

CHAPTER SIX

EMPIRICAL RESEARCH ON SUPPORT SYSTEMS FOR SOCIAL WORK SUPERVISORS

1. INTRODUCTION

The developmental research model as proposed by Thomas (1987:382-387) and discussed by Van Rooyen (1994a:16-21 and 1994b:276-283) was implemented for the purposes of this study. Developmental research is a sub-model of the Developmental Research and Utilization Model (Van Rooyen, 1994b:276). It has three basic phases, each with certain operational steps. The empirical research was implemented as step 6 – gathering and evaluation of data – within the development phase. The empirical research was done through the implementation of the quantitative research technique. A mailed questionnaire was used as data gathering method.

The social work supervisors of the Department of Welfare were the research population. Three Provinces were requested to participate, as demarcation of the research population was necessary. The participating Provinces were Mpumalanga Province, Free State Province and the Province of the Eastern Cape. The number of social work supervisors within the three provinces was found to be 27 in Mpumalanga Province, 40 in the Free State Province and 70 in the Province of the Eastern Cape, a total of 137 respondents.

The questionnaire was compiled after the literature study was done. A pilot test of the questionnaire was done by requesting two respondents to complete the questionnaire. The result was that modifications could be made to the questionnaire after which it was distributed to the research respondents in order to gather empirical data. The questionnaires were accompanied by clear explanatory covering letters and franked envelopes, hoping to ensure a high response rate. The analysis and evaluation of the data were done after receiving the questionnaires back from the respondents. Relevant data gathered from respondents and the literature formed the basis of the development of the guidelines to be discussed in the next chapter. The questionnaire consisted of four sections: general information on respondents, social work supervision, management and support systems. The analysis and interpretation of the gathered data were done according to the four sections.

A total of one hundred and thirty seven questionnaires were sent to the identified research respondents. Within Mpumalanga Province 27 questionnaires were sent to three different distributing points, within the Free State Province 40 questionnaires were sent to one distributing point and in the Province of the Eastern Cape 70 questionnaires were sent to five distributing points. According to Fouchè (1998:153) the response rate is adequate if 50% of mailed

questionnaires are received back, good if 60% of mailed questionnaires are received and excellent if 70% of mailed questionnaires are received. Unfortunately, the response rate on the mailed questionnaires in this study was not very high – 51 of the 137 mailed questionnaires were received back from respondents. The response rate of the three provinces was as follows: 16 (23%) of the 70 questionnaires send to the Province of the Eastern Cape; 17 (63%) of the 27 questionnaires send to Mpumalanga Province and 18 (45%) of the questionnaires send to Free State Province. The total response rate was 37,2%.

Two questionnaires were received incomplete. The indication was that these respondents received two questionnaires; they completed one and mailed the other back incomplete. In both cases the questionnaires were received in one envelope. The implication was that the data of only 49 (36%) questionnaires could be used for interpretations (N=49).

2. GENERAL INFORMATION ON RESPONDENTS

The aim of the first part of the questionnaire was to get a clear picture of the respondents participating in the research. It provided an indication of the experience of the respondents, their post levels, the number of supervisees they are responsible for, the distance they have to travel to meet the supervisees and the qualifications of the respondents.

2.1 Years experience as a social worker (question 1)

2.1.1 Factual data

Respondents were requested to indicate, according to a grouped frequency distribution of years, their years of experience as social workers. They had to distinguish between experience at the Department of Welfare and other Welfare Organisations. Table 6.1 represents the responses from all the respondents (N=49).

2.1.2 Interpretation

It is clear that the period 7-12 years represents the experience of most (24 - 49%) of the respondents at the Department of Welfare. Only 20 of the 49 respondents indicated experience at other organisations of which the most experience is within the 1-3 year period. Five (10%) of the respondents have 16 and more years experience at the Department. It was not possible to identify the average number of years of experience as social workers for the 49 respondents due to the grouped frequency distributions of the years of experience that were used. However, it is possible to make the conclusion that 38 (78%) of the respondents do have more than 7 years experience as social workers. Within the Department of Welfare, according to the Government Personnel Administration Standards, the minimum years of experience as social worker in order to become a social work supervisor, is 6 years. The implication is thus that most of the respondents "legally qualified" for their positions as social work supervisors.

Table 6.1: Years experience as social worker (N=49)

Years experience	Total	
	Dept	Other
1-3 years	6	7
4-6 years	5	3
7-9 years	12	3
10-12 years	12	3
13-15 years	9	2
16 + years	5	2

2.2 Years experience as a social work supervisor (question 2)

2.2.1 Factual data

According to a grouped frequency distribution of years, respondents were requested to indicate their number of years of experience as social work supervisors. One respondent did not answer this question (N=48). Table 6.2 gives the responses of the respondents according to the grouped frequency distribution of years.

Table 6.2: Years experience as supervisor (N=48)

Years experience	Total
Less than 2 years	12
3-4 years	13
5-6 years	8
7-8 years	6
9-10 years	3
11 + years	6

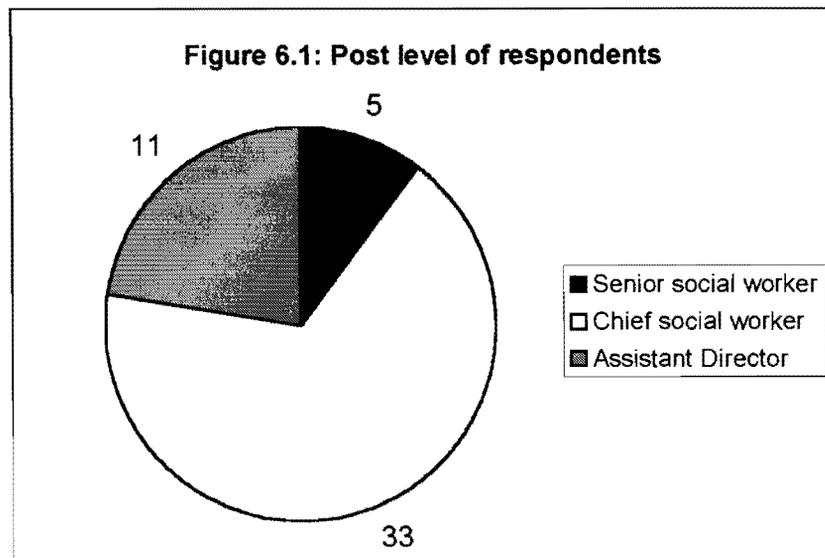
2.2.2 Interpretation

Twelve respondents (25%) have less than 2 years experience as social work supervisors. Fifteen respondents (31%) have 7 and more years experience as supervisors. The time period representing 3 to 6 years experience has the highest number of responses i.e. 21 (44%). The conclusion is made that most (69%) respondents have between 2 years to 6 years experience as social work supervisors. The implication is that these supervisors are dependent on support in terms of guidance and training to be effective in their supervisory practice.

2.3 Present post level of supervisors (question 3)

2.3.1 Factual data

Respondents had to identify their present post levels from specific identified post levels. The responses of all respondents (N=49) are presented in Figure 6.1.



2.3.2 Interpretation

Five respondents are senior social workers, thirty three respondents are chief social workers and eleven respondents are assistant directors. The conclusion is that the post level of the majority (68%) of supervisors is that of chief social worker. Important data resulting from the responses to this question is that 4 of the eleven assistant directors indicated that they have less than two years experience as social work supervisors and another 4 assistant directors have 9 and more years experience as supervisors. It is concluded that the number of years experience as a social work supervisor is not considered when supervisors (chief social workers) are promoted to the post level of assistant director. This can have a negative impact on the motivation and attitude of social work supervisors.

2.4 Number of supervisees allocated to supervisors (question 4)

2.4.1 Factual data

Respondents were requested to indicate the number of supervisees allocated to them. Three respondents did not answer this question (N=46).

2.4.2 Interpretation

One respondent indicated that he is presently not responsible for any supervisees and another respondent indicated that he is responsible for only one supervisee. The highest number of supervisees allocated to one supervisor is 31. Thirty two (70%) of the respondents are responsible for an average of 4 supervisees per supervisor. The rest (14) of the respondents are responsible for between 8 and 31 supervisees. There is a limit to the number of persons a manager can

supervise – referred to as the effective span of management. There are certain factors that have an influence on the effective span of management (Koontz, et al., 1984:240-242; Ivancevich, et al., 1989:210-211 and Haimann, 1994:138-139) and each organisation has to take these factors into consideration when determining the number of subordinates a manager can effectively manage. Within the Department of Welfare the effective span of management has been indicated to be between 6 and 8 subordinates. The conclusion can be made that the effective span of management is not taken into consideration with the allocation of supervisees to social work supervisors. The result is that the “overloading” that supervisors are experiencing negatively influences the effectiveness of the supervision services provided to these supervisees.

2.5 Number of offices where supervisees are stationed (question 5)

2.5.1 Factual data

The number of offices where the supervisees of the social work supervisors are stationed had to be indicated by the respondents. Two respondents did not answer this question (N=47).

2.5.2 Interpretation

The responses indicated that most supervisors (11) have supervisees stationed at only two offices. Ten supervisors have supervisees stationed at more than 4 offices, ranging from 5 to 9 offices. The conclusion is made that there is a connection between the number of supervisees allocated to a social work supervisor and the number of offices where they are stationed. The number of offices adds to the demands placed on the supervisors already overloaded with a high number of allocated supervisees. It is recommended that the number of offices where supervisees are stationed should be taken into consideration as an influential factor when the effective span of management is determined.

2.6 Distance to travel to meet supervisees (question 6)

2.6.1 Factual data

Having supervisees stationed in more than one office implies that supervisors need to travel to meet these supervisees. Respondents were thus requested to indicate the distance that they have to travel in order to meet their supervisees. Two respondents did not answer this question (N=47). Table 6.3 represents the responses on this question.

2.6.2 Interpretation

Sixteen (34%) of the respondents do not have to travel to meet their supervisees. Ten (21%) respondents have to travel 151 and more kilometres to meet their supervisees. The conclusion is made that the number of offices within which supervisees are stationed and the distances that supervisors have to travel to meet their supervisees can have a direct correlation with the quality and regularity of supervision services provided to supervisees. It is recommended that the

distance that supervisors have to travel in order to meet their supervisees should be taken into consideration as an influential factor when the effective span of management is determined.

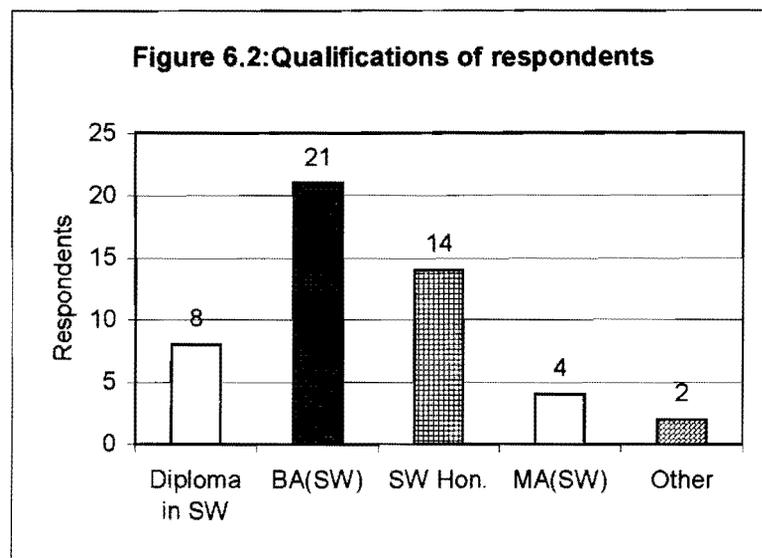
Table 6.3: Distance to travel to meet supervisees (N=47)

Distance	Total
No	16
Less than 30 km	3
31-60 km	4
61-90 km	2
91-120 km	8
121-150 km	4
151 + km	10

2.7 Qualifications of respondents (question 7)

2.7.1 Factual data

The respondents were requested to identify their qualifications from specific indicated possible qualifications. Figure 6.2 represents the responses of all the respondents (N=49).



2.7.2 Interpretation

Only 4 (8%) of the respondents have obtained post-graduate qualifications i.e. Masters Degrees. Unfortunately it was not indicated if these qualifications are related to social work supervision. Forty three (88%) respondents have the usual qualifications necessary for the social work profession. Two respondents indicated a specific qualification in management i.e. Masters Diploma in Human Resource Management and Gengold Management. These two respondents also indicated this as their only qualifications – it is thus uncertain if they have social work qualifications. The fact that qualifications specific in terms of social work supervision could not be established is experienced as a weakness within the data pertaining to the respondents.

2.8 Conclusion on data pertaining to respondents

The majority of respondents do have sufficient experience as social workers and as social work supervisors to be effective in providing supervision services to their subordinates. Responses on the post levels justify the conclusion that social work supervisors are mainly chief social workers. The number of supervisees allocated to supervisors, the number of offices where these supervisees are stationed and the distances that supervisors have to travel in order to meet the supervisees raise concern. It results in the conclusion that the effective span of management is not considered at all. The impression is created that many social work supervisors are "overloaded" with the result that it is impossible not to have a negative influence on the quality and quantity of supervision services are provided to supervisees. The implication is that supervisors will need support in order to deliver effective supervisory services to supervisees. Data on the qualifications of the respondents creates the impression that post-graduate Social Work qualifications are not a foremost concern or motivation of social work supervisors.

3. SUPERVISION

Including social work supervision within the questionnaire aimed at establishing what the view of respondents was on the necessary personal and professional qualities of social work supervisors. An attempt was also made to identify the level of practical and theoretical knowledge that respondents have on the functions of social work supervision. The important expectations of good supervisory practice and the support respondents receive in order to meet these expectations were also established.

3.1 Importance of personal qualities in the effectiveness of a supervisor (question 1)

3.1.1 Factual data

Respondents were requested to indicate, according to a 4-point scale, which of the identified personal qualities are important for social work supervisors to be effective. One respondent did not answer this question (N=48). The responses of the respondents are represented in Table 6.4. The 4-point scale is the following:

- 1 Most important (100%)
- 2 Important (70%)
- 3 Less important (30%)
- 4 Not important at all (0%)

3.1.2 Interpretation

Forty six (96%) respondents identified responsibility as the most important personal quality for a supervisor to be effective. Emotional maturity was graded by 40 (83%) respondents as the second most important personal quality. Thirty six (75%) respondents graded three personal qualities namely self-confidence, integrity and self-knowledge as the third most important qualities necessary for supervisors to be effective. Problem solving abilities were not far behind the

previous three qualities: 35 (73%) respondents were of the opinion that it is an important personal quality for supervisors. Joy of life and sense of humour are personal qualities that were identified by only 12 (25%) respondents as important personal qualities. The first five qualities graded as most important are directly related with what and who individuals are in their total beings and guide their behaviour or performance as Realin (1984:76) and McLoud (1989a:14-15) describe it. These qualities can also influence the effectiveness of the supervisory practice of individual supervisors.

Table 6.4: Importance of personal qualities (N=48)

Scale	1	2	3	4
Personal qualities				
Responsibility	46	1	0	0
Emotional maturity	40	7	0	0
Self-confidence	36	10	0	1
Integrity	36	10	0	0
Self-knowledge	36	9	0	0
Problem solving abilities	35	10	3	0
Sensitivity for people	32	14	0	0
Self-acceptance	31	15	1	0
Perseverance	29	16	2	1
Nerve and courage	28	16	0	1
Self-consciousness	21	19	3	2
Intelligence	20	22	4	0
Self-actuality	16	24	4	0
Joy of life	12	24	9	1
Sense of humour	12	22	10	2

N is not 48 for each personal quality as some respondents only graded the most important personal qualities while others graded only four personal qualities.

3.2 Importance of professional qualities in the effectiveness of a supervisor (question 2)

3.2.1 Factual data

Respondents were requested to indicate which of the identified professional qualities are important for social work supervisors to be effective. One respondent did not answer this question (N=48). Table 6.5 represents the responses to this question. The following 4-point scale had to be used by respondents:

- 1 Most important (100%)
- 2 Important (70%)
- 3 Less important (30%)
- 4 Not important at all (0%)

Table 6.5: Importance of professional qualities (N=48)

Professional qualities	Scale	1	2	3	4
Ability to enable subordinates		42	6	0	0
Ability to manage		38	10	0	0
Ability to act as a model for subordinates		36	10	0	0
Ability to support		32	14	1	1
Ability to motivate		32	12	3	1
Ability to train		31	14	1	0
Ability to enrich the personalities of subordinates		28	13	5	0

N is not 48 for each professional quality as some respondents did not grade all the professional qualities.

3.2.2 Interpretation

When the first (most important) and second (important) categories of the 4-point scale are taken into consideration, the combination of the grading results in the conclusion that all respondents were of the opinion that all the identified professional qualities are important. The ability to enable subordinates and the ability to manage are both indicated to be important by 48 (100%) of the respondents. Even though the ability to enrich the personalities of subordinates is graded the lowest, 41 (85%) of respondents still were of the opinion that it is an important professional quality. As professional qualities refer to the specialised knowledge and skills that are necessary for the effective performance of the supervisor (Realin, 1984:76; McLoud, 1989a:14-15 and Broadwell, 1990:22), the conclusion is made that the respondents are well aware of the professional qualities they need as social work supervisors.

3.3 Practical knowledge or experience of supervision (question 3)

3.3.1 Factual data

Respondents were requested to indicate which functions of social work supervision represent their best practical knowledge or experience of supervision. Two respondents did not answer this question (N=47). Table 6.6 represents the responses on this question. Respondents had to mark their level of knowledge according to the following 4-point scale:

- 1 Excellent
- 2 Good
- 3 Average
- 4 Poor

Table 6.6: Practical knowledge of supervision functions (N=47)

Function	Scale	1	2	3	4
Supportive		19	25	2	1
Administrative		19	20	7	0
Modelling		15	21	7	1
Educational		15	20	10	1
Motivational		15	19	12	0
Personality enrichment		9	15	17	4

N is not 47 for each function as not all respondents indicated their level of practical knowledge on each function.

3.3.2 Interpretation

Most of the responses indicated a good practical knowledge of all the supervision functions. Nineteen (40%) respondents indicated their practical knowledge of the supportive and administrative functions of supervision to be excellent. Only 9 (19%) respondents indicated their practical knowledge of the function of personality enrichment as excellent. It was noted with interest that the educational, modelling and motivational functions were graded the same i.e. 15 respondents indicating their practical knowledge on these functions to be excellent. In a sense this supports the findings of Pelsler (1988:440) that there is a change in attitude to the traditional three functions of supervision in the sense that the scope of supervisory practice has broadened in order to accommodate additional functions such as modelling, motivation and personality enrichment, even though the educational, modelling and motivational functions were graded the same. There is a connection between this result and the result of question 2 where respondents identified the ability to enrich the personalities of subordinates as the professional quality that is least important of the indicated qualities. The conclusion is made that the function of personality enrichment is not purposefully implemented with the result that respondents do have the least practical knowledge or experience thereof.

3.4 Theoretical knowledge of supervision (question 4)

3.4.1 Factual data

Respondents were requested to indicate, according to a 4-point scale, which function of social work supervision represents their best theoretical knowledge of social work supervision. One respondent did not answer this question (N=48). Table 6.7 represents the results of this question.

The 4-point scale is the following:

- 1 Excellent
- 2 Good
- 3 Average
- 4 Poor

Table 6.7: Theoretical knowledge of supervision functions (N=48)

Function	Scale	1	2	3	4
Supportive		17	23	6	1
Administrative		14	25	7	1
Educational		15	22	9	1
Modelling		13	21	10	0
Motivational		15	18	14	1
Personality enrichment		8	18	16	4

N is not 48 for each function as not all respondents indicated their level of theoretical knowledge on each function.

