest groups e.g., the unions?
- the degree of coherence among different structures e.g., SAQA?
- the adequacy of resources to facilitate the implementation of the mergers?
- the capacity of the *national* department to lead and manage the implementation of the mergers of the technical colleges?
- the capacity of the *provincial* department to lead and manage the implementation of the mergers of the technical colleges?
- the role and capacity of international consultants and expertise to drive the college mergers?
- the rewards and incentives to facilitate the mergers? Were there any? How did it work?
- the extent to which the policy guidelines were clear about the reorganization of the FET sector and the mergers in particular?
- the capacity and effectiveness of the CCF (Colleges Collaboration Fund) to facilitate and steer the merging process?
- the extent to which “co-operative governance” was realized in the implementation of the technical college mergers?
- the extent to which the relationship between the national and provincial departments constrained the implementation of the mergers of technical colleges?
- the expected role of the provincial departments with respect to the technical college mergers? Was this realized?
- the reasons for the delay in the provinces to implement the mergers?

**2. What do you believe have been the major *cultural barriers* and *facilitators* to the merging of technical colleges?**

- the extent to which *language* (and Afrikaans in particular) was a barrier or facilitator of change?
- the extent to which *race and racial composition* of the colleges was a barrier or facilitator of change?
- the extent to which *gender and gender composition* of the colleges and college leadership was a barrier or facilitator of change?
- the extent to which the perceived *conservative culture* of technical colleges was a barrier or facilitator of change?
- the extent to which the college leadership was *prepared to engage* in discussions of change and restructuring of the technical colleges with national and provincial departments of education?
- the extent to which there was *openness* on the part of the college leadership to consultation and deliberation on change within their organizations rather than relying on a top-down process of managing the restructuring of the colleges?
- the extent to which college staff were *consulted* and informed by the leadership within the technical colleges about the FET policies and restructuring?
- the extent to which *understanding of rules and regulations* facilitated or inhibited the restructuring process?

## APPENDIX G: INTERVIEW SCHEDULE WITH EX-DEPARTMENT OF EDUCATION OFFICIALS

*The purpose of this schedule is to extract from ex-officials in the National Department of Education their understanding of the Further Education and Training (FET) policy and to establish how organizational and cultural aspects influence and constrain implementation of the FET policy.*

### **3. What do you believe have been the major *organizational barriers and facilitators* to the merging of technical colleges?**

- the nature and degree of stakeholder participation?
- the role and function of technical college leadership?
- the role and influence of powerful interest groups e.g., the unions?
- the degree of coherence among different structures e.g., SAQA?
- the adequacy of resources to facilitate the implementation of the mergers?
- the capacity of the *national* department to lead and manage the implementation of the mergers of the technical colleges?
- the capacity of the *provincial* department to lead and manage the implementation of the mergers of the technical colleges?
- the role and capacity of international consultants and expertise to drive the college mergers?
- the rewards and incentives to facilitate the mergers? Were there any? How did it work?
- the extent to which the policy guidelines were clear about the reorganization of the FET sector and the mergers in particular?
- the capacity and effectiveness of the CCF (Colleges Collaboration Fund) to facilitate and steer the merging process?
- the extent to which “co-operative governance” was realized in the implementation of the technical college mergers?
- the extent to which the relationship between the national and provincial departments constrained the implementation of the mergers of technical colleges?
- the expected role of the provincial departments with respect to the technical college mergers? Was this realized?
- the reasons for the delay in the provinces to implement the mergers?

**4. What do you believe have been the major *cultural barriers and facilitators* to the merging of technical colleges?**

- the extent to which *language* (and Afrikaans in particular) was a barrier or facilitator of change?
- the extent to which *race and racial composition* of the colleges was a barrier or facilitator of change?
- the extent to which *gender and gender composition* of the colleges and college leadership was a barrier or facilitator of change?
- the extent to which the perceived *conservative culture* of technical colleges was a barrier or facilitator of change?
- the extent to which the college leadership was *prepared to engage* in discussions of change and restructuring of the technical colleges with national and provincial departments of education?
- the extent to which there was *openness* on the part of the college leadership to consultation and deliberation on change within their organizations rather than relying on a top-down process of managing the restructuring of the colleges?
- the extent to which college staff were *consulted* and informed by the leadership within the technical colleges about the FET policies and restructuring?
- the extent to which *understanding of rules and regulations* facilitated or inhibited the restructuring process?

