

**A NEEDS ASSESSMENT FOR A MANAGEMENT TRAINING  
PROGRAMME AMONGST STAFF OFFICERS AND AREA  
MANAGERS WITHIN THE SOUTH AFRICAN NATIONAL  
DEFENCE FORCE (SANDF) SOCIAL WORK DIRECTORATE**

by

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# DECLARATION

I hereby declare that this dissertation is the result of my independent investigation and that all the sources have been acknowledged by means of complete references.

I hereby certify that this dissertation has not been accepted in substance for any other degree and it is not submitted concurrently for any other degree.

**Signature**



**C.A. Pitse**  
**Candidate**

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## SUMMARY

Management is a process requiring both an art and a skill in order to be effective in service rendering. In order for managers to be efficient and effective then in their managerial practices, there is a need for a formal management training programme by the organization. On the basis of this, the researcher has selected her subject of study to stress the importance of the development of a management training programme amongst staff officers and area managers within the SANDF Social Work Directorate.

The study was conducted amongst staff officers and area managers within the SANDF Social Work Directorate consisting of men and women whose ages varies between thirty and fifty years. The researcher's motivation for choice of subject emanates from the observed difficulties experienced by some of the staff officers and area managers in the performance of some of the managerial tasks assigned to them such as the drawing of a budget. This resulted in the development of interest by the researcher in determining the need for a management training programme amongst staff officers and area managers within the SANDF Social Work Directorate.

Literature review regarding the topic of management, needs assessment, management training and management training programme was done. The researcher consulted various sources to obtain the literature.

Management functions and the different managerial approaches were explored. Needs assessment with the main focus on various levels of analysis, management training with specific reference to knowledge, skills and attitude, and the management training programme were looked into.

A needs assessment for a management training programme questionnaire was administered amongst staff officers and area managers within the SANDF Social Work Directorate. According to the researcher, the findings indicate a definite need for a management training programme amongst staff officers and area managers within the

SANDF Social Work Directorate. Through this management training programme, service rendering within the SANDF Social Work Directorate will definitely be enhanced.

Key concepts in the study were:

1. Management training programme.
2. Training.
3. Needs assessment.
4. Management.
5. Staff officer.
6. Area Manager.

Findings, conclusions and recommendations from the empirical study were drawn and summarized.

## OPSOMMING

Bestuur is 'n proses wat beide 'n kuns en vaardigheid vereis om 'n effektiewe diens te kan lewer. Om te verseker dat bestuurders effektief in hulle uitvoering van bestuurstake is, benodig hulle 'n formele bestuursopleidingsprogram. Op grond van bogenoemde het navorser haar onderwerp van haar studie uitgesoek en word klem gelê op die belangrikheid daarvan dat 'n bestuursopleidingsprogram vir staf offisiere en area bestuurders in die Direktoraat Maatskaplike Werk van die SANW ontwikkel word.

Staf offisiere en area bestuurders van die Direktoraat Maatskaplike Werk is betrek by die studie. Navorser se motivering vir hierdie onderwerp spruit uit waarneming van staf offisiere en area bestuurders wat probleme ondervind het in die praktyk om hulle bestuurstake ten uitvoer te bring soos byvoorbeeld om 'n begroting op te stel. Dit het daartoe aanleiding gegee dat navorser geïnteresseerd geraak het om die bestuursbehoefte van staf offisiere en area bestuurders in die Direktoraat Maatskaplike Werk van die SANW te bepaal.

Literatuurstudies ten opsigte van die onderwerp van bestuur, behoefte bepaling, bestuursopleiding en bestuursopleidingsprogramme is onderneem. Navorser het verskeie bronne gekonsulteer om hierdie literatuur te kon bekom.

Bestuursfunksies en die verskillende benaderings in bestuur is ondersoek. Behoefte bepaling met die hooffokus op die verskillende vlakke van analisering, bestuursopleiding met spesifieke verwysing na kennis, vaardigheid en houding was ondersoek, asook bestuursopleidingsprogramme.

Behoeftebepalingsvraelys ten opsigte van bestuursopleidingsprogramme is versprei na staf offisiere en area bestuurders van die Direktoraat Maatskaplike Werk in die SANW. Na aanleiding van die bevinding is die navorser daarvan oortuig dat daar 'n behoefte bestaan vir 'n bestuursopleidingsprogram vir staf offisiere en area bestuurders in die Direktoraat Maatskaplike Werk van die SANW.

Maatskaplike werk dienslewering sal definitief verbeter deur die implementering van 'n bestuursopleidingsprogram in die Direkoraat Maatskaplike Werk van die SANW .

Sleutelaspekte in die studie was:

1. Bestuursopleidingsprogramme.
2. Opleiding.
3. Behoefte bepaling.
4. Bestuur.
5. Staf Offisier.
6. Area Bestuurder.

Bevindings, gevolgtrekkings en aanbevelings van die empiriese studie is aangeteken en opgesom.

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## CHAPTER 1

### GENERAL ORIENTATION

#### 1.1 INTRODUCTION

Management is a process that requires both an art and a skill in order to be efficient and effective in service rendering. According to Weinbach (1994:vii) the activities of management are a natural extension of the knowledge, values, and skills possessed by the social worker. An understanding of the dynamics of human behaviour, an appreciation of all people as unique individuals, a recognition of the importance of fairness and objectivity in human interaction - these are only a few examples of characteristics possessed by social workers that greatly facilitate the performance of management functions.

According to the researcher therefore, as a result of the above mentioned, it is often taken for granted that social workers as managers are experts in everything. This type of attitude leads to problems in service rendering and the South African National Defence Force (SANDF) is no exception. For example staff officers and area managers within the Social Work Directorate have often been confronted with management tasks such as budgeting in their various departments, for which no training was provided.

Leedy (1993: 56) indicates that all research begins with a proposal which is a clear statement of the problem and sub-problems, the data and how these data will be processed and most important of all how they will be interpreted. According to the researcher, it is a process which the researcher followed in formulating a proposal on her study.

The male form will mostly be used in this study. The aim is not to discriminate in any way but it is just for text purposes.

## 1.2 MOTIVATION FOR THE CHOICE OF THE SUBJECT

The researcher is employed by the SANDF since 1992 and has been involved in ad hoc managerial tasks. Through networking with colleagues in the organization, the researcher observed the need for a formal management training programme, especially amongst staff officers and area managers who are confronted with management activities/tasks as their daily work responsibility. As a result of this, some of those managers had difficulties completing the required tasks at an acceptable standard.

Leedy (1997: 3) is of the opinion that everywhere, our knowledge is incomplete and problems are awaiting to be solved. In other words according to the researcher, even those organizations offering regular training to their managers are never complete in terms of management training as problems change on a daily basis and hence the need for research. Proper research is therefore crucial to effective service rendering.

Furthermore the researcher has selected her subject of study to stress the importance of development of a management training programme amongst staff officers and area managers in the South African National Defence Force (SANDF), Social Work Directorate. Motivation for the need of this study is as follows:

- Recent experience in doing managerial tasks in the SANDF as delegated by the Directorate of Social Work.
- The difficulties experienced by some of the staff officers and area managers in the performance of some of the managerial tasks such as merit motivations, drawing up of the budget and performance agreements. This resulted in the development of interest by the researcher in determining the needs of staff officers and area managers in the SANDF, Social Work Directorate.
- Management welcomed the idea of doing this type of research within the organization as it will contribute to the improvement of service rendering within the organization and to the development of a training programme for staff officers and area managers within the SANDF, Social Work Directorate.



- Unavailability of standard managerial procedures amongst SANDF staff officers and area managers in the Social Work Directorate.
- Limited social work literature on this topic within and outside the SANDF which results in a knowledge gap in this field.

### 1.3 PROBLEM FORMULATION

Mark (1996: 81) indicates that social work research begins with a research problem. Often, a research problem is stated in the form of a question. For example, a research problem might be, What effect does client resistance have on counselling? If there is theory or previous research that provides some explanation of the phenomenon under study, the researcher might state the purpose of the study in a form of one or more hypotheses. Furthermore, Fouché & De Vos (1998: 64) are of the opinion that this phase of research process is primarily aimed at creating a formal, written problem formulation with a view to finalising a research proposal.

Due to the fact that no management training is being offered to staff officers and area managers in the SANDF Social Work Directorate, it is a **limiting factor** in their work performance. It therefore becomes a problem for some of the staff officers and area managers to meet the set management expectations of the post. The researcher therefore investigated the need for such a training programme. Research in this field has not been undertaken both within the SANDF, Social Work Directorate and outside the SANDF. Most of the literature focus on management aspects that can be considered in management training and do not actually provide answers or solutions to this problem due to the fact that no research has been undertaken in the assessment of management training needs amongst the managers.

The research problem can thus be formulated as: Lack of management training amongst the area managers and staff officers can lead to the development of a management training programme for staff officers and area managers in the SANDF, Social Work Directorate.

## **1.4 AIM AND OBJECTIVES OF STUDY**

### **1.4.1 Aim**

The aim is to explore the need for a management training programme amongst staff officers and area managers in the SANDF, Social Work Directorate.

### **1.4.2 Objectives**

The objectives of the study are:

- A theoretical framework focusing on management learning needs in general.
- To assess the management training needs amongst staff officers and area managers in the SANDF, Social Work Directorate through an empirical study.
- To provide recommendations towards the development of a management training programme for staff officers and area managers in the SANDF, Social Work Directorate.

## **1.5 RESEARCH QUESTION**

According to De Vos (1998: 115) research always commences with one or more questions or hypotheses. Questions are posed about the nature of real situations, while hypotheses are statements about how things can be. Research questions are more relevant if the researcher works qualitatively, and hypotheses when the researcher works quantitatively. In case of this study the researcher commences with a research question due to the fact that her research approach is a combination of both quantitative and qualitative approaches.

On the basis of the afore mentioned the following research question was posed:

- What is the management training needs among staff officers and area

managers in the SANDF, Social Work Directorate?

## 1.6 RESEARCH APPROACH

Even though the research approach will predominantly be quantitative, the researcher will make use of a **combination of both the quantitative and qualitative approaches**. Mark (1996: 210) defines a quantitative approach as the study phenomena using numerical means. In these approaches, there are an emphasis on counting, describing, and using standard statistics, such as means and standard deviations. Furthermore when we want to verify whether a cause produces an effect, we are likely to use quantitative methods.

Mark (1996:211) on the other hand defines qualitative approaches as study phenomena using general description to describe or explain. Furthermore, qualitative researchers tend to use narrative descriptions of persons, events and relationships. Their findings may be presented in the form of categories or general statements about the complex nature of persons, groups or events.

Leedy (1993: 139) adds that all research methodology rests upon a bedrock axiom. The nature of the data and the problem for research dictate the research methodology. Furthermore, all data, all factual information, all human knowledge must ultimately reach the researcher either as words or numbers. This may not sound true but it is, and it is such a common phenomenon that we seldom notice it. If the data is verbal, the methodology is qualitative, if it is numerical the methodology is quantitative. In other words, the problem under study dictates whether the approach will be qualitative or quantitative or whether it will make use of the combination of both qualitative and quantitative approaches.

Due to the nature of the research topic under study, the researcher thus made use of a combination of both qualitative and quantitative approaches which are numerical, holistic and narrative in nature and more suited to the topic which is geared towards the exploration of the management learning needs of staff officers and area managers in the SANDF Social Work Directorate through utilizing questionnaires. Furthermore, the

type of research questions to be posed are both open and close ended which reflects qualities of both the above mentioned approaches.

## 1.7 TYPE OF RESEARCH

According to Bailey (1994: 25) research can be roughly classified as applied or pure. Pure research (sometimes called “basic” research) involves developing and testing theories and hypotheses that are intellectually interesting to the investigator and might thus have some social application in the future, but have no application to social problems in the present time. According to the researcher, the objective of basic research entails testing of knowledge without any end result in mind but for specifically satisfying one’s curiosity.

Applied research on the other hand is described by Bailey (1994: 25) as research with findings that can be applied to solve social problems of immediate concern. Applied research covers a wide range of social science areas, including education, busing to achieve racial integration, drug addiction and use, alcoholism, crime and delinquency, women in the labour force and problems of the aged. Applied research also deals with problems only partially in the area of social science, including the energy crisis and air, water and noise pollution. In other words, the objective of applied research is the resolution of a particular social problem.

Collins (1999: 44) affirms Bailey’s notion and postulate that research that is based on solving problems in practice is called applied research. Furthermore, the focus of modern social research is on applied as opposed to basic or pure research which deals with social behaviour itself. According to the researcher, basic or pure research tells us about the theory of behaviour, while applied research is directed toward finding out how behaviour and its social conditions can be assisted or altered.

On the basis of what has been indicated above, the researcher concludes that the **type of research under study is applied research** which proposes to explore the training needs of staff officers and area managers in the SANDF Social Work Directorate, in order to contribute towards the development of a management training programme in

practice.

## 1.8 RESEARCH DESIGN

Thyer as quoted by Fouché & De Vos (1998: 123) views research design as a blueprint or detailed plan for how a research study is to be conducted. Thus the research design that was used in this study was an **exploratory research design**. Mouton and Marais as quoted by Fouché & De Vos (1998: 124) are of the opinion that the objective of exploratory studies is the exploration of a relatively unknown research area. Aim of such studies may be to gain new insights into the phenomenon, to undertake a preliminary investigation prior to a more structured study of the phenomenon, to explicate the central concepts and constructs, to determine priorities for future research and to develop new hypotheses about the existing phenomenon. For example; to explore the training needs of staff officers and area managers in the SANDF Social Work Directorate, in the case of this study.

According to the researcher, in this present study, focus was aimed at gaining preliminary understanding of the phenomena namely, a management training programme.

## 1.9 RESEARCH PROCEDURE AND STRATEGY

The researcher made use of a field survey to collect data. That is, in gathering information the researcher made use of field survey procedures to explore the need for a management training programme amongst staff officers and area managers in the SANDF, Social Work Directorate.

For the purpose of this study, the researcher made use of self-constructed questionnaires in gathering information. Questionnaires delivered by hand, and mailed questionnaires consisting of close and open ended questions were used in this study. The researcher got hold of staff officers and some of the area managers to complete the questionnaires at a planning session of the Directorate of Social work. Some of the questionnaires were handed to staff officers for completion by their area managers. The

questionnaires were then mailed back to the researcher. According to the New dictionary of social work (1995: 51) a questionnaire refers to a set of questions on a form which is completed by the respondent in respect of a research project. After the data collection and data analysis, presentation of findings follows.