3.4.2 Interpretation

Again, most of the respondents graded their theoretical knowledge of supervision functions to be good. The supportive function represents the theoretical knowledge of the highest number (17 - 35%) of respondents as excellent. Only 15 (31%) respondents have excellent theoretical knowledge of the educational and motivational functions. 14 (29%) respondents graded their theoretical knowledge of the administrative function as excellent and 13 (27%) respondents graded their theoretical knowledge of the modelling function as excellent. Only 8 (16%) respondents indicated to have an excellent theoretical knowledge of the function of personality enrichment. The findings of Pelser (1988:443-444) that social work supervisors need to receive post-graduate specialised training and continuous in-service training and courses are still applicable as the conclusion is made from the responses that supervisors are not receiving the recommended training or opportunities to training.

3.5 Expectations of good supervisory practice (questions 5 and 6)

3.5.1 Factual data

In question 5 respondents were requested to indicate, according to a 4-point scale, to which degree they agree that the identified expectations relate to good supervisory practice. In question 6 respondents were requested to indicate which of these expectations of good supervisory practice have been directly communicated to them as social work supervisors. All the respondents answered these questions (N=49). The relation between the expectations of good supervisory practice and the expectations that were communicated is presented in Table 6.8. The 4-point scale for question 5 is the following:

- 1 Fully agree (100%)
- 2 Agree (70%)
- 3 Agree to a small extent (30%)
- 4 Don't agree at all (0%)

3.5.2 Interpretation

When taking both the first (fully agree) and second (agree) categories of the 4-point scale into consideration, more clarity is obtained on the agreement of respondents on the expectations of good supervisory practice. The result is that there are five of the expectations all respondents agree to be expectations of good supervisory practice. These expectations are that the supervisor is to promote the positive morale of his subordinates; to improve his own job-related knowledge, skill level and personal adjustment as well as that of his subordinates; to ensure that the necessary time is taken for quality supervision; to establish open communication channels between himself and the staff for whom he is responsible; and to continually give feedback to the social workers on their performance. Only 33 (68%) respondents agreed with the expectation that the supervisor has to be aware and have knowledge of his liability as supervisor implying that he is responsible for the wrongful acts of his subordinates. When comparing these responses to the responses on question 6 where respondents had to indicate which of these expectations have been directly communicated to them, the conclusion is made that social work supervisors are not informed on what is expected of them. Thirty seven (75%) respondents represented the highest indication of an expectation that was directly communicated to them, namely that the supervisor is to establish open communication channels between himself and the staff for whom he is responsible. Only 16 (33%) respondents indicated that it was communicated to them that they have to seek additional training in clinical supervision if their skills are not according to standard. The low responses support the conclusion the researcher has made namely that the expectations of good supervisory practice are seldom verbalised to social work supervisors and they perform on a "trial and error" basis depending on the way in which their transition from social worker to supervisor has developed.

Table 6.8: Expectations of good supervisory practice (N=49)

Expectations	Agreed (%)	Communi-cated (%)
1. To promote the positive morale of his subordinates.	49(100)	28(57)
2. To improve his own job-related knowledge, skill level and personal adjustment as well as that of his subordinates.	49(100)	29(59)
3. To perform supervision responsibilities in a professional manner.	48(98)	32(65)
4. To ensure that the necessary time is taken for quality supervision.	49(100)	27(55)
5. To seek additional training in clinical supervision if his skills are not according to standard.	40(82)	16(33)
6. To verify financial resources for the achievement of organisational goals and objectives.	38(78)	20(41)
7. To establish a favourable work environment with adequate physical conditions and material resources to facilitate productivity and promote staff comfort and morale.	40(82)	23(47)

Expectations	Agreed (%)	Communi- cated (%)
8. To develop positive interpersonal relationships with the social workers and the support staff.	48(98)	34(69)
9. To establish open communication channels between himself and the staff for whom he is responsible.	49(100)	37(75)
10. To model productive performance to social workers and support staff.	47(96)	24(49)
11. To exercise fair, impartial control in the management of subordinates.	48(98)	29(59)
12. To be a good boss, a good manager and a leader of the subordinates for whom he is responsible.	41(84)	24(49)
13. To be a competent subordinate to the next higher manager.	47(96)	22(45)
14. To act as a connecting link between the social workers and the support staff and the management of the organisation.	45(92)	28(57)
15. To accept responsibility for the administration, education and support of his subordinates, which implies an ultimate responsibility for the client.	45(92)	32(65)
16. To continually give feedback to the social workers on their performance.	49(100)	34(69)
17. To provide training and career development opportunities for subordinates.	43(88)	29(59)
18. To ensure that the work is challenging enough, meaningful enough and provides enough recognition in order for the subordinates to fulfil enough of their own needs and thus get satisfaction from the work.	44(90)	20(41)
19. To stay aware of the "big picture" – to be sensitive to what's happening in the total organisation.	47(96)	28(57)
20. To execute his ethical responsibility to protect clients' rights and to foster an atmosphere in which social workers will do the same.	46(94)	30(61)
21. To support the ethical behaviours of the social workers and to stop their unethical behaviours.	41(84)	23(47)
22. To be aware and have knowledge of his liability as supervisor. As a result of the legal principle that holds the more powerful people responsible for those who report to them, supervisors are responsible for the wrongful acts of their subordinates.	33(68)	23(47)

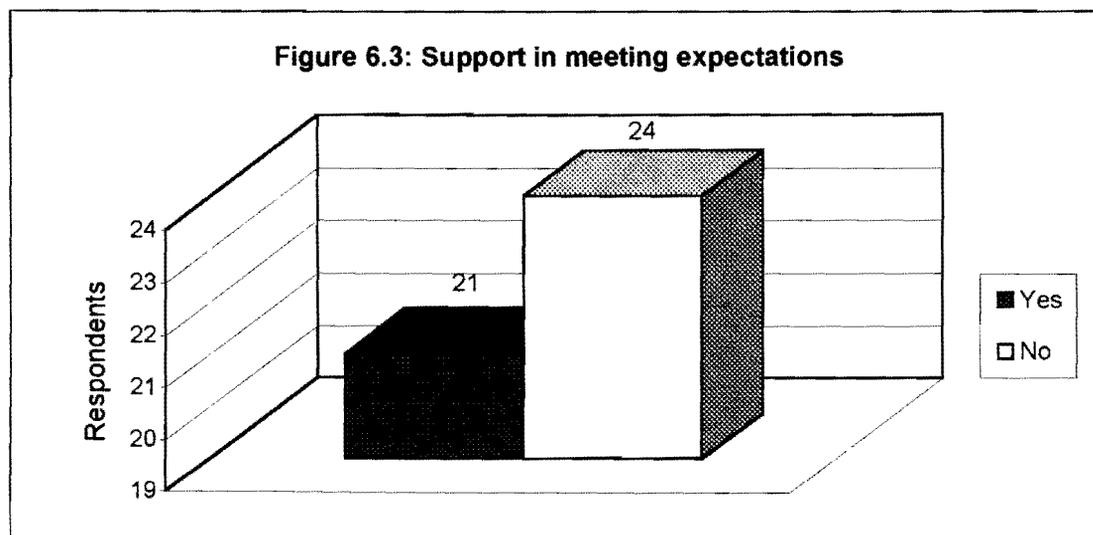
3.6 Receiving support in order to meet the expectations (questions 7 and 8)

3.6.1 Factual data

In question 7 respondents were requested to indicate if they receive any form of support in order to meet the expectations of good supervisory practice. Four respondents did not answer question 7 (N=45). Twenty one (47%) respondents indicated that they do receive support and twenty four (53%) respondents were of the opinion that they do not receive support to meet the expectations of good supervisory practice. The respondents that answered positively on question 7 were requested in question 8 to identify the support that they do receive. Figure 6.3 represents the responses on receiving support to meet expectations of good supervisory practice.

3.6.2 Interpretation

Most (53%) respondents are of the opinion that they do not receive the support to meet the expectations of good supervisory practice. The lack of support provided to supervisors raises concern as Munson (1993:37) stresses that supervisors that do not receive support from within the organisation will internalise problems, fail to acknowledge their difficulties and might seek support through supervisees.



Although question 8 requested respondents that responded positively to question 7 to identify the support that they do receive, a few negative responses were also identified. These responses are self-explanatory and are combined and presented in the following manner:

- Supervisors need more training such as in-service training on an annual basis even though they have attended courses pertaining to supervision and management.
- It was requested that study leave should be available for supervisors to further their studies.
- A need to receive training in computer skills was raised.
- In some instances supervisors did attend management meetings, but they were not exposed to all the facets of supervision.

- Supervisors seldom received definite, realistic and practical support.
- Supervisors connected lack of transport and finances to lack of support.
- One supervisor indicated that his supervisor is not a social worker and thus could not assist him in most aspects.
- Supervisors indicated that it was presumed the training they received enabled them to act independently with the result that they had to rely on their own knowledge and discretion without receiving support from superiors.

The positive responses on the support received are described in the following manner:

- The Assistant Director provided peer group supervision.
- Training was received on the Personnel Performance System and general management.
- Supervisors attended management meetings where they were informed on important issues that enabled them to assist their supervisees. The extended management meeting at Regional level provided verbal support that could be used as guidelines in the work situation. Standards were also emphasised during management meetings.
- The Human Resource Section provided support in terms of labour relations.
- Peer consultation and consultation on an individual basis were provided. Monthly consultations with the sectional head where problems and successes were discussed materialised. Attention was also given to the identification of the strengths and weaknesses of individual supervisors. Advice and guidelines were provided on ways of meeting the expectations.
- The Department organised training for supervisors in order to make them aware of and to support them in the expectations.
- The Head of the office provided support. Immediate senior provided support.
- A supervisors' meeting was held once a week and problems were discussed.
- Within the limitations of budget constraints the Regional Manager gave support.
- Within the Free State Province the Department of Social Welfare organised a management education scheme by open learning. This was attached to the University of the Free State and lecturers were made available to supervisors for three days a quarter.
- In-service training was provided.
- Many manuals were available to supervisors on specific procedures and regulations.

The negative responses on the support that was (not) received referred to more training that was requested, management meetings that were attended but did not provide sufficient support, the lack of transport and finances to do their work and the fact that definite realistic and practical support were not provided. An important negative response is the referral to the fact that it was presumed that the training provided to supervisors enabled them to act independently according to their own knowledge and discretion. The conclusion is made that it was taken for granted that supervisors that received training did not need support in the implementation of the training as the training provided them with everything they need to be effective on a continuous basis. This can

be related to the statement made by Snape, et al. (1994:71) in terms of the attitude of senior management towards supervisors. They were of the opinion that managers either had what it takes and thus needed little development, or they had not, in which case manager development activities would be wasted.

The positive responses on the support received are related to specific persons providing the support and training that were received. The specific training organised in conjunction with the University of the Free State raised interest as it indicated a concern for providing management training to supervisors within the Department of Welfare in the Free State. Meetings that provided support seemed to be well organised and attended to specific aspects. The conclusion is made that the attitude of the individual supervisor towards support efforts and the relationship of the supervisor with the person(s) providing the support had an important influence on the acceptance of the efforts as support.

3.7 Conclusion on data pertaining to supervision

The overall responses on the questions in connection with supervision were valuable. The least responses (45) received for one question were the responses to question 7 on the indication if support were received or not. The most positive responses were towards the professional qualities as respondents indicated that all seven identified qualities are important for a social work supervisor to be effective. The function of personality enrichment was indicated to be the supervision function in which supervisors have the least practical knowledge or experience and the least theoretical knowledge. Respondents agreed with almost all the identified expectations of good supervisory practice. The responses on the expectations that were directly communicated to supervisors were mostly negative. The conclusion was made that the expectations of good supervisory practice were not directly communicated to supervisors and they were expected to make use of their training, experience and knowledge without support from their superiors. The specific indications of support that were received by supervisors in order to meet the expectations could be related to specific persons making specific efforts to provide support.

4. MANAGEMENT

Including management within the questionnaire was aimed at establishing the views of respondents on the necessary qualities, the managerial skills and the managerial roles of a successful manager. An attempt was also made to identify which functions were seen as managerial functions. The responsibility and involvement of the respondents in the transformation process had to be established. The important expectations of good management practice and the support that respondents received for the implementation thereof were to be established.

4.1 Important qualities of a successful manager (question 1)

4.1.1 Factual data

Respondents were requested to indicate, according to a 4-point scale, which of the identified qualities of a successful manager are important for them as social work supervisors. All respondents answered this question (N=49) and their responses are represented in Table 6.9. The 4-point scale is the following:

- 1 Most important (100%)
- 2 Important (70%)
- 3 Less important (30%)
- 4 Not important at all (0%)

Table 6.9: Importance of the qualities of a successful manager (N=49)

Qualities	Scale	1	2	3	4
Encourages open communication.		41	8	0	0
Provides clear direction.		40	9	0	0
Consistently demonstrates a high level of integrity and honesty.		39	10	0	0
Encourages innovative and new ideas.		34	15	0	0
Understands the financial implication of decisions.		34	14	1	0
Coaches and supports people.		29	19	1	0
Provides objective recognition.		28	20	0	1
Has the desire to manage.		27	20	2	0
Selects the right people to staff the organisation.		24	23	1	1
Establishes ongoing controls.		20	25	2	2

4.1.2 Interpretation

The qualities of a successful manager such as encouraging open communication, providing clear direction and consistently demonstrating a high level of integrity and honesty are graded the highest in importance by the majority of respondents. The quality for establishing ongoing controls is graded as most important by only 20 (40%) respondents. When taking both the first (most important) and second (important) categories of the 4-point scale into consideration it is clear that between 100% and 92% of the respondents grade all the identified qualities of a successful manager as important for them as social work supervisors. The conclusion is made that the identified qualities seem to fit all managers (in this case social work supervisors) regardless of their age and sex and the size of the organisation as indicated by different authors (Ivancevich, et al., 1989:26; Kasselmann, 1990:80 and Tepper, 1994:4).

4.2 Important managerial skills (question 2)

4.2.1 Factual data

Respondents were requested to indicate which of the identified managerial skills are important for them as social work supervisors. One respondent did not answer this question (N=48). The responses to the question are presented in Table 6.10. The following 4-point scale was applicable:

- 1 Most important (100%)
- 2 Important (70%)
- 3 Less important (30%)
- 4 Not important at all (0%)

Table 6.10: Important managerial skills (N=48)

Skills	Scale	1	2	3	4
Communication skills		45	3	0	0
Decision making skills		40	8	0	0
Human relations skills		40	8	0	0
Conceptual skills		35	12	0	1
Technical skills		29	17	1	1
Specialist skills		28	17	2	1
Analytical skills		27	18	2	1
Computer skills		8	28	10	2

4.2.2 Interpretation

45 (94%) respondents graded communication skills as most important. These skills refer to the manager's ability to communicate in ways that other people understand and to seek and use feedback from subordinates to ensure that he is understood. Forty (83%) respondents indicated decision making skills and human relations skills as the second most important of the identified managerial skills. Decision making skills refer to the ability of the manager to choose from among alternatives and human relations skills represent the manager's ability to work with, communicate with and understand subordinates and colleagues. Conceptual skills that provide managers with the ability to see the big picture, the complexity of the overall organisation and how the various parts fit together were graded by 35 (73%) respondents as most important managerial skills.

Specialist skills referring to the ability to use aids, procedures and techniques in a field of specialisation – in this situation social work supervision - were graded by only 28 (58%) respondents as most important. This grading raises concern, as these skills are important for effective supervisory and managerial practice. Computer skills, referring to the conceptual understanding of computers, were graded by only 8 (17%) respondents as most important managerial skills. Presently there is an attitude change regarding the importance of computer

technology in management in the social work profession even though Mutschler & Hasenfeld (1986:345) have indicated that this change has taken place since the early 1980's. Due to the low response to the importance of computer skills, it is concluded that this attitude change is slow within the Department of Welfare.

The general conclusion is that respondents graded the importance of the managerial skills according to their knowledge and expertise in the specific skills. However, it is important that managers continually seek to develop these skills, as they are all important for effective management practice.

4.3 Managerial roles that are fulfilled (question 3)

4.3.1 Factual data

Respondents were requested to indicate which of the identified managerial roles do they fulfil as social work supervisors. All the respondents answered this question (N=49). Table 6.11 represents the respondents' responses to this question.

Table 6.11: Managerial roles fulfilled

Roles	Response rate
Disseminator	49 (100%)
Liaison	47 (96%)
Leadership	46 (94%)
Monitor	45 (92%)
Welfare	43 (88%)
Spokesperson	43 (88%)
Negotiator	41 (84%)
Disturbance handler	40 (82%)
Entrepreneur	33 (67%)
Resource allocator	23 (47%)
Figurehead	16 (33%)

4.3.2 Interpretation

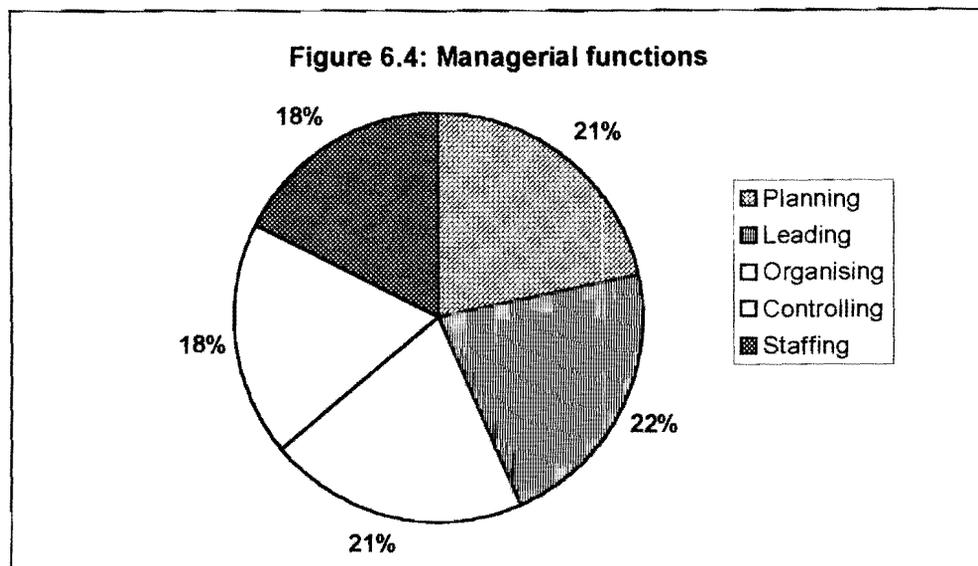
The general response was positive in the sense that only three of the identified managerial roles are fulfilled by less than 40 respondents. The conclusion is made that most of the respondents recognise the importance of all the managerial roles and the fact that they are interrelated. Ivancevich, et al. (1989:40) have indicated that neglecting one or more of the roles hinders the total progress of the manager. The entrepreneur role (33 respondents) related to changing the work unit for the better, the resource allocator role (23 respondents) related to deciding who gets what resources i.e. money, people, time and equipment and the figurehead role (16 respondents) referring to duties that are symbolic or ceremonial in nature, are fulfilled by the least respondents.

All respondents indicated that they do fulfil the disseminator role that entails the provision of important information to subordinates. Forty seven (96%) respondents identified the liaison role where contacts inside and outside the organisation are important as the role that they fulfil the second most. The leadership role of directing and coordinating the activities of subordinates are fulfilled by 46 (94%) of the respondents. The welfare role is a newly identified managerial role yet 43 (88%) of the respondents indicated that they do fulfil the role. Tyson & York (1996:200) stated that the immediate supervisor would be the first to notice the signs that a subordinate has a problem. The conclusion is made that social work supervisors as managers of social workers do maintain positive relationships with their subordinates by fulfilling all the managerial roles.

4.4 Managerial functions (question 4)

4.4.1 Factual data

Respondents were requested to indicate which of the identified concepts they see as managerial functions. All respondents answered this question (N=49) and their responses are presented in Figure 6.4.



4.4.2 Interpretation

Most of the respondents agreed that the identified concepts represent the managerial functions. The least respondents (39 – 80%) indicated staffing as a managerial function. This “negative” response to staffing as a separate managerial function can be related to the reasons given by Koontz, et al. (1982:307) for this separation of which one specifically refers to managers that often overlook the fact that staffing is their responsibility and not that of the personnel section. The conclusion is made that the respondents have knowledge of which concepts refer to the managerial functions but it was not possible to establish if they have the necessary knowledge of the content of these functions.