**APPENDIX H: INTERVIEW SCHEDULE WITH WRITERS OF THE GREEN  
PAPER ON FET**

*The purpose of this schedule is to extract from the writers of the Green Paper on Further Education and Training their understanding of the Further Education and Training (FET) policy and to establish how organizational and cultural aspects influence and constrain implementation of the FET policy.*

**What do you believe have been the major *organizational barriers* and *facilitators* to the merging of technical colleges?**

- the nature and degree of stakeholder participation?
- the role and function of technical college leadership?
- the role and influence of powerful interest groups e.g., the unions?
- the degree of coherence among different structures e.g., SAQA?
- the adequacy of resources to facilitate the implementation of the mergers?
- the capacity of the *national* department to lead and manage the implementation of the mergers of the technical colleges?
- the capacity of the *provincial* department to lead and manage the implementation of the mergers of the technical colleges?
- the role and capacity of international consultants and expertise to drive the college mergers?
- the rewards and incentives to facilitate the mergers? Were there any? How did it work?
- the extent to which the policy guidelines were clear about the reorganization of the FET sector and the mergers in particular?
- the capacity and effectiveness of the CCF (Colleges Collaboration Fund) to facilitate and steer the merging process?
- the extent to which “co-operative governance” was realized in the implementation of the technical college mergers?
- the extent to which the relationship between the national and provincial departments constrained the implementation of the mergers of technical colleges?
- the expected role of the provincial departments with respect to the technical college mergers? Was this realized?

- the reasons for the delay in the provinces to implement the mergers?

**What do you believe have been the major cultural barriers and facilitators to the merging of technical colleges?**

- the extent to which *language* (and Afrikaans in particular) was a barrier or facilitator of change?
- the extent to which *race and racial composition* of the colleges was a barrier or facilitator of change?
- the extent to which *gender and gender composition* of the colleges and college leadership was a barrier or facilitator of change?
- the extent to which the perceived *conservative culture* of technical colleges was a barrier or facilitator of change?
- the extent to which the college leadership was *prepared to engage* in discussions of change and restructuring of the technical colleges with national and provincial departments of education?
- the extent to which there was *openness* on the part of the college leadership to consultation and deliberation on change within their organizations rather than relying on a top-down process of managing the restructuring of the colleges?
- the extent to which college staff were *consulted* and informed by the leadership within the technical colleges about the FET policies and restructuring?
- the extent to which *understanding of rules and regulations* facilitated or inhibited the restructuring process?

**APPENDIX I: INTERVIEW SCHEDULE WITH EDUCATOR UNION  
OFFICIALS**

*The purpose of this schedule is to extract from the various educator unions viz. SADTU, NAPTOSA, and SAOU their understanding of the Further Education and Training (FET) policy and to establish how organizational and cultural aspects influence and constrain implementation of the FET policy.*

**What do you believe have been the major organizational barriers and facilitators to the merging of technical colleges?**

- the nature and degree of stakeholder participation?
- the role and function of technical college leadership?
- the role and influence of powerful interest groups e.g., the unions?
- the degree of coherence among different structures e.g., SAQA?
- the adequacy of resources to facilitate the implementation of the mergers?
- the capacity of the *national* department to lead and manage the implementation of the mergers of the technical colleges?
- the capacity of the *provincial* department to lead and manage the implementation of the mergers of the technical colleges?
- the role and capacity of international consultants and expertise to drive the college mergers?
- the rewards and incentives to facilitate the mergers? Were there any? How did it work?
- the extent to which the policy guidelines were clear about the reorganization of the FET sector and the mergers in particular?
- the capacity and effectiveness of the CCF (Colleges Collaboration Fund) to facilitate and steer the merging process?
- the extent to which “co-operative governance” was realized in the implementation of the technical college mergers?
- the extent to which the relationship between the national and provincial departments constrained the implementation of the mergers of technical colleges?
- the expected role of the provincial departments with respect to the technical college mergers? Was this realized?