## **1.10 PILOT STUDY**

According to the New dictionary of social work (1995: 45) pilot study can be defined as the process whereby the research design for a prospective survey is tested. Furthermore, Huysamen as quoted by Strydom (1998:179) is of the opinion that the purpose of a pilot study is an investigation of the feasibility of the planned project and to bring possible deficiencies in the measurement procedure to the fore. In other words, a pilot study is a matter of trial and error of the main investigation. Through the pilot study, it is possible to determine problems in advance. The results of the pilot study therefore gave a clear indication of the need for a management training programme amongst staff officers and area managers within the SANDF, Social Work Directorate. Following is thus the components of the pilot study:

### **1.10.1 Literature Study**

Strydom (1998: 179) is of the opinion that the prospective researcher can only hope to undertake meaningful research if he is fully up to date with existing knowledge on his prospective subject. In order to keep up with this demand, the researcher utilized the facilities of the Academic Information Centre at the University of Pretoria to obtain literature on the research topic. The researcher also consulted the Human Science Research Council in Pretoria to trace if a similar research topic has already been undertaken and made use of that literature as orientation in undertaking the research. Therefore, the literature is management related because the researcher's topic is orientated around that. Both overseas and local literature such as journals, and the internet were consulted. In depth literature review was done.

### 1.10.2 Consultation with Experts

According to Cilliers as quoted by Strydom (1998: 180), in spite of the wealth of literature which may exist in any discipline, it usually represent only a section of knowledge of people involved daily in the specific field. Furthermore, according to De Vos & Fouché (1998: 100) since the field of social work is already so broad, people automatically specialise. Thus we find an increasing number of persons who have trained in a specialised area, who have undertaken research or who have been active for many years in that specific area. It is therefore most valuable to prospective researchers to utilise these resources. The researcher therefore consulted the following experts:

- Brigadier General N. Motumi, director of social work in the medical services, Pretoria, for her expertise and experience in management. She has been employed in the SANDF since 1994. She assisted with giving advise on the population and sample of study.
- Colonel E. Harrison, of social work in the medical services, Pretoria, for her expertise, experience and involvement in management and training. She has been employed in the SANDF since 1982. She informally gave advice and support.
- Lieutenant Colonel M. de Klerk, of social work in the medical services, Pretoria, for her expertise, experience and involvement in management and training. She has been employed in the SANDF since 1974. She offered support and motivation.
- Mrs A.C.A. Boucher, Chief social worker, Gauteng Military Health Unit (Supervision and training) for her expertise in management and training. She has been employed in the SANDF since 1980. She gave advice and support.
- Ms G. Makondo, senior lecturer, University of South Africa, for her expertise in social work research. She is an ex SANDF member who worked in the SANDF for four years and has the necessary knowledge and skills about the

organisation. She shared her knowledge, resources and she offered support and motivation.

### **1.10.3 Feasibility of the Study**

Due to the fact that the respondents were employees, they were available. As a result, it was postulated that the study would be feasible. It was made possible by the fact that the employees are functional and available, reasonable working hours made it possible to undertake and complete the questionnaires, four weeks made it possible to administer the questionnaires and have them back and no travelling was undertaken as the questionnaires were handed to staff officers and area managers in the various provinces at minimal costs.

Arrangements for the administration of the questionnaires were done telephonically at minimal costs since it was administered at the various military units. A questionnaire was utilised in gathering information from staff officers and area managers in the SANDF Social Work Directorate. Confidentiality was definitely respected since the questionnaires were anonymous.

**Getting the questionnaires back posed as a limitation since some of the respondents were not available and as such the questionnaires could not be completed with immediate effect. Obtaining literature on the subject under study, more especially journals and through Internet was difficult as there was limited literature on the subject. Older versions of the books were also used as a result of the fact that they were most relevant and applicable.**

### **1.10.4 Pilot test of Questionnaire**

Strydom (1998: 178) is of the opinion that in order to undertake scientific research on a specific problem the researcher should have thorough background knowledge about it. The pilot study is one way in which the prospective researcher can orientate himself to the project he has in mind. In order to determine whether the questionnaires will elicit the expected outcome, the researcher therefore did a pilot test with the four area



managers within the SANDF, Social Work Department at Area Military Health Unit Gauteng. According to the researcher, it was possible for the pilot study to elicit the expected results due to the fact that the four area managers within the SANDF, Social Work Department at Area Military Health Unit Gauteng were not part of the main study.

## **1.11 DESCRIPTION OF THE RESEARCH POPULATION, DELIMITATION/BOUNDARY OF SAMPLE**

### **1.11.1 Population and boundary of sample:**

According to Grinnel and Williams (1990: 118) a population is the totality of persons or objects with which a study is concerned. The researcher therefore made use of the staff officers and area managers in all the nine provinces within the SANDF, Social Work Directorate, as the population in her study. There are 39 staff officers and area managers within the SANDF, Social Work Department. The population consisted of men and women. The researcher therefore undertook the research on 35 of them. Therefore, there was no sample.

## **1.12 ETHICAL ISSUES**

According to Strydom (1998: 25) ethics refer to a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. For the purpose of this study the following ethical issues were identified:

### **1.12.1 Informed consent by the employer**

The researcher obtained written permission from the SANDF as the employer in this project to undertake the study. A written consent was obtained from the employer in order to continue with the study - see addendum 2.

### **1.12.2 Informed consent from participants**

Written informed consent was obtained from the research participants - see addendum 3.

### **1.12.3 Confidentiality**

The research questionnaires were treated with utmost anonymity and confidentiality. This was clearly explained to the participants. A covering letter, which fully explained the confidentiality issue to the participants, was attached to the research questionnaire.

### **1.12.4 Release or publication of findings**

According to Strydom (1998:32) the findings of the study must be introduced to the reading public in written form, otherwise even a highly scientific investigation will mean very little and not be viewed as research. The findings of this research will definitely be published at the end.

## **1.13. DEFINITION OF KEY CONCEPTS**

For the purposes of this study, it is important to define the following concepts:

### **1.13.1 Management Training Programme**

According to Donnelly, Gibson and Ivancevich (1995: 462) management training and development programs include numerous activities that inform employees of policies and procedures, educate them in job skills and develop them for future advancement. Training is designed to improve a person's skills to do the current job whether it occurs at the workplace or special training facility, training should always be supervised by experts in the educational process and to be effective it must include both organizational and individual needs.

Goldsmith, Nickson, Sloan and Wood (1997: 91) are of the opinion that management

training and development concentrates on developing skills geared toward the executive decision-making process rather than the hands on craft element or the supervision and organization of operational activities. Individuals' experience and ability is applied to requirements and the two are matched.

According to the researcher, a management training programme refers to the training in management which focuses on the management knowledge, skills and attitude of managers to enable them to render an effective and efficient service.

### **1.13.2 Training**

According to Plunkett (2000: 410), training can be defined as an ongoing process governed by basic principles and provided by people with the aid of machines and methods specially suited to the subjects to be covered and the persons to be taught. Furthermore training, like daily living, increases our knowledge and understanding of people and things that surround us. Training imparts attitudes, knowledge and skills.

According to Erasmus and Van Dyk (in Van Dyk, Nel, Loedolff and Haasbroek 2001:147) on the other hand, training can be defined as a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organisational objectives are achieved.

The researcher aligns herself with the above mentioned definitions and is of the opinion that training is a process of empowering people about information that they do not know, sharpening of the already existing information thereby enabling them to perform better in their respective roles. In the case of this study, the main focus of training is on the management role of staff officers and area managers within the SANDF Social Work Directorate, their knowledge, skills and attitude.

### **1.13.3 Needs assessment**

Fisher, Schoenfeld and Shaw (1996: 356) are of the opinion that successful training begins with a thorough **needs assessment** to determine which employees need to be trained and what they need to be trained to do. Goldsmith et al (1997: 80) define training

needs assessment as finding out who needs training and why.

According to Van Dyk et al (2001:179) needs assessment can be defined as a broad systematic examination of conditions conducted for the purpose of identifying general differences between what people should know or do and what they actually know or do.

Thus according to the researcher, training needs assessment refers to the exploration of training needs amongst employees in an organization. In relation to this study therefore, the researcher is going to do a needs assessment for management training purposes amongst staff officers and area managers in the SANDF Social Work Directorate.

#### **1.13.4 Management**

According to Lewis, Lewis and Souflée, Jr (1991: 2) management can be defined as the process of making a plan to achieve some end, organising the people and resources needed to carry out the plan, encouraging the helping workers who will be asked to perform the component tasks, and then evaluating the results.

Weinbach (1994: 11) on the other hand defines management as those specific functions performed by persons within the work setting that are intended to promote productivity and organizational goal attainment.

According to the researcher therefore, management can be defined as a process of leading and managing employees in the performance of their duties in order to attain organizational objectives.

#### **1.13.5 Staff Officer**

According to Liebenberg (1983: 340) a staff officer refers to an officer serving as a commander or assisting a commander or a head of section, in the exercising of command. (quoted from an old Military dictionary without all the source references and no other formal definition could be found within the SANDF)

According to the researcher, a staff officer forms part of the rank structure according to

which the organization is divided, performs management functions which are a vehicle towards attainment of organizational goals. To put it simply then, a staff officer according to the study by the researcher, refers to assistant directors in the directorate of social work who are basically responsible for overall management of social work officers in the various military units in the SANDF. That is, in the nine provinces in South Africa.

### **1.13.6 Area Manager**

According to the researcher, an area manager forms part of management. He/she is in fact an extension of the staff officer. Within the SANDF, one finds that in some of the areas such as the Cape and Gauteng, there are almost forty social work officers to manage. In such instances it is not possible for the staff officer alone to manage them due to their number and due to the vastness of the area. Area managers therefore assist the staff officer in managing social workers in the areas. There are for example four area managers in Gauteng alone, who manages the East/West Rand area, Thaba Tshwane area, Wonderboom area and Tekbase area. The staff officer in turn manages them to enable them to perform the management tasks in the various areas. (No formal definition is available)

## **1.14. CONTENTS OF RESEARCH REPORT**

The research report is divided according to chapters as follows:

- CHAPTER 1:** Introduction and general orientation regarding the choice and method of research topic.
- CHAPTER 2:** Literature review concerning the topic of management, needs assessment, management training and management training programme.
- CHAPTER 3:** Empirical study which entails the assessment of training needs, interpretation of the empirical study and findings by means of

charts, graphs, tables and diagrams.

**CHAPTER 4:** Conclusions and recommendations regarding the topic and its findings which will act in the development of a training programme as described by the researcher in this proposal.

## **1.15 CONCLUSION**

Management is a process that requires both an art and a skill. The researcher undertook this study as a result of difficulties experienced by some of the staff officers and area managers in the performance of some of the managerial tasks such as budgeting. This resulted in the development of interest by the researcher in determining the needs of staff officers and area managers in the SANDF, Social Work Directorate so as to contribute towards the development of a management training programme.

A combination of both qualitative and quantitative approaches were used in this study and the type of research was applied research. The research design was exploratory and the research questionnaires were administered with thirty five of the area managers and staff officers within the SANDF, Social Work Directorate.

## CHAPTER 2

# SOCIAL WORK MANAGEMENT TRAINING NEEDS ASSESSMENT

### 2.1 INTRODUCTION

According to Lewis and Kelly (1986: 8), as a first step towards increasing overall effectiveness, managers must be aware of what managerial work involves. It is generally agreed that the purpose of management is to ensure that the results are achieved. To understand what needs to be done to achieve results, managers must develop insights into what their work involves, the tasks they are expected to perform and the attitudes and skills which help them perform these tasks efficiently and effectively.

According to the researcher, some of the social work managers in the SANDF often find themselves in situations where certain managerial activities have to be completed and certain critical decision making has to be done without possessing the necessary knowledge and skills. That is, without having undergone any form of training in management. Both the client's and the organisation's needs have to be met at the end of the day. This factor poses as a limitation to performance in general and hence the researcher would like to undertake an empirical study on the needs assessments for a management training programme amongst staff officers and area managers in the SANDF, Social Work Directorate.

Grasso (1994:89) is of the opinion that management in social work agencies has undergone dramatic changes in the past decade. More and more the politics of choice, resulting in fewer resources allocated to meet rising social service needs, have created internal organizational conflicts between direct service practitioners and administrators regarding what constitutes the best interests of a client population. From the direct service practitioners perspective, too often client service decisions reflect a manager's concern for efficiency at the expense of good service to clients.

Grasso (1994:89) further indicates that under the daily burden of trying to balance

external accountability requirements with professional service values, administrators are confronted with difficult decisions that have far reaching consequences both for staff and clients. With little empirical evidence to shed light on how to proceed, administrators are forced to do the best they can in what is often an unreasonable situation. In choosing a course of action, the administrator is offered advice from expert consultants who promote different strategies for improving organizational functioning.

Weinbach (1994:11) sees management as those specific functions performed by persons within the work setting that are intended to promote productivity and organizational goal attainment. Furthermore, social work management functions are accomplished with conscious awareness of the need for better services to clients. In a work environment with limited resources and many internal and external political realities that constrain what should be done, management often requires a difficult balancing act. The best interests of the individual client and all of the support needs of professional staff cannot always be accommodated within available resources.

The researcher aligns herself with Weinbach's above mentioned idea and is of the opinion that management training is critical to meet both the client's and organizational needs. Organizational needs emanate from the set overall organizational goals. Social work managers within the SANDF have a significant role that they play in terms of ensuring that the organizational goals are met. In this way efficient and effective service rendering is thus promoted. This chapter will focus on management functions, management styles, needs assessment for a management training programme, management training and management training programme.

## **2.2 MANAGEMENT FUNCTIONS**

Management remains being management irrespective of whatever angle it is being approached from and management in social work is no exception. Various authors classify management functions into different groupings. In this way, common management functions are used, however there are additional functions that are used by other authors. For example, Koontz, O'Donnell and Wehrich (1986:4) classify the study of management functions into five categories: planning, organizing, staffing, leading, and controlling.



Bedeian (1986:7) on the other hand uses only planning, organizing and controlling whilst Mintzberg (1980: 86-89) cites the classical management functions as organizing, coordinating, planning and controlling. Lewis et al (1991:6-7) on the other hand cite planning, organizing, developing human resources, budgeting, supervising and evaluating as the functions of management. According to Weinbach (1994:17) therefore, all the lists suggest the efforts of a manager to take an active role in shaping various aspects of the work environment.

A variety of functions are however implemented in management irrespective of whether they are all mentioned or not, and are a prerequisite to the success of any management within any institution, be it a government institution or a corporate world. The researcher will specifically focus on the management functions by Weinbach such as planning, leading, controlling and staffing and on some by Lewis et al such as budgeting and planning due to the fact that they depict management activities within the SANDF, Social Work Directorate and as such they are relevant and applicable. For management to be a success it has to effectively apply the following functions:

### **2.2.1 Planning**

Without proper planning, service and people management will never be a success. According to Nickson in (Lewis, Lewis and Souflèe, Jr 1991: 7) good management is concerned with achieving results, not with doing tasks. It is therefore necessary to know what results are required before doing anything. The more precisely the results can be defined, the easier it is to plan, organize and control work and motivate people. Lewis et al (1991: 7), continued that the planning process in human service settings begins with the assessment of community needs. Planners use a variety of methods to determine what problems exist among a given population and, just as important, what community members see as their most pressing priorities. If currently offered services are also analysed, planners can recognize gaps in the human service systems.