4.5 Responsibility in the process of transformation (question 5)

4.5.1 Factual data

Respondents were requested to indicate if they are of the opinion that they, as middle managers, have a responsibility in the process of transformation taking place in the Department. One respondent did not answer the question (N=48). Forty seven (98%) respondents were of the opinion that they do have a responsibility in the process of transformation.

4.5.2 Interpretation

It is clear from the responses of the majority of respondents that the process of transformation presently taking place in the Department does have an impact on their responsibilities as social work supervisors and middle managers. According to Costello (1994:46) transformational change is threatening, intense, traumatic and difficult to control. The responses to this question are not sufficient to establish the intensity of the responsibility of the social work supervisors in the transformation process or the emotional impact thereof on them.

4.6 Direct involvement in transformation priorities (question 6)

4.6.1 Factual data

This question requested the respondents that responded positively to question 5 to indicate in which of the transformation priorities they are directly involved with. The transformation priorities are according to the White Paper on the Transformation of the Public Service. Even though 47 respondents responded positively to question 5, 48 respondents identified the transformation priorities that they are directly involved with (N=48). These responses are reflected in Table 6.12.

4.6.2 Interpretation

It is evident that, due to the fact that 43 (90%) respondents responded positively to two specific transformation priorities, the social work supervisors are directly involved in them. The two priorities represent firstly, the transformation of service delivery in the sense of ensuring that services are rendered to citizens living below the poverty line in urban and rural areas and other groups who have previously been disadvantaged in terms of service delivery and secondly, democratising the State in terms of ensuring that the public service's relationship with the public is transparent, consultative, participative and democratic. Thirty five (73%) respondents were of the opinion that they do have to be involved with the transformation priority of human resource development and capacity building in the sense of ensuring that all public servants are equipped with necessary knowledge, skills and competencies to carry out their jobs effectively.

Table 6.12: Direct involvement in transformation priorities (N=48)

Priorities	Yes
Transforming service delivery.	43
Democratising the State.	43
Human resource development and capacity building.	35
Institution building and management.	30
Representativeness and affirmative action.	28
Employment conditions and labour relations.	14
Creating a leaner and more cost-effective service.	13
Contracting-out of services through partnerships.	10

The transformation priorities with which the least respondents indicated to be involved are the priorities on employment conditions and labour relations (14 respondents), creating a leaner and more cost-effective service (13 respondents) and the contracting out of services through partnership (10 respondents). The transformation that has to take place according to Nadler, et al. (1995:23) is a complete break with the past and a major change in almost every element in the organisation. The conclusion is made that social work supervisors do have a responsibility to ensure that transformation does take place in terms of the accessibility and the availability of the services rendered to the public. The improvement of the quality of the services rendered is also a priority in which supervisors do have a responsibility as they have to ensure that their subordinates are competent in their service delivery skills and knowledge.

4.7 Expectations of good management practice (questions 7 and 8)

4.7.1 Factual data

In question 7 respondents were requested to indicate, according to a 4-point scale, to which degree they agree that the identified expectations relate to good management practice. In question 8 respondents were requested to indicate which of these expectations of good management practice have been directly communicated to them as middle managers. Two respondents did not answer these questions (N=47). The responses in terms of the expectations of good management practice and the expectations that have been communicated to the supervisors are combined and presented in Table 6.13. The 4-point scale for question 7 is the following:

- 1 Fully agree (100%)
- 2 Agree (70%)
- 3 Agree to a small extent (30%)
- 4 Don't agree at all (0%)

Table 6.13: Expectations of good management practice (N=47)

Expectations	Agreed (%)	Communi- cated (%)
1. To have the ability to exercise his authority of expertise based on demonstrated competence, particular knowledge and skills and credibility as a manager.	47(100)	28(60)
2. To participate in determining, formulating and effecting organisational goals.	46(98)	29(62)
3. To meet the organisation's liabilities toward socially responsible activities such as subordinate training and education.	43(92)	28(60)
4. To comply with the ethics of management, as ethical misconduct by a manager can be extremely damaging and costly for the image of the organisation.	47(100)	30(64)
5. To establish an environment for effective planning.	44(94)	28(60)
6. To be involved in the planning process and to ensure that planning is well organised.	45(96)	29(62)
7. To be motivated to manage.	46(98)	24(51)
8. To ensure that the performance of subordinates results in high productivity.	44(94)	33(70)
9. To set reasonable work performance objectives for subordinates.	45(96)	27(57)
10. To create a favourable work environment, with physical conditions and material resources adequate to facilitate productivity and promote staff comfort and morale.	36(77)	26(55)
11. To model and instruct subordinates in appropriate conduct.	43(92)	28(60)
12. To model and instruct subordinates in productive performance.	45(96)	32(68)
13. To exercise fair, impartial control of subordinate behaviour.	44(94)	31(66)
14. To be responsible for the recruitment of competent supervisory personnel.	38(81)	19(40)
15. To establish and maintain an effective feedback loop to ensure a satisfied work force.	44(94)	31(66)
16. To implement professional consultation and peer review in performance evaluation.	44(94)	25(53)
17. To be a good boss and leader of the subordinates for whom he is responsible.	41(87)	27(57)
18. To continually review and if necessary, revise procedures and make plans concerning improved work methods and processes.	44(94)	29(62)
19. To teach subordinates the proper use of materials and supplies.	35(75)	24(51)

Expectations	Agreed (%)	Communi- cated (%)
20. To manage the time of subordinates in the sense that the manager plans reasonable performance requirements based on average conditions and not on emergencies.	34(72)	23(49)
21. To sort and grade problems by deciding which ones he must attend personally and those that can be assigned to someone else.	42(89)	28(60)
22. To fulfil the organisation's end of the psychological contract and reminding individual subordinates of their contractual obligations.	38(81)	24(51)
23. To help set organisational objectives.	44(94)	33(70)
24. To be involved in the financial planning and review of the organisation.	44(94)	29(62)
25. To accept responsibility for inter-departmental coordination.	43(92)	31(66)
26. To accept responsibility in the transformation of the organisation.	44(94)	31(66)
27. To efficiently work under pressure, effectively handle unexpected problems, day-to-day crises and emergency situations, quickly analyse operation breakdowns and setting priorities for action.	45(96)	26(55)
28. To develop subordinate potential. This implies evaluating the present performance and potential of subordinates in order to create opportunities for better utilisation of their abilities, examining and responding to subordinate dissatisfaction and assisting others in overall career development.	45(96)	29(62)
29. To implement supervisory practices.	46(98)	32(68)
30. To accept responsibility for his own self-development and improvement.	45(96)	29(62)
31. To promote positive community-organisation relations.	43(92)	31(66)
32. To be able to draw clear lines between his role and that of the management of the organisation.	42(89)	19(40)
33. To accept a responsibility towards himself – he should take time for regular exercise, sensible eating and whatever kind of leisure activity recharges his batteries.	44(94)	21(45)

4.7.2 Interpretation

By taking both the first (fully agree) and second (agree) categories of the 4-point scale into consideration, more clarity is obtained on the agreement of respondents on the expectations of good management practice. The result is that respondents agreed on only two of the expectations as being expectations of good management practice. These two expectations are that the manager, firstly has to comply with the ethics of management, as ethical misconduct by a manager can be extremely damaging and costly for the image of the organisation and secondly, has to have the ability to exercise his authority of expertise based on demonstrated competence, particular knowledge and skills and credibility as a manager. 46 (98%) respondents agreed on three

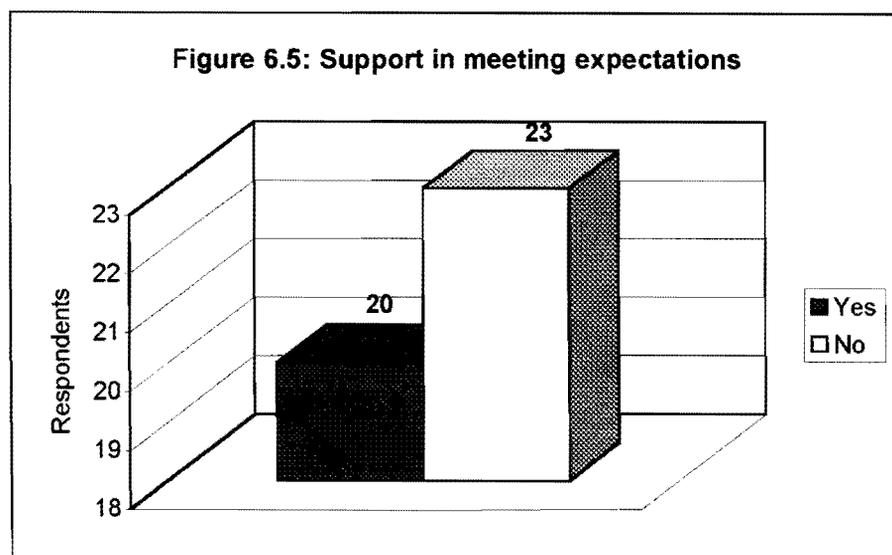
expectations of good management practice: to participate in determining, formulating and effecting organisational goals; to be motivated to manage and to implement supervisory practices. Thirty five (75%) respondents agreed with the expectation that the manager must teach subordinates the proper use of materials and supplies. Only 34 (72%) respondents agreed with the expectation that the manager should manage the time of subordinates by planning reasonable performance requirements based on average conditions and not on emergencies.

When comparing these responses to the responses on question 8 where respondents had to indicate which of these expectations have been directly communicated to them, the conclusion is made that supervisors as managers of social workers are not informed on what is expected of them. Thirty three (70%) respondents represented the highest indication of only two expectations that were directly communicated to them, namely that the manager has to ensure that the performance of subordinates results in high productivity and that he has to help set organisational objectives. Only 19 (40%) respondents indicated that it was communicated to them that they are responsible for the recruitment of competent supervisory personnel and that they should be able to draw clear lines between their own roles and that of the management of the organisation. The low responses supported the conclusion made by researcher namely that social work supervisors as middle managers are seldom verbally informed of the expectations of good management practice.

4.8 Receiving support in order to meet the expectations (questions 9 and 10)

4.8.1 Factual data

In question 9 respondents were requested to indicate if they receive any form of support to meet the expectations of good management practice. The respondents that answered positively were requested in question 10 to identify the support that they do receive. Six respondents did not answer question 9 (N=43). Twenty (46%) respondents indicated that they do receive support and twenty three (54%) respondents were of the opinion that they do not receive support to meet the expectations of good management practice. Figure 6.5 represents the responses on receiving support.



4.8.2 Interpretation

The majority of respondents were of the opinion that they do not receive support to meet the expectations of good management practice. Although question 10 requested respondents that responded positively to question 9 to identify the support that they do receive, a few negative responses were also identified. These responses are self-explanatory and are combined and presented in the following manner:

- Training was received but it was not sufficient. More thorough training for middle managers was recommended as well as study leave to be available for the training.
- One supervisor indicated that he had to establish his own support systems to deal with challenges/problems and for information sharing. He needed opportunities for the sharing of experiences and to ventilate, even to have someone to provide encouragement and acknowledgement that he is correct in the execution of his duties.
- Expectations were communicated through the attendance of courses but very little support was received from top management.

The positive responses on the support that were received are described in the following manner:

- Supervisors attended courses and training on management. Training for supervisors (sessions once in three months) was arranged such as the distant learning program on management. Training sessions on finances and budgeting were arranged. Capacity building courses were also attended.
- According to one respondent, the Council for Social Workers provided journals or pamphlets to update social work personnel and offer voluntary courses.
- The Assistant Director provided peer group supervision and consultation aiming at individual development.
- Management meetings and panel discussions were attended. Discussions were held on progress of subordinates and on service plans.
- Provincial forums provided support through discussions at meetings.
- Head Office, Regional Manager and immediate senior were indicated as specific persons providing support.
- Some supervisors received daily guidance and advice.
- Support was provided in the form of feedback.

The negative responses on the support that were (not) received referred to more training that was requested, the lack of support in terms of sharing information and experience and the lack of opportunities for ventilation and recognition. An important negative response is the referral to the fact that the information on the expectations of good management practice was received through attending training but no support was provided by top management to ensure middle management meet the expectations. The conclusion is made, as in the case of the expectations of good

supervisory practice, that it is taken for granted that supervisors that received training do not need support in the implementation of the training. The positive responses on the support received are related to specific persons providing the support and training. The conclusion is again made that the attitude of the individual supervisor towards support efforts and the relationship between himself and the superior providing the support had an important influence on the acceptance of the efforts as support.

4.9 Conclusion on data pertaining to management

The overall responses on the questions in connection with management were useful and provided an indication of the respondents' attitude towards management. Almost all the qualities of a successful manager were indicated to be important. Most of the respondents identified the managerial functions within the provided concepts. The least responses (43) received for one question were the responses to question 9 on the indication if support was received for meeting the expectations of good management practice. The most negative responses were on the expectations that were (not) directly communicated to the supervisors while the most positive responses were towards the agreement on the identified expectations of good management practice. The conclusion was made that the expectations of good management practice were not directly communicated to supervisors and that they have to act on the training, experience and knowledge they have on the subject. The specific indications of support received by supervisors in order to meet the expectations of good management practice could be related to specific persons making specific efforts to provide support.

5. SUPPORT SYSTEMS

Support systems are the central concepts of this study. Questions were thus formulated on the identified support systems. The aim of the questions was to establish if the support systems are available to the supervisors and, if they are available, do they provide support to supervisors in the execution of their duties and responsibilities.

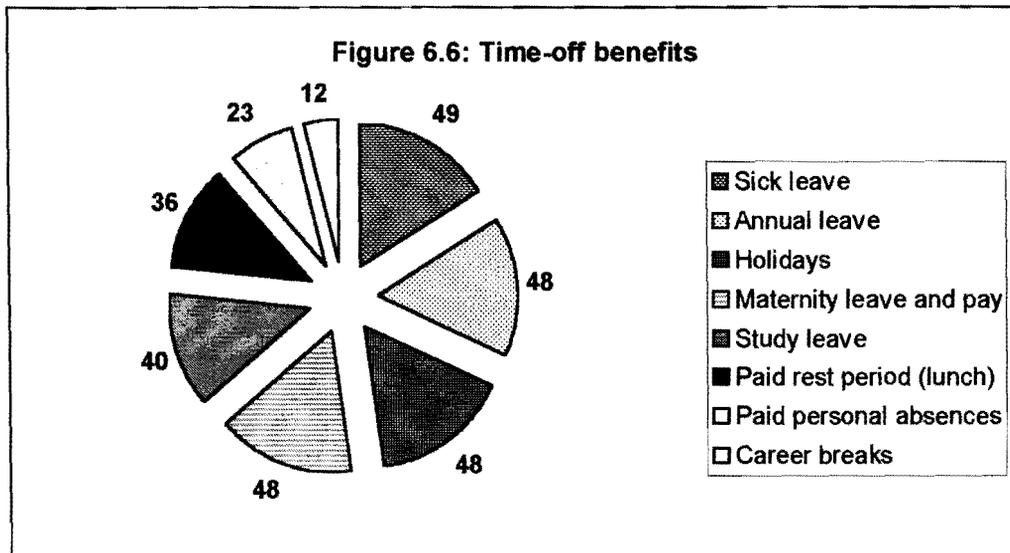
5.1 Available employee benefits (question 1)

5.1.1 Factual data

Respondents were requested to indicate which of the identified employee benefits are available to them in their organisation. All respondents answered this question (N=49). The identified employee benefits were divided into four categories namely time-off benefits, work scheduling benefits, benefits related to financial security and assistance and other general benefits. Figure 6.6 represents the responses on the time-off benefits, Figure 6.7 the responses on work scheduling benefits, Figure 6.8 the responses on the benefits related to financial security and assistance and Figure 6.9 the responses on the other benefits.

5.1.2 Interpretation

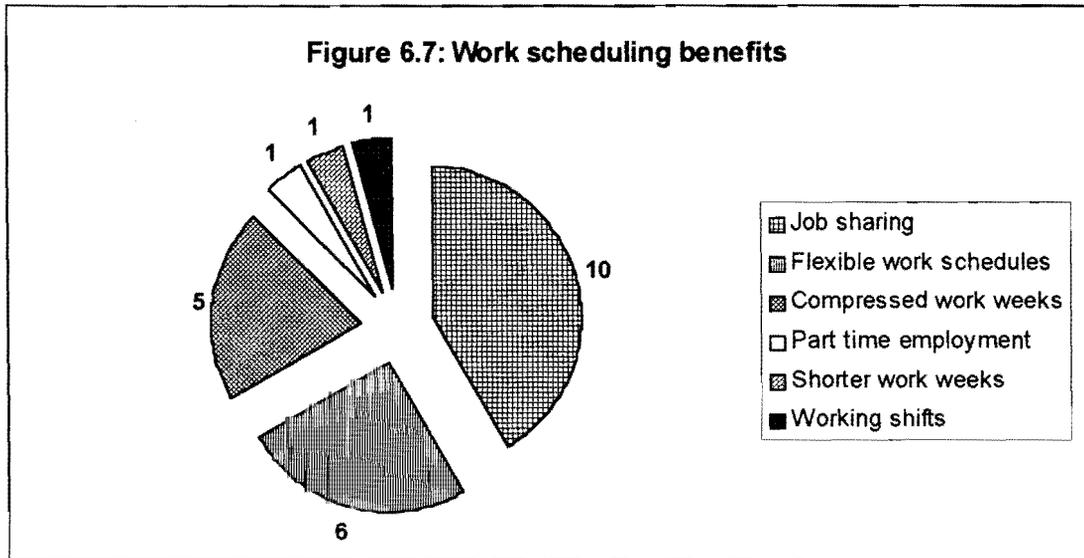
5.1.2.1 Time-off benefits



Some respondents indicated that all the identified time-off benefits are available to them. Within the Department of Welfare, according to the Public Service Staff Code, most of the identified time-off benefits are available. Only two of the benefits are not available in the Public Service: paid personal absences for events beyond the control of the employee such as death of a close relative and graduation ceremonies, and career breaks also referred to as long leave. Twenty three respondents indicated that paid personal absences are available and the conclusion is made that personal arrangements between employees and their immediate superiors were referred to. Career breaks or long leave as indicated by 12 respondents are not possible and it is concluded that these respondents might not have understood the implication of career breaks when they responded positively.

The fact that only 36 respondents responded positively to the availability of paid rest periods or on-the-job breaks such as tea-time and lunch was related to the possibility that the other respondents (11) were not making use of this benefit or laying claim on it. Forty respondents did know that study leave as a time-off benefit is available to them, but 6 respondents seemed to be under the impression that it is not available. However, there are certain regulations applicable to the implementation of this benefit of which the most important is the proof of registration at the educational institution and the time-table of the exams when applicable. The general conclusion made on the time-off benefits is that most of the respondents are aware of the benefits that are available to them.

5.1.2.2 Work scheduling benefits



None of the identified work scheduling benefits are available within the Public Service. As 10 respondents responded positively to job sharing as a benefit that is available to them the conclusion is made that they are not aware of what is meant with the concept of job sharing i.e. two persons doing the same job but working different hours and/or days. Their interpretation of the concept could not be established, as more specific information would be necessary.

Six respondents indicated that flexible work schedules are available to them. With flexible work schedules are meant that employees are given autonomy to adjust their work schedule to fit their life styles and to choose the hours they prefer to work. This is not possible within the Public Service and the conclusion is that respondents might refer to mutual agreements between individual employees and their immediate superiors to be flexible in terms of the working hours in cases where the working of overtime is unavoidable.

Compressed work weeks and shorter work weeks are related to each other and both are not available as work scheduling benefits. The general conclusion in terms of work scheduling benefits is that most respondents are aware that these benefits are not available to them within the Public Service.