- the reasons for the delay in the provinces to implement the **mergers**?

**What do you believe have been the major cultural barriers and facilitators to the merging of technical colleges?**

- the extent to which *language* (and Afrikaans in particular) was a barrier or facilitator of change?
- the extent to which *race and racial composition* of the colleges was a barrier or facilitator of change?
- the extent to which *gender and gender composition* of the colleges and college leadership was a barrier or facilitator of change?
- the extent to which the perceived *conservative culture* of technical colleges was a barrier or facilitator of change?
- the extent to which the college leadership was *prepared to engage* in discussions of change and restructuring of the technical colleges with national and provincial departments of education?
- the extent to which there was *openness* on the part of the college leadership to consultation and deliberation on change within their organizations rather than relying on a top-down process of managing the restructuring of the colleges?
- the extent to which college staff were *consulted* and informed by the leadership within the technical colleges about the FET policies and restructuring?
- the extent to which *understanding of rules and regulations* facilitated or inhibited the restructuring process?

## APPENDIX J: INTERVIEW SCHEDULE WITH PROVINCIAL CO-ORDINATOR

*The purpose of this schedule is to extract from the Provincial Co-coordinator for the reorganization of the FET sector in the Gauteng Department of Education his understanding of the Further Education and Training (FET) policy and to establish how organizational and cultural aspects influence and constrain implementation of the FET policy.*

**What do you believe have been the major organizational barriers and facilitators to the merging of technical colleges?**

- the nature and degree of stakeholder participation?
- the role and function of technical college leadership?
- the role and influence of powerful interest groups e.g., the unions?
- the degree of coherence among different structures e.g., SAQA?
- the adequacy of resources to facilitate the implementation of the mergers?
- the capacity of the *national* department to lead and manage the implementation of the mergers of the technical colleges?
- the capacity of the *provincial* department to lead and manage the implementation of the mergers of the technical colleges?
- the role and capacity of international consultants and expertise to drive the college mergers?
- the rewards and incentives to facilitate the mergers? Were there any? How did it work?
- the extent to which the policy guidelines were clear about the reorganization of the FET sector and the mergers in particular?
- the capacity and effectiveness of the CCF (Colleges Collaboration Fund) to facilitate and steer the merging process?
- the extent to which “co-operative governance” was realized in the implementation of the technical college mergers?
- the extent to which the relationship between the national and provincial departments constrained the implementation of the mergers of technical colleges?
- the expected role of the provincial departments with respect to the technical college mergers? Was this realized?
- the reasons for the delay in the provinces to implement the mergers?

**What do you believe have been the major cultural barriers and facilitators to the merging of technical colleges?**

- the extent to which *language* (and Afrikaans in particular) was a barrier or facilitator of change?
- the extent to which *race and racial composition* of the colleges was a barrier or facilitator of change?
- the extent to which *gender and gender composition* of the colleges and college leadership was a barrier or facilitator of change?
- the extent to which the perceived *conservative culture* of technical colleges was a barrier or facilitator of change?
- the extent to which the college leadership was *prepared to engage* in discussions of change and restructuring of the technical colleges with national and provincial departments of education?
- the extent to which there was *openness* on the part of the college leadership to consultation and deliberation on change within their organizations rather than relying on a top-down process of managing the restructuring of the colleges?
- the extent to which college staff were *consulted* and informed by the leadership within the technical colleges about the FET policies and restructuring?
- the extent to which *understanding of rules and regulations* facilitated or inhibited the restructuring process?