Weinbach (1994: 74) adds that when we talk about the planning functions of social work managers, we are talking about those structures and activities that are used to shape future activities in an organization. Plans are designed to take us from where we are

today to where we hope to be tomorrow. Planning is the opposite of simply allowing events to unfold, like most other management activities, it is a proactive process, not a passive process or reactive one. Managers cannot afford to leave too much to chance. They must be involved in setting into motion a variety of activities and in creating structures that increase the likelihood that the organization and its staff will move in an orderly, unified way toward the achievement of this goal.

The researcher aligns herself with this. Some of the managers within the SANDF, Social Work Directorate tend to take it for granted that management is all about intuition thus taking it for granted that they will succeed in their efforts. Planning is thus crucial in any management process.

According to McKendrick (1988: 293) planning is based on the following reasons

- Efficiency: This has to do with achieving desired ends with minimum cost and effort.
- Effectiveness: This has to do with meeting the desired end.
- Accountability: This has to do with better control and justifying activities or programmes.
- Morale: This is derived from participation and improved results or achievement.

Having looked into the reasons behind planning, let us now have a look at the stages/steps for planning as outlined by McKendrick (1988: 295).

- Set goals.
- Assess needs.
- Specify objectives (In other words, a statement of measurable short term objectives).
- Assess present resources.

- Enumerate alternatives.
- Evaluate alternatives.
- Select appropriate action.
- Specify objectives (For specific course of action).
- Develop action plan.
- Implement.
- Evaluate. (In other words, measure the effectiveness and efficiency).

Hitt, Middlemist and Mathis (1979:123) on the other hand discuss the various stages of planning as follows:

- The first step is to develop organizational objectives. These are usually developed through the efforts of planning specialists and top management.
- Secondly, planning specialists and top management should develop a strategic plan and communicate it to the middle managers.

The researcher aligns herself with both the above mentioned stages but is more in favour of the stages by McKendrick which are more explicit and easy to follow. It in fact takes one through the process of planning which is what is basically required more especially with a situation of a brand new manager whose skills in management have to be developed. They are thus user friendly. No specific stages of management planning process are being advocated for within the SANDF, Social Work Directorate. Each manager follows his/her own stages and the researcher would like to ensure that a uniform approach is followed.

Various forms of planning can be followed in service structuring and in managing people

and are as follows as according to McKendrick (1988: 293):

- **Strategic planning**

Strategic planning is the formalised long range planning process used to define and achieve organisational goals. It provides the framework in which operational planning is done. It focuses on effectiveness. Hitt et al (1979: 125) is of the opinion that most of the planning is done by top management. The researcher disagrees with this and is of the opinion that planning should be done by all those who are involved in service rendering for the sake of buying into all the efforts geared towards improvement of services rendered.

- **Intermediate planning**

According to McKendrick (1988:293) these cover a one to three year period and provide guidelines to middle managers for implementing the strategic plans in each functional area. Hitt et al (1979:126) is of the opinion that intermediate plans provide a basis for the development of shorter range operational plans.

- **Operational planning**

Operational planning focuses on efficiency. It implements decisions taken at strategic planning level. Objectives and targets are spelt out in greater detail. Operational planning must be related to the broader overall direction in which the organization is moving. To this Hitt et al (1979:127) adds that operational plans are developed by middle and lower level managers. Operational plans cover a year or less period. To this Weinbach (1994: 75) indicates that there are many different types of plans. While some are more likely to be used for planning at one level of management or another or in one situation or another, all have potential for use by all levels of managers.

## **2.2.2 Organizing**

According to Lewis et al (1991: 8) if the planning function helps human service workers determine what should be accomplished, the organizing function helps them carry out

the plan. The methods used for organizing an agency or program grow out of the planning phase.

Kohn (in Lewis et al 1991: 9) suggests that managers performing the function of organizing, carry out the following tasks in the order as listed below:

- Consult the original plan for answers to such basic questions as: What has to be done? How? What resources are required?
- Define enterprise activities that will be essential and the tasks required to implement them.
- Obtain the appropriate people and equipment to do the job.
- Assign and condition these resources to their respective tasks.
- Integrate the personnel and tasks into some sort of structural order to make coordination and control possible.

Kohn (in Lewis et al 1991:9) continues to indicate that the result of this organizational effort is the creation of a structure that allows all people and units involved to understand what part they are to play in the organization, how ongoing coordination of effort is to be maintained, and what lines of authority and responsibility are expected to be. According to the researcher, organization can therefore be regarded as the centre of planning. Without organizing, effective planning cannot take place.

De Villiers (1973: 49) is of the opinion that the specific purpose of organising is to create the human and material resources and to ensure the effective utilisation and coordination of these resources as required for the implementation and execution of policies and plans of the enterprise. The researcher would therefore like to explore the need for training in organizing amongst, staff officers and area managers within the SANDF, Social Work Directorate.

### 2.2.3 Budgeting

Lewis et al (1991: 12) adds budgeting as a function of human service management which the researcher would also like to focus on. The reason for this is that all managers must be equipped with the necessary skills of budgeting and budgeting is in fact a prerequisite for management of any service programme. According to Lewis et al (1991: 12) human service professionals can understand their own programs only if they know how they are budgeted. When they are directing specially funded projects, full-time service providers control the allocation of limited financial resources. The process of setting and controlling the budget is closely related to planning and evaluation. The more closely related the budget is to goals of people who hold a stake in the agency's success, the more effectively it is likely to work.

Furthermore, Lewis et al (1991: 12) indicate that a budget must be seen as the concrete documentation of the planning process, bringing ideals into reality. Budget making is thus a decision-making process through which allocations are made to one service rather than the other. At the very least, they need to be aware of how the planning process has been translated into financial terms. For instance, a zero-based budgeting requires that each set of activities be justified in its entirety before resources are allocated. Managers should therefore be informed of the process of budgeting.

### 2.2.4 Leading

According to Weinbach (1994: 257) leadership is the manager's conscious efforts to influence other persons within the organization to engage willingly in those behaviours that contribute to the attainment of organizational goals. Managers exert leadership (or they should) when they plan, staff, organise and control. In the general sense, leadership is what management is all about. Leading is also a function of individual focus. Following is an indication of the type of leaders as identified by Manzini (1988: 131- 132):

#### - **Pro-active leaders**

These are the people who look at the future, have a long range perspective, a sense of

where the organisation is in time and space. Proactive leaders are turned on by ideas, concept and creativity. They are open to the environment and need to make their vision come true.

- **Homeostatic leaders**

These are tribal leaders. Their main thrust is the maintenance of the status quo. Such leaders are guided by the past.

- **Mediative leaders**

Mediative leaders have the capacity to deal with a number of constituencies. In the transition from homeostatic to proactive leadership, there is a need for mediative leadership.

### **2.2.5 Controlling**

For some people, when one talks of the word control, it then implies policing to them which is not the case. According to Weinbach (1994:235), when we use the word control, we tend to think of limits. The activities of children, adolescents, and even adult professionals occasionally require limits and constraints to assure that their activities are safe, appropriate, and productive. The social worker as manager, whether in the job of first-line supervisor or of an agency chief executive officer, has a broader perspective than do subordinates. Managers are in a better position than those who work under their supervision to know when staff activities are contributing to the attainment of objectives and when they are not. Consequently, it falls to the manager to exercise control over the activities of others to assure that their activities are desirable for the organisation and for the clients served.

Furthermore, controlling involves both the assessment of staff performance and the setting up of vehicles to amend behaviour that is not contributing to attainment of objectives. It involves a three-step process: establishing standards, measuring performance against these standards and correcting variations from standards and plans. Control is greatly facilitated if good planning precedes it. Planning sets standards

that make it possible to evaluate and to make necessary corrections.

De Villiers (1973:79) on the other hand adds that control presupposes effort directed towards a desired objective. It involves not only the predetermination of desired results but the action to be taken to achieve conformity of the actual with the planned results, it also involves the direction of constant efforts towards the improvement of the standards used in the plan.

The objectives of control are therefore twofold:

- to achieve a predetermined standard of performance, and
- to achieve continually improving standard of performance.

Hussey and Lowe (1990: 42) are also of the opinion that control is about reviewing what is actually achieved, comparing it to those previously set objectives and taking any corrective actions when performance does not meet expectations. In order to effectively exercise the management function of control, managers should be empowered in terms of the stages of the managerial control process and hence it is critical that they should be discussed here. The following is thus a discussion on the stages of the management control process:

### **2.2.5.1 Stages of managerial control process**

According to Hitt et al (1979:342-352) there are several stages of managerial control process which are as follows:

#### **2.2.5.1.1 Determining performance standards**

These includes the following:

- **Organisational standards**

The organisational standards has to develop standards based on its objectives. An



organisation should state its objectives in specific operational terms. Objectives should be clear and specific and may be used as annual performance standards for the organisation.

- **Functional standards**

These serve as the performance standards for the individual middle manager.

- **Departmental standards**

After functional standards have been developed, an organisation must set standards to monitor the performance of departments with each functional area. Department standards are the prime concern of lower middle management or supervisory personnel.

- **Job standards**

These are the standards of performance for the individuals performing these jobs.

#### **2.2.5.1.2 Measurement of performance**

This is the second stage of the management control process. It includes:

- Organisational measurement which is concerned with the measuring of the market and the number of customer complaints.
- Functional measurement includes the number of labour problems and the time required for their resolution. The measurement also includes adherence to laws and employee attitudes.
- With the departmental measurement, measurement usually centres around the major responsibilities of the department.
- Individual measurement measures the performance of each individual in the organisation. This is important because individual performances determine the

performance of the organisation as a whole.

- Performance appraisal is when a supervisor evaluates a subordinate's performance on the job using predetermined criteria. The supervisor must rate the individuals overall performance.

#### **2.2.5.1.3 Comparison of actual desired performance**

It is the responsibility of the manager to compare actual performance against standards established for all areas within their authority. Once performance standards have been set and actual performance has been measured, it is possible to compare the two.

#### **2.2.5.1.4 Decisions about corrective actions**

The corrective action must be carefully designed to reduce problems so that the desired performance may be obtained. Corrective action must be based on the evaluation of the deviation between actual and desired performance. When performance standard is appropriate and actual performance meets the standards, no changes are necessary.

### **2.2.6 Staffing**

According to Weinbach (1994: 97) in the ideal world, social workers in their role as managers would be able to select those persons with whom they will work. They would identify the jobs to be done and would seek and hire persons with the necessary attributes for doing those jobs. In relation to the SANDF, this task forms part of the managers daily work function and hence the researcher included this function for discussion. Furthermore, according to Weinbach (1994: 98-101), a number of issues need to be considered when staffing. They are as follows:

#### **2.2.6.1 Involvement of others**

The selection of a new staff member is not and should not be a unilateral decision by any one individual. Input can be gleaned from a number of sources (there is no shortage of advice available for personnel decisions), but difficult decisions must be made

regarding the soliciting of available help and how much influence it should carry.

#### **2.2.6.2 Available compensation**

A number of other concerns and constraints help narrow the number of acceptable choices to fill a staff vacancy. An obvious one is the salary that can be offered. The needs of the job and the preferences of other staff may suggest the need for a graduate-school educated, experienced professional. On the other hand, the amount allocated for salary in the budget may indicate that it may not be realistic to think of hiring someone with lesser academic credentials or whose experience can justify only an entry-level position. It may however be worth seeking the optimal employee knowing that a lowering of sights may be necessary if none can be found who will work for the remuneration offered.

A permanent position that offers job security versus one that is "soft" (funded by grant or contract money that may disappear) sometimes also can make a lower-paying job more attractive. According to the researcher, it is thus crucial that the right person is chosen for the job.

#### **2.2.6.3 Accreditation guidelines and professional standards**

Professional standards may leave the manager with little choice regarding the qualifications of the person hired. In recent years, an increase in certification and licensure requirements for practice have removed some of the judgement from personnel hiring decisions. No organization that depends on its professional reputation to hire new personnel or to receive client referrals can afford to regularly ignore the personnel standards set by outside organizations and, in some cases, even the legislative and judicial arms of the government. In those organizations where labour unions are established and powerful, additional requirements may further limit the hiring choices of the social worker as manager.

#### **2.2.6.4 Legal requirements**

Federal restrictions play an important role in hiring decisions. Over the past three

decades we have seen an evolution of constraints that have been designed to counteract forces of discrimination in hiring and other personnel practices. Affirmative action and other legal protections against discrimination can also constrain social work managers by requiring that certain hiring procedures must be followed. Central to an understanding of affirmative action legislation is the difference between concepts of fully qualified and best qualified. The former means that persons are judged to meet the requirements of a job or not, the latter involves an additional rank-ordering of all those who are fully qualified.

In other words according to the researcher, the concept fully qualified implies appointing a person irrespective of whether or not they meet the set criteria and best qualified implies that the individual has the necessary knowledge and skills to perform the job.

According to Weinbach (1994: 101) traditionally, hiring the person judged to be the top applicant for a job opening has been an unchallenged practice. Under affirmative action guidelines, the emphasis is on the concept of fully qualified. Qualifications for a job must be carefully studied to be certain that they are really needed and not sex-linked, culturally linked, or unnecessarily discriminatory toward a minority group. Furthermore according to Weinbach (1994: 101) if they pass this test, all fully qualified applicants are reviewed, but preferential hiring is given to women and minorities over whites. According to the researcher, the situation is different in South Africa in the sense that preference is given to the disadvantaged and marginalized groups such as the women and the physically challenged.

The researcher however does not agree with the fact that fully qualified applicants should be appointed. Even in affirmative action the best qualified should be appointed. According to the researcher, the impression created by Weinbach above is that affirmative action candidates are only fully qualified which is very wrong. Thus, managers should ensure that the best qualified appropriate candidates are employed for the right posts.

## **2.3 MANAGEMENT STYLES**

According to Weinbach (1994: 335) whether we ultimately decide to seek a career in

higher-level management or remain in a job with more direct client contact, all of us develop a certain approach to our role of manager. Our management style is likely to resemble that of others, particularly managers whom we have known and admired. In the work arena, our management style is likely to be (and should be) a logical extension of our personalities. How we plan, staff, organise, control and lead will be based in part on what others suggest or teach us about management and what methods they have found to work. Crozier (in Hoberman and Mailick 1992: 199) is of the opinion that managers in different nations tend to have different managerial styles. The following is therefore a discussion on the different managerial styles:

### **2.3.1 Participatory approach**

According to Hitt (1985: 80) participative management can be defined as a team approach to management. The members of the team, under the guidance of a leader, actively participate in making decisions and solving problems that influence their work. Responsibility for the outcome of any decision made by the group remains on the shoulders of the leader. The leader has the prime responsibility for building a team that can make good decisions and then successfully execute this decisions.