5.1.2.3 Benefits related to financial security and assistance

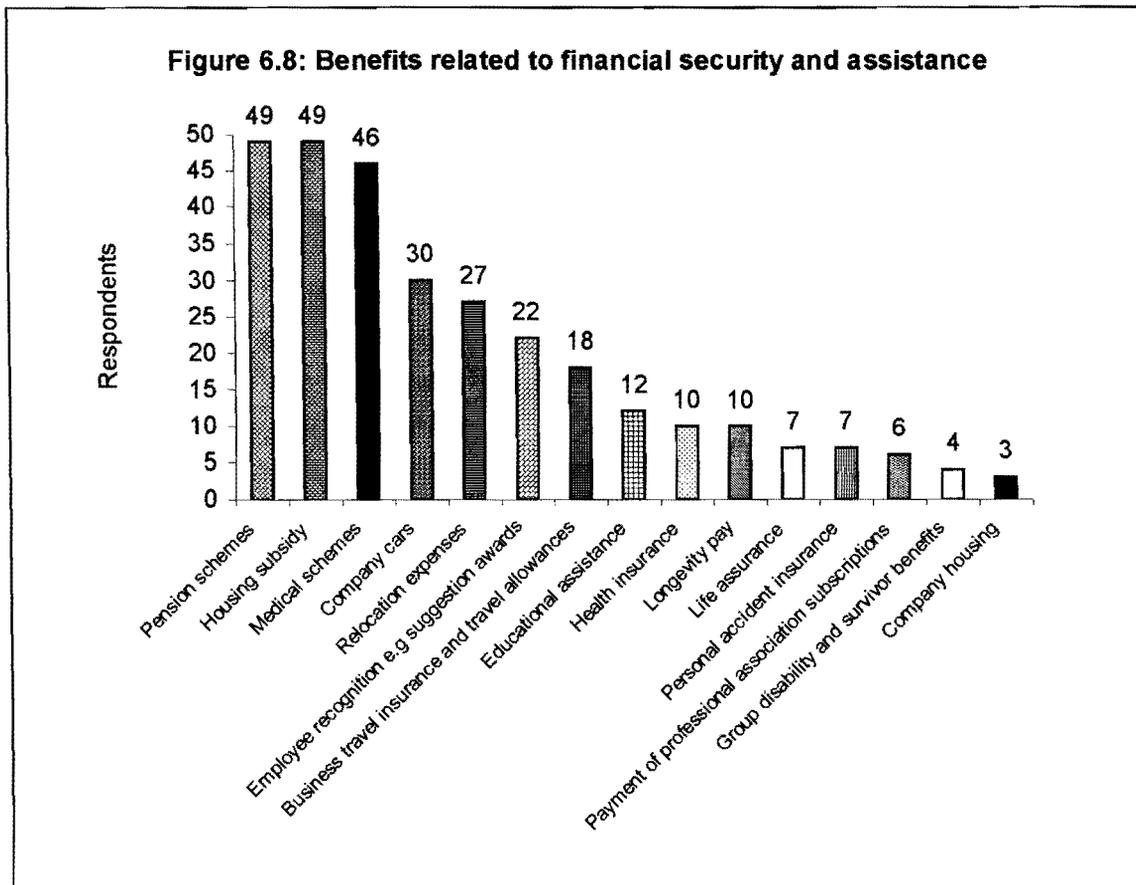
According to the Public Service Staff Code many of these benefits are available to employees within the Public Service. Pension schemes, medical schemes and housing subsidy are available benefits and as all respondents responded positively (except only 46 to the availability of medical schemes), it is concluded that respondents are aware of these benefits and that they do make use of them. Within the Public Service company cars are available as subsidised vehicles. Certain regulations are applicable and specific conditions are implemented such as that the workload and

the type of work should warrant the use of a subsidised vehicle. Unfortunately budget constraints also have an influence on the availability of this benefit. Only 30 (61%) respondents gave a positive response on the availability of company cars and the conclusion is made that the applicable regulations and conditions had an impact on the negative responses of the rest of the respondents (19).

Twenty seven respondents are correct when they indicated that relocation expenses are available as a benefit to employees within the Public Service. The rest of the respondents might not have had to make use of the benefit nor had subordinates that needed to make use of it. 22 respondents indicated that employee recognition such as suggestion awards are available to them, but this benefit is difficult to access due to the many applicable conditions and procedures. Business travel insurance in itself is not available as a benefit, but travel allowances are available in the Public Service in the form of Travel and Subsistence allowances. Only 18 respondents are aware of the availability of this benefit. Educational assistance is available as a benefit in terms of study bursaries but is directly linked with the budget. As only 12 respondents were positive about the availability of educational assistance as a benefit it is concluded that due to budget constraints, this benefit is not always accessible.

Employee benefits such as health insurance and life insurance are not available within the Public Service although 10 and 7 respondents respectively indicated that it is available. Longevity pay or payment for years of service is available in the Public Service in the form of financial compensation to the value of 10 days vacation leave. Only 10 respondents are aware of the availability of this benefit. Personal accident insurance and group disability and survivor benefits are not available as benefits within the Public Service even though 7 and 4 respondents respectively indicated it to be available as benefits. Six respondents indicated that the payment of professional association subscriptions is available as a benefit but it is not done within the Public Service. Company housing, better known as government housing, is only available in exceptional circumstances and to specific employees such as the superintendent at certain provincial hospitals. Only 3 respondents responded positively and it could be related to the above knowledge on the availability of government housing.

The general conclusion is that the respondents are not well aware or informed on the available employee benefits related to financial security and assistance and thus do not make use of them or lay claim on them. The statement made by McCaffery (1992:234) namely that employees must be made aware of the benefits provided by their organisation supports this conclusion. Simply handing out summary descriptions of the available employee benefits are not enough and employees have to be reminded of their coverage periodically and they must be informed on how to utilise the benefits.

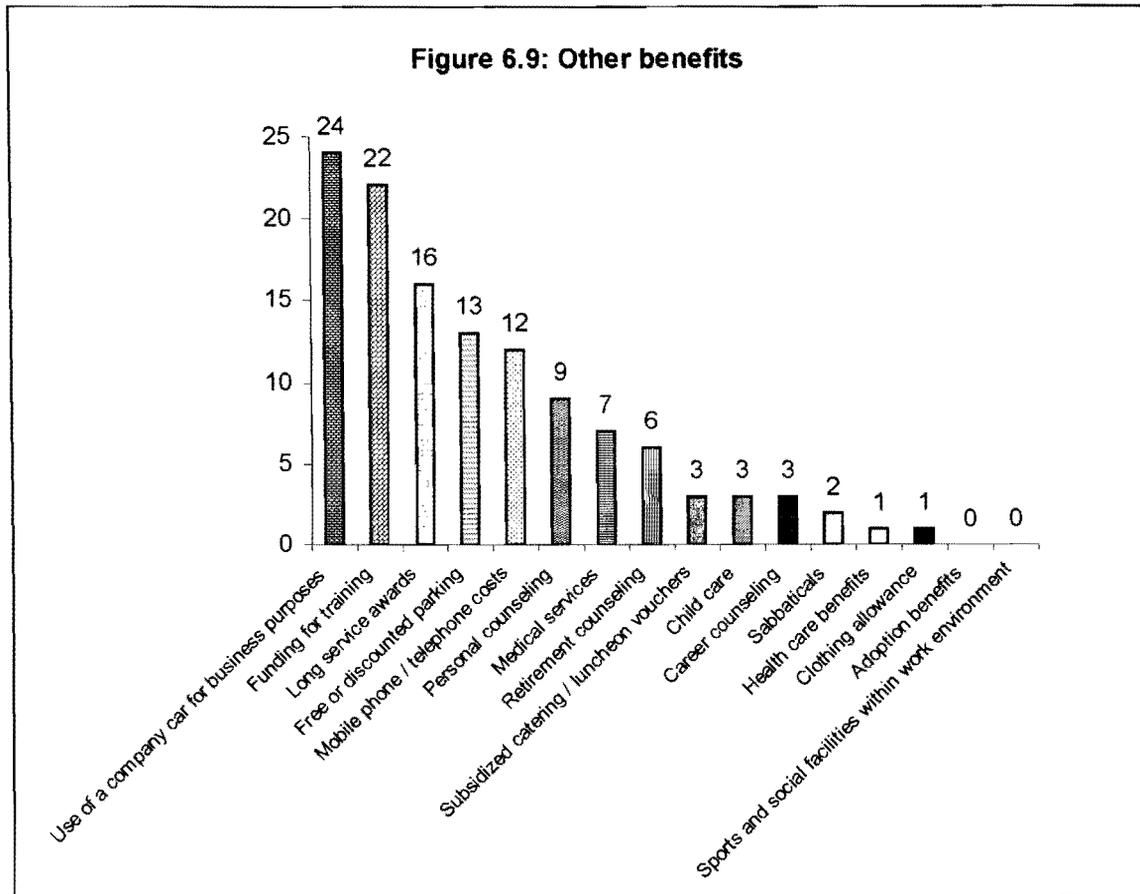


5.1.2.4 Other employee benefits

Most of the identified additional employee benefits are not available within the Public Service. The only benefits available are the use of a company car for business purposes, funding for training, long service awards, free or discounted parking and mobile phones or telephone costs. These five benefits also received the most positive responses. The use of a company car is essential for social workers to perform their work, but the fact that only 24 respondents are positive about this benefit, can be related to the budget constraints and the fact that not enough vehicles are available to provide in the need for transport. This could also have lead to the previous responses of respondents where the lack of transport was linked with the lack of support.

Funding for training is available in cases where an employee is assigned to attend specific training courses and 22 respondents indicated that they are aware of this benefit. Long service awards and the longevity pay that has been referred to under benefits related to financial security and assistance are the same type of benefit. Sixteen respondents responded positively by indicating that this benefit is available. Only 13 respondents indicated that free or discounted parking are available to them. The conclusion is made that the type of building and the environment of the building have a direct influence on the availability of this benefit. The benefit of mobile phones and telephone costs is available in the form of subsidised cellular phones. Specific regulations and

conditions are applicable with the result that only 12 respondents are positive about the availability of this benefit.



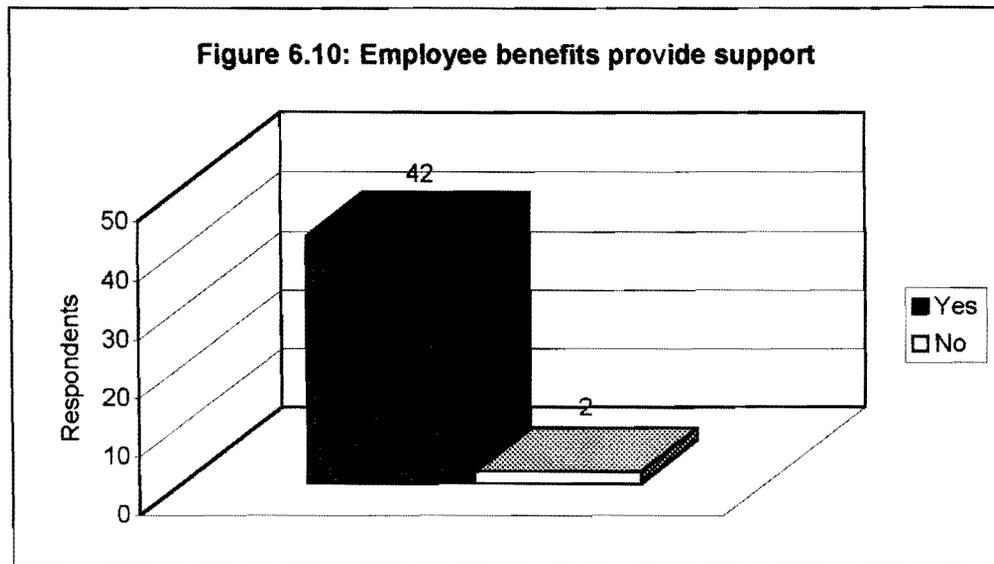
The other identified additional employee benefits i.e. personal counselling, retirement counselling, career counselling, medical services, health care benefits, subsidised catering or luncheon vouchers, adoption benefits, child care, sabbaticals, clothing allowances or company uniform and sports and social facilities within the work environment are not available. Nine respondents are the maximum that responded positively to one of these identified benefits with the result that the general conclusion can be made that most of the respondents are aware and knowledgeable on the available additional benefits within the Public Service.

5.2 Employee benefits to provide support (question 2)

5.2.1 Factual data

Respondents were requested to indicate if they are of the opinion that employee benefits can provide them with support in the execution of their responsibilities as supervisors. Five respondents did not answer the question (N=44). Forty two (95%) respondents indicated that employee benefits could be a support to them. Only two respondents were of the opinion that

employee benefits will not provide support to them in the execution of their responsibilities. The responses are presented in Figure 6.10.



5.2.2 Interpretation

Due to the fact that the majority of respondents (95%) were of the opinion that employee benefits can support them in the execution of their responsibilities, it is accepted that employee benefits are available support systems that could provide support to social work supervisors.

5.3 Available employee incentives (question 3)

5.3.1 Factual data

Respondents were requested to indicate which of the identified employee incentives are available to them in their organisation. One respondent did not answer this question (N=48). The respondents' responses are presented in Table 6.14.

5.3.2 Interpretation

Only three of the identified employee incentives are available within the Public Service i.e. merit pay, overtime payments and pay-for-knowledge. Twenty five (52%) respondents indicated merit pay as an available employee incentive. Due to the fact that 28 respondents indicated individual bonus schemes and 25 respondents indicated performance related cash bonuses as available employee incentives, the conclusion is made that there is confusion amongst respondents on what each of the incentives entails. Merit pay is based on a systematic salary structure, a formal appraisal system and a more or less systematic link between appraised performance and individual rewards. Individual bonus schemes are directed at individual employees rewarding them for their efforts and high levels of performance and the cash amount is linked to the target to be achieved. Performance related cash bonuses are directed at senior executives and the aim is to make pay an incentive and to link it to the achievement of organisational objectives. Researcher thus accepts that respondents are positive about the availability of merit pay as an employee

incentive. The fact that only 25 respondents seem to have knowledge of the availability of merit pay can be related to the possibility that the procedures for effectively implementing this incentive are not actively followed by immediate superiors.

Table 6.14: Available employee incentives (N=48)

Incentives	Yes
Individual bonus schemes	28
Performance related cash bonuses	25
Merit pay	25
Overtime payments	9
Production bonuses	4
Incentives for piecework	2
Stock options	1
Stock purchase plans	1
Maturity curves	1
Share option schemes	1
Pay-for-knowledge	1
Profit sharing plans	0
Profit related pay	0
Sales incentives	0

Overtime payments are available yet only 9 respondents indicate that it is available. The conclusion is made that the respondents have the attitude that regulations and conditions applicable to overtime payments are too difficult and thus simply indicate that, as an incentive, overtime payments are not available to them. The employee incentive pay-for-knowledge implemented in the Public Service is the payment of a once-off amount calculated at a percentage of the employee's base salary scale for each additional diploma or degree he obtains. The fact that only 1 respondent indicated that this incentive is available can be linked with the qualifications of the respondents in the sense that only 4 respondents furthered their studies and could thus possibly have qualified for this incentive.

The other identified employee incentives such as production bonuses, incentives for piecework, stock options, stock purchase plans, maturity curves, share options schemes, profit sharing plans, profit related pay and sales incentives are not available in the Public Service and the majority of respondents are aware of this fact. The general conclusion is that employee incentives are not utilised to their full extent and the main reason for this can be the lack of knowledge on the procedures to follow to access the incentives.

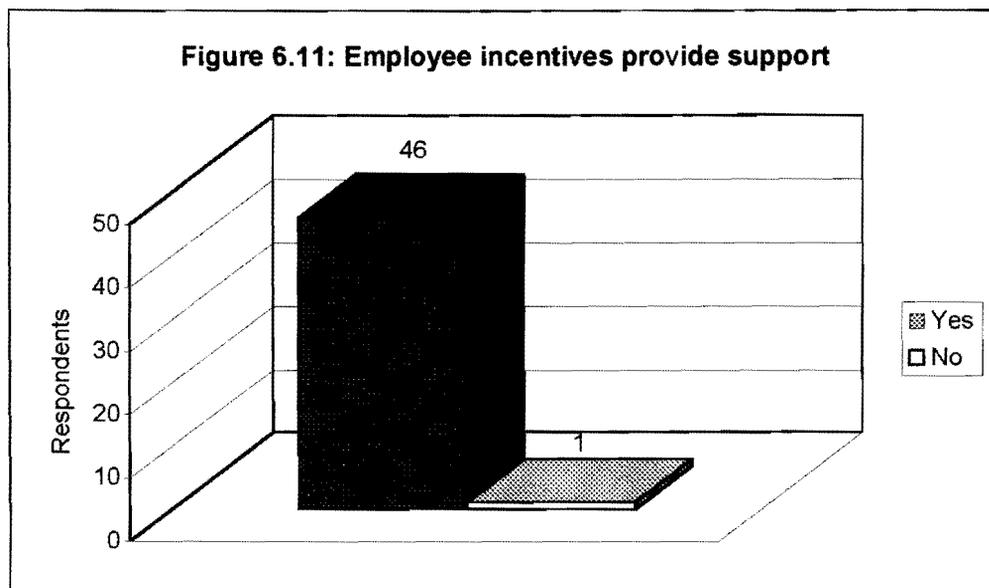
5.4 Employee incentives to provide support (question 4)

5.4.1 Factual data

Respondents had to indicate if they are of the opinion that employee incentives can be a support to them in the execution of their responsibilities as supervisors. Two respondents did not answer the question (N=47). Forty six (98%) respondents indicated that employee incentives could be a support to them. Only one respondent was of the opinion that employee incentives will not provide support to him in the execution of his responsibilities. Figure 6.11 represents the responses.

5.4.2 Interpretation

The majority of the respondents (98%) responded positively by indicating that they are of the opinion that employee incentives can be a support to them in the execution of their responsibilities. Researcher makes the conclusion that it can be accepted that employee incentives are available as support systems and could provide support for social work supervisors.



5.5 Availability of a job description (question 5)

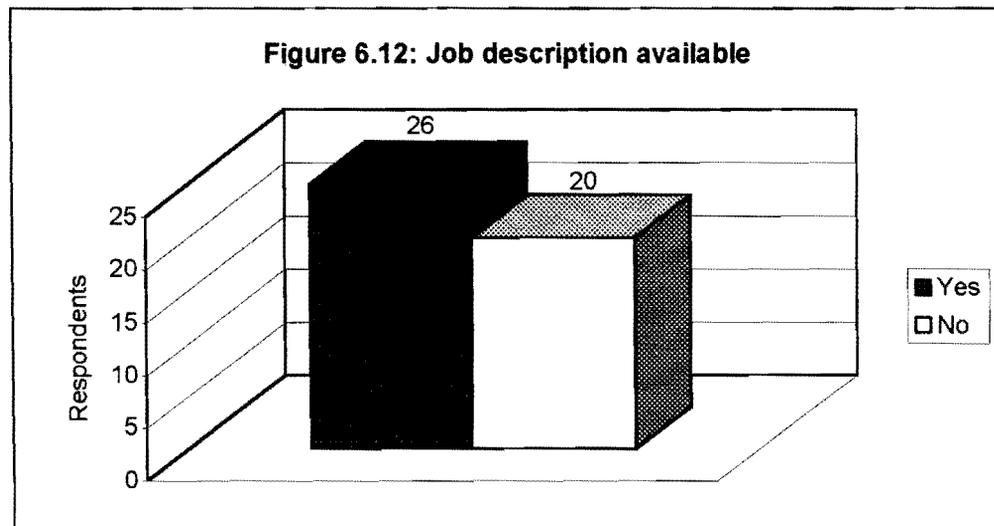
5.5.1 Factual data

Respondents were requested to indicate if they have a job description. Three respondents did not answer this question (N=46). One respondent indicated that he compiled his own job description without assistance from his supervisor. Twenty six (57%) respondents indicated that they do have job descriptions while twenty (43%) respondents indicated that they do not have job descriptions. The responses are presented in Figure 6.12.