## APPENDIX K: INTERVIEW SCHEDULE WITH PROVINCIAL OFFICIALS

*The purpose of this schedule is to extract from the provincial officials in the FET Directorate in the Gauteng Department of Education their understanding of the Further Education and Training (FET) policy and to establish how organizational and cultural aspects influence and constrain implementation of the FET policy. Focus group interviews will be used.*

**What do you believe have been the major organizational barriers and facilitators to the merging of technical colleges?**

- the nature and degree of stakeholder participation?
- the role and function of technical college leadership?
- the role and influence of powerful interest groups e.g., the unions?
- the degree of coherence among different structures e.g., SAQA?
- the adequacy of resources to facilitate the implementation of the mergers?
- the capacity of the *national* department to lead and manage the implementation of the mergers of the technical colleges?
- the capacity of the *provincial* department to lead and manage the implementation of the mergers of the technical colleges?
- the role and capacity of international consultants and expertise to drive the college mergers?
- the rewards and incentives to facilitate the mergers? Were there any? How did it work?
- the extent to which the policy guidelines were clear about the reorganization of the FET sector and the mergers in particular?
- the capacity and effectiveness of the CCF (Colleges Collaboration Fund) to facilitate and steer the merging process?
- the extent to which “co-operative governance” was realized in the implementation of the technical college mergers?
- the extent to which the relationship between the national and provincial departments constrained the implementation of the mergers of technical colleges?
- the expected role of the provincial departments with respect to the technical college mergers? Was this realized?
- the reasons for the delay in the provinces to implement the mergers?

**What do you believe have been the major cultural barriers and facilitators to the merging of technical colleges?**

- the extent to which *language* (and Afrikaans in particular) was a barrier or facilitator of change?
- the extent to which *race and racial composition* of the colleges was a barrier or facilitator of change?
- the extent to which *gender and gender composition* of the colleges and college leadership was a barrier or facilitator of change?
- the extent to which the perceived *conservative culture* of technical colleges was a barrier or facilitator of change?
- the extent to which the college leadership was *prepared to engage* in discussions of change and restructuring of the technical colleges with national and provincial departments of education?
- the extent to which there was *openness* on the part of the college leadership to consultation and deliberation on change within their organizations rather than relying on a top-down process of managing the restructuring of the colleges?
- the extent to which college staff were *consulted* and informed by the leadership within the technical colleges about the FET policies and restructuring?
- the extent to which *understanding of rules and regulations* facilitated or inhibited the restructuring process?

## **APPENDIX L: INTERVIEW SCHEDULE WITH RECTORS OF CASE STUDY COLLEGES**

*The purpose of this schedule is to extract from the principals of the selected sample of case study colleges their understanding of the Further Education and Training (FET) policy and to establish how organizational and cultural aspects influence and constrain implementation of the FET policy.*

**What do you believe have been the major organizational barriers and facilitators to the merging of technical colleges?**

- The extent to which College Council involvement facilitated the merger process?
- The role of the major influential groups with the college?
- The rewards and incentives that were made available to encourage participation in the implementation of the FET policy?
- The capacity and effectiveness of the CCF to facilitate and steer the merging process?
- The capacity and effectiveness of the provincial department to facilitate and steer the merging process?
- The capacity and effectiveness of the national department to facilitate and steer the merging process?
- The extent to which the relationship between the provincial department and the college constrained the implementation of the FET policy?
- The expected role and relationship of the national department with respect to the mergers were realised?
- The expected role of the provincial department with respect to the mergers were realised?
- What structures did you need in place before the merging could take place?
- The extent to which “co-operative governance” was realised in the implementation of the mergers?
- The time allocation for the completion of the mergers?
- To what extent were resources of paramount importance?
- How did stakeholders understanding of the policy and changes facilitate the merging of technical colleges?
- The extent to which capacity facilitated the merging process?

- The extent to which policy guidelines were clear about the reorganisation of the FET sector and the merging in particular?
- Reasons for the late implementation of the mergers?