### **2.3.2 Autocratic approach**

Hitt (1985:76) indicates that an autocratic approach would be for the team leader, working alone, to develop the plan and then, to direct his or her team members to execute the plan. Rue and Byars (1996: 289) adds that the autocratic leader centralizes power and enjoys giving orders. Under this style followers contribute little, if anything to the decision making process.

### **2.3.3 Laissez - faire approach**

According to Rue and Byars (1996: 289) the laissez - faire leader pretty much allows the group members to do as they please. Such a leader allows the members of the group to make all the decisions. In effect, the laissez - faire leader only provides information to the group and does not direct or guide the group.

Bennet (1989: 64) is also of the opinion that with laissez - faire leadership, subordinates are left completely alone to make whatever decisions they deem necessary to achieve their objectives. With this style of management everyone does as they please.

The researcher does not have a problem with any of the abovementioned approaches as long as the organizational goals are met. In fact various situations demands various approaches which is a prerequisite to the success of any learning organization. Within the researcher's organization, which is the SANDF Social Work Directorate, it is critical that the different management styles be applied to the different problem situations as this is critical to the success of any management process.

## **2.4 NEEDS ASSESSMENT FOR A MANAGEMENT TRAINING PROGRAMME**

According to Steinmetz (1997:20), with the ever increasing manufacturing and process industry establishing itself in South Africa, companies are facing stiff competition to gain and maintain a competitive edge. To prosper in this environment companies must take full advantage of available resources. One of the most significant resources is training. Ongoing training programmes enable companies to understand, develop and maintain and upgrade human resources. The researcher would like to see a formal management training programme in place within the SANDF, Social Work Directorate and hence this study.

Kubr and Prokopenko (1989:9) sees management training and development as a set of activities whereby practitioners, managers or would be managers are assisted in improving their individual competence and performance as well as the organisational environment, with the ultimate goal of raising the standards of organisational performance. In the case of this study, the purpose of needs assessment is therefore to find out what training the SANDF social work staff officers and area managers actually need and want to receive, and what conditions ought to be created in order to make sure that this training has a practical impact.

The researcher aligns herself with the views of the above mentioned authors. The main

purpose behind this study is to assess the management needs of staff officers and area managers in the SANDF, Social Work Directorate.

Lewis et al (1986:8) add that many organisations fail to define specific managerial roles. This creates uncertainty amongst managers as to:

- what they are required to do,
- the boundaries of their responsibilities,
- relationship with others both inside and outside the organisation,
- the skills they need in order to fulfil their roles effectively.

When roles have been formally defined, managers will benefit from periodically examining what their work entails as a basis for reviewing:

- what they actually do in relation to what they should be doing,
- the extent to which their roles are changing,
- the need for further training and development to enable them to perform present emerging future roles effectively.

The researcher would thus like to ensure that performance measurement/evaluation procedures are being implemented in the SANDF, Social Work Directorate.

#### **2.4.1 Levels of analysis**

According to Baird, Schneier and Laird (1983:22) these analysis provide answers to three questions: Where is training needed in the organization? What must a trainee learn in order to perform the job effectively and who needs training and of what kind? Bramley (1991:9) is of the opinion that the most influential text on training needs analysis is that of McGehee and Thayer who argue that training needs analysis requires much more

than 'armchair cerebation' and suggest analysis at three levels - the organization, job and person.

In relation to this study, focus will be on the assessment of organizational needs and that is the SANDF in relation to the Social Work Directorate, the training required by staff officers and area managers within the social work directorate so as to enable them to perform their job effectively. Although the needs analysis will usually consist of three distinct investigations, McGehee and Thayer (in Bramley 1991:9) argue that these should be interrelated so that they build on each other to produce a complete training needs assessment which the researcher agrees with. The following is therefore a discussion on the aforementioned three levels of analysis:

#### **2.4.1.1 Organizational analysis**

According to McGehee and Thayer (in Bramley 1991:9) analysis at the organizational level is used to determine where training can and should be used. The focus is the total enterprise and the analysis will look at things like the organizational objectives, the pool of skills presently available, indices of effectiveness and the organizational climate.

Hussey (in Bramley 1991:9) on the other hand argues that training should not be for the individual in the hope that it will benefit the organization, training should be for the benefit of the organization as this will benefit the individuals in it. Thus training objectives, especially those for management development, should be reviewed regularly by top management and particularly whenever a change in direction or emphasis is planned.

Baird et al (1983:22) add that organizational analysis is concerned with examining the organization as a whole. This involves examining its interface with the external environment in which it operates, the attainment of its stated objectives, its human resources and its climate. The primary purpose of organizational analysis is to determine where its organization training activities should be conducted (i.e. "Are they needed?") and could be conducted (i.e. "Will they be successful?"). In the case of this study, the organizational analysis will take place in relation to the SANDF's needs as an organization.



McGehee and Thayer (in Bramley 1991:10) recommend a number of sources of data to support the analysis of needs at organizational level and are as follows:

- Organizational goals and objectives will provide targets for the various functions within the organization. Some of these will imply changes in performance standards and these may have training implications.
- The manpower plan will predict gaps caused by retirements, promotions and turnover. This provides a demographic basis for identifying training (and selection) required to fill the gaps.
- The skills pool is an inventory of knowledge and skills held within the organization. The maintenance of these will indicate training needs. It is also possible to predict some of the skills which will be required in the future and which are not, at present, available.
- Organizational climate indices like turnover, absenteeism, short-term sickness, attitude surveys, grievances and strikes, will sometimes indicate training needs as well as altering some aspects of the work situation.
- Efficiency indices like costs of labour and materials, quality of product, equipment utilization, cost of distribution, waste, machine downtime, late deliveries, repairs, or customer complaints, may indicate a shortfall in performance which can be improved by training.
- Requests by line management or surveys of their opinions are often used to build up the training plan.
- There is also often a training implication when new systems or new equipments are introduced.

#### **2.4.1.2 Job data analysis**

Job data analysis is another form of analysis that has to be taken cognisance of in

undertaking a needs assessment for a management training programme. Analysis at the job level involves collecting data about a particular job or group of jobs. The analysis will determine what knowledge, skills and attitudes are required in order to achieve these standards. At the job analysis it is necessary to discover what tasks need to be performed in order to do the job, how they should be performed and thus what needs to be learned in order to perform well. Van Dyk et al (2001:181) add that job needs assessment entails the analysis of individual jobs and tasks in order to determine the content of training in terms of what the employee must be able to do. McGehee and Thayer (in Bramley 1991:11) offer a number of techniques for carrying out such an analysis:

- Job description will give an outline of the job and list typical duties and responsibilities.
- For some jobs these will change each year in response to setting new priorities.
- Job specifications are more detailed than job descriptions and should give a complete list of tasks. They may also include standards for judging satisfactory performance in the important tasks.
- Performance standards are usually phrased as objectives for the job and the targets or standards by which these will be judged.
- Actually doing the job is very effective for specific tasks, but has obvious limitations in jobs where there are long gaps between performance and outcomes.
- Job observation or work sampling might also be used to look in detail at particular parts of the job.

### **2.4.1.3 Person analysis**

Goldsmith, Nickson, Sloan and Wood (1997: 91) are of the opinion that management training and development concentrates on developing skills geared toward the executive

decision-making process rather than the hands on craft element or the supervision and organization of operational activities. Fisher, Schoenfeld and Shaw (1996: 356) are of the view that successful training begins with a thorough **needs assessment** to determine which employees need to be trained and what they need to be trained to do.

It is thus critical to undertake a needs assessment on a personal level to determine the extent of training required by each employee. In the case of the SANDF Social Work Directorate, each individual member will be asked to complete a questionnaire which is aimed at assessing the staff officers and area managers training needs. Overall management training needs will thus be focused on. Let us briefly look at what person analysis entails:

The focus of person analysis is how well a particular employee is carrying out the various tasks which are necessary for successful performance. At the individual level of analysis, the intention is to assess performance levels against those required in the job. Theoretically, a training programme can then be designed for each individual to close the gap between present and desired levels of performance. McGehee and Thayer (in Bramley 1991:13) offer a list of techniques by which individual training needs can be identified. These include the following:

- Performance appraisal which identifies weaknesses and areas for improvement as well as strengths.
- Observation and work sampling, or testing of knowledge and skills required in the job.
- Interviews and questionnaires.
- Devising situations like role plays, case studies, business games and in-baskets. Recently these have often been combined in assessment centres where the main purpose is identifying development needs rather than selection. For the purpose of this study, questionnaires will be used to assess the management needs amongst staff officers and area managers within the SANDF, Social Work Directorate.

Baird et al (1983: 33) are also of the opinion that person analysis focuses on the individual employee. It deals with the question, Who needs training and of what kind? In the case of this study, staff officers and area managers within the SANDF, social work directorate are in need of training. Furthermore, Baird et al (1983:33) indicate that two steps are involved in person analysis and those steps are as follows:

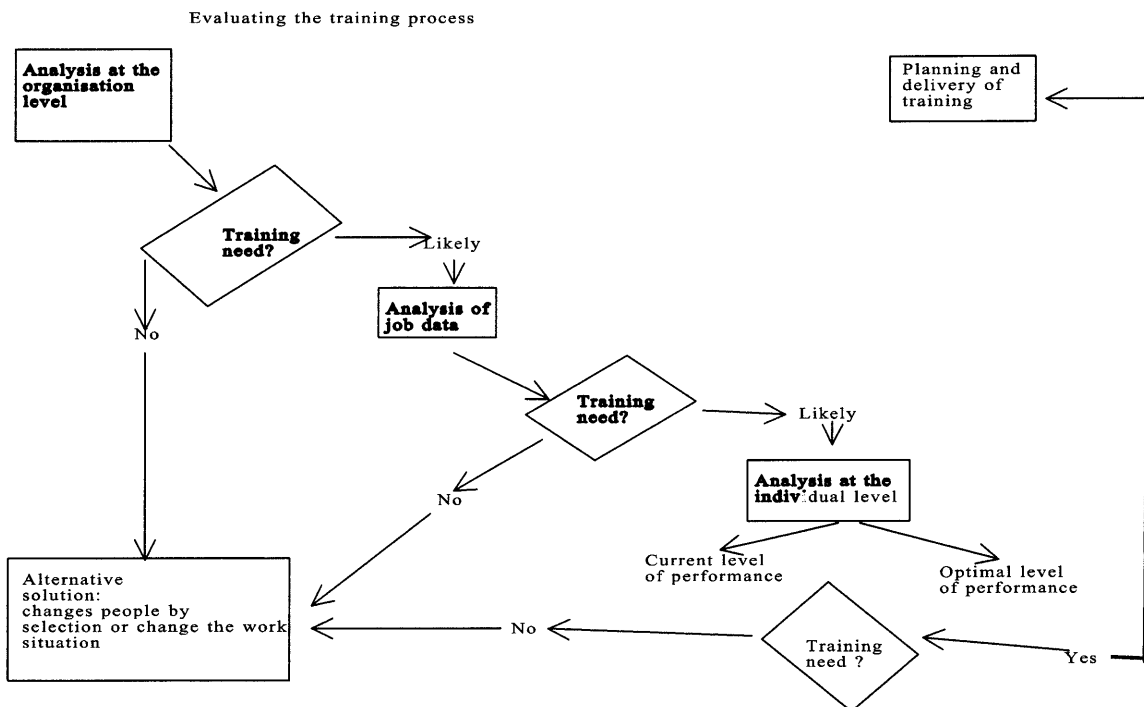
- Step one of person analysis is concerned with how well a specific employee is performing his or her job. The term "performance appraisal" will be used to refer to the techniques employed by training specialists to measure an employee's job proficiency. The results of the performance appraisal determine whether or not step two (referred to here as "diagnosis") is needed. If the appraisal indicates that an employee's work performance is acceptable, there is no need for step two.
- On the other hand if the employee's performance is found to be below standard, this is a signal that diagnosis is needed. The diagnosis involves carefully determining what specific skills and knowledge must be developed if the employee is to improve his or her job performance. This step requires a systematic diagnosis of each employee's strengths and weaknesses using the performance appraisal information collected in step one.

Van Dyk et al (2001:181) adds that individual needs are specific and can be identified by analysing the background, education and training, aptitude, personality, experience, knowledge and skills of individual employees. Such needs are easily addressed by a variety of individual development programmes such as induction training, supervisory and executive development.

#### **2.4.2 Integration of the three levels of analysis**

According to Bramley (1991:15) training needs analysis often concentrate on the person analysis level and neglect the links with organizational goals which are necessary to ensure that the training is effective in advancing the cause of the company. The process starts by examining the performance of the organization or of one part of it and if this suggests a possible training need, then the group of jobs in the area under review is examined. This may lead to an analysis of the individuals in posts to discover whether

training is likely to change the current level of performance into one which is nearer the optimal level for the job. An alternative method of integrating training needs is to start from the business plan and cascade objectives down through the organization. The following is an indication of a training needs assessment model by Vintor, Clark and Seybolt (1983:28)



## 2.5 MANAGEMENT TRAINING

Training is a prerequisite for performance of any management activity. Organizational needs are constantly changing and as such employees need to be trained on an ongoing basis to enable them to perform their job effectively and efficiently. According to Plunkett (2000:410) training imparts attitudes, knowledge and skills. It is an ongoing process governed by basic principles and provided by people with the aid of machines and methods specially suited to the subjects to be covered and the persons to be taught. Training, like daily living, increases our knowledge and understanding of the people and things that surround us.

Erasmus and van Dyk (1999:2) defines training as a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organisational objectives are achieved. Johnson (1993:3) is of the opinion that performance improvement is achieved through skilled, knowledgeable and committed workers who want to make their organization better. Most people want to do a good job. They often lack the skills necessary to operate to their true potential, a problem that may arise over time as technology and new processes are introduced into the organization. From the above mentioned, one can notice that focus is on the development of knowledge, skills and attitudes of the employees. Let us briefly look at what each entails:

### **2.5.1 Knowledge**

According to Plunkett (2000:410) knowledge refers to the body of facts, ideas, concepts and procedures that enable people to see or visualise what must be done and why. If trainees can understand the whole job and its relationship to the work of others, they have a better chance to master their own jobs. Plunkett (2000:410) furthermore indicate that they must understand the theory (fundamental principles and abstract knowledge) that governs their work before they can adequately perform their own tasks. Then with your help they must translate theory into practice through training. Knowledge is important but applying knowledge is even more critical.

### **2.5.2 Attitudes**

Plunkett (2000:410) indicates that attitude is related to the training process. When you train, you are attempting to instill positive attitudes- either as replacements for improper ones or as useful additions in the minds of your trainees. Attitudes are taught primarily through your own example and secondarily through your words. Workers learn an attitude by observing what you do. If you talk about safety but act in an unsafe manner or lightly skip over safety during the training period, your workers will adopt the same casual attitudes. Therefore, attitudes are all about practising what you preach. Managers, should be able to serve as role models for their subordinates.