5.5.2 Interpretation

A small majority of respondents (57%) responded positively by indicating that they do have job descriptions. The fact that one respondent specifically indicated that he compiled his own job description can be an indication that supervisors are in need of job descriptions to guide work

activities. Forty three percent of the respondents do not have job descriptions. Watling (1995:21) and Tyson & York (1996:75) indicated that the job description gives an explanation of the duties and tasks of a specific position. Employees without job descriptions can result in certain duties and tasks not being executed.



5.6 Job specification (question 6)

5.6.1 Factual data

Respondents had to indicate if they know what the job specification or job requirements in personal terms are for a social work supervisor. Two respondents did not answer this question (N=47). Thirty two (68%) respondents indicated that they do have knowledge of the job specification of a supervisor. Fifteen (32%) respondents indicated that they do not know what the job requirements in personal terms are for their positions as supervisors.

5.6.2 Interpretation

The majority (68%) of the respondents are aware of what the job requirements in personal terms are for a social work supervisor. The job specification refers to the human characteristics that are needed by the person performing the job in terms of experience, education, training, physical and mental abilities (Werther & Davis, 1993:140). The conclusion is made that the majority of social work supervisors are aware of the skills, experience, education and training that they have to comply with to be able to effectively function within the position as supervisor.

5.7 Job analysis (question 7)

5.7.1 Factual data

Respondents had to indicate if they have done a job analysis since their appointment in their present positions. Two respondents did not answer this question (N=47). Nineteen (40%) respondents indicated that they have done a job analysis. Twenty eight (60%) respondents have not done a job analysis since their appointment in their present position.

5.7.2 Interpretation

The job analysis is a comprehensive investigation that is done on the duties of a specific position. According to Raelin (1984:130) there are many key activities that are performed in a position and without careful analysis only a few of these activities may come to mind. A job analysis is thus essential before compiling a job description. As the majority (60%) of the respondents have not done a job analysis the conclusion is made that this was not expected of them and they are not aware of the value an analysis can provide for their effective functioning in their positions as social work supervisors.

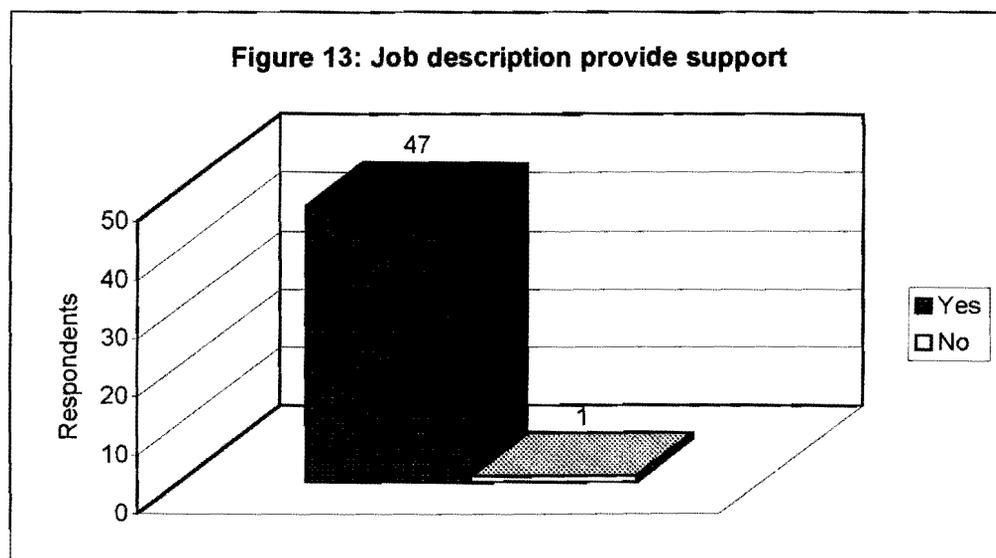
5.8 Support from job description (question 8)

5.8.1 Factual data

Respondents had to indicate if they are of the opinion that the availability of a job description can provide them with support in the execution of their responsibilities as supervisors. One respondent did not answer the question (N=48). One respondent indicated that sometimes he does not know what is actually expected from him and what tasks are not included in his job description. Forty seven (98%) respondents indicated that the availability of a job description could be a support to them. Only one respondent was of the opinion that a job description would not provide support to him in the execution of his responsibilities. The responses are presented in Figure 6.13.

5.8.2 Interpretation

The majority of the respondents (98%) responded positively by indicating that they are of the opinion that the availability of a job description can provide them with support in the execution of their responsibilities. The conclusion is made that a job description is a support system that can be available to provide support to social work supervisors.



5.9 Knowledge of performance appraisal system (question 9)

5.9.1 Factual data

Respondents were requested to indicate if they do have knowledge of the performance appraisal system implemented in their organisation. One respondent did not answer this question (N=48). Thirty seven (77%) respondents indicated that they do have knowledge of the performance appraisal system in their organisation. Eleven (23%) respondents do not have knowledge of the performance appraisal system implemented in their organisation.

5.9.2 Interpretation

The majority (77%) of the respondents indicated that they do have knowledge of the performance appraisal system implemented in their organisation. Anderson (1993:73) recommends that all employees should be fully briefed on the performance appraisal system implemented in the organisation and that the briefing should be extended to training of employees to be appraised as well as the appraisers themselves. Unfortunately it was not possible to establish if respondents were briefed and trained on the performance appraisal system implemented in their organisation. The extent of the knowledge that the majority of the respondents do have can thus not be determined.

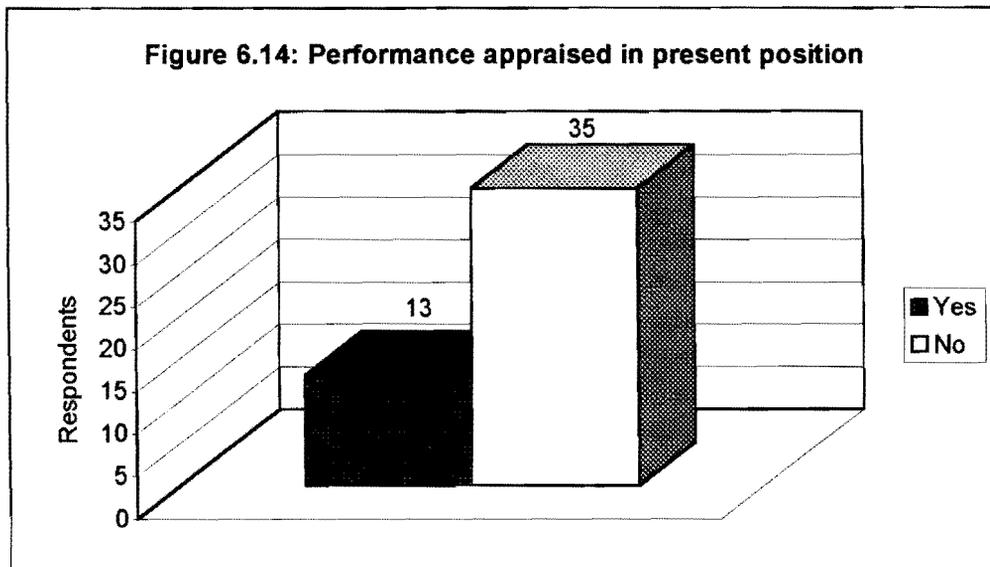
5.10 Performance appraised in present position (question 10)

5.10.1 Factual data

Respondents were requested to indicate if their performance was appraised since their appointment in their present position. One respondent did not answer this question (N=48). Thirteen (27%) respondents indicated that their performance was appraised since their appointment in their present position. Thirty five (73%) respondents' performance was not appraised since their appointment in their present position. Figure 6.14 represents the responses.

5.10.2 Interpretation

It is clear that the majority (73%) of the respondents have not had their performance appraised since their appointment in their present positions. Taking into account that 36 of the respondents (see experience as social work supervisors) have more than 3 years experience as social work supervisors the fact that the performance of only thirteen respondents have been appraised raises concern. A conclusion can be made that the knowledge that 37 respondents claim to have on the implemented performance appraisal system (question C9) is not utilised. The system allows for employees, depending on their position, to be appraised three years after appointment for promotion but that they can be appraised annually for a notch increment on their salary scale. Individual employees thus need to lay claim on being appraised as it can result in a financial benefit. Informal performance appraisal on a more regular basis can contribute to the improvement of employees within their present positions.



5.11 Need for performance to be appraised (question 11)

5.11.1 Factual data

Respondents were requested to indicate if they want their performance to be appraised. Two respondents did not answer this question (N=47). One respondent indicated that he is on the top of his scale and cannot go further. He was also the only respondent that indicated that he does not want his performance to be appraised. However, the rest (46) of the respondents indicated that they want their performance to be appraised.

5.11.2 Interpretation

The fact that all the respondents but one indicated that they want their performance to be appraised is indicative of the value that they do allocate to performance appraisal. This overwhelming positive response is also against the general impression that employees are negative towards performance appraisal and that they do not want their performance to be appraised. In this specific case, the employees are in middle management positions where performance appraisal is considered to be a waste of time and not useful to them (Snape, et al., 1994:43). It can be accepted that this opinion cannot be generalised towards all organisations.

5.12 Regularity of performance appraisal (question 12)

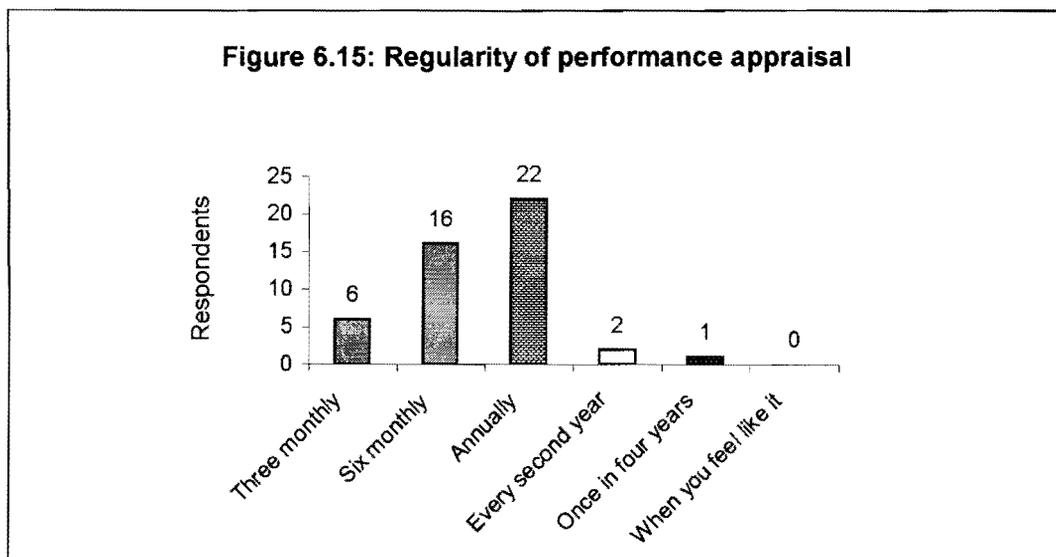
5.12.1 Factual data

In question 12 the respondents that responded positively to question 11 were requested to indicate how regularly they want their performance to be appraised. Although 46 respondents indicated that they want their performance to be appraised, 47 respondents indicated how regularly they want their performance to be appraised (N=47). The responses are presented in Figure 6.15.

5.12.2 Interpretation

As discussed under 5.10.2 the performance of employees can be appraised annually for a notch increment on their salary scale and then according to the position that they hold, they can be appraised after three years and when promotion positions are available for them to be promoted. Six (13%) respondents wanted their performance to be appraised on a 3-monthly basis and 16 (34%) respondents wanted the appraisal to be done on a 6-monthly basis. The implication of such performance appraisals is that it should be done on an informal basis. The conclusion is made that these 22 (47%) respondents requesting the more regular appraisal need regular feedback on their performance to ensure that they are correct in their performance and that they meet the expectations. Informal appraisals also allow for improvement of performance that could result in employees being “ready” for formal appraisals.

Twenty two (47%) respondents requested that their performance be appraised on an annual basis that can be connected with the notch increments on the salary scale that can be awarded if the results of the performance appraisals indicate that employees have earned it. It is concluded that the three respondents that indicated that they only want their performance to be appraised every second year or once in four years are not well informed on the performance appraisal system implemented in their organisation. The general conclusion is that respondents expressed a need for more regular appraisal of their performance and informal appraisal will also be valued.



5.13 Possible appraisers (question 13)

5.13.1 Factual data

Respondents had to indicate which of the identified possible appraisers they would prefer to appraise their performance. They had to indicate their preference according to a scale of 1 to 7 where 1 was their first choice and 7 their last choice. Twelve respondents did not answer this

question (N=37). Table 6.15 represents the responses of the respondents according to the scale of 1 to 7.

5.13.2 Interpretation

To be appraised by their immediate superior is indicated to be the first choice of 29 (78%) of the respondents while 9 respondents identified to be appraised by persons outside the immediate work environment as their last choice. Being appraised by higher level managers seems to be the second choice of most (13) respondents. The responses to the other possible appraisers namely peers, subordinates, self appraisal and multiple appraisal are scattered between the 7 possible choices and it can be related to the fact that being appraised by any person other than the immediate superior is a strange or new concept to many employees. It is concluded that the single superior performance appraisal is the approach most commonly used and this approach is often found acceptable to those involved (Dendinger & Kohn, 1989:42 and Snape, et al., 1994:55).

Table 6.15: Possible appraisers according to preference (N=37)

Possible appraisers	Scale	1	2	3	4	5	6	7
Immediate superior		29	3	3	1	0	0	0
Higher level managers		4	13	6	4	2	2	3
Peers		1	3	7	5	8	5	5
Subordinates		3	7	4	7	1	9	6
Persons outside the immediate work environment		2	3	6	3	6	5	9
Self appraisal		5	7	4	5	6	4	5
Multiple appraisal resources		1	2	7	6	8	4	6

Scale: 1 = 1st choice up to 7 = last choice. N is not 37 for each possible appraiser as some respondents did not grade each possible appraiser.

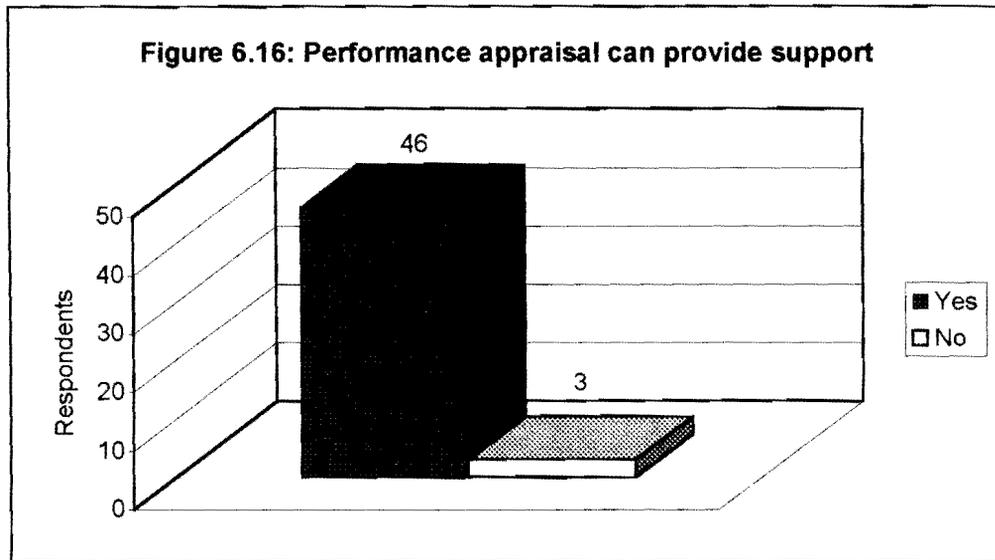
5.14 Support provided by performance being appraised (question 14)

5.14.1 Factual data

Respondents were requested to indicate if, being appraised on a regular basis would provide support to them in the execution of their responsibilities as social work supervisors. All respondents answered this question (N=49). One respondent indicated that performance appraisal could also serve as a measurement or mechanism to indicate improvement or not. Forty six (94%) respondents were positive about the support that being appraised regularly would provide. Only three respondents indicated that regular appraisal of their performance would not be supportive to them in the execution of their responsibilities as supervisors. The responses are presented in Figure 6.16.

5.14.2 Interpretation

The majority of the respondents (94%) responded positively by indicating that they are of the opinion that if their performance is being appraised on a regular basis it can provide them with support in the execution of their responsibilities as social work supervisors. The conclusion is made that regular appraisal of performance as element of the management strategy of performance management is a support system that can be available to provide support to social work supervisors.



5.15 Supervisory training received (question 15)

5.15.1 Factual data

Respondents were requested to indicate if they have received any supervisory training since their appointment in their present position. One respondent did not answer this question (N=48). Twenty five (52%) respondents indicated that they did receive supervisory training. However, 23 (48%) respondents did not receive supervisory training since their appointment in their present position.

5.15.2 Interpretation

A small majority of the respondents have received supervisory training since their appointment in their present positions. The conclusion is made that supervisory training is provided but that it is not a priority in training considerations.

5.16 Managerial training received (question 16)

5.16.1 Factual data

Respondents were requested to indicate if they have received any managerial training since their appointment in their present position. One respondent did not answer this question (N=48). Twenty eight (58%) respondents indicated that they did receive managerial training. Twenty (42%) respondents did not receive managerial training since their appointment in their present position.

5.16.2 Interpretation

The majority (58%) of respondents have received managerial training since their appointment in their present positions. It is concluded that more effort is made to provide managerial training to social work supervisors than is the case with supervisory training.

5.17 Training techniques used (question 17)

5.17.1 Factual data

Respondents that responded positively to questions 15 and 16 were requested to indicate which of the identified training techniques have been used or followed in their training. Even though 25 respondents indicated that they received supervisory training and 28 respondents indicated that they received managerial training, 39 respondents identified training techniques that were used (N=39). These responses are presented in Table 6.16.

5.17.2 Interpretation

Readings or “self-training” resulted in the most positive responses i.e. 30 respondents. This training technique is essentially self-development with the result that it is concluded that respondents have taken responsibility for their own development through reading of relevant and applicable literature. Twenty six respondents indicated that they received on-the-job training. The implication is that supervisors are appointed in their positions and that they act as supervisors without formal training as supervisors.

Case studies have been used in the training of 24 of the respondents. Twenty two respondents indicated that they received basic skills training that is related to computing skills training. Counselling and orientation training were provided to 21 respondents. The counselling technique refers to discussions on a wide range of issues, many of which might extend beyond the job into aspects such as personal matters and career development. This training technique is also a technique through which support can be provided to employees. Orientation training is intended to prepare a new employee to function effectively in the organisation. It could not be established whether respondents received orientation training in preparation for the position as social work supervisor.

The rest of the identified training techniques were positively indicated by the minority of the respondents (less than 45%) as been used in training. Even though 2 respondents indicated that other training techniques were used only one respondent specified the techniques as workshops on supervision where lectures and self-do exercises were used. The general conclusion is that the training techniques that were used or followed are mainly the techniques that could be used in the one-to-one situation.