**What do you believe have been the major cultural barriers and facilitators to the merging of technical colleges?**

- The extent to which staff members were prepared to engage in discussions of change and restructuring of the colleges amongst themselves?
- The extent to which the College Council was prepared to engage in discussions of change and restructuring of the colleges with staff?
- The extent to which the college staff were consulted and informed by the leadership within the technical colleges about the FET policy and restructuring?
- The extent to which the informal rules and roles influences the implementation of the FET policy mainly the merging?
- The extent to which language (and Afrikaans in particular) plays a role in the culture of the organisation?
- The extent to which race and racial composition of the colleges was a barrier or facilitator of change?
- The extent to which gender and gender composition of the colleges and college leadership was a barrier or facilitator of change?
- The extent to which the perceived culture of technical colleges was a barrier or facilitator of change?
- The extent to which there was openness on the part of the college leadership to consultation and deliberation on change within their organizations rather than relying on a top-down process of managing the restructuring of the colleges?
- The extent to which understanding of rules and regulations facilitated or inhibited the restructuring process?

**APPENDIX M: INTERVIEW SCHEDULE WITH MANAGEMENT STAFF  
FROM CASE STUDY COLLEGES**

*The purpose of this schedule is to extract from the management staff of the selected sample of case study colleges their understanding of the Further Education and Training (FET) policy and to establish how organizational and cultural aspects influence and constrain implementation of the FET policy. . Focus group interviews will be used.*

**What do you believe have been the major organizational barriers and facilitators to the merging of technical colleges?**

- The extent to which College Council involvement facilitated the merger process?
- The extent to which college management involvement facilitated the merger process?
- The role of the major influential groups with the college?
- The rewards and incentives that were made available to encourage participation in the implementation of the FET policy?
- The capacity and effectiveness of the CCF to facilitate and steer the merging process?
- The capacity and effectiveness of the provincial department to facilitate and steer the merging process?
- The capacity and effectiveness of the national department to facilitate and steer the merging process?
- The extent to which the relationship between the provincial department and the college constrained the implementation of the FET policy?
- The expected role and relationship of the national department with respect to the mergers were realised?
- The expected role of the provincial department with respect to the mergers were realised?
- What structures did you need in place before the merging could take place?
- The extent to which “co-operative governance” was realised in the implementation of the mergers?
- The time allocation for the completion of the mergers?
- To what extent were resources of paramount importance?
- How did stakeholders understanding of the policy and changes facilitate the merging of technical colleges?

- The extent to which capacity facilitated the merging process?
- The extent to which policy guidelines were clear about the reorganisation of the FET sector and the merging in particular?
- Reasons for the late implementation of the mergers?

**What do you believe have been the major cultural barriers and facilitators to the merging of technical colleges?**

- 
- The extent to which staff members were prepared to engage in discussions of change and restructuring of the colleges amongst themselves?
- The extent to which the College Council was prepared to engage in discussions of change and restructuring of the colleges with staff?
- The extent to which the college staff were consulted and informed by the leadership within the technical colleges about the FET policy and restructuring?
- The extent to which the informal rules and roles influences the implementation of the FET policy mainly the merging?
- The extent to which language (and Afrikaans in particular) plays a role in the culture of the organisation?
- The extent to which race and racial composition of the colleges was a barrier or facilitator of change?
- The extent to which gender and gender composition of the colleges and college leadership was a barrier or facilitator of change?
- The extent to which the perceived culture of technical colleges was a barrier or facilitator of change?
- The extent to which there was openness on the part of the college leadership to consultation and deliberation on change within their organizations rather than relying on a top-down process of managing the restructuring of the colleges?
- The extent to which understanding of rules and regulations facilitated or inhibited the restructuring process?