### **2.5.3 Skills**

Plunkett (2000: 411) is of the opinion that the best way to teach a skill is to involve the trainees as quickly as possible in performing the skill. Practice and more practice are keys to the successful acquisition of motor skills. Trainees first develop an in-depth understanding of the tools, equipment, or machinery and then move to an actual working knowledge of the trade or craft. In this manner they gain controlled exposure to both technical side and the manipulative side of their jobs. In other words skills can be referred to the ability to practically apply the theoretical knowledge that the employee possesses.

## **2.6 MANAGEMENT TRAINING PROGRAMME**

Management training needs assessment is an initial step towards the development of any management training programme. Johnson (1993:22) indicates that leadership training is mandatory. According to him, too many managers have had little exposure to concepts of leadership, and it shows when they attempt to gain commitment to the changes required in the performance improvement efforts. Total quality management (TQM) demands much more in the way of leadership skills because it is an interactive process that depends on employees doing more than they were previously accustomed to doing. Training also requires general topics such as managing meetings, communications and dealing with difficult people.

Furthermore, management training subjects would include the organizational development, job design, human resource planning, and performance management subjects taken by executive managers because management must assist with planning and carry out the changes. Interpersonal skills such as coaching, mentoring, questioning, negotiating, and communicating are also training subjects that should be included in the manager's training plan. Management in a quality environment should thus include training on such subjects as teams and team building, problem-solving, quality tools, performance management, budgeting, strategic planning, and training skills.

Thus, all managers should also receive training in the business competencies. Important topics include business practices, cost - benefit analysis, organizational structure, personnel development, and behaviour studies, financial applications, project planning and project management. Customer service, customer relations, community relations and interpersonal skills training are also important subjects for today's manager. The manager must be adept at working with people internal and external to the organization. Managers well versed in leadership and quality principles are a key to success in TQM.

Lewis et al (1991:141) is of the opinion that both for the sake of appropriate use of resources and for the sake of participant motivation, training programmes must be based on careful assessment of real needs. The assessment might be based on measurement of existing problems in service delivery, on the suggestions of employees or supervisors, or on awareness that changes in the agency's mission are on the way.

Coğswell and Stubblefield (in Lewis et al 1991:141) are thus of the opinion that the main purpose of doing training and staff development needs assessment is to use the data collected to design a training programme so that the need is met. Educators who provide models for training designs have suggested that the data collection method utilised must involve the learner as much as possible in assessing his/her needs and that program developers should avoid telling learners what they need to learn.

In the case of the SANDF Social Work Directorate, the researcher involved staff officers and area managers in the management needs assessment with the purpose of making recommendations for the designation a management training programme at the end. Why should a management training programme be designed? Following is an indication of the advantages of training:

### **2.6.1 Advantages of training**

According to Plunkett (2000: 414) training gives your workers a lot of advantages including the following:

- They increase their chances for success. Through training, workers gain new knowledge and experiences that help reduce the risks of personal



obsolescence and increase their value to themselves and to the company. According to the researcher, the word redundancy would be better suited than obsolescence. By exposure and practice, workers learn new techniques that enhance their abilities and their enjoyment of work. By successfully completing training, workers confront change, meet challenges, overcome their fears, and gain self confidence.

- They increase their motivation to work. Through successful training experiences and proper guidance, individuals experience a greater measure of achievement. They find ways to reduce fatigue, increase contributions, and expend less effort to accomplish their tasks. These accomplishments tend to fortify a desire to work harder. We all need a sense of competence.
- They promote their own advancement. As workers become more proficient, they earn the right to receive additional duties, either through delegation or through a job change. By providing themselves through the learning process, they justify the investment of additional company time and money in their development. They become more mobile members of the organization.
- Their morale improves. Mastery of new responsibilities inevitably leads to new prestige and importance. This newfound pride can be translated into higher earnings, a greater commitment to the company, and a renewed self- image. Workers see themselves as necessary and more valuable parts of the whole and as greater contributors to the group's success.
- Their productivity increases. Subordinates perform their jobs with less wasted and lower scrap rates, which result in higher-quality production and a greater return to themselves and the company.

The above mentioned clearly indicates that ongoing training and development of employees is critical to the success of any learning organization. According to the researcher, both the newcomers and old workers within an organization should receive some form of training and this guarantees success of such an organization and hence this study is focussed on the assessment of management training needs amongst staff

officers and area managers within the SANDF, Social Work Directorate. Before any training programme can be implemented, it should follow certain steps which are as follows:

### **2.6.2 Developing training objectives**

According to Lewis et al (1991:142) once learning needs have been clearly identified, they can be stated in terms of objectives. In some way, it is expected that trainees will be different after the educational intervention. Their behaviour will be changed because they will have developed new skills, gained new knowledge or learned new attitudes. The specific nature of the desired change should be clearly stated before the training programme is designed. Baird et al add that the objectives should be specific and measurable.

### **2.6.3 Designing the training programme**

According to Lewis et al (1991:142) the design of the training programme depends on the objectives being met and the resources available. In most work settings, training can run the gamut from on-the-job instruction and coaching to specially designed workshops for groups, ongoing classroom teaching, individualised programme instruction, use of audiovisual media, laboratory training and conferences. Within the confines of the workshop format, which is used very commonly in human service settings, methods can involve lectures or panel discussion, case conferences, demonstrations, use of media, discussions, gaming, role playing, laboratory training, exercises or simulations. The alternatives of training programme design are infinite. Most important, the interventions selected must suit the objectives that have been developed and at the same time meet the needs and orientations of trainers and trainees.

Humphreys (2001:617) add that within the programme, there are four residential elements which are as follows:

- To launch the programme and to create team working within the cohort of managers, using practical group exercises and role plays.

- An outdoor management programme used as the basis for integrating the application of content from the management skills module. This is achieved through individual and team-based problem solving activities.
- This is based on a complex interactive management simulation game which enables participants to understand more fully the practical application of theoretical concepts and integrates the various functional areas identified within the programme.
- To consolidate the learning in the area of management skills with a view to giving the participants the opportunity to practice these skills using group exercises and role plays.

#### **2.6.4 Implementing the training programme**

According to Lewis et al (1991:143) if the training methods selected are appropriate to the objectives that have been set, the likelihood for effectiveness is enhanced. It is still important to remember however, that intervention methods should be appropriate to adult learners' needs. Their motivation depends on their ability to recognise the importance of the training program to their own work effectiveness. They must have been actively involved in selecting training goals. At the same time, they should be assured that the skills and knowledge they are gaining will be recognized and reinforced in the context of their posttraining work. The researcher would like to ensure that a similar kind of programme is implemented within the SANDF, Social Work Directorate.

#### **2.7 CONCLUSION**

Obtaining literature more especially journals and through Internet was difficult as there was limited literature on the subject. Older versions of the books were also used as a result of the fact that they were most relevant and applicable.

Proper management is a prerequisite to the success of any learning organization and the SANDF is no exception. All management functions are of equal importance and it is crucial that they are effectively and equally applied at all levels within the organization.

However, knowing what management functions there are, without the necessary knowledge on their practical applicability is worthless. On their own they cannot guarantee total quality management.

Management is broad and includes aspects such as the management styles and functions. Therefore, it is critical that any organization should undertake a needs assessment process on its management echelons to enable them to function appropriately and to perform to the best of their ability. Training should form an integral part of any organization and should be an ongoing process as the needs are in a constant process of change. Thus, it calls for an organization to have a management training programme in place which is based on the integrated needs of the individual employee, the organization and on the job analysis. As a result of this, the researcher has undertaken a needs assessment for a management training programme amongst staff officers and area managers within the SANDF, Social Work Directorate.

## CHAPTER 3

### EMPIRICAL INVESTIGATION

#### 3.1 INTRODUCTION

This research was undertaken in order to assess the need for a management training programme amongst staff officers and area managers within the SANDF Social Work Directorate. The researcher did a pilot test with the four area managers within the SANDF Social Work Department, at Area Military Health Unit Gauteng in order to ascertain whether the questionnaire will elicit the same results. These four area managers were not part of the main study. At the end thirty five questionnaires were distributed to the staff officers and area managers within the SANDF Social Work Directorate and all thirty five questionnaires were received back.

The researcher undertook this project as a result of the observed and felt need for a management training programme amongst staff officers and area managers within the SANDF social work directorate. Through this research, the researcher has tried to ascertain the need for a management training programme amongst staff officers and area managers within the SANDF Social Work Directorate. In this chapter, an analysis and interpretation of the research results was discussed.

Furthermore, a knowledge base comparison was made with regard to respondents who went through management training and those who never had any management training.

#### 3.2 RESEARCH METHODOLOGY

The research approach undertaken was fully discussed in chapter one. A combination of both quantitative and qualitative approaches was followed whereby both numerical means and general descriptions were used. As cited by Mark (1996:210-211) in chapter

one page five. The type of research undertaken by the researcher is applied research as the findings will be applied to solve social problems of immediate concern Bailey (1994:25) in chapter one page six and the design is exploratory in nature.

All thirty five questionnaires were received back (100%). The findings of the research are related to the literature study and the objectives of the study. Thereafter conclusions and recommendations are made.

### 3.3 INTERPRETATION OF ACQUIRED DATA

Graphical presentations are used in order to introduce the research results in this chapter.

#### SECTION A: BIOGRAPHICAL DATA

- **Total years of experience as a social work manager within the SANDF**

**TABLE 1**

<b>Serial No</b>	<b>Years of Experience</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	0 - 3 years	15	43%
2.	4 - 7 years	5	14%
3.	8 - 11 years	8	23%
4.	12 - 15 years	4	11%
5.	16 years and more	3	9%
<b>6.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 1 gives an indication of the total years of experience as a social work manager **within the SANDF Social Work Directorate**. (15) 43% of the respondents have 0 - 3 years experience, (5) 14% have 4 - 7 years experience, (8) 23% have 8 - 11 years

experience, (4) 11% have 12 -15 years experience and (3) 9% have 16 and above years of experience. If the above data on table 1 is analyzed, a high percentage of respondents have limited experience as managers and as such it can concluded that they require a management training programme so as to enable them to effectively perform their job as managers.

The limitation of this question on their total years of experience is that it would have been ideal to compare years of experience within and outside the SANDF. However, most of these managers are relatively new within management and as such do not have managerial experience.

➤ **Total years of experience as a social work manager?**

**TABLE 2**

<b>Serial No</b>	<b>Years of Experience</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	0 - 3 years	13	37%
2.	4 - 7 years	8	23%
3.	8 - 11 years	7	20%
4.	12 - 15 years	3	9%
5.	16 years and more	4	11%
<b>6.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 2 gives an indication of the total years experience of respondents as **social work managers**. (13) 37% of the respondents have 0 - 3 years experience, (8) 23% have 4 - 7 years experience, (7) 20% have 8 - 11 years experience, (3) 9% have 12 -15 years experience and (4) 11% have 16 years and more experience as social work managers. The above data in table 2 gives a reflection that most of the managers have 0 - 3 years

experience as managers which emphasizes the need for a management training programme.

The researcher is of the opinion that social work practitioners should have some experience in the field of social work before being appointed to managerial positions. Due to the fact that most respondents are not experienced as managers it is critical that some form of training be provided to the respondents, particularly those who are new in the field of management. The limitation to this question is that it could have served the purpose to confirm the years of experience as social work practitioners.

➤ **Highest educational level**

**TABLE 3**

<b>Serial/No</b>	<b>Highest educational level</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Diploma in SW	4	11%
2.	Any other diploma	0	0%
3.	Degree in SW	22	63%
4.	MA in SW	9	26%
5.	Any other post graduate degree	0	0%
<b>6.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 3 gives an indication of the academic qualification of the respondents.

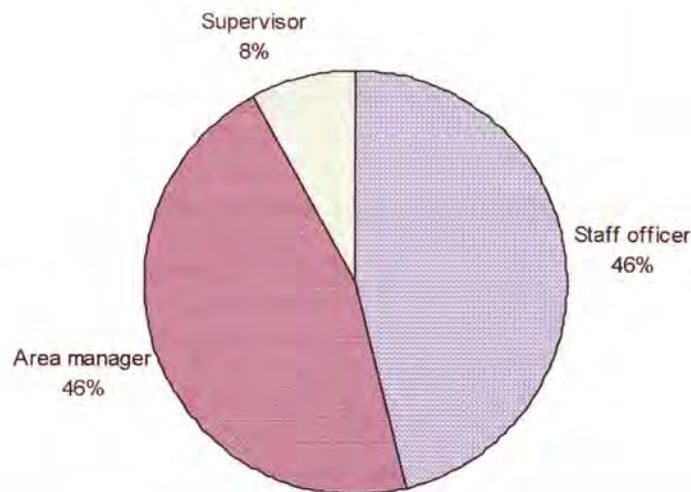
(4) 11% have a diploma in social work, (22) 63% have a degree in social work, (9) 26% have an MA in social work. The fact that all the staff officers and area managers have some training in social work is positive. This statement might sound confusing to the reader. Even though the respondents have the basic social work training they need training in management.



What the researcher implies is that it would be easy to draw on the already existing knowledge to make it easy for training in management. None of the respondents gave an indication of having any other diploma or any other post graduate degree. Following a field of study which is different from social work is maybe not in the interest of the respondents.

➤ **Functional appointment**

**FIGURE 1**



From the given data on figure 1, (16) 46% of the respondents are staff officers, (16) 46% are area managers and (3) 26% are supervisors. It was easy to acquire this information due to the fact that the SANDF was going through a staffing process at the time of completion of these questionnaires, and the directorate of social work was staffed with (15) 43% of the managers with 0 - 3 years experience as managers within the SANDF Social Work Directorate, (5) 14% with 4 - 7 years experience, (8) 23% with 8 - 11 years experience, (4) 11% with 12 – 15 years experience and (3) 9% with 16 years and more.

The abovementioned gives a clear indication that most of the respondents have limited experience as managers and as such it can be concluded that they require a management training programme so as to enable them to effectively perform their job as managers.

### **Confirmation of a formal management training within the SANDF Directorate of Social Work**

All thirty five (100%) of the respondents have not had formal management training within the SANDF Directorate of Social Work. There was however a misunderstanding with two of the respondents who regarded the supervisor's course within the SANDF Social Work Directorate as a formal management training which is not. The researcher also went through the same course and it is definitely not a management training course. This according to the researcher, gives a clear reflection that some of the respondents do not have an indication of the difference between supervision and management.

- **Whether social workers are receiving management training outside the SANDF**

**TABLE 4**

<b>Serial No</b>	<b>Present management training</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>b</b>
1.	Yes	7	20%
2.	No	28	80%
<b>3.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 4 indicates that (7) 20% of the respondents are receiving management training outside the SANDF whilst (28) 80% of the respondents are not receiving any management training outside the SANDF. With this being the case, it is a matter of

concern that only 20% of the respondents are undergoing some form of management training outside the SANDF whilst 80% are not receiving any management training.