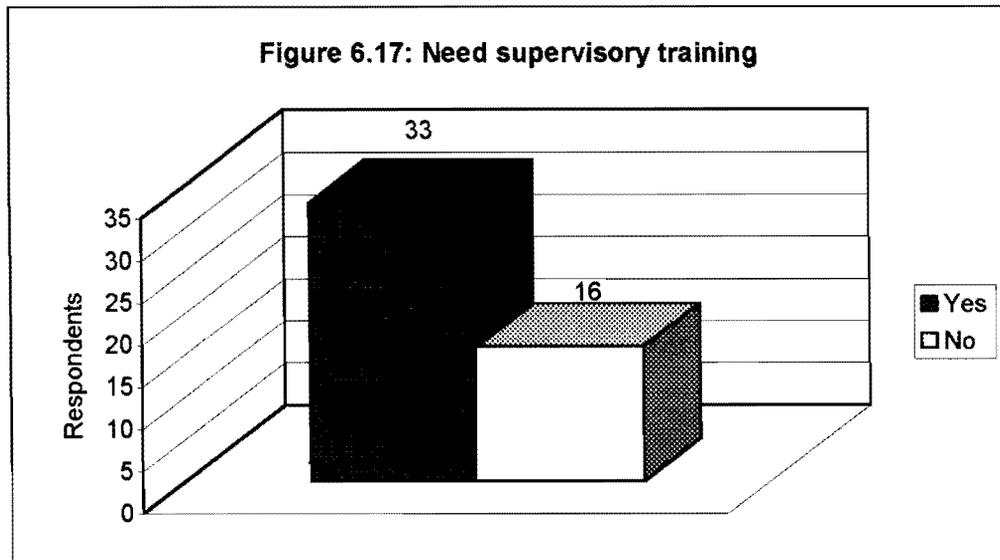
Table 6.16: Training techniques used (N=39)

Techniques	Yes
Readings – “self training”	30
On-the-job training	26
Case studies	24
Basic skills training e.g. computing skills	22
Counselling	21
Orientation training	21
Conference programs	17
Role-playing	16
Managerial work role training	16
Job rotation	14
Interpersonal communications training	14
Networking	14
Traditional classroom lectures	14
Action learning	11
Formal university training	11
Mentoring	10
Computer assisted learning	9
Peer training	8
Manager games and simulations	7
Temporary promotions	6
Coaching	6
Outdoor training	5
Manager learning contracts	5
Technical training	5
Programmed instructions – step-by-step training	5
Sensitivity training	3
Other	2

5.18 Need for supervisory training (question 18)

5.18.1 Factual data

Respondents were requested to indicate if they need supervisory training. All respondents answered this question (N=49). Thirty three (67%) respondents indicated that they need supervisory training. Sixteen (33%) respondents indicated that they do not need supervisory training. The responses are presented in Figure 6.17.



5.18.2 Interpretation

A majority of 67% respondents indicated that they do need supervisory training. In question 15 48% of the respondents indicated that they have not received supervisory training. The conclusion is made that even though 52% of the respondents have received supervisory training, some of them need more training as well as those respondents that have not received any supervisory training.

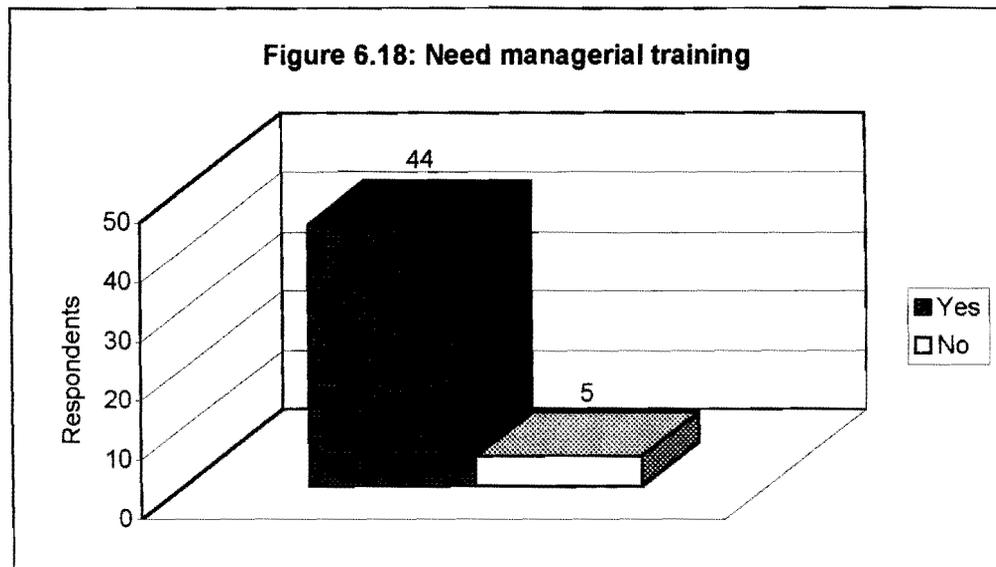
5.19 Need for managerial training (question 19)

5.19.1 Factual data

Respondents had to indicate if they need managerial training. All respondents answered this question (N=49). One respondent indicated that both supervisory and managerial training are important, as new levels with new requirements have to be mastered. Another respondent indicated that he is engaged in a management course at the university. Forty four (90%) respondents indicated that they do need managerial training. Only five (10%) respondents indicated that they do not need managerial training. Figure 6.18 presents the responses.

5.19.2 Interpretation

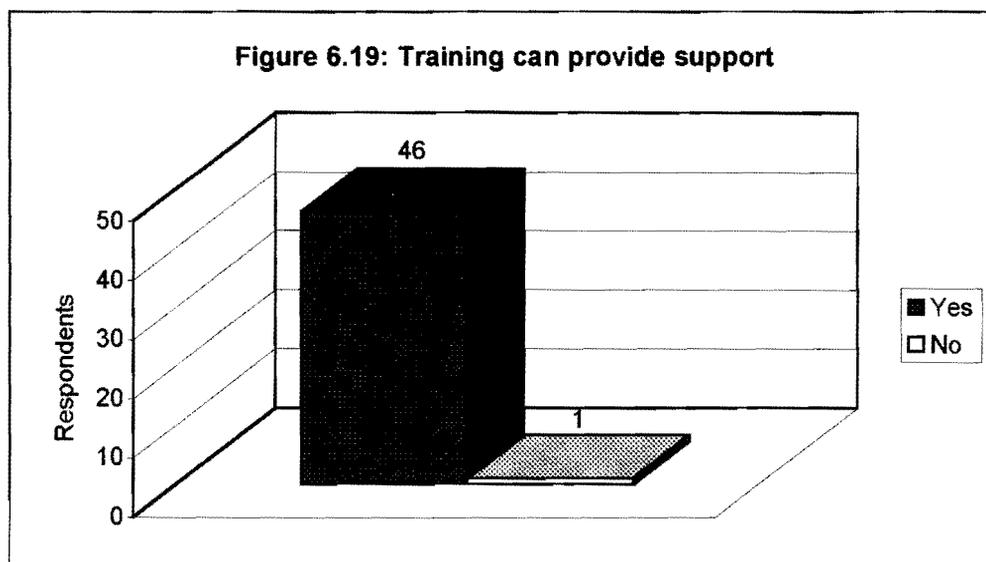
An overwhelming majority of 90% respondents indicated that they do need managerial training even though the responses to question 16 indicated that 58% of the respondents have received managerial training. The conclusion is that the need for managerial training is more intense than the need for supervisory training and that training should be provided on a continuous basis.



5.20 Support provided by training (question 20)

5.20.1 Factual data

Respondents that responded positively to questions 18 and 19 had to indicate if supervisory and managerial training could provide support to them in the execution of their duties as social work supervisors. Only two respondents did not answer this question even though 16 respondents indicated that they do not need supervisory training and 5 respondents indicated that they do not need managerial training (N=47). Forty six (98%) respondents indicated that supervisory and managerial training could provide them with support in the execution of their responsibilities. Only one respondent indicated that supervisory and managerial training could not be supportive to him as supervisor. Figure 6.19 presents the responses to this question.



5.20.2 Interpretation

Again an overwhelming majority of the respondents (98%) responded positively by indicating that they are of the opinion that supervisory and managerial training can provide them with support in the execution of their responsibilities as social work supervisors or middle managers. It is

concluded that supervisory and managerial training as part of the management strategy of strategic human resources development is a support system that can be available to provide support to social work supervisors.

5.21 Knowledge of the budget (question 21)

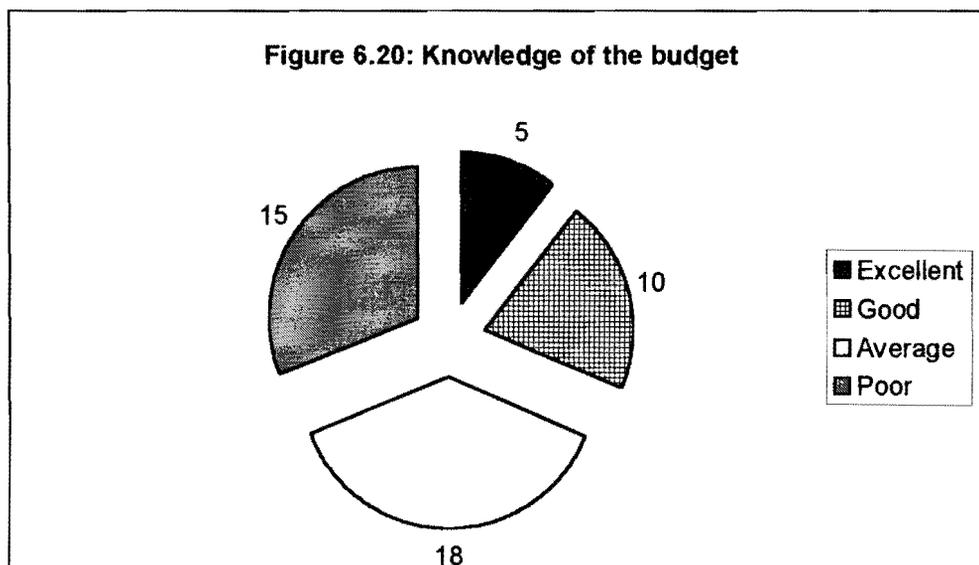
5.21.1 Factual data

Respondents were requested to rate their knowledge of the budget for their section according to a 4-point scale. One respondent did not answer this question (N=48). The responses are presented in Figure 6.20. The 4-point scale is the following:

- 1 Excellent
- 2 Good
- 3 Average
- 4 Poor

5.21.2 Interpretation

Fifteen (31%) respondents rated their knowledge of the budget above average i.e. excellent or good. The rest of the respondents rated their knowledge of the budget as average (18 – 38%) and poor (15 – 31%). The majority (69%) of respondents thus have an average or below average knowledge of the budget. The conclusion is that respondents' knowledge of the budget is not sufficient for them to act with confidence when contributing to the budget.



5.22 Knowledge of financial controls and input during the budgeting process (question 22)

5.22.1 Factual data

Respondents had to indicate if they do have knowledge of the financial controls to be implemented. Four respondents did not answer this question (N=45). Thirty (67%) respondents indicated that they do have knowledge of the financial controls to be implemented, but fifteen (33%) respondents indicated that they do not have knowledge of the financial controls.

In the same question (22) respondents were requested to indicate if they have any form of input during the budgeting process. Thirty (67%) respondents indicated that they do give input and fifteen (33%) respondents indicated that they do not give any form of input during the budgeting process. One respondent did not answer the question but indicated that they do not deal with the budget.

5.22.2 Interpretation

In terms of the responses on knowledge of financial controls to be implemented, the majority (67%) of respondents indicated that they do have knowledge thereof. The same number of positive responses (67%) is applicable to input that is provided during the budgeting process. The general conclusion is that most of the respondents do have knowledge of the financial controls to be implemented and do provide input during the budgeting process. Unfortunately the degree of this knowledge and input could not be established through these questions. The degree of knowledge and input would have provided an indication of the confidence with which the financial controls are implemented which would also have a positive influence on the quality of input that could be provided during the budgeting process.

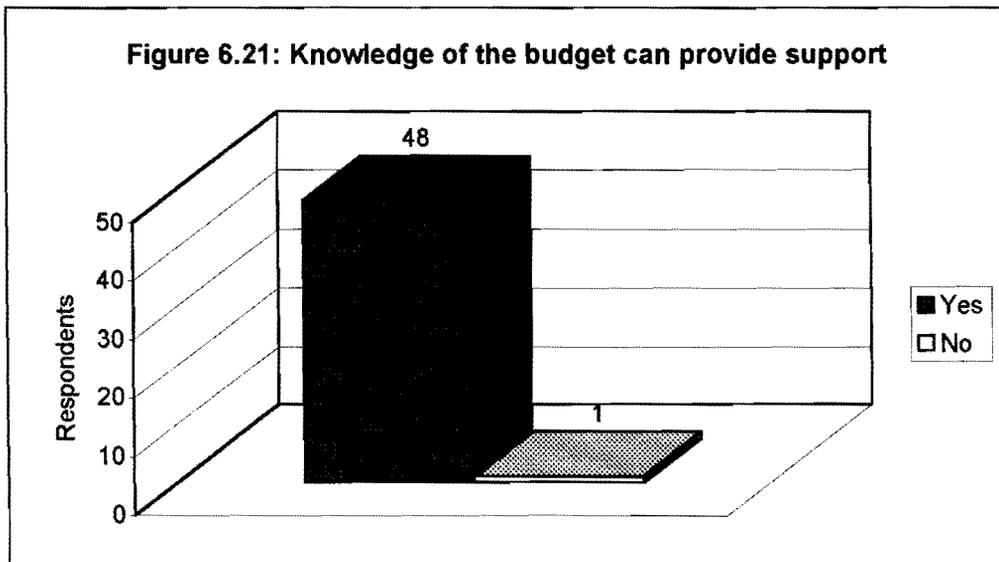
5.23 Support from knowledge of the budget (question 23)

5.23.1 Factual data

Respondents were requested to indicate if they are of the opinion that knowledge of the budget would provide support to them in the execution of their duties as social work supervisors. All respondents answered this question (N=49). Forty eight (98%) respondents were positive about the support that knowledge of the budget would provide. Only one respondent indicated that knowledge of the budget would not be supportive to him in the execution of his responsibilities as supervisor. The responses are presented in Figure 6.21.

5.23.2 Interpretation

Again an overwhelming majority of the respondents (98%) responded positively by indicating that they are of the opinion that knowledge of the budget can provide them with support in the execution of their responsibilities as social work supervisors. The conclusion is that knowledge of the budget is an available support system to provide support to social work supervisors.



5.24 Support from active participation in the budgeting process (question 24)

5.24.1 Factual data

Respondents had to indicate if they are of the opinion that active participation in the budgeting process will provide support to them in the execution of their duties as social work supervisors. One respondent did not answer this question (N=48). All respondents were positive about the support that active participation in the budgeting process would provide to them in the execution of their responsibilities as supervisors.

5.24.2 Interpretation

As the response to this question was 100% positive it can be accepted without a doubt that active participation of social work supervisors in the budgeting process will provide them with support in the execution of their duties. The conclusion is made that active participation in the budgeting process as a result of knowledge of the budget ensures that the budget is an available support system to provide support to social work supervisors.

5.25 Availability of the services of an Employee Assistance Program (question 25)

5.25.1 Factual data

Respondents were requested to indicate if the services of an Employee Assistance Program (EAP) are available within their organisation. Three respondents did not answer this question (N=46). Nine (19%) respondents indicated that the services of an EAP are available to them. Thirty six (79%) respondents indicated that the services of an EAP are not available to them and one (2%) respondent indicated that he does not know if such services are available.

5.25.2 Interpretation

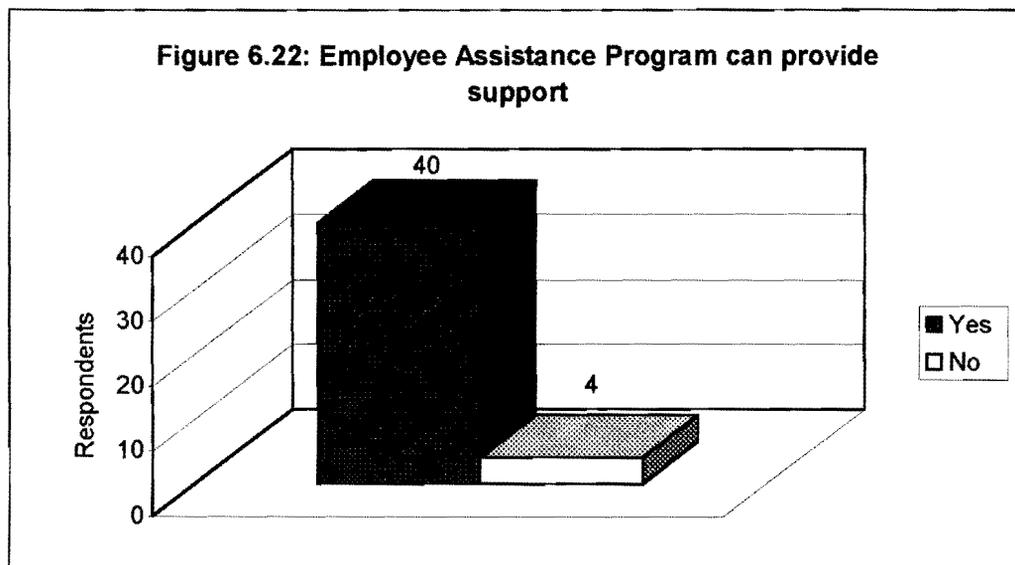
Employee Assistance Programs are categorised under personal counselling as an employee benefit. The Public Service Staff Code (revised edition 10 June 1994) makes provision for

psychological and related professional services in respect of vocational adjustment of employees in the Public Service. The fact that only 9 (19%) respondents have indicated that the services of an Employee Assistance Program are available within their organisation results in the conclusion that supervisors are not aware of this service or that the service is not effectively implemented and thus not utilised.

5.26 Willingness to make use of services of an EAP for personal support (question 26)

5.26.1 Factual data

Respondents were requested to indicate if they would make use of the services of an Employee Assistance Program in order to support them personally in the handling of their supervisory and managerial problems and frustrations as social work supervisors. Four respondents did not answer this question (N=45). Forty (89%) respondents indicated that they would make use of the services of an EAP for personal support. Four (9%) respondents responded negatively and one (2%) respondent indicated that he could not answer the question. Figure 6.22 represents the responses.



5.26.2 Interpretation

A majority of the respondents (89%) responded positively by indicating that they would make use of the services of an Employee Assistance Program for personal support in the handling of their supervisory and managerial problems and frustrations as social work supervisors. It is concluded that the services of an Employee Assistance Program can be a support system to provide support to social work supervisors if available and functioning effectively.

5.27 Discussion of supervisory and managerial problems and frustrations with colleagues (question 27)

5.27.1 Factual data

Respondents were requested to indicate if they do discuss supervisory and managerial problems and frustrations with colleagues in similar positions as themselves. One respondent did not answer this question (N=48). Forty four (92%) respondents responded positively and four (8%) respondents indicated that they do not discuss their supervisory and managerial problems and frustrations with colleagues.

5.27.2 Interpretation

As 44 (92%) respondents responded positively by indicating that they do discuss their supervisory and managerial problems and frustrations with their colleagues. It is thus accepted that social work supervisors have a need to discuss their problems and frustrations with their colleagues in similar positions as themselves. The statement of Remley et al. (1987:59) namely that the mutual support and acknowledgment received within the peer group can help managers who experience job related stress to cope more effectively, confirms this conclusion.

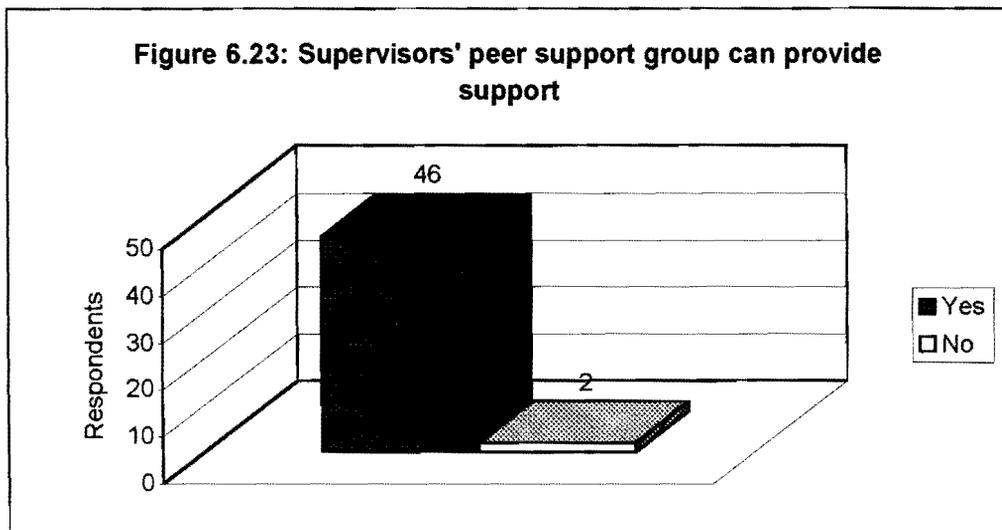
5.28 Supervisors' peer support group (question 28)

5.28.1 Factual data

Respondents had to indicate if they are of the opinion that they could benefit from a structured peer group of middle managers also referred to as supervisors' peer support group. One respondent did not answer this question (N=48). One respondent was very specific in terms of the benefits that can be derived from a structured peer group: within the group, members will share their experience, advice and knowledge on how to handle supervisory and managerial problems and frustrations. The group will also provide general support. Forty six (96%) respondents were positive that they could benefit from a peer support group. Only two (4%) respondents were of the opinion that they would not benefit from such support group. The responses are presented in Figure 6.23.