## **APPENDIX N: DOCUMENT ANALYSIS SCHEDULE**

*The following documents will be analyzed for the purpose of answering the following questions: What is the importance attached to the reorganization of the FET sector? In addition, I will analyze each document in order to establish the amount of resources and capacity that has been assigned to the organizational and cultural factors on policy implementation.*

### **The following documents will be analysed:**

- **Agendas and minutes of meetings**
- **Written reports from workshops**
- **Internal documents and other communiques**
- **Newspaper clippings and other articles in the mass media.**

### **1. ORGANISATIONAL CONTENT ANALYSIS**

#### **Are there suggestions of organisational indicators?**

- Structure
- Decision making process
- Relationships
- Rules
- Roles
- Resources (human and physical)
- Governance
- Capacity
- Communication channels

## **2. CULTURAL CONTENT ANALYSIS**

**Are there suggestions of cultural indicators?**

- Values
- Beliefs.
- Assumptions
- Behaviour
- Goals
- Norms
- Conservative culture

**APPENDIX O: QUESTIONNAIRE FOR COLLEGE STAFF**

**PREFACE: The purpose of this questionnaire is to collect information about the staff and College Council’s understanding of the Further Education and Training Policy. The information you supply will be treated with absolute confidentiality and will be used for research purposes only.**

**SECTION 1**

**GENERAL INFORMATION 1**

**(To be filled in by all members of staff and College Council)**

PLEASE FILL IN OR CROSS (X) THE APPROPRIATE OPTION UNDER EACH OF THE COLUMNS

1. DESIGNATION, AGE, LECTURING FIELD, QUALIFICATIONS, EXPERIENCE IN COLLEGE IN YEARS

Designation	Age	Lecturing field	Qualifications	Experience in college in years
Junior Lecturer	Under 25	Engineering	Technical qualifications only	0-2
Senior Lecturer	25-29	Arts	Teaching qualifications	3-4
Head of Department	30-34	Languages	Technical and professional qualifications	4-5
Deputy principal	35-40	Business Studies	Degree only	6-10
Principal	40-49	Hospitality and Tourism	Degree and diploma	11-15
Council member	50-59	Agriculture	More than one degree	16-20
Other (specify)	Over 60	Other	Other	More than 20

2. RACE

White	Black	Indian	Coloured
1	2	3	4

3.

<b>Gender</b>	Male	Female	
<b>Lecturing staff</b>	Full-time	Part-time	

<b>Your Mother tongue</b>	English	Afrikaans	Other
<b>Former status of college</b>	State	State-Aided	
<b>Are you employed by</b>	Provincial Department	College Council	

## SECTION 2

To be completed by all

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**The Further Education and Training policy was released in August 1998 and the FET Act was promulgated in November 1998. The questions below inquire about the information available and knowledge about the Further Education and Training policy.**

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PLEASE FILL IN OR CROSS (X) THE APPROPRIATE COLUMN.

<b>1. Are you aware of the policy on Further Education and Training?</b>	<b>Yes</b>	<b>No</b>
<b>2. Do you have a personal copy of the FET policy?</b>	<b>Yes</b>	<b>No</b>
<b>3. Did you ever engage in a discussion on the FET policy?</b>	<b>Yes</b>	<b>No</b>

**4. If you answered yes to question 2, please state how you gained a personal copy?  
Through ..**

<b>Workshop</b>	<b>Conference</b>	<b>Colleague</b>	<b>HOD</b>	<b>Internet</b>	<b>Other (Specify)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	

**5 How did you first become aware of the FET policy?**

<b>Through a colleague</b>	<b>1</b>
<b>In the news</b>	<b>2</b>
<b>I read the policy document</b>	<b>3</b>
<b>I was told by the Head of Department</b>	<b>4</b>
<b>I was told by the principal</b>	<b>5</b>
<b>I was invited to a workshop</b>	<b>6</b>
<b>It was discussed at a staff meeting</b>	<b>7</b>
<b>Other (specify)</b>	<b>8</b>

6. Please indicate at least how many times you have engaged in discussion on the FET policy? V37

<b>Never</b>	<b>1</b>	<b>2-3</b>	<b>4-7</b>	<b>7-10</b>	<b>More than 10</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

**SECTION 3**

THIS SECTION RELATES TO THE FET POLICY Section 3 may only be answered if you answered YES to Section 2(2).