Respondents indicated the different forms of management training that they are undergoing such as a diploma in management with the different tertiary institutions, training with the non governmental organizations outside the SANDF and masters degrees in social work management with the tertiary institutions. Special competencies and skills related to management which can best be acquired through training are advisable for any manager to be fully functional without the necessary training and this data clearly reinforces the need for a management training programme within the SANDF Social Work Directorate.

➤ **Whether social workers underwent any form of management training in the past?**

**TABLE 5**

<b>Serial No</b>	<b>Previous management training</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Yes	21	60%
2.	No	14	40%
<b>3.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 5 indicates that (21) 60% of the respondents went through some form of management training in the past whilst (14) 40% have not gone through any form of management training. The fact that 60% went through some form of management training in the past is positive however the 40% left behind should be brought on board. Those who did undergo some form of management training indicated informal training such as workshops, in-service training, leadership training and MA degree in social work as the training that they went through.

The researcher however questions the validity of some of this informal training in terms of whether it really equipped them with the necessary skills to actually perform their tasks as managers within the SANDF Social Work Directorate.

## SECTION B: MANAGEMENT LEARNING NEEDS

### ➤ Knowledge about planning

TABLE 6

Serial No	Planning knowledge	Total Number of Respondents	Percentage
a	b	c	d
1.	Excellent	2	6%
2.	Good	18	51%
3.	Average	13	37%
4.	Poor	2	6%
5.	Very Poor	0	0
6.	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

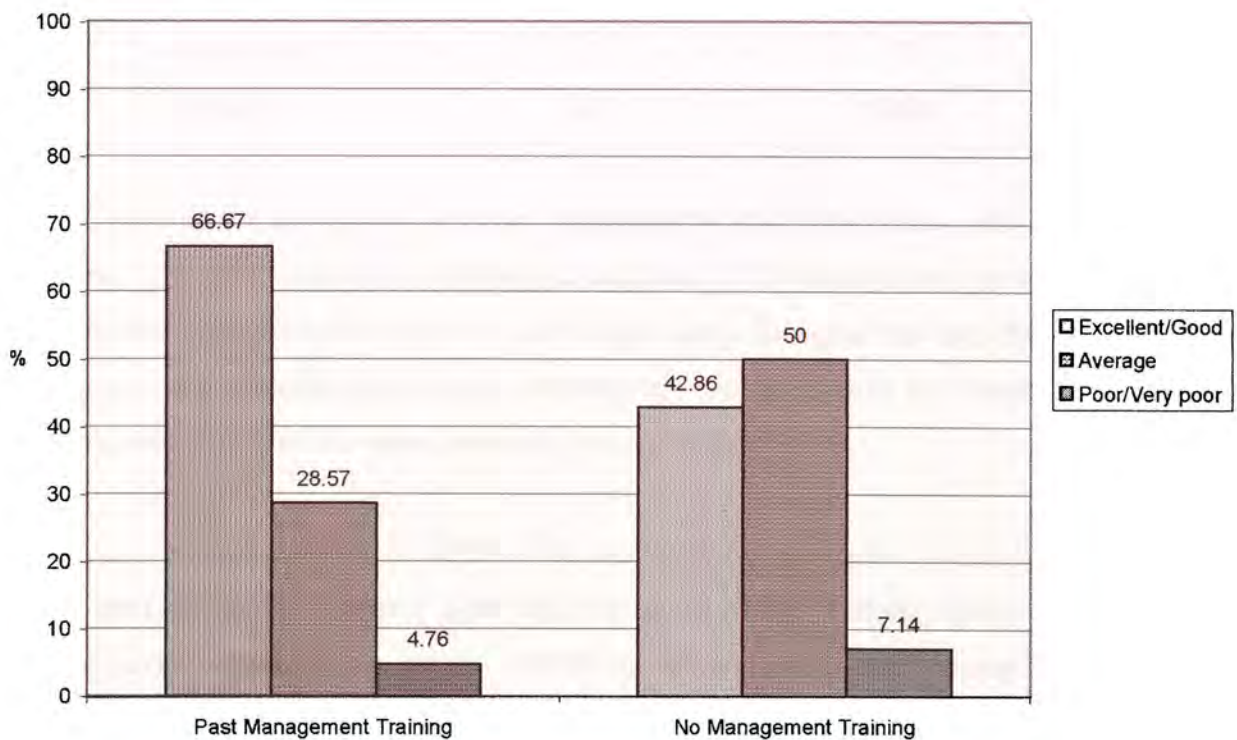
Table 6 indicates that (2) 6% of the respondents think that they are excellent with planning, (18) 51% are good with planning, (13) 37% are average with planning and (2) 6% are poor with planning. Even though 51% of the respondents indicated that they are good with planning, there is a need for training in planning as a function of management so as to enable all managers within the SANDF Social Work Directorate to be informed in this regard.

Furthermore in comparison, 66.67% of the respondents who went through management training and 42.86% of those who did not go through training, think that they are excellent/good in planning. 28.57% of those who went through training and 50% of those

who did not go through training think that they are average with planning. 4.67% of those who went through training and 7.14 % of those who did not go through training think that they are poor/very poor with planning.

It is interesting to note the differences in the respondent's knowledge on planning between those who went through management training and those who didn't. There is not much of a difference. On the basis of this it can be summarized that training in planning as a function of management is a need. A difference should also be noted between planning in general (that is planning for clients) and planning for the department of social work managers in the various provinces within the SANDF. It is possible that most of the respondents viewed planning in terms of the general planning with clients than strategic planning for the organization. This can graphically be represented as follows:

**FIGURE 2 Comparison between respondents knowledge about planning and past management training**



It is interesting to note the differences in the respondent's knowledge of planning between those who went through training and those who didn't. There is not much of a difference. It boils down to the fact that training in planning as a function of management is a need due to the fact that the respondents may not be clued up with what planning in management actually entails.

➤ **Knowledge about organizing**

**TABLE 7**

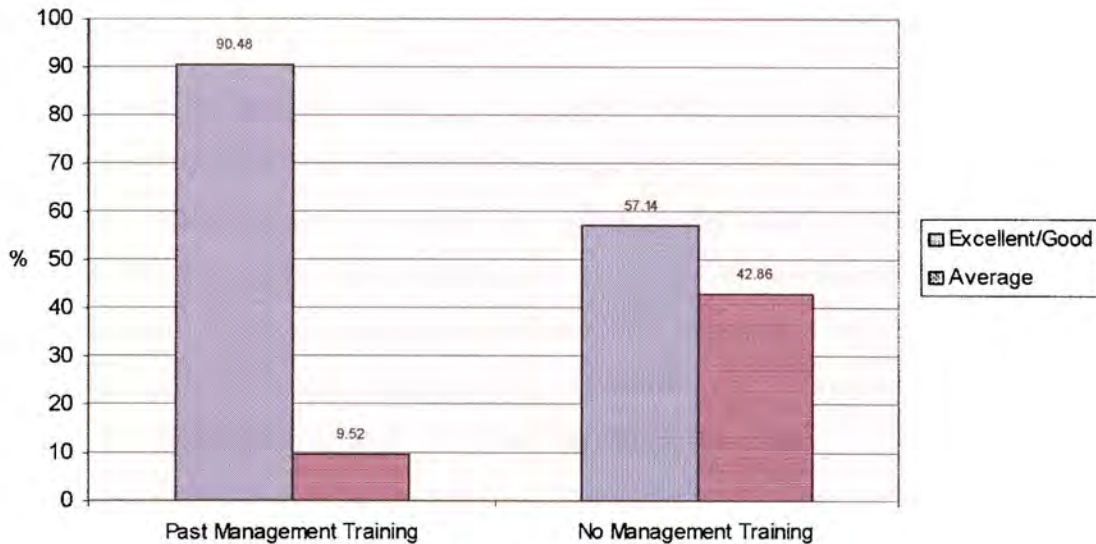
<b>Serial No</b>	<b>Organizing knowledge</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Excellent	3	9%
2.	Good	24	68%
3.	Average	7	20%
4.	Poor	1	3%
5.	Very Poor	0	0
6.	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 7 indicates that (3) 9% of the respondents think that they are excellent with organizing, (24) 68% are good with organizing and (7) 20% are average with organizing. (1) 3% of the respondents are poor with organizing. Despite the fact that 74% of the respondents are excellent/good with organizing, the 26% who are average/poor with organizing should be more equipped with the organizing skills.

Furthermore, in comparison 90.48% of the respondents who went through management training and 57.14% of those who did not go through training think that they are excellent/good with training. Again 9.52% of those who went through training and 42.86% of those who didn't go through training think that they are average with organizing.

It is interesting to note that the percentage of those who did not go through any management training, who think that they are excellent/good with organizing is higher than those who had training. The percentage of those who had training in management is higher under the average response in comparison to those who had no training. The question can then be - do they know what they are supposed to be excellent in? Again, there is a definite need for training in this regard. This can graphically be represented as follows:

**FIGURE 3 Comparison between respondents knowledge about organizing and past management training**



➤ **Knowledge about budgeting**

**TABLE 8**

<b>Serial No</b>	<b>Budgeting knowledge</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Average	7	20%
2.	Good	15	43%
3.	Excellent	13	37%
4..	Poor	0	0%
5.	Very Poor	0	0%
<b>6.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

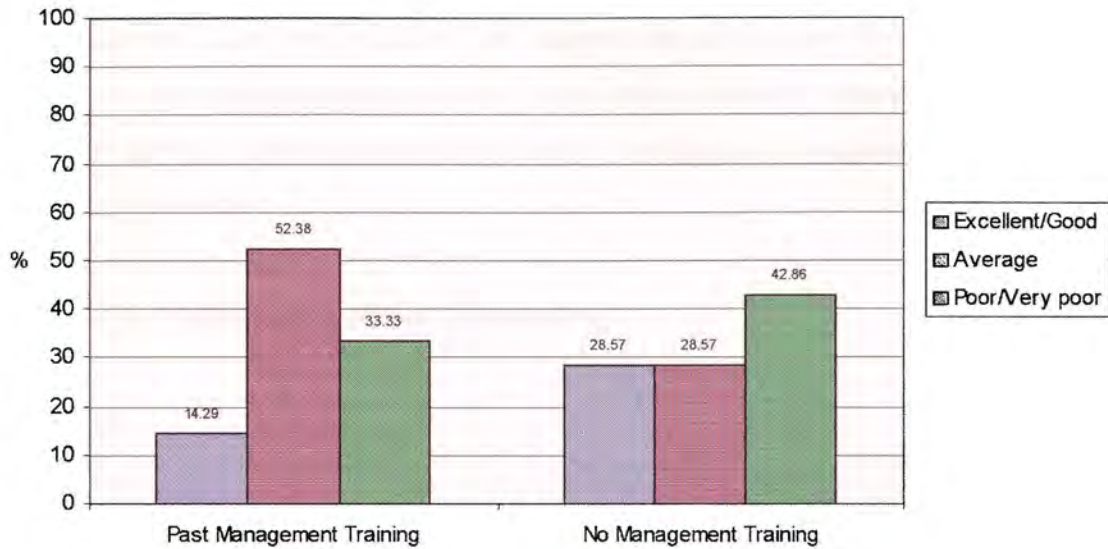
Table 8 indicates that (7) 20% of the respondents thinks that they are average with budgeting, (15) 43% are good with budgeting whilst (13) 37% are excellent with budgeting. According to the researcher, despite the fact that 80% of the respondents think that they are good with budgeting, there is a definite need for training in budgeting specifically with regard to overall departmental budgeting. The researcher has observed that overall budgeting with clients is not a problem, but budgeting for the organization is an issue that managers should definitely be empowered with.

Furthermore in comparison, it can be noticed that the 33.33% of those who went through management training and 42.86% of those who did not go through training think that they are poor/very poor with budgeting. Again, 52.38% of those who went through training and 28.57% of those who never went through any training think that they are average with budgeting.

Finally 14.29% of those who went through training and 28.57% of those who did not go through training think that they are good/excellent with budgeting This can graphically be represented as follows:



**FIGURE 4 Comparison between the respondents knowledge about budgeting and past management training**



Not much discrepancy can be noticed between those who went through training and those who didn't and the need for training in budgeting is the same for both.

➤ **Knowledge about leading**

**TABLE 9**

Serial No	Knowledge about leading	Total Number of Respondents	Percentage
a	b	c	d
1.	Very poor	0	0%
2.	Poor	0	0%
3.	Average	10	28%
4.	Good	23	66%
5.	Excellent	2	6%
<b>6.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 9 indicates that (10) 28% of the respondents are average with leading, (23) 66% are good with leading and (2) 6% of the respondents are excellent with leading.

The researcher is of the opinion that leading as a function of management should be included in the management training programme of staff officers and area managers within the SANDF Social Work Directorate. Leading in management should particularly be the point of focus.

➤ **Knowledge about controlling**

**TABLE 10**

<b>Serial No</b>	<b>Knowledge about controlling</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Excellent	1	3%
2.	Good	17	48%
3.	Average	16	46%
4.	Poor	1	3%
5.	Very poor	0	0%
<b>6.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 10 indicates that (1) 3% of the respondents are excellent with controlling, (17) 48% are good with controlling, (16) 46% are average with controlling and (1) 3% of the respondents are poor with controlling. According to the researcher, there is a tendency amongst some managers to confuse controlling with policing. 3% of the respondents gave an indication that they are poor with control as a function of management and as such there is a learning need in this regard.

Furthermore, in comparison 61.9% of those who went through training and 35.71% of those who did not go through training in management think that that they are

excellent/good with controlling. 33.33% of those who went through training and 64.29% of those who did not go through any training think that they are average with control as a function of management.

Lastly, 4.7% of those who went through training indicated that they are poor/very poor with control as a function of management whilst none of those who did not go through any training think that they are poor/average with controlling. It is again interesting to note the obvious need for training in control as a function of management amongst the respondents who went through training than those who didn't unless if the point of reference and thinking is different. For example, those who went through training think of control in relation to management whilst the other respondents may generalize the concept of control. This can graphically be represented as follows:

**FIGURE 5 Comparison between the respondents knowledge about control and past management training**



➤ **Knowledge about staffing**

**TABLE 11**

<b>Serial No</b>	<b>Knowledge about staffing</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Poor	9	26%
2.	Average	16	46%
3.	Good	10	28%
4.	Excellent	0	0%
5.	Very Poor	0%	0%
<b>6.</b>	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 11 gives an indication of the respondent's knowledge about staffing. (9) 26% of the respondents are poor with staffing, (16) 46% are average with staffing and (10) 28% are good with staffing. A large percentage 26% of the respondents are poor with staffing and none of the respondents are excellent with staffing which reflects a definite need for training in staffing as a function of management within the SANDF Social Work Directorate.