5.28.2 Interpretation

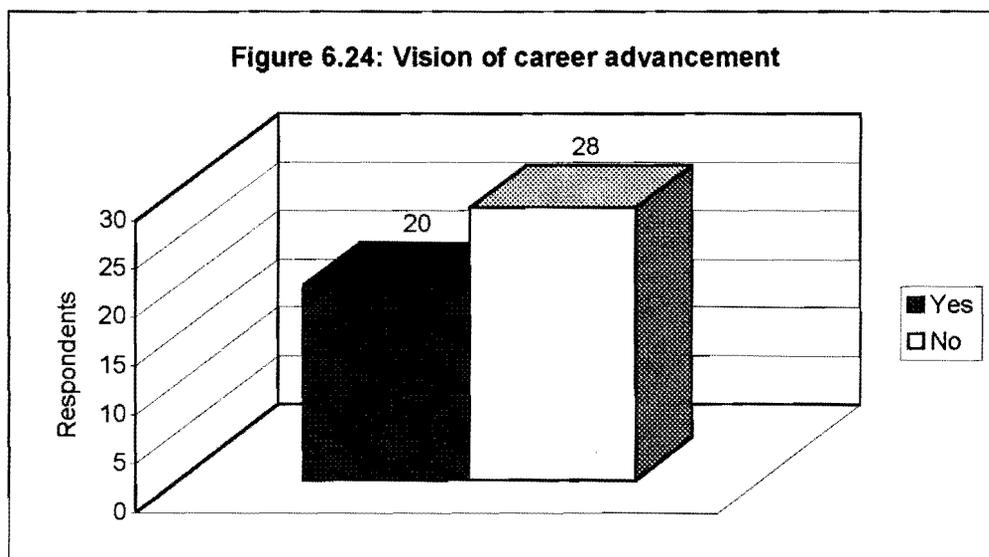
It is accepted that the supervisors' peer support group can be available as a support system to provide support to social work supervisors, as an overwhelming majority of the respondents (96%) responded positively by indicating that they could benefit from a peer support group.



5.29 Vision of career advancement (question 29)

5.29.1 Factual data

Respondents had to indicate if they have a positive vision of career advancement for themselves in their sections. One respondent did not answer this question (N=48). One respondent stressed that due to affirmative action there is no possibility of “advancement” – he will stay a supervisor forever. Twenty (42%) respondents have a positive vision of their career advancement but 28 (58%) respondents have no vision of career advancement for themselves in their sections. The responses are presented in Figure 6.24.



5.29.2 Interpretation

A majority (58%) of the respondents responded negatively in the sense that they have no vision of career advancement for themselves in their sections. The direct referral by one respondent to the negative influence of affirmative action on possible career advancement has to be taken serious

note of. The implication is that the manner in which the transformation of the Public Service is handled has a negative influence on the vision that employees have of their future within the Public Service.

5.30 Initiative for career planning (question 30)

5.30.1 Factual data

Respondents that responded positively to question 29 were requested to indicate who has taken initiative for their career planning: themselves, their immediate superiors or the human resource sections. Even though 20 respondents were positive about career advancement in their section, 21 respondents answered this question (N=21). The responses are indicated in Table 6.17 according to the combinations of possibilities for taking initiative for career planning as indicated in the questionnaires.

Table 6.17: Initiative for career planning (N=21)

Possibilities	Response	%
Yourself	13	62
Yourself and human resource section	1	6
Immediate superior	2	9
Yourself, immediate superior and human resource section	3	14
Yourself and immediate superior	2	9

5.30.2 Interpretation

It is clear from the responses that initiative for career planning is taken by employees themselves in the majority of cases (62%). Only 2 (9%) of the respondents indicated that their immediate superiors took initiative in supporting their career planning. In all the other possibilities the individual employee was part of the career planning. Burack & Mathys (1988:26) stressed that the individual cannot be separated from active participation in his own career planning even though organisations are expected to set up programs, systems and policies to support these individuals. It is concluded that employees do have a responsibility towards their own career planning but they do need support from the organisation.

5.31 Support from specific career planning (question 31)

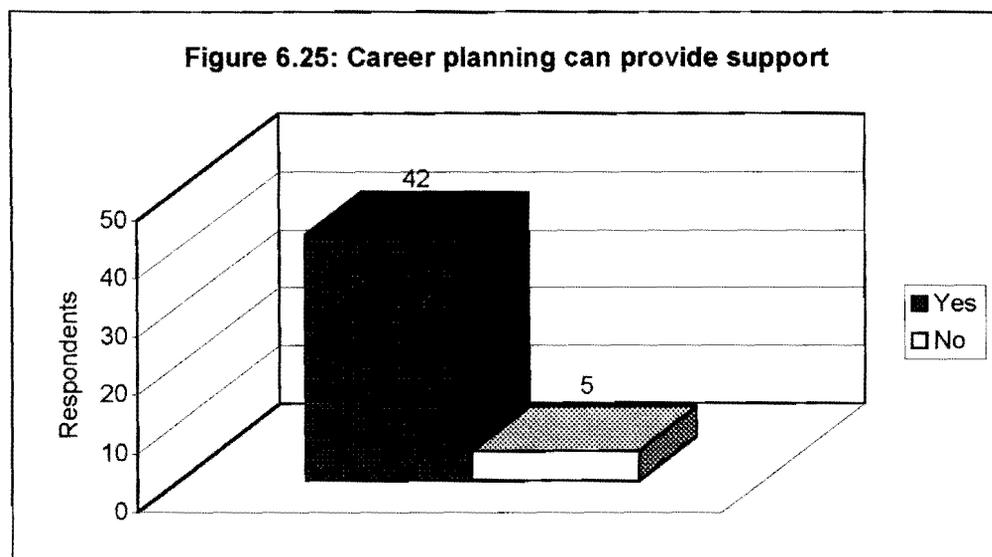
5.31.1 Factual data

Respondents were requested to indicate if they were of the opinion that specific career planning for themselves would provide support to them in the execution of their responsibilities as social work supervisors. Two respondents did not answer this question (N=47). Forty two (89%) respondents responded positively about the support that specific career planning would provide to them in the execution of their responsibilities as supervisors. Only 5 (11%) respondents indicated that career planning would not provide support to them in the execution of their responsibilities.

One respondent specifically indicated that due to affirmative action career planning is not necessary, as there is no possibility of promotion. Figure 6.25 represents the responses.

5.31.2 Interpretation

A majority of the respondents (89%) responded positively by indicating that specific career planning would support them in the execution of their duties as social work supervisors. The fact that affirmative action is indicated to negatively influence employees in terms of their vision of the future should be taken note of as work motivation and satisfaction can also be negatively influenced. It is concluded that specific career planning can be available as support system to provide support to social work supervisors if superiors execute their career management responsibilities.



5.32 Types of organisational cultures (question 32)

5.32.1 Factual data

Respondents had to indicate, according to a 4-point scale, to which degree the identified organisational cultures are present in their organisations. Five respondents did not answer this question (N=44). One respondent graded caring, exacting and integrative cultures as prominent but indicated that it is present in a mixture and it is different from manager to manager. The responses are presented in Table 6.18. The 4-point scale is the following:

- 1 Prominent (100%)
- 2 Less prominent (70%)
- 3 Vaguely noticeable (30%)
- 4 Absent (0%)

5.32.2 Interpretation

The responses of the respondents reflect a very negative picture of the culture present in the Department of Welfare in the three provinces. A majority (43%) of respondents indicated that the

exacting culture with little sensitivity for employees but demanding and exacting performance expectations is prominent in their organisations. The apathetic culture with little concern for human assets and indifference to their performance is indicated by 12 (27%) respondents to be less prominent. By taking the first (prominent) and second (less prominent) categories of the scale into consideration, the exacting culture is indicated to be prominent by 29 (66%) respondents. 23 (52%) respondents indicate the apathetic culture to be prominent and 17 (39%) respondents indicate both the integrative and caring cultures as prominent. The conclusion is made that organisational culture present within the Department of Welfare has little concern for the employees and is either very demanding or indifferent towards the performance of the employees.

Table 6.18: Organisational cultures present in organisations (N=44)

Type of culture	Scale	1	2	3	4
Exacting culture – little sensitivity for employees but demanding and exacting performance expectations.		19	10	10	1
Apathetic culture – little concern for human assets and indifference to their performance.		12	11	12	8
Integrative culture – high concern for employees and high performance expectations.		9	8	16	7
Caring culture – high concern for employees as assets and relatively undemanding performance expectations.		6	11	16	7

N is not 44 for each type of culture as some respondents did not grade each type of culture.

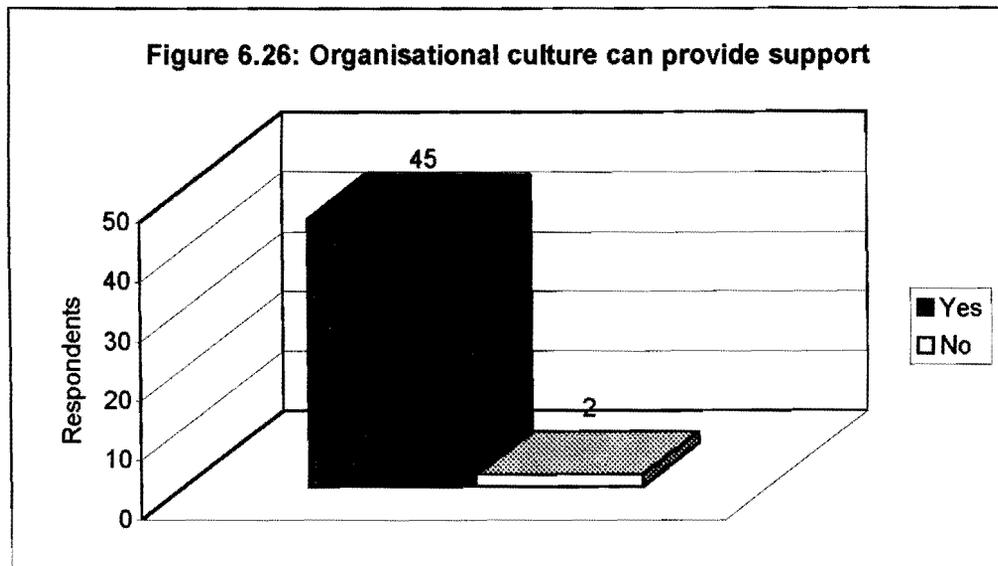
5.33 Organisational culture providing support (question 33)

5.33.1 Factual data

Respondents were requested to indicate if they were of the opinion that organisational culture could be supportive to them in the execution of their responsibilities as social work supervisors. Two respondents did not answer this question (N=47). Forty five (96%) respondents responded positively about the support that the organisational culture would provide to them in the execution of their responsibilities as supervisors. Only 2 (4%) respondents indicated that organisational culture would not provide support to them in the execution of their responsibilities. Figure 6.26 represents the responses.

5.33.2 Interpretation

A majority of the respondents (96%) responded positively by indicating that the organisational culture present within their organisation can provide them with support in the execution of their duties as social work supervisors. It is concluded that organisational culture can be available as a support system to provide support to social work supervisors.



5.34 Organisational climate (question 34)

5.34.1 Factual data

Respondents had to indicate, according to a 4-point scale, to which degree the identified organisational climates describe the climate in their organisations. One respondent indicated that a system for recognition is in place but is not effectively implemented. All respondents answered this question (N=49). The responses are presented in Table 6.19 as prevalent organisational climates.

The 4-point scale is the following:

- 1 Excellent
- 2 Good
- 3 Average
- 4 Poor

5.34.2 Interpretation

The responses of the respondents are mostly negative in the sense that the categories average and poor represent the most responses. A negative picture of the organisational climate prevalent in the Department of Welfare is thus created through the responses of the respondents. No respondent identified the organisational climate of being supportive and resulting in job satisfaction as indicative of the climate in their organisation. Only 2 (4%) respondents identified the climates of employees knowing that management is concerned about them and a system for recognition is in place as excellent descriptions of the climate in their organisation. Only 7 (14%) respondents indicated that the climate of formal tasks being communicated from top management via the correct channels is an excellent description of the climate in their organisation. The general conclusion is that employees experience the present organisational climate within the Department of Welfare negative and it needs urgent attention.

Table 6.19: Prevalent organisational climates (N=49)

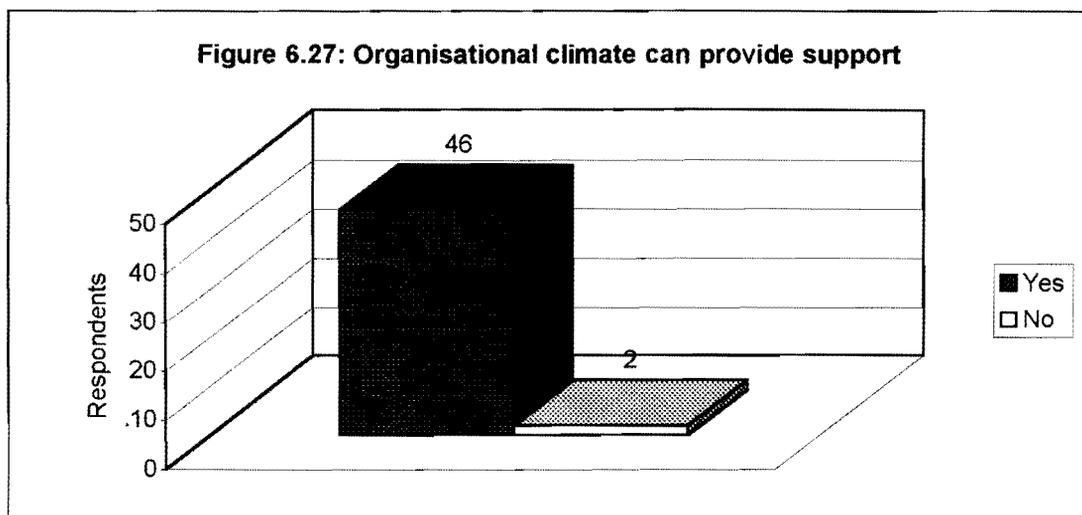
Type of climate	Scale	1	2	3	4
Formal tasks are communicated from top management via the correct channels.		7	10	19	11
Changes in responsibilities are passed on to the persons involved.		5	11	23	8
Management style conveys warmth, friendliness and security to employees.		4	10	25	10
All employees are treated the same.		4	3	17	23
An effective and efficient system for evaluation is in place.		3	8	18	19
Tasks are clear and are not changed continuously.		3	4	19	23
Employees know that management is concerned about them.		2	5	20	21
A system for giving recognition is in place.		2	5	19	22
The organisational climate is supportive and results in job satisfaction.		0	7	18	23

N is not 49 for each type of climate as some respondents did not grade each type of climate.

5.35 Organisational climate providing support (question 35)

5.35.1 Factual data

Respondents were requested to indicate if they are of the opinion that the organisational climate can be supportive to them in the execution of their responsibilities as social work supervisors. One respondent did not answer this question (N=48). Forty six (96%) respondents responded positively about the support that the organisational climate could provide to them in the execution of their responsibilities as supervisors. Only 2 (4%) respondents indicated that organisational climate would not provide support to them in the execution of their responsibilities. Figure 6.27 represents the responses.



5.35.2 Interpretation

It is accepted that organisational climate can be available as a support system to provide support to social work supervisors, as an overwhelming majority of the respondents (96%) responded positively by indicating that the organisational climate can support them in the execution of their duties as social work supervisors.

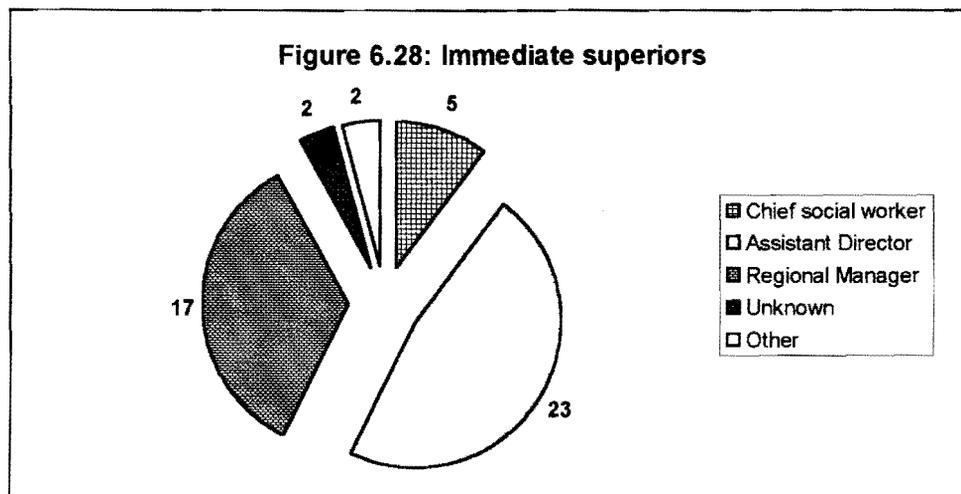
5.36 Immediate superior (question 36)

5.36.1 Factual data

Communication problems and persons acting (not permanently appointed) in senior positions due to structural changes resulted in supervisors not knowing who their immediate superiors are. Respondents were requested to identify their immediate superior from possible indicated superiors. All respondents answered this question (N=49). The responses of the respondents are presented in Figure 6.28.

5.36.2 Interpretation

Two respondents indicated that their superiors are the District Manager and the Medical Superintendent. Two respondents indicated that they do not know who their immediate superior is. In most cases (23 – 47%) the Assistant Director is the immediate superior. The conclusion is made that the majority (96%) of the respondents know who their immediate superiors are.

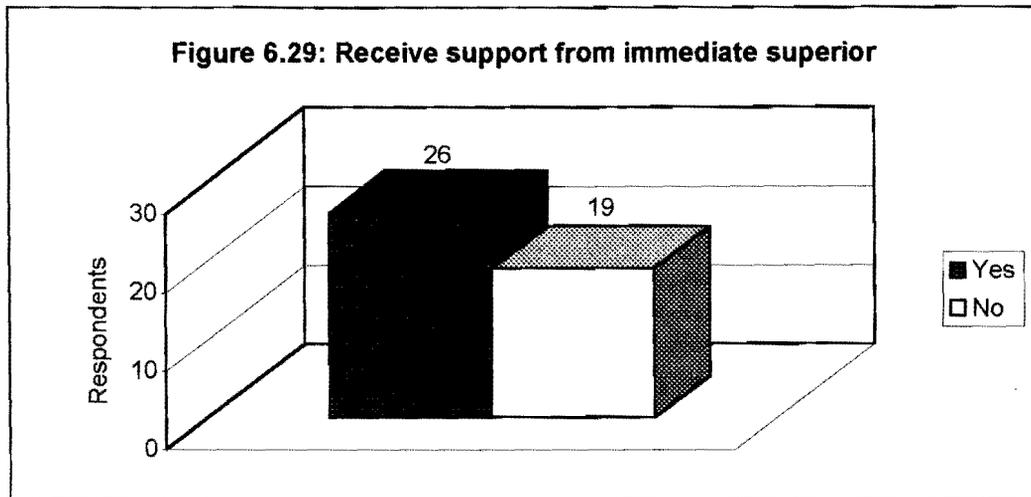


5.37 Support from immediate superior (question 37 and 38)

5.37.1 Factual data

Respondents had to indicate if they do receive support for the execution of their duties as social work supervisors from their immediate superiors. Three respondents did not answer the question and one respondent was ambivalent by indicating that sometimes he does receive support and sometimes not (N=45). Twenty six (58%) respondents indicated that they do receive support from their immediate superiors. Nineteen (42%) respondents responded negatively by indicating that

they do not receive support from their immediate superiors. Figure 6.29 represents the responses on question 37.