	Yes	No	Not sure
<b>1. It is easy to understand</b>			
<b>2. It provides clear guidelines for implementation</b>			
<b>3. Your are clear about the intentions of the FET policy</b>			
<b>4. The policy is independent of other pieces of legislation</b>			
<b>5. Staff members understand the objectives of the policy</b>			
<b>6. Staff see the policy as a threat.</b>			
<b>7. Although the policy poises several changes staff see these as challenges</b>			

**SECTION 4**

RELATES TO THE ORGANISATION FACTORS

PLACE A CROSS (X) IN THE APPROPRIATE BLOCK INDICATING HOW STRONGLY YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1 College leadership provides open and deliberate opportunities to engage in discussions on merging and restructuring of the technical college	1	2	3	4	5
2 The social groups within the colleges influence change in a positive manner	1	2	3	4	5
3 The social groups within the college are a barrier to change	1	2	3	4	5
4 The social groups outside the college present a barrier to change	1	2	3	4	5
5 The social groups outside the college facilitate change	1	2	3	4	5
6 Staff members understand the effects brought about through the merging the college	1	2	3	4	5
7 The principal as leader facilitates change within this college	1	2	3	4	5
8 The principal as the leader of this organisation resists changes taking place.	1	2	3	4	5
9 There is always opportunity for discussion on the processes and decisions to implement the FET policy	1	2	3	4	5
10 There is interaction and discussion amongst management and staff on change issues	1	2	3	4	5

11 Decision making is a collective exercise in this college	1	2	3	4	5
12 I play a role in the decision making process as I am consulted on my opinion	1	2	3	4	5
14 There are clear communication channels which keep everyone updated with the latest change agenda	1	2	3	4	5
15 One of the greatest inhibitors to change is the lack of information	1	2	3	4	5
16 Time is made available to engage in discussions about the FET policy	1	2	3	4	5

### SECTION 5

PLEASE READ EACH OF THE STATEMENTS BELOW AND PLACE A CROSS ON THE NUMBER OF THE RESPONSE YOU CONSIDER MOST APPROPRIATE.

THIS SECTION RELATES TO THE CULTURE OF THE ORGANISATION

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1 There is collegiality amongst staff members eg trust, sharing and support which influences how the staff behaves	1	2	3	4	5
2 There exists amongst staff members a strong belief that changes should be initiated from outside the college	1	2	3	4	5
3 The informal rules and roles in our college have a strong influence on how staff members behave	1	2	3	4	5
4 The conservative ethos in the college inhibits change	1	2	3	4	5
5 The general belief amongst staff is that they are targets rather than agents of reform	1	2	3	4	5

<b>6 Teamwork is part of the culture of this college</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7 Individual values influence behaviour and decisions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8 Important change decisions are usually taken by the male staff</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9 The changes envisaged are for the betterment of all</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10 The staff is generally amicable to the change agenda</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11 There is shared responsibility amongst all members of the staff to implement changes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12 Risk-talking is a important feature of this college</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13 The most valued members of staff are those that are subservient to the college's conservative culture</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14 The principal as the leader of the colleges supports the development of a collaborative culture</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15 The culture of this college can be best described as one of compliance rather than commitment to change</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>16 The general belief amongst staff members is that they need to maintain the status quo</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>17 The opinion of senior staff is considered more important than that of junior staff members</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18The culture and traditions of the college make it difficult to initiate change</b>					

**SECTION 6**

*What do you see as the main ORGANISATIONAL challenges in the merging of the technical colleges as listed below. Please elaborate on each item listed.*

**Please write clearly.**

Roles \_\_\_\_\_

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SECTION 7

What do you see as the main CULTURAL challenges in the merging of the technical colleges as listed below. Please elaborate on each item listed.

Please write clearly.

Values \_\_\_\_\_

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Beliefs \_\_\_\_\_

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Assumptions \_\_\_\_\_

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Behaviour \_\_\_\_\_

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Patterns of Thinking \_\_\_\_\_

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Goals \_\_\_\_\_

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