➤ **Management style that best describe the respondents**

**FIGURE 6**

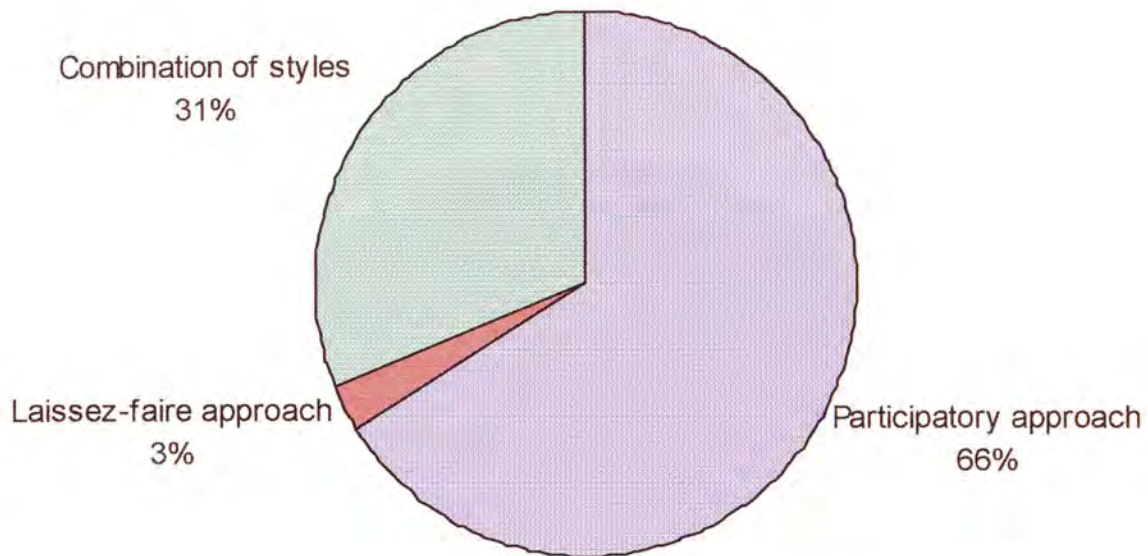


Figure 6 indicates that 66% of the respondents utilizes a participative approach, 3% utilizes a laissez - faire approach and 31% utilizes a combination of the three management styles being the participatory approach, the autocratic approach and the laissez - fair approach. It is in fact a matter of concern to see that a large percentage of managers make use of just the participatory approach. According to the researcher, different management styles should be suited to different situations. There is therefore a training need in this regard.

## SECTION C: MANAGEMENT TRAINING

- Whether the respondents think that work performance of managers will be improved if they undergo some form of management training

FIGURE 7



From the data collected (32) 91% of the respondents are of the opinion that work performance of managers will be improved if they undergo some form of management training and (3) 9% are not in favour of that. The reason for this according to the researcher could be that the experienced managers would not feel a need for this. However, this highlights the need for a management training amongst staff officers and area managers within the SANDF Social Work Directorate.

- **Whom the respondents think would be suitable to conduct this training**

**TABLE 12**

<b>Serial No</b>	<b>Suitable person to conduct training</b>	<b>Total Number of Responses</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	SW directorate	14	27%
2.	SAMHS Training Formation	7	14%
3.	Consultant	25	49%
4.	Others	5	10%
<b>5.</b>	<b>TOTAL</b>	<b>51</b>	<b>151%</b>

Table 12 indicates that 25 respondents are in favour of training by a consultant, 14 by the Social Work Directorate, 7 by the South African Military Health Service whilst 5 of the respondents are in favour of training by others such as tertiary institutions and by experienced military managers. **The percentage indicated in Table 12 above is more than 100% due to the fact that the respondents had a chance to give more than one response under this question.**

According to the researcher, an ideal situation would be a combination of all the suggestions. Respondents had a chance to respond to more than one answer in this regard and hence the percentage is also high. A limitation in this regard could have been ideal if the researcher had asked the respondents to only indicate one response. It is however also ideal to make use of a combination of all the suggested responses.

➤ **Frequency of occurrence of training**

**TABLE 13**

<b>Serial No</b>	<b>Frequency of training</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1	Once a month	2	6%
2.	Once in two months	1	3%
3.	Once in three months	12	35%
4.	Once in six months	19	55%
<b>5.</b>	<b>TOTAL</b>	<b>34</b>	<b>99%</b>

Table 13 indicates the frequency of occurrence of this training. 19 of the respondents indicated that training should occur once in six months, 12 felt that it should occur once in three months, 2 felt that it should occur once a month and 1 felt that it should occur once in two months.

Depending on the situational analysis, training in management should take place. Only one respondent did not answer this question and this may give an indication of someone who is not in favour of any training whatsoever.



- **Areas in which the respondents experience difficulties in the performance of their job as managers**

**FIGURE 8**

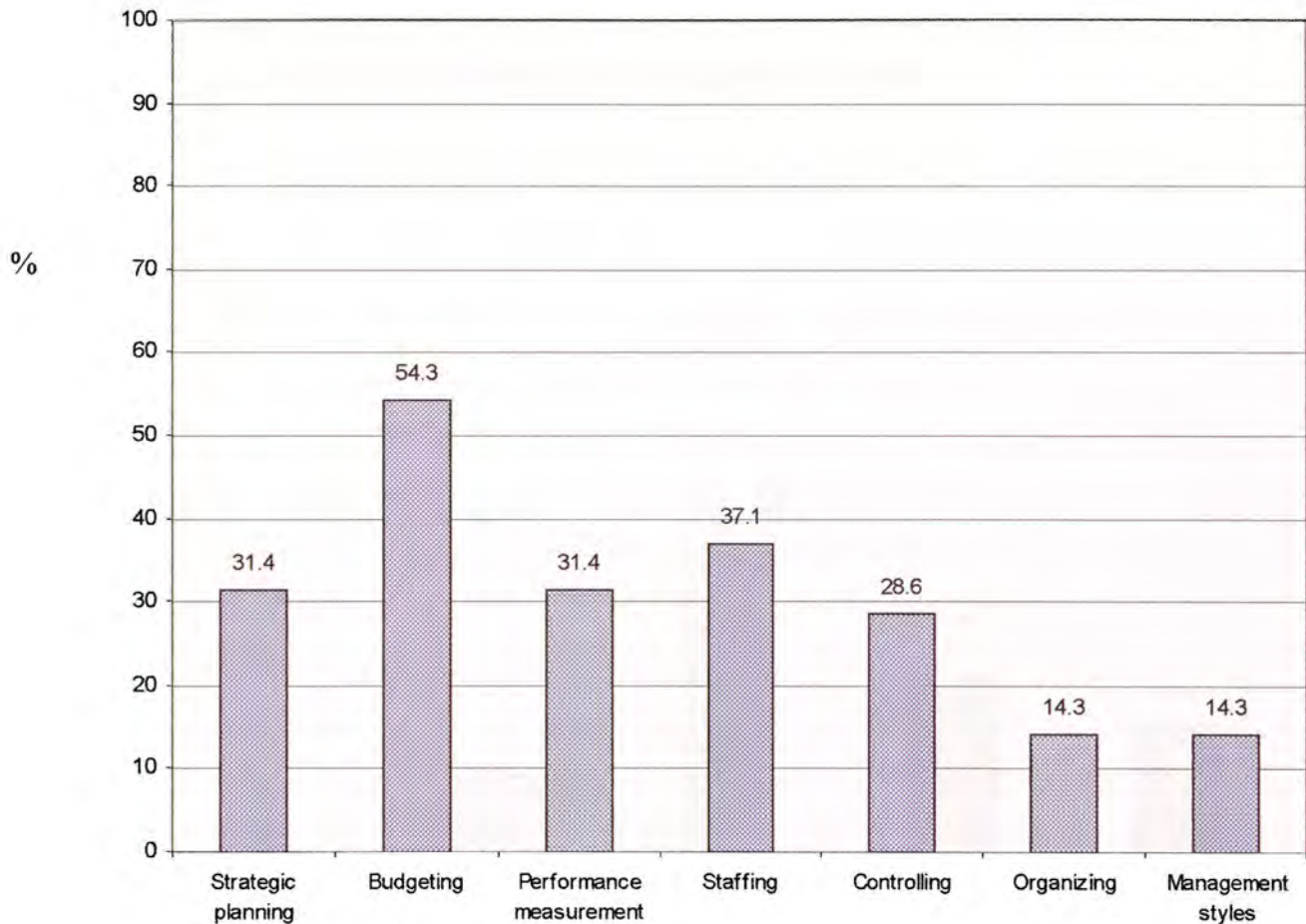


Figure 8 gives an indication of the areas in which the respondents think that they experience problems in the performance of their job. 54.3% of the respondents experience problems with budgeting, 37.4% with staffing, 31.4% with strategic planning and performance measurement, 28.6% with controlling, 14.3% with organizing and 14.3% experience problems with the management styles.

Training should be provided for in these stipulated aspects.

It is interesting to compare this problem areas indicated by the respondents in

relation to the knowledge that they think they have on the questions on the knowledge base regarding planning. A discrepancy definitely exist between what they think they know and what they regard as problem areas. Maybe they do have some knowledge but are experiencing problems in the performance of their job.

➤ **Respondents additional management needs**

**FIGURE 9**

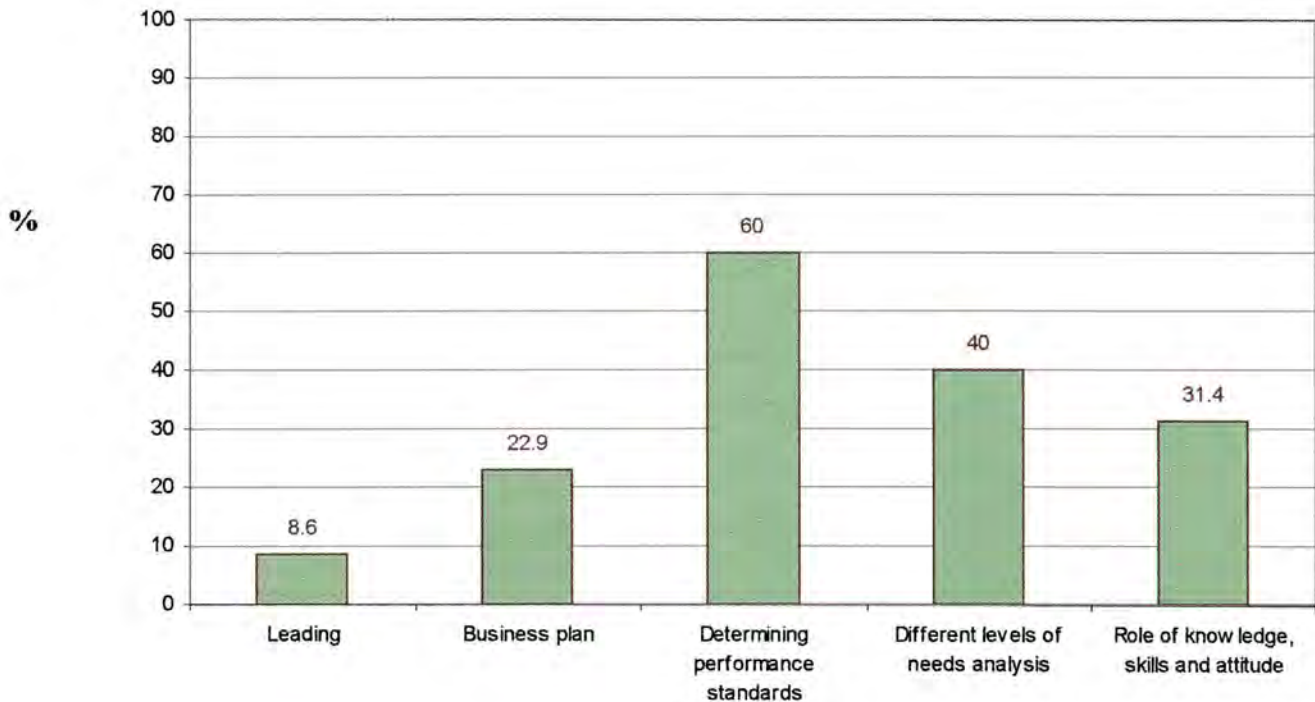


Figure 9 gives an indication of the respondents additional management needs. 60% of the respondents are in need of training in determining performance standards, 40% in the different levels of analysis, 31.4% in the role played by knowledge, skills and attitude in management, 22.9% in the business plan and 8.6% in leading. Additional needs identified by the respondents should be addressed through training. Other suggestions for training needs by the respondents are a need for training in recent management literature/theory and training on how to lead the various personality types.

- **Whether the respondents think that training in management will assist them in their job performance**

**TABLE 14**

<b>Serial No</b>	<b>Indication of whether training will assist them in their job performance</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Yes	35	100%

Table 14 indicates that all 35 (100%) respondents think that training will assist them in their job performance. Reasons for this were cited as follows:

- ❖ Continuous management training will ensure that managers are equipped with updated theory and practical implementation thereof.
- ❖ Training will ensure that they are adequately equipped with attitude, knowledge and skills to execute the job professionally and diligently.
- ❖ Guidelines for functioning will be set and uniformity enforced.
- ❖ Training will serve as a motivator, integration of knowledge and practice will occur.
- ❖ Confidence and assertiveness will be enhanced and there is always room for development.

- Whether the respondents would like to be part of the designation of a management programme

TABLE 15

Serial No	Part of a management training programme	Total Number of Respondents	Percentage
a	b	c	d
1.	Yes	26	74%
2.	No	9	26%
3.	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 15 indicates that (26) 74% of the respondents would like to be part of the programme designation and (9) 26% does not want to be part of that.

Participative decision making process is thus enforced by the respondents. Due to the high percentage of those who would like to be part of this process, it can be concluded that staff officers and area managers should be consulted in this regard.

➤ **Whether training imparts knowledge**

TABLE 16

Serial No	Training imparts knowledge	Total Number of Respondents	Percentage
a	b	c	d
1.	Yes	33	94%
2.	No	2	6%
3.	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 16 indicates that (33) 94% think that training imparts knowledge whilst (2) 6% are in disagreement. This gives a clear indication of the need for training so as to enhance their knowledge regarding management.

➤ **Whether training increases the chances of success**

**TABLE 17**

<b>Serial No</b>	<b>Training increases the chances of success</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Yes	33	94%
2.	No	2	6%
3.	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 17 indicates that (33) 94% are of the opinion that training increases the chances of success whilst (2) 6% are in disagreement. Again, the importance of training has been highlighted here.