Question 38 requested respondents responding positively to question 37 to identify the support that they do receive from their immediate superiors. The responses produced a few negative indications in terms of the support that is (not) provided by immediate superiors:

- Support is limited as many employees are acting (not permanently appointed) in senior positions.
- Guidance is received when needed but the superior will not inform supervisors when work is of good quality. It is experienced that the superior sometimes does not accept the fact that supervisors can have different opinions.
- Supervisors experience it as a problem that there are aspects that the superior does not know.

The positive responses of the respondents with regard to support received from immediate superiors are summarised in the following comments:

- Meetings between supervisors and their immediate superiors materialised where problems were addressed and advice was given on handling the problems. The superior may also follow up on problems that were discussed and advice that was given.
- An open door policy ensured that the superior was always available for help when there was a problem.
- Immediate superiors organised workshops that were attended by supervisors and provided capacity building opportunities.
- The immediate superior intervened if there was a problem that could not be solved by the District Manager.
- Relevant information was regularly communicated to supervisors.
- Feedback, verbal support and motivation were provided during individual discussions. Supervisors were encouraged in terms of productive and positive growth.
- Assistance was provided in the handling of crisis situations.

- Emotional support was provided when frustration and stress were prevalent and influenced work performance.
- Peer consultation and peer group supervision were implemented.
- Support was provided through the sharing of responsibility.

5.37.2 Interpretation

A small majority (58%) respondents do receive support from their superiors for the execution of their duties as social work supervisors. The negative indication of support that is (not) received refers to superiors acting (not permanently appointed) in senior positions and not being competent in terms of their level of knowledge to support social work supervisors. The positive indications of support received are related to meetings, consultation, feedback and communication that take place on a regular basis. The open door policy implying the availability and accessibility of the superior seems to be very important to the respondents.

5.38 Management strategies (question 39)

5.38.1 Factual data

Respondents were requested to indicate if they implement specific management strategies. Seven respondents did not answer this question (N=42). Eighteen (43%) respondents do implement specific management strategies while twenty four (57%) respondents do not implement specific management strategies.

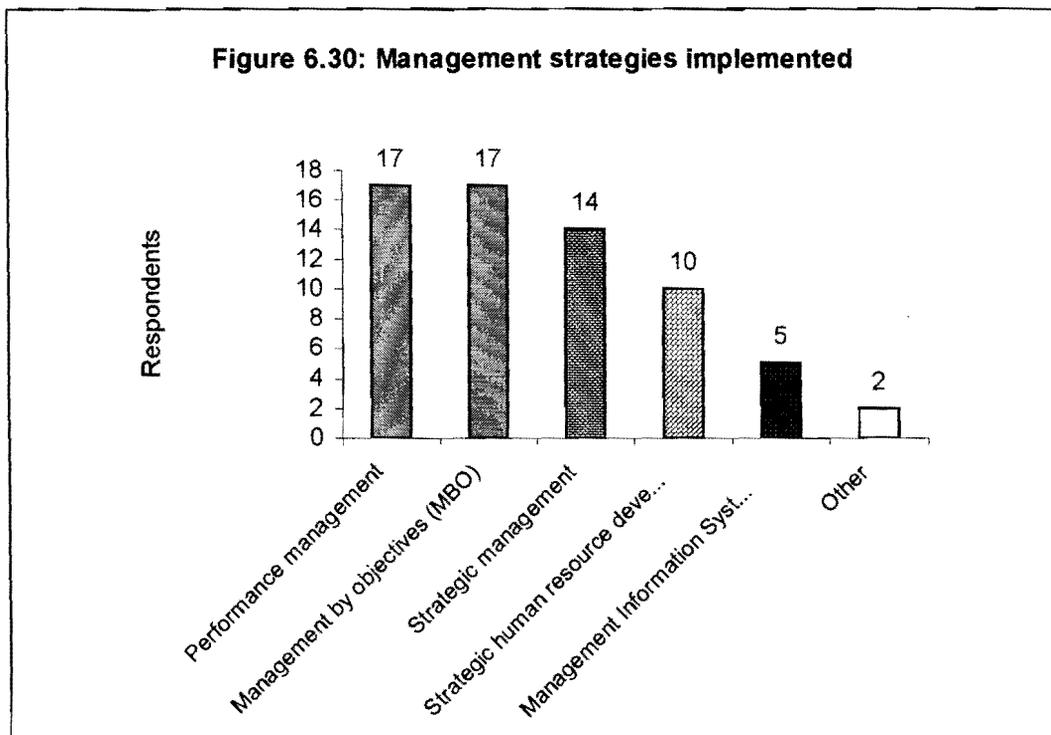
5.38.2 Interpretation

Only 18 (43%) of the respondents implement specific management strategies in their supervisory practice. This rather low positive response can be related to either a lack of knowledge on the different management strategies or an indifferent attitude towards management strategies as an important aid in the management of subordinates.

5.39 Management strategies implemented (question 40)

5.39.1 Factual data

Respondents that responded positively to question 39 had to indicate which of the identified management strategies they implement. Although 18 respondents indicated that they do implement specific management strategies, 24 respondents answered this question (N=24). Figure 6.30 represents the responses on this question.



5.39.2 Interpretation

Two respondents specified that they also implement crisis management and participatory management as management strategies. The fact that these are referred to as management strategies confirms the conclusion that social work supervisors lack knowledge on management strategies. Performance management and management by objectives are the management strategies that are implemented by most (17 – 71%) of the respondents. The 24 responses to this question represents 49% of the total number of possible responses with the result that the conclusion is made that at least half of the respondents do not have sufficient knowledge of management strategies to implement them in their supervisory practice.

5.40 Need for training in specific management strategies (question 41)

5.40.1 Factual data

Respondents that responded negatively to question 39 were requested to indicate their need for training in the identified management strategies. Respondents had to use a scale from 1 to 5 where 1 represents the most needed and five the least needed training in the different management strategies. Although 24 respondents indicated that they do not implement specific management strategies, 32 respondents answered this question (N=32). Table 6.20 presents the responses to this question.

5.40.2 Interpretation

When taking the first and second categories of the scale into consideration, strategic human resource development represents the training most needed by 25 (74%) respondents.

Performance management as a management strategy represents the training most needed by 21 (62%) respondents. The fact that 32 and not 24 respondents indicated their needs for training in the different management strategies results in the conclusion that social work supervisors are in need of well planned and organised training in different management strategies.

Table 6.20: Need for training in management strategies (N=32)

Scale	1	2	3	4	5
Strategies					
Strategic human resource development	12	13	5	2	0
Performance management	12	9	4	3	4
Management by objectives (MBO)	10	4	3	11	4
Strategic management	8	6	10	6	2
Management Information Systems (MIS)	8	3	4	4	13

Scale: 1 = training most needed to 5 = training least needed

5.41 Knowledge of management strategies provide support (question 42)

5.41.1 Factual data

Respondents had to indicate if they are of the opinion that knowledge of management strategies would support them in the execution of their responsibilities as social work supervisors. All respondents answered this question (N=49) and responded positively that knowledge of management strategies would provide them with support in the execution of their responsibilities.

5.41.1 Interpretation

100% of the respondents responded positively by indicating that knowledge of management strategies can provide them with support in the execution of their duties as social work supervisors or middle managers. It is concluded that management strategies can be available as a support system to provide support to social work supervisors.

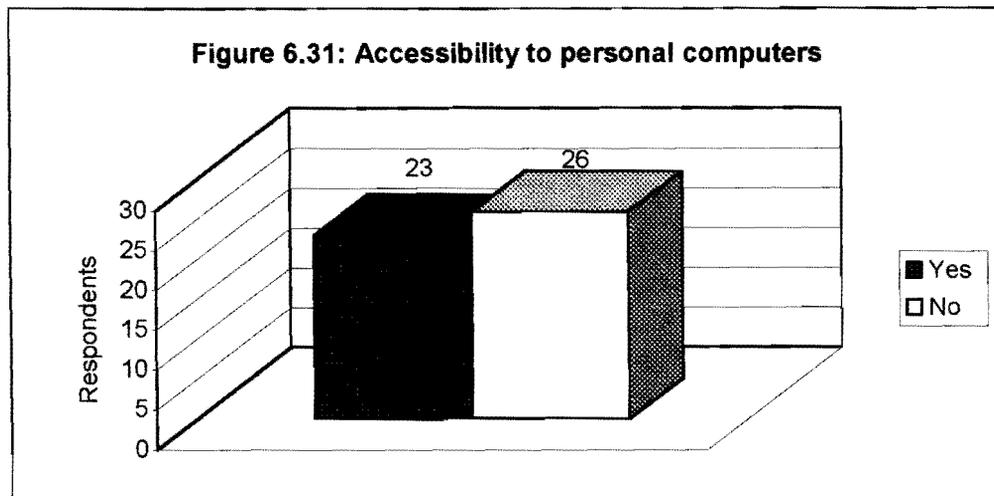
5.42 Accessibility to personal computers (question 43)

5.42.1 Factual data

Respondents were requested to indicate if they have access to a personal computer allocated to them. All respondents answered this question (N=49). Twenty three (47%) respondents indicated that they do have access to a personal computer. Twenty six (53%) respondents responded negatively indicating that they do not have access to personal computers. The responses are presented in Figure 6.31.

5.42.2 Interpretation

Approximately half of the respondents do have access to personal computers allocated to them.



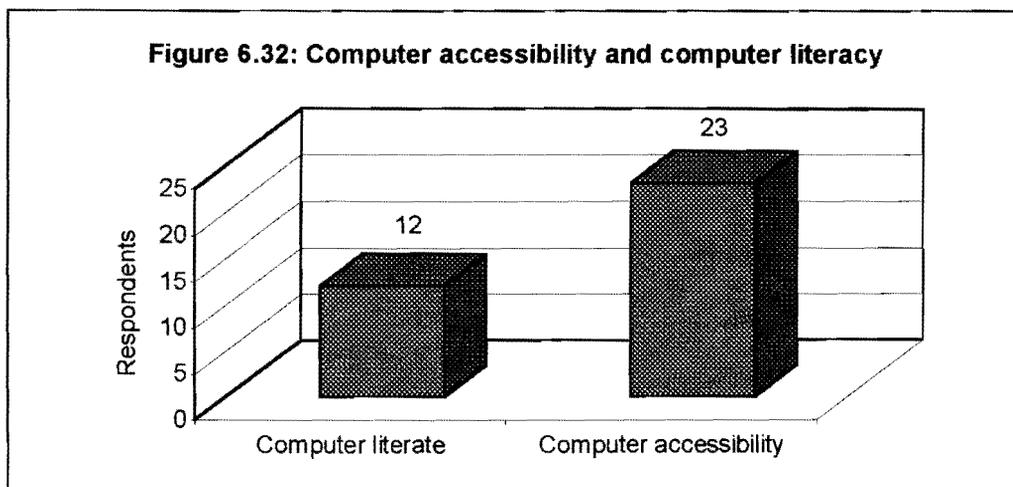
5.43 Computer literacy (question 44)

5.43.1 Factual data

Respondents that responded positively to question 43 had to indicate if they are computer literate. The comparison between the accessibility to personal computers and computer literacy is presented in Figure 6.32.

5.43.2 Interpretation

Three respondents indicated that they do not have access to personal computers allocated to them but they are computer literate. Only 12 of the 23 respondents with access to personal computers are computer literate. The conclusion is made that the allocation of personal computers to supervisors is not related to computer literacy. The planning and organising of the allocation and distribution of personal computers are to be revised within the organisation.



5.44 Support from access to personal computers (question 45)

5.44.1 Factual data

Respondents were requested to indicate if they are of the opinion that the accessibility to personal computers allocated to them and being computer literate would support them in the execution of their responsibilities as social work supervisors. All respondents answered this question (N=49) and responded positively indicating that the accessibility to personal computers allocated to them and being computer literate would provide them with support in the execution of their responsibilities.

5.44.2 Interpretation

100% of the respondents responded positively by indicating that the accessibility to personal computers allocated to them and being computer literate can provide them with support in the execution of their duties as social work supervisors. It is concluded that personal computers can be available as a support system to provide support to social work supervisors.

5.45 Suggestions on the implementation of the identified support systems (question 46)

5.45.1 Factual data

Respondents were requested to make suggestions on the implementation of the identified support systems to ensure that they do provide support to them as social work supervisors. The suggestions are summarised in the following manner:

- Senior managers should organise courses or training for supervisors on management strategies.
- All offices should have computers so as to help personnel do their work and keep their records properly. Computer courses must be organised.
- The employee benefits that are not implemented should be implemented.
- Senior management should organise in-service training.
- The performance appraisal system should be formally implemented.
- Constructive attention should be given to the transformation process and its influence on the supervisors.
- There should be clear policy guidelines for the training and support of persons promoted to supervisory / management levels.
- Senior management should be sensitive to the needs of supervisors. They have to acknowledge these needs and constructively develop and facilitate the implementation of identified support systems. It will lead to a more motivated and skilled work force.
- All relevant support systems should be applied to employees stationed in rural areas, as they are not treated equally with employees who are stationed in big cities or metropolitan areas.
- Job descriptions should be introduced as support in the management of subordinates.

- Supervisors should have full knowledge of and control over the financial resources of their sections.
- Clear channels of communication should be available and followed by all employees.
- Equipment such as fax machines, telephones and computers have to be provided.
- Networking in terms of sharing resources, information and skills should be promoted.
- The implementation of the identified support systems will lead to an effective public service, as the supervisor is the driving force of functional services. Supervision is important for the transformation and development of the organisation.
- Senior managers themselves must ensure that they have the skills and ability to maintain proper, professional relationships with supervisors.
- Peer support groups should be implemented where discussions on problems and blockages can take place, motivation can be received and group members can support each other.
- Provincial and Regional structures have to be finalised and appointments should be made.
- E-mail facilities should be provided in order to improve communication. The utilisation of personal computers in analysing of data should be promoted.
- Regular consultation – at least quarterly – between supervisors and immediate superior where the provision of feedback is very important should be ensured.
- Supervisors have to participate in the implementation of the support systems.
- Appointments of supervisors at all levels should be based not on friendship (personal) but on competency. Supervisors, who are informed that they were selected, should be appointed immediately, as these “supervisors” frustrate their present supervisor.
- Training and courses on financial management should be provided.
- Supervisors within the Regions must have more input in funds allocated to them.
- Senior management should be made aware of existing support systems.
- Immediate superiors must be trained to support middle managers and to manage. They are not competent and consistent and do not treat supervisors the same and do not provide the necessary guidance.
- The support systems should be implemented uniformly in a province. It should be accessible and transparent and all employees should have knowledge of the systems. The systems should not be exclusive to only certain employees.

5.45.2 Interpretation

The comments and suggestions made were not concrete methods for implementing the identified support systems. However, the conclusion is made that the respondents are of the opinion that their superiors need to ensure that the systems are available to them and are implemented in a transparent and consistent manner. Of great concern is the message in terms of the lack of competence among the immediate superiors and management and their lack of sensitivity for the need for support experienced by the supervisors. Training for employees promoted to senior positions as well as management training for those already in the senior positions are suggested.

The lack of equipment and transport has an important influence on the lack of support experienced by supervisors. Training and regular consultation are needs that are expressed by most of the respondents. The conclusion is that respondents accept the identified systems as support systems as no negative referral is made to any of the identified systems and they suggest that the systems be implemented consistently.

5.46 Suggestions on possible additional support systems (question 47)

5.46.1 Factual data

Respondents were requested to make suggestions on possible additional support systems that could provide support to them as social work supervisors. Following are the suggestions:

- Social work supervisors should have regular meetings where they can discuss and share managerial problems and frustrations.
- Middle managers should be trained frequently and have a clear job description.
- Social work supervisors should not be burdened with additional duties like coordinating Regional programs and attending Regional and Provincial meetings.
- Supervisors should be provided with resources e.g. finances to do their work. They are unable to implement even one program as they have to fundraise and businesses are not willing to help them anymore.
- In cases where employees are being promoted they must be empowered before they assume their duties and they must get full support from their superiors.
- An effective information system should be in place.
- Offices should have the necessary equipment such as a fax machine. Government pool vehicles or subsidised vehicles should be available for every social worker and for the supervisor to attend meetings at Regional and Provincial levels.
- Regular in-service training and capacity building is essential.
- Each supervisor should have a computer and a telephone with direct line in his office.
- Study leave should be granted.
- Full involvement in policy formulation and decision making is also vital, as well as full delegation of powers.
- Support is needed from senior management. Presently it seems that senior management has made it their duty to break down the morale of supervisors. They must give clear direction of what needs doing.
- Junior and middle management must be given more scope on national and international training.
- Supervisors identified a need for people with listening skills that could result in good communication.
- Peer support group should be established without the attendance of the immediate superior.

- Clarity on roles and responsibilities should be provided. Clear communication channels are essential. Agreed upon organisational structure should be finalised.
- Supervisors should not be blamed for all the wrongs of supervisees. Recognition and acknowledgement of the good they do as well as sharing in all negative actions and aspects are important.
- Acknowledge fatigue in supervisors. Stop demoralising supervisors by misusing friendship with social workers.
- There must at least be one person at a regional office who is responsible for training of personnel in all sections, not one only stationed at Head Office.
- Management meetings should be held regularly.
- Greater involvement from supervisor's superior is necessary.
- Competent managers should do regular evaluation of supervisors.
- Regular training sessions on topics identified by supervisors should be presented.
- Regular team building sessions are essential.
- Discussions with supervisors of other organisations should be organised.
- Administrative support must be in place such as typing and photo copying and an available personnel officer.
- Employee incentives such as merit award and overtime payment are to be implemented.
- An open style management that has feedback and a concern for people, giving support and providing incentives would be preferred.

5.46.2 Interpretation

The comments and suggestions in response to this question are a continuation of those in the previous question. Suggestions on possible additional support systems are not made. The need for training and equipment is stressed again. Management is accused of lack of support and understanding of supervisors and of breaking their morale. Most respondents recommend the consistent and purposeful implementation of the identified support systems.

5.47 Conclusion on data pertaining to support systems

The data received is sufficient for the purpose of this study i.e. the identification of the available support systems that could provide support to social work supervisors in the execution of their duties and responsibilities. One weakness in the questionnaire is the fact that the support that can be derived from only three of the management strategies i.e. performance management, strategic human resource development and management information systems, were investigated. Questions were asked on these strategies in addition to the general questions on management strategies.

6. SUMMARY

The analysis and interpretation of the data gathered through the mailed questionnaires were done according to the four sections in the questionnaire. The conclusion made from the data pertaining to the general information on the respondents was that supervisors are overloaded due to the fact that the effective span of management is not considered when supervisees are allocated to supervisors. The result is that quality and quantity of supervisory services are negatively influenced.

The data pertaining to supervision confirmed the fact that supervisors do not receive post-graduate training and continuous in-service training to improve their theoretical and practical knowledge of social work supervision. It was concluded that supervisors are not informed on the expectations of good supervisory practice and also do not receive support to meet these expectations. In terms of transformation management it was concluded that supervisors have a responsibility to ensure that transformation does take place with regard to the accessibility and the availability of services rendered to the public. However, supervisors were also not informed on the expectations of good management practice or supported in meeting these expectations.

The data received in terms of the identified support systems lead to the conclusion that available support systems are not applied or utilised effectively. Supervisors are of the opinion that the support systems can provide them with support in the execution of their responsibilities. Well planned and organised training was continually indicated as a need and its value as support in the management of subordinates stressed. The application of the Public Service Staff Code would ensure that many of the identified support systems could be effectively utilised to the benefit of supervisors as well as other employees.