➤ **Whether training imparts skills**

**TABLE 18**

<b>Serial No</b>	<b>Training imparts skills</b>	<b>Total Number of Respondents</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Yes	33	94%
2.	No	2	6%
3.	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

Table 18 gives an indication that (33) 94% of the respondents are of the opinion that training impart skills whilst (2) 6% are in disagreement. It is quite interesting to note that there are two of the respondents in these last three questions who are not in favour of training at all.

One can assume that the reasons could be that they think that they are empowered and not in need of training, or they have a negative attitude towards training. Maybe the researcher should have added the comments section to these questions so as to determine the reasons behind their responses.

➤ **The form which this training should take**

**TABLE 19**

<b>Serial No</b>	<b>Form which training should take</b>	<b>Total Number of Responses</b>	<b>Percentage</b>
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1.	Conferences	6	6%
2.	Lectures	13	13%
3.	Workshops	30	30%
4.	Role play	11	11%
5.	Panel discussions	9	9%
6.	Practical group exercises	18	18%
7.	Simulation	12	12%
<b>8.</b>	<b>TOTAL</b>	<b>99</b>	<b>99%</b>

Table 19 gives an indication that (30) 30% of the responses are in favour of workshops, (18) 18% in favour of practical group exercises, (13) 13% are for lectures, (12) 12% are in favour of simulations, (11) 11% are for role play, (9) 9% are for panel discussions whilst (6) 6% are for conferences. Responses given in terms of the training format by the respondents gives a definite indication of the need for a management training amongst staff officers and area managers within the SANDF Social Work Directorate. These forms should be considered in the provision of training.

## CHAPTER 4

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 INTRODUCTION

The researcher has been employed by the SANDF since 1992 and has been involved in ad hoc managerial tasks. Through networking with colleagues in the organization, the researcher observed a need for a formal management training programme, especially amongst staff officers and area managers who are confronted with management activities/tasks as their daily work responsibility. As a result of this, some of those managers had difficulties completing the required tasks at an acceptable standard. The focus of this research is thus on a needs assessment for a management training programme amongst staff officers and area managers in the SANDF Social Work Directorate.

A thorough investigation about management, management needs assessment and management training was done through literature study and empirical study with the staff officers and area managers within the SANDF Social Work Directorate. A questionnaire on a needs assessment for a management training programme was administered to staff officers and area managers within the SANDF Social Work Directorate. On the basis of that, conclusions and recommendations will be made.

#### 4.2 CONCLUSIONS

From the investigation done, the following conclusions can be formulated:

- All thirty five respondents completed the questionnaire. Only one respondent did not complete one question but all the responses were included. The reason might be that the respondent is not in favour of any form of training whatsoever or it could be misinterpreted.



- The majority of staff officers and area managers have a zero to three years experience as managers, followed by eight to eleven years experience whilst the least falls under the category of sixteen years and more. Due to the lack of experience that area managers and staff officers within the SANDF Social Work Directorate have there is a definite need for a management training programme amongst them.
- When the years of experience as staff officers and area managers are viewed generally, the percentage of those staff officers and area managers with zero to three years experience is still highest. It is in fact the same as the above mentioned one. This can be as a result of the fact that relatively young staff officers and area managers are appointed into managerial positions.
- All the staff officers and area managers are qualified social workers and a small percentage have an MA degree in social work which is positive. It is in fact the starting point for any further training and this depicts the fact that qualification is more important within the organization and this is positive.
- All the staff officers and area managers did not receive any formal form of management training within the SANDF Social Work Directorate and this reinforces the need for provision of such a training programme.
- Majority of staff officers and area managers are receiving some form of management training outside the SANDF. This reflects the need for development. Confusion prevails amongst some of the staff officers and area managers regarding what management actually is as some of them classify a supervision course within the SANDF as a management course which definitely is not.
- 40% of the respondents indicated that they have not gone through any form of management training in the past. This is reason enough to warrant the provision of one.

- 66.67% of the respondents with previous management training think that they are excellent/good with planning, whilst 50% of those without training think that they are average with planning. Training in planning as a function of management is however a definite need in order to accommodate 6% of those who are poor with planning.
- 90% of the respondents who had training in management indicated that they are excellent/good with organizing whilst 42.86% of those without training think that they are average with organizing which is lower than that of those who had training. There is still a need for training in this regard so as to empower all the respondents to be at the same level of knowledge with regard to organizing.
- Majority of those who had no training think that they are very poor/poor with budgeting whilst those with training think that they are average with budgeting. The reason for this could be that those without training have a general view of budgeting in comparison to those with training who view it in terms of management. According to the researcher, there is a definite need for training in budgeting specifically with regard to overall departmental budgeting. The researcher has observed that overall budgeting with clients is not a problem, but budgeting for the organization is an issue that managers should definitely be empowered with.
- 72% of those with training think that they are good/excellent with leading. No significant differences can be observed in this regard. This however does not imply that there isn't any need for training in this regard. The researcher is concerned about the 28% of those who should be brought on board regarding training in leading as a function of management.
- 61.9% of those who went through training indicated that they are excellent/good with controlling. 64.29% of those without training think that they are average with controlling. The researcher is of the opinion that training in control as a function of

management is a need so as to enhance the knowledge of all the respondents.

The percentage of those respondents without training could be high as a result of the fact that they view control in general terms and not with regard to management.

- Very little difference could be noticed in regard to staffing between the two groups. A minority of 28% respondents think that they are good with staffing. 17% indicated that they are very poor/poor with staffing whilst 9% of those who did not go through training indicated that they are very poor/poor with staffing. There is a definite need for training in this regard.
- A large percentage (66%) of those who went through training indicated that they utilize a participatory approach whilst a small percentage (3%) indicated that they utilize a laissez - faire approach. There is a definite need for training in management styles. According to the researcher, there is no management style that is the best however using one particular management style is risky. All the management styles should be suited to particular situations and to the individual's level of development.
- Majority of the respondents think that the performance of managers will be improved within the SANDF Directorate of Social Work if managers can go through a formal management training. The percentage is high due to the fact that training in management is a definite need within the SANDF Social Work Directorate.
- Multiple responses were given regarding who should conduct the training and as such a combination of all the suggestions given is the ideal and this includes tertiary institutions.
- A large percentage suggested that training should take place once in six months and one respondent did not give any indication in this regard. The reason for this could be that he/she is not in need of training. The researcher is of the opinion

that a situational analysis should be done regarding this so as to enable an appropriate response.

- Most of the respondents indicated budgeting as a problem area in the performance of their job, followed by staffing, strategic planning, and performance measurement, controlling and lastly organizing and management styles. These issues should definitely be addressed.
- Additional management needs are the determination of performance standards, different levels of analysis and the role played by knowledge, skills and attitude in management and the business plan.
- The majority of the respondents would like to form part of the designation of a training programme and the majority of the respondents think that training in management will assist them in their job performance.
- The majority of the respondents think that training imparts knowledge, increases chances of success and that training imparts knowledge. Only 6% are in disagreement with this statement and the reason could be that they have a negative attitude towards training.
- The majority of the respondents prefer training in a form of workshops, followed by practical group exercises, lectures, simulation and role play. The researcher suggest the use of a combination of all the methods. The responses clearly indicate the need for training in practical application of management tasks/aspects.

### **4.3 RECOMMENDATIONS**

Following recommendations based on the investigation can be made:

- Years of experience as a social worker should be considered before being appointed into a managerial position.
- Formal management training within the SANDF Social Work Directorate is critical as managers will be prepared and equipped to perform their tasks efficiently and effectively as has been confirmed with the study.
- It is recommended that staff officers and area managers should be motivated to undergo training in management.
- Management needs identified through this empirical study should be addressed.
- The duration of training should be based on the situational analysis.
- Various identified experts should be utilized in the provision of training.
- An identified format of training should be considered in the management training of staff officers and area managers within the SANDF Social Work Directorate.
- A formal management training programme should be implemented within the SANDF Social Work Directorate.

### **4.4 CONCLUDING REMARKS**

The study clearly indicates that a formal management training programme is critical within the SANDF Social Work Directorate. Management training needs identified through this study should be immediately addressed.

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## ADDENDUM 1

### SOCIAL WORK MANAGEMENT TRAINING NEEDS ASSESSMENT QUESTIONNAIRE

This questionnaire is aimed at ascertaining the needs for a management training programme amongst managers within the SANDF, Social Work Directorate. This questionnaire is anonymous and to guarantee this, you need not put your name on. Please answer all questions. Honesty in responding to questions is highly appreciated. The first response that comes to mind is the most appropriate. Please read the questions carefully, then make a tick (✓) in the box under the most applicable response. Other questions will require some explanation/elaboration.

Thank you for your participation in this research.

#### SECTION A: BIOGRAPHICAL DATA

1. How long have you worked for the SANDF as a social work manager?

0 - 3 years	4 - 7 years	8 - 11 years	12 - 15 years	16 years and more

2. What is your total years of experience as a social work manager, SANDF included?

0 - 3 years	4 - 7 years	8 - 11 years	12 - 15 years	16 years and more

3. What is the highest educational level you have reached?

Diploma in SW	Any other diploma	Degree in SW	MA in SW	Any other post graduate degree

4. What is your functional appointment?

Staff officer	Area manager	Supervisor	Specialist post

5. Did you at any time during your working experience within the SANDF, Social Work Directorate receive a formal management training (other than workshops) within the DSW?

Yes	
No	

6. Are you receiving any management training outside the SANDF?

Yes	
No	

Motivate your answer:

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7. Did you undergo any form of management training in the past?

Yes	
No	

Motivate your answer:

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**SECTION B: MANAGEMENT TRAINING NEEDS**

8. Do you regard your knowledge about planning as:

Excellent	Good	Average	Poor	Very poor

9. Do you regard your knowledge about organizing as:

Excellent	Good	Average	Poor	Very poor

10. Do you regard your knowledge about budgeting as:

Very poor	Poor	Average	Good	Excellent

11. Do you regard your knowledge about leading as:

Very poor	Poor	Average	Good	Excellent

12. Do you regard your knowledge about controlling as:

Excellent	Good	Average	Poor	Very poor

13. Do you regard your knowledge about staffing as:

Very poor	Poor	Average	Good	Excellent

14. Indicate which of the following management styles describe you best:

Participatory approach	Autocratic approach	Laissez-faire approach	Combination of the three styles

**SECTION C: MANAGEMENT TRAINING**

15. Do you think work performance of managers will be improved if managers within the SANDF Social Work Directorate can undergo some form of formal training in management?

Yes	
No	

16. Whom do you think would be suitable to conduct this training?

Social work directorates	South African Medical Health Service Training Formation	Consultant	Others

If the response to item 16 above is others please be specific:

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17. How often should this training be undertaken?

Once a month	Once in two months	Once in three months	Once in six months

18. In what areas do you experience any problems in the performance of your job as a manager within the SANDF, Social Work Directorate?

Strategic planning	Budgeting	Performance measurement	Staffing	Controlling	Organizing	Management styles

19. Give an indication of additional management needs that you have?

Leading	Business plan	Determining performance standards	Different levels of needs analysis	Role played by knowledge, skills and attitude in management

Any other comments:

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20. Do you think that training in management will assist you in your job performance?

Yes	
No	

Motivate your response:

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21. Would you like to form part of the critical decision making process in the designation of a management training programme within the SANDF, Social Work Directorate?

Yes	
No	

22. Training imparts knowledge.

Yes	
No	



23. Training increases the chances for success.

Yes	
No	

24. Training imparts skills.

Yes	
No	

25. Indicate the form which this management training should take?

Conferences	Lectures	Workshops	Role Play	Panel discussions	Practical group exercises	Simulation

26. Any further comments/suggestions?

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**THANK YOU FOR YOUR PARTICIPATION IN THIS RESEARCH!**



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## ADDENDUM 2

DI/R/202/7/3

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Telephone: (012) 315-0292  
Internal: 0292  
Enquiries: Maj N.E. Thwabala

Defence Intelligence  
Private Bag X367  
Pretoria  
0001

25 March 2002

### REQUEST TO CONDUCT A NEEDS ASSESSMENT FOR A MANAGEMENT TRAINING PROGRAMME AMONGST STAFF OFFICERS AND AREA MANAGERS IN THE SANDF SOCIAL WORK DIRECTORATE: 91942144PE LT COL A.C. PITSE

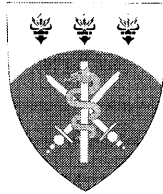
1. A letter SG (1)/R/ 202/3/7 received from Lt Col C.A. Pitse on 15 March regarding the above topic has reference.
2. Authority to conduct research in the DoD wrt the above topic is granted from a security point of view. Permission is also granted to distribute the questionnaires as presented to this Division in the DoD, and to consult the Identified SANDF members regarding the research.
3. A preliminary security classification of Restricted is allocated to the research. The completed product must be presented to this Division for scrutiny and the allocation of a final security classification, if any, before it is provided to the study leader for examination purpose, or before being publish.
4. The following security guidelines are to be adhered to:
  - a. All participants are to participate on a voluntary basis.
  - b. All participants are to remain anonymous.
5. A copy of a final product must be submitted to Directorate Documentation Services within one month after completion.
6. For your action.

  
PP (MAJ GEN G.L. PITSO)  
CHIEF OF DEFENCE INTELLIGENCE: LT GEN

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## ADDENDUM 3

Telephone: 319 3911  
Extension: 3108  
Fax: 319 3116  
Enquiries: Lt Col C.A. Pitse



AMHU GT/R/401/1/3/3

Area Military Health Unit Gauteng  
Private Bag X 02  
Gezina  
0031

June 2002

### INFORMED CONSENT

PARTICIPANT'S NAME:

Date:

1. Title of study: A needs assessment for a management training programme amongst staff officers and area managers in the South African National Defence Force (SANDF) social work directorate.
2. Purpose of study: To undertake a needs assessment for a management training programme amongst staff officers and area managers within the SANDF social work directorate.
3. Procedures: I will be asked to complete a questionnaire.
4. Risks and discomforts: There are no known risks or discomforts associated with this study.
5. Benefits: I understand that there are no benefits to me for participating in this study. However the results of the study will help contribute to the SANDF organization, specifically to the social work directorate by improving the standard of service rendering.
6. Participant's rights: I may withdraw from participating in the study at any time.
7. Financial compensation: I will not be reimbursed for participating in this study.
8. Confidentiality: I understand that this questionnaire is anonymous and to guarantee this I need not put on my name and the information received will be treated with utmost confidentiality. I understand that the results of the questionnaire may be published in professional journals or presented at professional conferences, but my identity or records will not be revealed unless required by law.
9. If I have any questions or concerns, I can call the abovementioned no or 083367945 at any time during the day or night.
10. I understand my rights as a researcher subject, and I voluntarily consent to participation in this study. I understand what the study is about and how and why it is

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being done. I will receive a signed copy of this consent form.

Participant's signature

Date

Signature of Investigator  
**(LT COL C. A. PITSE)**  
**OFFICER COMMANDING GAUTENG MILITARY HEALTH UNIT: COL**